IMPROVING THE STUDENTS' WRITING ABILITY THROUGH EGRA (EXPERIENCE, GENERALIZATION, REINFORCEMENT, and APPLICATION) TECHNIQUE

(*An –Experimental research at the Eighth grade students of SMP N 2 SUNGGUMINASA- GOWA*)

A THESIS

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Dewanti Maumude

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ABSTRACT

Dewanti Maumude, 2016. *Improving the Students' Writing Ability through EGRA (Experience, Generalization, Reinforcement, and Application) Technique. (An -Experimental Study at the Eighth Grade Students of SMPN 2 Sungguminasa - Gowa).* Supervised by Hj. Andi Tenri Ampa, and Amar Ma'ruf. A Thesis of English Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

The objectives of the study were to improve the students' ability to writing the vocabulary and grammar by using EGRA technique at the Eighth grade students of SMPN 2 Sungguminasa-Gowa.

The research method was Experimental method with one group pretest and -posttest design. The writer collected data by giving pretest and posttest which consisted eight of meetings. The sample of the research was class VIII^4 of SMPN2 Sungguminasa - Gowa, which consisted 46 students. The writer used writing test as the instrument in pretest and posttest.

The research findings showed that the EGRA technique improved the students' ability at the Eighth grade students of SMPN 2 Sungguminasa – Gowa, that before had fair score in pretest. After treatment, their ability to write vocabulary and grammar significantly improved. The data analyzed using t-test showed that the value t-test of vocabulary were higher than the value of t-table (55, 65 >86.41), the value t-test of grammar was higher than the value of t-table (660>908). The implementation that EGRA technique could improved the students' ability to write vocabulary and grammar. So, Null Hypothesis (Ho) was rejected and Alternative Hypothesis was accepted.

CHAPTER I

INTRODUCTION

A. Background

Writing is viewed as the most difficult skill since years ago. Limited in grammar, difficult in words choice and afraid in making mistakes are some reasons why writing English viewed as difficult skill. People often think that the success of language learning is seen generally through the speaking ability as the primary skill while writing is slighted.

Writing is one part of grammar that very important but very difficult. Because of the difficulty of writing, sometimes we confused what the topic or the sentences that we want to write. Writing means how to communicates our opinion to other on the paper. But reality shows that it can not be done well because it is very difficult to express. Furthermore, Goldman and Heaton (1986:126) states that many students still encounter difficulties in writing because it is complex and difficult.

The difficulty of writing is also caused by the components of writing. The five components are content, organization, vocabulary, language use and mechanics. They are intergrating related to each other when students producing a good piece of writing. Without having a good mastery of writing components, the students cannot write successfully. Sometimes, when they write the students get difficulties in expressing their ideas or thoughts. In this

case, the students have a lot of ideas, but they cannot organize their writing out into a piece of writing.

Nowadays, there are some techniques used in teaching writing in term of past tenses. One of them is Experience, Generalization, Reinforcement, and Application (EGRA). By using this technique, the students are given opportunity to find out the form and function of the sentence by themselves.

Every stage of EGRA has a particular objective. The objective of the experience is to subconsciously expose learners to a particular structure item in use; the objective of generalization is that learners better remember conclusion about form and function(s) they make by themselves; the objective of reinforcement is to help learners to check or revise their generalization; and the objective of the application is to use or apply a structure item that they have learned.

The reason why the writer want to apply this technique in SMPN 2 SUNGGUMINASA, The writer think this technique very effective and suits to apply in the students there, because it's can help them to increase their knowledge to know more about writing especially improve their grammar, because the students just know about the sentences and paragraph but they don't know how to make to good sentences with used the grammar, and vocabulary.

Based on the previously information, the writer carries out a research to find out the effect of EGRA technique in teaching writing for SMP students.

B. Problem Statement

Based on the description in the background the writer formulates problem statements as follows;

1. How is the improvement of the students' writing ability in terms of vocabulary by using EGRA technique at the eighth grade students of SMPN2 Sungguminasa?

2. How is the improvement of the students' writing ability in terms of grammar by using EGRA technique at the eighth grade students of SMPN2 Sungguminasa?

C. Objective of the Study

The objective of the research is to know how far EGRA technique can improve the students' achievement in teaching writing terms.

1. The improvement the students' writing ability in terms of the vocabulary by using EGRA technique at the eighth grade students of SMPN2 Sungguminasa.

2. The improvement the students' writing ability in terms of the vocabulary by using EGRA technique at the eighth grade students of SMPN2 Sungguminasa.

D. Significance of the Study

The result of the study would expected to be useful information and meaningful for the students and the teachers of English to know about EGRA technique.

1. Teacher

   a. Would able to motivate the students to learn especially in writing subject.

   b. Can improve the effectiveness in learning English subject.

2. Students

a. Can improve the students' ability in writing and confidence to write.

   b. Can make the students to create a good strategy and to motivate the students to be interested in learning English.

   c. Can improve motivation and self -confident the students' in write their ideas.

   d. Can improve the students' ability in memorizing of vocabulary and grammar.

3. School / education

   a. Can make the object of research developing become a high quality in their school.

   b. Can apply the model to another subject.

   c. The finding becomes a good strategy to improve the quality of the education.

   d. The finding can be used as a tool to make a planning in learning process.

So they can use it in the learning process of language to improve their writing ability in English. This method becomes information which is very important to apply in the classroom.

