

UNDERSTANDING RECOUNT TEXT THROUGH EGRA IMPLEMENTATION

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ABSTRACT

Experience, Generalization, Reinforcement, Application (EGRA) technique is suitable for teaching writing. Teaching writing using EGRA techniques executes the students are easier to develop stories based on their experiences. This study focused on investigating the implementation of the EGRA technique in understanding recount text by the students at SMPIT Al-Hijrah 2 Deli Serdang. Specifically, the objective of this study is to find out the effect of the EGRA technique on students' writing ability in recount text. This study employs a quasi-experimental design, including a pre-test and post-test control group design—the Eighth-grade students at SMPIT Al-Hijrah 2 Deli Serdang as the population of the study. The researchers selected two classes of Eighth-grade students as the sample of this study. The sample selection used random cluster sampling, specifically the Eighth-grade Al-Karim as the experimental class, which consisted of 30 students, and the Eighth-grade VIII Al-Mughni as the control class, which consisted of 30 students. The experimental class was taught using the EGRA technique, and the control class was taught using the conventional method. The data of this study were analyzed by using t-test formula. The result from calculating the data showed that the implementation of EGRA was effective to be applied in teaching students of the Eighth-grade students at SMPIT Al-Hijrah 2 Deli Serdang in writing recount text. In other words, it was revealed that the use of EGRA technique was effective enough to enhance the students' understanding in writing recount text. While the application of the conventional method was not effective in improving students' ability to understand recount text.

Keywords: Writing, EGRA Technique, Understanding a Recount text

I. INTRODUCTION

Education is a crucial activity with the transmission of information in the context of expanding human resources (Wilson, 2016). In this case, education requires serious, systematic, and sustainable efforts to construct a prosperous and civilized society (Benedict, 1999). People need language to help them in communicating each other. Language is often regarded as the most crucial tool for the exchange of information (Rezeki and Sagala, 2019). Remarkably, a feature of language meaning is not only related to the word's selections, but also how the way to convey it. In addition, Sagala and Rezeki (2018) argued that language is a vital element in people's lives because individuals can readily communicate in a language. If the speaker cannot transmit

their message with one language, the speaker must modify the language to understand it more. English is one of language usually that focuses on the four basic skills like listening, speaking, reading, and writing.

Writing is a mechanism of expressing personal meanings and expressing feelings and thinking to people with significance (Hyland, 2004). In addition, Spratt (2005) explains that writing involves communicating a message with a sign or symbol on page. It can help people to communicate by using a pen/pencil (handwriting) or a keyboard (typing). As Nunan (2015), states writing is a manual on paper or a computer screen by using a pencil, pen, or keyboard keys to communicate ideas to build a written work (essay, recipe, report). Writing is a way to produce language and

express ideas, feeling, and opinion (Harmer, 2004).

Students must be able to convey their views in writing and to utilize grammar, punctuation, and language correctly in teaching and learning in the classrooms, especially in writing. In fact, the students are still unable to express their idea in writing a text. They felt that they were difficult to organize their idea to be written in a text. Furthermore, based on the above explanation, the researchers identified some issues with the students' ability to write recount texts, including: students' weak English vocabulary, insufficient grammar mastery, students' difficulty in developing ideas from the topic, students' lack of understanding of the procedure in writing recount text, and students' lack of writing ability. The eighth-grade students at SMPIT Al-Hijrah 2 have writing challenges due to a lack of motivation and enthusiasm in composing English texts.

Even though, there are some aspects that must be filled in writing to make a good writing (Weigle, 2002). The teacher has to solve this problem by applying the suitable technique in order that the students can produce a good writing.

Furthermore, writing is a method of expressing one's thoughts and ideas through words. Writing can also be used to communicate ideas, thoughts, and other types of expressions to people in written form. As a result, writing is regarded as the most crucial skill in English instruction. In addition, descriptive text, recount text, narrative text, procedure text, and other types of writing exist in English. This study focused on recount texts since they have a social function of retelling events for the aim of informing or entertaining, and they were taught in Junior High School of the eighth-grade students.