E. Scope of the Study

The research was about the use of EGRA technique in teaching writing. It was restricted on the term of writing, which includes were the grammar, and vocabulary at the Eighth Grade students of SMPN 2 SUNGGUMINASA.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Concept Of EGRA Technique

In learning and teaching process, teacher must master some certain techniques. A variety of techniques will at least partially ensure that a maximum of students will be "reach", Brown (1994:21). The techniques also determine when there the process of transferring knowledge is effective and efficient or not. The technique, which will be used, must be suitable with the material will be taught in order to get good result.

Richards (1968:15) states that technique is implementation that which actually take place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplishing an immediate objective. Further, Brown (1994:51) says that technique is any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives

In oxford Advanced Learner's Dictionary of current English states that technique is method of doing something expertly. Richards (1968:15) states that technique is implementation that which actually take place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplishing an immediate objective. Further, Brown (1994:51) says that

technique is any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives.

EGRA stands for Experience/Exposure, Generalization, Reinforcement and Application. By using this technique, the students are given opportunity to find out the form and function of the sentence by themselves. Brown (1994: 351) says that it is built more intrinsic motivation by allowing the students to discover rules rather than being told them.

EGRA's steps have each objective. Experience is aimed to exposure a particular structure item in use. The objective of generalization is that learners better remember conclusion about form and function, they make by themselves.

Reinforcement helps the students to check or revise their generalization and Application is to apply the structure items learned in the previous stage to communicate information or material that the teacher gives to the students.

EGRA is a technique of teaching English firstly introduce in Teachers Training Program (PKG) for teacher of English in Indonesia. Suharto (2006:8) said that principle of EGRA technique was taken from Conceptual Teaching and Learning (CTL).

EGRA refers to Experience, Generalization, Reinforcement and Application. The explanation below:

a) **Experience**

Experience is a learning stage where students are subconsciously expose to the meaningful use of particular structure item. It is also effective for presenting previously taught structures, which have some functions.

This learning experience makes the students more active from the beginning of the teaching process where they will come into a great discovery. Wernon (1980) states that activity involving direct experience is highly inquiry oriented. The student here is an active participant rather than the passive observer of the teacher. The experience in this research refers to guiding the students to learn every element of writing for example, content organization and the structure used in writing and so on.

According to Mapruddin (2008) the steps of EGRA are:

1. The teacher gives leading question to students that will be teaching.

2. In this section, the teacher should try to lead the students unconsciously about the material that will be taught by the teacher. All activities undertaken by the teacher in experience phase form of oral exercises (Pipit, 2011:1).

b) **Generalization**

In this stage the students are led through tasks to discover form, meaning and function of a structure they have been exposed to. The rational for the generalization is the learner better remember conclusion about the form and function(s) they make for themselves. Harmer (1991:113) says that the best way to ensure learning was for the students to work out the rule himself.

Ramirez (1995:22) says that this stage focus on grammatical items themselves. The objective here is to move away from the context and concentrates on the rules govern the various aspects of the structure.

The teacher will not tell the students about the form, meaning, and function of the sentence but let them find out by themselves. Krashen (1987:62) states that learning is facilitated if the learners discovers or creates rather than remember and repeats what is to be learned.

The generalization is the central of EGRA technique where students are expected to make a discovery of language structure. Rivers (1968:77) says that generalization become more comprehensive as the students advanced in knowledge of language and is able to recognize characteristics feature of the language structure.

In this step the teacher will guide through leading questions to find out the generic structure of the text, for example, the form, meaning, and function of the sentence. Learning experience, which the students have gained, will facilitate them in the discovery process, which becomes the main purpose of the generalization.

In this Generalization phase the students distribute each group some phrases of asking for information as follow:

- What did you do over the weekend?
- Where did you go for Spring Break?
- How was your trip?

- When did you get back?

- What kind of things did you see?

- Who did you go with?

- How many people were there?

Have each group to find out how the sentences are arranged. For an assistant you may provide leading questions. For example, look the word after the question word. What are they? What kinds of words are they? Do they have special meaning? Etc.

Lead the student to have their own general conclusion how the sentences arranged (Prianto, 2011:2)

c) **Reinforcement**

Reinforcement is a learning stage where students are provided with correct and conscious knowledge of the form, and functions of the structure item that they have been exposed to. The objective of this stage is to help learners to check or revise their generalization that students should have corrected and consciousness of the form and function of a certain structure item.

In this step, the teacher explains again what the students have discovered so that they get reinforcement. Alexander (1980: XXI) says that the aim behind all explanation should be to reinforce theoretically what the students has already practiced.

After the students have got self-confidence through teacher's reinforcement or explanation, they will do task again. Thomas

(1984:81) says that reinforcement practices also tend to help individual focus on special activities. In other words, reinforcement sharpens the individual's attention or concentration for the second task.

Giving full attention to the classroom situation is also very important for the teacher in order to get effectiveness of using reinforcement in learning and teaching process (Grasha 1978:82). Furthermore Kenneth (1976:82) says that reinforcement occupies a central and crucial role in the behaviorist learning strategy.

It is stated above that the real form or example of this reinforcement stage is that the researcher gave more tasks to the students so that what they have learned before can again be sharpened. This can make them better understand the material.

Reinforcement phase Marpuddin (2010:3) states the steps of reinforcement as below:

a) Teachers revisit some of the answers listed on the board.

b) Teachers provide an explanation as a reinforcement of function and form the structure of language is being taught explicitly.

c) The teacher gives some examples of sentences as a model

d) Teachers do Drill repeatedly about the pronunciation of sentences correctly.

e) The teacher provides reinforcement in the form of duties / question to work with students.

f) The teacher asks the students work in pairs.

g) The teacher asks students to discuss the answers with each their partner.

h) Students discuss the answer in the classical style led by the teacher.

d) Application

Application is learning stage where students are given opportunities to use or apply the structure item that they have learned in communication either receptively or productively.

Kenneth (1976:83) says that the objective of the application is to determine whether the students know how to apply grammatical forms that have previously been presented. Rivers (1968:376) states that a period for the practical application of what has been learnt may involve reading a passage for which previous has prepared the class; it may be a necessity for some forms of writing exercises, or it may take the form of a dramatization in front of the class.

In this Application phase students should:

a. The students are asked to work individually.

b. The teacher gives the students the task card that contains the situation / case.

c. The students are required to make their own answers to respond the situation / case provided

d. The teacher gives the students homework to discuss in the future learning (Pipit, 2011:1)

From the statement above, it is clear that language, which has been taught, must be applied in its situation. This step also mirrors about the importance of the application in learning and teaching process, especially in teaching English structure. This is the moment of truth where they can compose recount text by themselves well.

The main point of EGRA technique is that the students have experience in something they will learn, after that they can make the general conclusion from their experience, then apply it in the different condition. Finally they have to make a lot of practice to master the information (Prianto, 2011:2).

Based on the explanation of EGRA above, the writer thought that every step of EGRA which stands for Experience, Generalization, Reinforcement, and Application will lead the students to be better at learning English.

B. Previous Related Research Findings

The writer reports the identification of using several techniques to increase the students' writing ability. Some research findings are briefly cited as follows:

Nur Hasanah, (2010:25-27). Thesis. *The Effects of EGRA Technique Toward the Teaching of English Tenses at the SMP Muhammadiyah 9 Makassar*, states that the finding of the research at the students' mean score of pre-test are 49.20 and the students' mean score post-test are 75.20 with t-test 16.99 where (16.99>2.064). It is increased because the t-test is higher than t-table.

Irawati (2009). Thesis. *Using E-dialogue Journal to Improve the students' writing Ability*, states that the finding of the research at the students' mean score of pre-test in narrative writing are 6,35 and the students' mean score post-test are 71,07 with t-test 9,11 and t-tale 2,45 where (9,11 > 2,45). It is increased because the t-test is higher than t-table.

Referring to previous findings above indicates that EGRA technique is more effective because it can improve students' writing and make students more active in learning, so the researcher decided to take EGRA technique to improve students' writing in this research.

C. Concept of Writing

1) Definition of Writing

Writing is the most complicated subject of four language skills. It also support by scientist opinion mentioned as follows.

Graham and Perin (2007:3) explain that writing well is not just an option for young people-it is a necessity. Writing skill is predictor of academic success and a basic requirement for participation in civic life in the global economy, while Writing is not a simple language skill to perform because of it is large areas that must be involved. In producing a piece of writing, linguistic competence and extra linguistic competence are always involved.

 The fact is that writing is not only a means of expression, but it is also an essential criterion of competence in any field. This means that to write is to

seek expression or to have something to say through the application of linguistic system.

From the definition above, the researcher can conclude that writing is a main tool to absorb the knowledge and science that are needed in the process of developing the students' competence in communication and education.

2) **The characteristics of Good Writing**

Good writing reflects the writing skill to organize the material into coherence whole so that it moves logically form a sentence, dominate idea, to the supporting and finally to consistent ending, conveying to the reason sense of a well thought put plan.

a. Good writing reflects the writer skill to write the interest readers in subject and demonstrate a thought sound understanding of it.

b. Good writing reflects the writer skill to criticize the draft and revise it. Revision is the key of effectives writing.

c. Good writing reflects the writer skill to use the approach vice suit the purpose and audience of the occasion.

3) **The Purpose of writing**

Meyer (1992) categorizes the purpose of writing into three categories, to persuade, to inform, and to entertain.

a. To inform: The writer generally explains or describes an idea, a process, an even, a belief, a person, a place or thing to give information. The writer also gives the facts and explains its causes.

b. To Persuade: A writer tries to change the audience or behave differently. In this sense, the writer appeals to the readers' logic or emotion

c. To Entertain: The writer gives some efforts to make the reader laughed, smiled, fascinated, surprised or even angry.

4) The Reasons to Write

Writing skills can be the ticket to better collage grades and greater academic achievement. According to Hoirston (1986:62), writing is important for some reasons:

a. Writing is a tool for discovery we stimulate our thought process by the act writing and take into information and image we have our unconscious mind.

b. Writing generates new ideas by helping us to make connection and relationship

c. Writing helps us to recognize our ideas. We can arrange them in coherent form

d. Writing helps us to absorb and process information, when we write a topic, we learn it better.

5) Kinds of Writing

Oshima and Hogue (1997), state that writing into four kinds, as follows: narration, description, exposition, and recount.

a. Narration

Narration is the form of writing use to relate the stay of act of events. Narration places occurances in time and tell what happened according to natural time sequence. One thing happens and then another thing happens, and the evebts are told in the same order. A narration tells a story series of conducted incidents or an action process of an action. In narration, the incidents that make up the story are usually told in order in which they would really happen. Types of narration include short story, novels and new stories, as well as a large part of our everyday social interchange in the form of latter and conversation.

b. Description

Description is a form writing that describes something. It is reproduces the way thing looks, smell, taste, feel, or sound. It may also evoke mood such us happiness, loneliness, or fear. It used to created visual image of people, places event of units of time or reason. It may be used also to describe more than outward appearance of people. It may tell about their tries of character of personality.

c. Exposition

Exposition is the form of writing that explains something. It often answers to the question of what, how, and why. Its purpose is to present ideas and to make the ideas clear as possible.

d. Recount

Recount is a text which retells events or experience in the past. Its purpose is to retell events. The generic stuctures of recount are orientation-events-reorientation. It has a similarity with the generic structures of narrative. The differenciated of recount text with narrative only is in events. There is no complication in recount.

6) Components of writing.

The good writing skill can be analyzed to group and varied skills. They are grammar, mechanics, vocabulary, content and organization. Jeremy Harmer (1991:25):

a. Grammar

Grammar concerns about the ability to write correct and appropriate sentences. The writer has to give attention for preposition, tenses such as using of verbs, nouns, adjective, also conjunction and articles.

Brown (1995:34), states that is grammar is a system of rule governing the conventional and relationship of words in sentences. It concerns with form and structure of words and their relationships in sentences. This means that as the word order or form in a sentence changes, the meaning of the sentence also changes.

b. Mechanics

It is related with the ability to use correctly words to the written language such as using of capitalization, punctuation, spelling. It is very important to lead the readers to understand or recognize what the written means to express. The use of favorable mechanics in writing will make the readers easy to the group to conveying ideas or message of writing.

c. Content

The content of writing is about the ability to think creatively and develop thoughts, excluding all irrelevant information. It should be clear to the readers. So, they can understand what the messages convey and gain information from it. Also, the content of writing should be well unity and complete because the characteristic of good writing has unity and completeness.

d. Vocabulary

Vocabulary is an essential part of compose writing. The writes need vocabulary mastery well to express or write their ideas. The effective using of words or vocabulary in writing must be relevant with the topic to let the readers perceive and feel it. Someone who lack of vocabulary will be difficult to compose what they are going to express but appropriate words will help writers to compose writing.

e. Organization

Organization is the ability to develop ideas and topic which relevant in a united form. On the other hand, it concern in ways of writer to arrange and organize the ideas or messages in writing. There are many ways in process of organization writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial pattern.

7) Recount Text.

a) Definition of Recount Text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

Recount Text is a kind of text that retells past events in chronological order. The purpose of this text is to give the audience a description of what occurs and when it occurs. The social function of recount text is to share a story of what happened in the past. Some recounts will be purely informative, while others will aim to both inform and entertain. All recounts construct the past, but the purpose, audience and focus will vary according to the form used. Many reluctant readers or writers find this text type accessible and manageable because it is generally based on fact rather than fiction.

b) Kinds of Recount Text

The social function of recount text is to retell past events or something which is happened in the past for the purpose of informing and entertaining. There are three kinds of recount text, they are:

a. Biographical recount which are writing about what happened in the past focusing on one individual's life.

b. Historical recount is about what happened in the past focusing on a group of people who lived through a historical period.

c. Historical recount shows and evaluates reasons why things happened in the past.

According to Derewianka (1990), classifies recount text into some types, they are:

a. Personal Recount

Telling about activities whereas the writer or speaker involves or do by her or him (e.g. oral anecdote, diary entry) used the first pronouns (I, we). Personal responses to the events can be included, particularly at the end. Details are often chosen to add interest or humor.

b. Factual Recount

Record the particulars of an incident (e.g. report of science experiment, police report, news report, historical account). A factual recount is concerned with recalling events accurately. It can range from everyday tasks such as a school accident report to a formal, structured research tasks such as a historical recount.

c. Imaginative Recount

Imaginative or literary recount entertain the reader by recreating the events of an imaginary world as though they are real. "A day in my life as a family pet", for example. Emotive language, specific detail and first person narration are used to give the writing impact and appeal.

d. Procedural Recount

A procedural recount records the steps taken in completing a task or procedure. The use of technical terms, an accurate time sequence and first person narration (I or we), give credibility to the information provided. Example include a flow chart of the actions required for making bread, a storyboard of video tape script or advertisement, the steps taken to solve mathematical problem.

e. Biographical Recount

A biographical recount tells the story of person's life using a third person narrator (he, she, and they). In the case of an autobiography, first person narration (I, we) is used. It is usually factually accurate and records specific names, times, place and events. A purely factual, informative biography, however, would lack the appeal provided by personal responses and memorable anecdotes. There is often an evaluation of the subject's achievements in the final section.

c) Generic Structure of Recount Text

Recount generally follows a similar structure, but the students should be guided by the purpose for an audience of their text in their use of the following structure:

1. Orientation: Introducing the participants, place and time.

2. Events: Describing series of event that happened in the past.

3. Reorientation: It is optional. Stating personal comment of the writer to the story.

d) Language Features of Recount Text

Language features that are used in Recount text are:

a. Simple past tense is used in most recounts, but present tense may be used to create immediacy.

b. Subject-specific terms (larvae, topography) are used to record facts and events accurately. They also add authenticity and credibility to the tone of the writing.

c. Specific descriptive words (adjectives) help the audience visualize or imagine events.

d. A range of conjunctions (because, although, while) is used to link clauses within sentences.

e. Time connectives (firstly, secondly, next, finally) are used to link separate events or paragraphs into a cohesive whole text.

f. Passive voice is used, particularly in factual recounts, to give objectivity to the text.

g. Adverbs (yesterday, outside) and adverbial phrases. For example, 'In 1991, in top of the hotel', are used to indicate specific times and places.

h. Specific participants (nouns and pronouns).

B. Conceptual Framework

The conceptual framework underlying the research was presented in the following diagram:

Figure 2.1 conceptual Framework

```
              ┌─────────────────────┐
              │       Writing       │
              └─────────────────────┘
                        │
                        ▼
              ┌─────────────────────┐
              │  EGRA technique:    │
              │    Experience       │
              │   Generalization    │
              │   Reinforcement     │
              │    Application      │
              └─────────────────────┘
                        │
                        ▼
              ┌─────────────────────┐
              │  PRE - EXPERIMENTAL │
              └─────────────────────┘
                        │
                        ▼
              ┌─────────────────────┐
              │   WRITING ABILITY   │
              └─────────────────────┘
                        │
                        ▼
              ┌─────────────────────┐
              │    RECOUNT TEXT     │
              └─────────────────────┘
                  │            │
                  ▼            ▼
          ┌──────────┐   ┌──────────────┐
          │ Grammar  │   │  Vocabulary  │
          └──────────┘   └──────────────┘
```
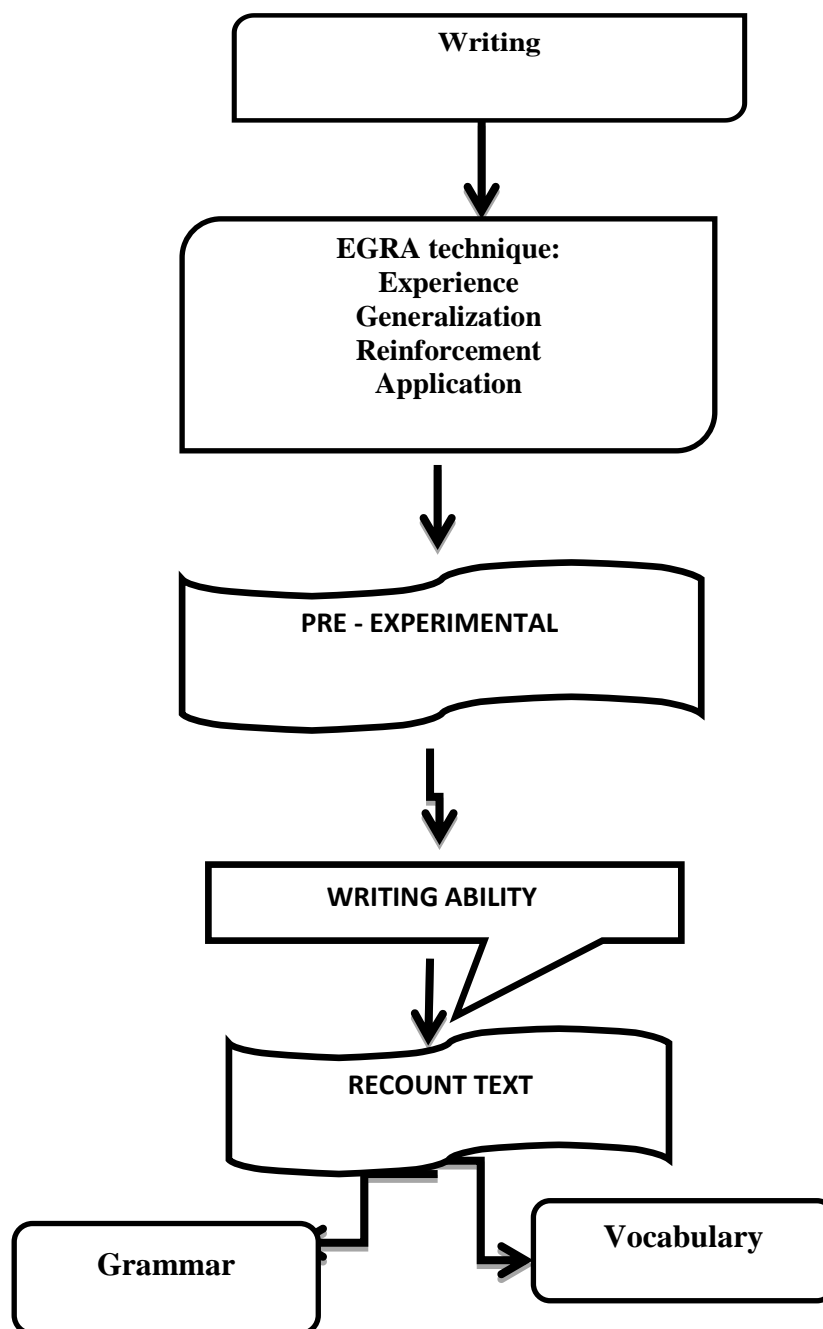
Based on the conceptual framework above it described the theory before doing this research. First stage the teacher prepared the writing text. In writing text teacher use the EGRA as the technique. With this technique the teacher use the Pre – experimental method that includes: pre – test, and post – test with used the EGRA technique the teacher explained the terms of writing, there were included two parts of writing ability that the teacher explained to the student in the classroom, they were: the grammar, and vocabulary. With used the EGRA technique, it would be improving the student' writing ability.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used pre – Experimental as a method in one group

pre –test, treatment and post- test design. The design present as follows as:

Table 3.1. research design of experiment.

Pre-test	Treatment	Post test
O_1	X	O_2

(Gay, 1981:225)

1. **Pretest**.

   The pre-test was writing test and given before the treatment to know the

   students prior knowledge in writing ability.

2. **The Treatment**

   a. The teacher gave leading question to the students and divided the students

   into several group, consist of 5 student

   b. The teacher prepared writing text about the recount textand gave the

   students writing text.

   1) The teacher led the students to found out the structure of

   grammar Underline the verbs that have past tense.

   2) Underline the vocabulary.

c. And then, the teacher gave the pictures about some places and then asked them to write the experience about the picture.

d. The teacher asked the students to write their experience during their holiday, and unforgettable experience or impressed experience.

e. Asked them to report their answer.

f. Teacher and students done feed- back and conclusion as reinforcement.

g. The teacher gave example sentences or the reading text about the recount text.

h. The students did exercise relation with the grammatical pattern that they have gotten.

i. The teacher asked the students to write short paragraph by individually.

3. Posttest

The posttest was given after the treatment, this posttest aimed to find out the improvement of the students' writing ability.

B. Population and sample

a. Population

The population of the research was consisted of the eight grade students of SMPN 2 SUNGGUMINASA in the academic year 20015/2016. The total numbers of whole populations were 450 students. They were $VIII^1$, $VIII^2$, $VIII^3$, $VIII^4$, $VIII^5$, $VIII^{6,}$ $VIII^7$, $VIII^8$, $VIII^9$, $VIII^{10}$,

b. Sample

The researcher used purposive sampling in which the researcher just took one class it wasVIII^4. The numbers of sample were 46 students who take as the respondents of the research.

C. The variables and Indicators

This research used two variables, they were:

a. Independent variable

Independent variable of the research was the use of EGRA technique in teaching writing. It was as the method used by the teacher when teaching the material.

b. Dependent variable

The dependent variable was the students' ability in the use of the terms of writing. The indicators of students' writing abilitywere: the grammar, and the vocabulary.

D. Research Instrument

The instrument of the research was written test was given twice. The first test was pretest and the second test was posttest, these instruments aimed to improvement the students writing ability.

E. Research Hypothesis

There were two hypotheses in this research. They were H0 (Null Hypothesis) and H1 (Alternative Hypothesis).

1. H0 (Null Hypothesis): There was not significant different between the students' writing ability to write recount text after applying Mini Project Assessment as the treatment.

2. H1 (Alternative Hypothesis): There was any significant different between the students' writing ability to write recount text after applying EGRA technique.

F. Data Collection

1. Before gave the treatment, the researcher explained the recount text and then the researcher gave some picture on pre-test and asked the students to choose one of the pictures and wrote into recount text.

2. After did the treatment, the students were given post-test. The Researcher gavea topic about the interesting place that they had visited to the students and asked them write into recount text individually through writing test measured the students' writing ability. Its result will compare with the result of pretest to find out students' improvement and their progress. The test will conduct with the same activities in pretest.

G. Data Analysis

1. The data analysis in Pre-experimental design from the test was analyzed with:

Table 3.2 Scoring students' grammar test

In language use component used scale 2 – 6 as scoring rate as follows:

Score	Classification	Indicator of grammar
6	Excellent	If the grammars of the composition are all correct in tenses, punctuation, capitalization, pronouns
5	Very Good	If the composition contains few errors of grammar
4	Good	If the composition contains some errors of grammar
3	Fair	If the composition dominated by errors of grammar
2	Poor	If the grammar of the composition are all incorrect

Glencoe (2000: 171)

Table 3.3 Scoring students Vocabulary test.

To know the score of the vocabulary the writer used the following

scale:

score	classification	indicator
4	Very good	If almost words that used are correct, and variations, little of errors user words and spelling
3	Good	In general words used appropriately, but there are some mistakes use of words and spelling. Messages can be generally understood.
2	Fair	There is a lot of use of words and misspelling and los of messages that are difficult to understand.
1	Poor	Most of the words and spelling are used incorrectly and the messages is difficult to understand

http://www.rubrik penilaian vocabulary.com

a. To calculate the students' scoring essay test

$$Score = \frac{Student's\ Answer}{Total\ Number\ of\ Item} \times 100$$

(Gay 1981:298)

b. Calculating the mean score of the students' writing test by using the flowering formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\overline{X}$ = the mean score

$\sum x$ = the total raw score

N = the number of students

c. To know improvement the students score, the researcher used the following formula:

$$\% = \frac{X^2 - X^1}{X^1} \times 100$$

Where:

X_1 : Mean score of pretest

X_2 : Mean score of posttest

% : Improvement (percentage of progress)

(Gay, 1981: 299)

The criteria depicts to refuse to receive the hypothesis that the hypothesis (Ho) receive the value of t-test is fewer or equal to the value of the table. However, when the value of t-test greater than that t-table, the hypothesis will reject and the alternative hypothesis (H1) will be received.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of the research and discussion. The findings of the research covered with the result of the data collected through the test. In discussion part, the writer described the interpretation of the finding.

A. Findings

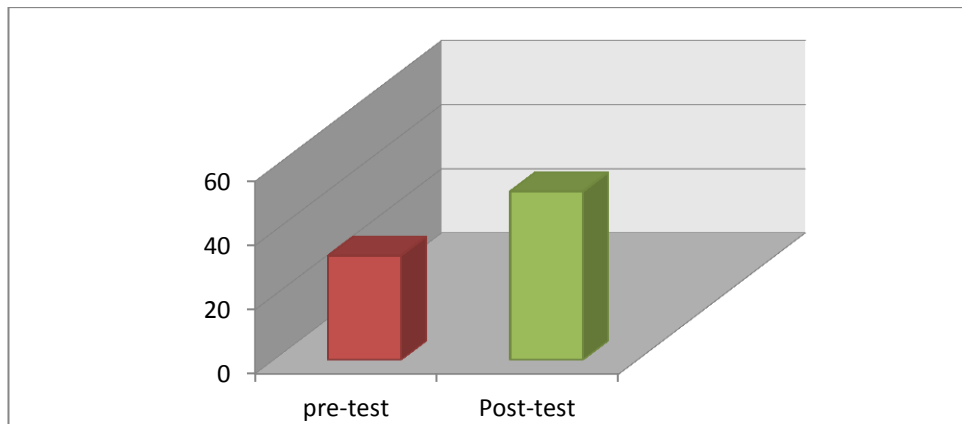1. **The Improvement of the Students' writing Ability in terms of vocabulary**

   To answer the research questions in the previous chapter, the writer administered a test, which was given twice for the students. Firstly, pre-test was given before the treatment. Secondly, post-test was given after the treatment. The results of the students' writing ability in terms of vocabulary in pre-test and post-test were presented in the table below:

Table 4.1 The Improvement of the Students' writing Ability in terms of vocabulary

No.	Indicator	Pre-test	Post-test	Improvement (%)
	Vocabulary	32.5	52.5	**61.54**

The data on the Table.4.1, shows that the score of vocabulary improved 61.54 % from the mean score 32.5on pre-test to be 52.5.

Figure 4.2: The Improvement of the students' writing Ability in terms of vocabulary

The score of the students' post-test was higher than the mean score of the students' pre-test. This means that EGRA technique can improve the students' writing ability in terms ofvocabulary in Recount text.

**2. The Improvement of the Students' writing Ability in terms of Grammar.**

To answer the research questions in the previous chapter, the writer administered a test, which was given twice for the students. Firstly, pre-test was given before the treatment. Secondly, post-test was given after the treatment. The results of the students' writing ability in terms of grammar in pre-test and post-test were presented at the table below.

Table 4.3 The Improvement of the Students' Writing Ability in terms of grammar.

No.	Indicator	Pre-test	Post-test	Improvement (%)
	Grammar	**33**	**51.13**	**54.94**

The data on the Table.4.1 shows that the score of grammar improved **54.94**% from the mean **33** on post-test to **51.13** pre –test.

Figure 4.4: The Improvement of the students' writing ability in terms of grammar.
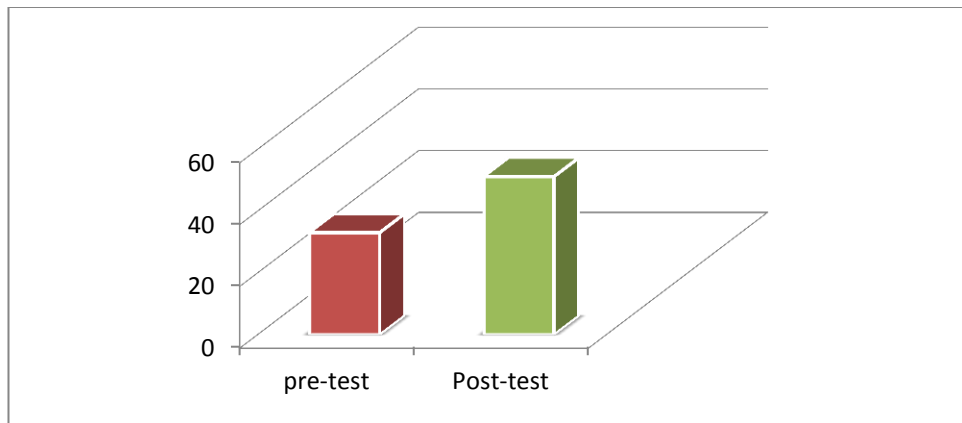
The score of the students' post-test was higher than the mean score of the students' pre-test. This means that EGRA technique the students' ability to write grammar in recount text.

The data below indicates that teaching recount text can improve the students' ability to write recount text at the eleventh grade students of SMP Negeri 2 Sungguminasa.

B. Hypothesis Test

If the t-test value was higher than the t-table at the level of significance 0.05 and degree freedom 34, thus the alternative hypothesis (H1) would be accepted and null hypothesis (H0) would be rejected. In contrary, if the value was lower than t-table at the level of significance 0.05 and the degree freedom34, thus the alternative hypothesis would be rejected and null hypothesis would be accepted.

C. **Discussion**

1) **The Improvement of the Students' writing Ability in terms of Grammar.**

The description of the data collected through test as explained in the previous section shows that the students' writing ability improved considerably. It is supported by the mean score rate of the students' pretest and posttest.

But with used EGRA Technique and implementation it in the classroom, help the students could know more about writing. So it can be inferred statistically based on t-test value that EGRAtechnique was more effective in developing students' writing ability of grammar and vocabulary.The researcher taught about the recount text in the pre- test through EGRA Technique in the class. The researcher found that the students still difficult to write well, especially to use appropriate grammar, such as tense.

The difficulty of the students in grammar had been analyzed, so the researcher had to think the solution of the problem. So, the researcher decided to do the treatment.

The improvement of the students' skill to write recount text after implementing EGRA Technique had effect that was effective. Where, the researcher found in the data source from pre-test result in writing terms of grammar that the students just could get score that was 33, it means that it was far from the target, but after implementing the students could get score 51.13

The result above also proves that EGRA Technique was able to improve the students' writing skill in SMPN 2 SUNGGUMINASA.

Based on the result of the students' answers either in control or experimental group before and after treatment, the researcher concluded that students often did not understand the steps of writing the text. They just took or cheating from their friends answer. Sometimes totally missing the point of the questions. As the researcher analyzed students' difficulties in writing ability, the researcher surmised that they had an underlying lack of linguistic competence in English that affected their writing. Some of the researcher's conclusions were their lack of grammar and vocabulary knowledge led to not recognizing the ideas of the writing. They just know a little of vocabulary and grammar until made them can't created any word to made a good sentences or a story. Even, a lot of them that did not know and can't distinguish where should we use past tense, so that they were confused how to make good sentences. Here, the researcher explained them EGRA Technique that can help them and taught them to create their ideas in a paper. It proves that the problem on the background still occurs, however, the use of EGRA technique was successfully maximized the students' writing ability. The students were encouraged with the use of EGRA technique in their writing.

2) The Improvement of the Students' writing Ability in terms of Vocabulary.

With used and implementation the EGRA technique in classroom, help the students to increase their ability in writing, especially in writing

vocabulary. Although at the first they did not know and not recognize what is vocabulary, at least a little of vocabulary they can understand.

The description of the data collected through test as explained in the previous section shows that the students' writing ability improved considerably. It is supported by the mean score rate of the students' pretest and posttest.

The improvement of the students' skill to write recount text after implementing EGRA Technique had effect that was effective. Where, the researcher found in the data source from pre-test result in terms of writing vocabulary that the students just could get score on the pre test 32.5 that was; it means that it was 52.5

After classifying the students' score of vocabulary in pretest were in poor and very poor category or their range score just spread from 25 score up to 50 range score which only 9 student was in fairly category, 23 students were in poor category, and 12 students were not have score because absent.. In the posttest indicated shade of difference where the students' score spread also in 0 up to 10 range score or 5 students (12.5%) were categorized as a excellent category, 46 students were categorized as fairly good, 7 students (17.5%) were categorized as poor, and there were 4 students in very poor category.

Richards (1968:15) states that technique is implementation that which actually take place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplishing an immediate objective. Further,

Brown (1994:51) says that technique is any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives. Suharto (2006:8) said that principle of EGRA technique was taken from Conceptual Teaching and Learning (CTL).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusion and suggestion based on the research findings in previous chapter, the researcher puts forward the following conclusion and suggestion.

A. CONCLUSION

Based on the findings above the researcher concludes that:

1) The improvement the students ability in writing vocabulary by using EGRA Technique at the eighth grade students' of SMPN 2 SUNGGUMINASA was improve significantly the students' ability. The students mean score of pre –test in writing vocabulary was 32.5, the mean Score of post-test was 52.5 and the improvement 61.54%.

2) The improvement the students ability in writing grammar by using EGRA Technique at the eighth grade students' of SMPN 2 SUNGGUMINASA was improve significantly the students' ability. The students mean score of pre –test in writing grammar was 33 the mean Score of post-test was 51.13 and the improvement 54.94%

The application of EGRA technique is needed in English language teaching and learning in increasing their ability to create some ideas on their writing.

B. SUGGESTION

Based on the findings above, the researcher suggests that:

1. The English teacher should use EGRA Technique as one of the alternative ways in teaching writing because it can improve the students writing skill.

2. It is suggested to the English teacher maximizing in giving guidance to the students in learning and teaching process.

3. The students should increase their ability in learning writing with use EGRA Technique.

4. The researchers are suggested applying this technique to teach writing.

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APPENDICES

TEACHING MATERIALS

First and second meeting

1. Write down about your experience that very impressed for you, you can see

   the example below as the instructions.

My Holiday

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scanery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more intersting.

SumberArtikel:
Englishindo.com - Referensi Belajar Bahasa Inggris untuk Indonesia.

2. Choose one picture below then make into a recount text.

Beach Losari Beach

TEACHING MATERIAL

Third and four meeting

Attention the story below and then change into past tense the words in the blankets.

My Holiday in Bali

When I (am) 2nd grade students of Senior High School, my friends and I (go) to Bali. We (are) there for three days. I (have) many impressive experiences during the vacation. First day, we (visits) Sanur Beach in the morning. We(see) the beautiful sunrise together. It (is) great scenery. Then, we (check) in to the hotel. After (prepare) ourselves, we (go) to Tanah Lot. We (meet) so many other tourists there. They (are) not only domestic but also foreign tourists. Second day, we (enjoy) the day on Tanjung Benoa beach.

We (play) so many water sports such as banana boat, jetsky, speedboat etc. We also (go) to Penyu island to see many unique animals. They (are) turtles, snakes, and sea birds. We (are) very happy. In the afternoon, we (go) to Kuta Beach to see the amazing sunset and (enjoy) the beautiful wave. The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There (are) so many monkies. They (are) so tame but sometimes they could be naughty. We could make a close interaction with them.

After that, we (go) to Sukowati market for shopping. That (is) my lovely time. I (buy) some Bali T-Shirt and souvenirs. In the evening, we (have) to check out from the hotel. We (go) back home bringing so many amazing memories of Bali.

Sumber Artikel:

Englishindo.com - Referensi Belajar Bahasa Inggris untuk Indonesia.

Fifth and sixth meeting

Recount Text

A Beautiful Day at Jogja

Last week, my friends and I went to Jogja. We visited many places. First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach.

There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals.

Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.
For me, that was a beautiful day. We really enjoyed it, and I hope I could visit Jogja again.

Sumber Artikel:
Englishindo.com - Referensi Belajar Bahasa Inggris untuk Indonesia.

Seventh and eighth meeting
Recount Text

MY BUSY DAY

Last Monday was a busy day for me. I spent my time to do a lot of activities from college to my home. First, at the morning, I did my presentation's assignment with my partner, she was Nurhidayah. It took 3 hours. And then we went to the campus for joining lecture. But, the lecturer said that our presentation would be started next week. It made us disappointed.

The class was finished at 12.30. After that, I had to go home because my grandmother was in a bad condition. She was hospitalized. So, it was a must for me to back home at that time. When I got there, there were so many members of my family. There were about 10 people. My aunt, my niece, my uncle and some of my cousins. We all hoped that our grandmother would get better soon. Those activities made my day busy.

Sumber Artikel:
Englishindo.com - Referensi Belajar Bahasa Inggris untuk Indonesia

Instrument pre -test

1. Choose one picture below then make a recount text.

WATERFALL   SINGAPORE

BALI ISLAND   BEACH

Instruments post-test

Make a recount text and choose one of the topics below that you think interesting!

You may also choose your own topic!

- Your favorite place when you visited it.

DOCUMENTATION

Pre test

Post test