This study was conducted to help the students in writing especially in recount text because one of the genres of the text that are taught in the Eighth-grade students at SMPIT Al-Hijrah 2 Deli Serdang is recount text.

Recount text describes a story, action, or activity to entertain and provide information to the reader (Anderson and Anderson, 2002).

The characteristics of recount text use past tense sentence structure, action verbs, adverbs, focus on a particular object, and use time connectives to explain events or times..

EGRA technique is one of teaching techniques that can be applied in writing skill. EGRA helps the students to find the form and the function of recount text by themselves. EGRA focuses on students' active discovery approach and has four stages which stage has their own rules in applying it (Sari, 2017). EGRA technique stands for experience, generalization, reinforcement, and application. In this technique, students are required to be more active in the learning process because in this technique students must express their opinion or ideas in oral and written form.

EGRA technique makes students participate in discussion activity during the learning process. In addition, students are also given the task of knowing the level of understanding of students but still with the direction of the writer. So, from this technique, students were given opportunity to find out the form and the function of the sentence by themselves.

There are four stages of EGRA techniques as stated by Irfan (2015) namely Experience, Generalization, Reinforcement, and Application. In Experience stage, the students are divided into three or four groups and they are asked some guided questions to build knowledge of the topic. The teacher gives a recount text and asks the students to read the recount text. In Generalization stage, the students are asked to underline verb or to be, circle the words between the subject and the verb, give the sign (+) and (-), give the formula how to form (+) and (-), ask them to decide generic structure of recount text, discuss their conclusion with class and give them the best conclusion for their notes. In Reinforcement stage, the students are asked to give sentence samples, gives the example of recount text and analyze the sentence. The students are also asked to make a sentence of simple past tense (+) and (-) and are asked about generic structure in recount text. In Application

stage, the students are asked to write their experience individually.

There are some researches that have been conducted by the previous researchers. First is research by Pilu (2020) about The Effectiveness of EGRA (Exposure, Generalization, Reinforcement, Application) Method in Teaching. He found that the students had a good understanding in learning structure simple past tense by using EGRA technique. So, it could be concluded that the applied of EGRA method in teaching simple past tense is effective. Second is research by Harahap (2020) about The Effect of Using EGRA (Exposure, Generalization, Reinforcement, Application) Method in Teaching Passive Voice. He found that there is a significant effect of using EGRA (exposure, generalization, reinforcement, application) method in teaching passive voice. Third is research by Syahara (2013) about Improving the Students' Grammar Mastery Through Egra Technique. She concluded that EGRA technique can be a tool of motivator to build the students' awareness in learning grammar. On the other hand, it is time consuming in generalization stage and the students sometimes get bored with repeated explanation on structures.

Based on the phenomenon, the researchers were excited to conduct research about EGRA technique in understanding recount text by the Eighth-grade students of SMPIT Al-Hijrah 2 Deli Serdang.

II. RESEARCH METHODOLOGY

This research used quantitative research and a quasi-experiment to explain events by gathering numerical data and analyzing them using mathematically based approaches, specifically statistics (Muijs, 2004). This study was conducted at SMPIT Al-Hijrah 2 Deli Serdang and taken the Eighth-grade students as the population of this study.

The sample for this study consisted of two classes namely VIII Al-Karim with the total number 30 students as the experimental class and VIII Al-Mughni with the total number 30 students as the control class. In experiment

class, students were taught by EGRA technique but in control class, students were taught by using conventional method.

Both of the classes, the experimental and the control classes, were given pre-test and post-test in each class. The pre-test was given to find out the prior knowledge of students' writing recount text before giving treatment. After that, the students were given a treatment and the last was given the post-test.

III. RESULT AND DISCUSSION

The data on students' abilities were divided into two categories: experimental data and control data, both of which were derived from pre- and post-tests administered in both classes.

Based on the result of the data, it was found that the lowest score of pre-test in the experimental class was 39 and the highest score was 58 while the lowest score in the post-test was 80 and the highest score was 95. While, in the control class, based on the result of the data, it was found that the lowest score of pre-test was 38 and the highest 59 while the lowest score in the post-test was 70 and the highest score was 85.

As a consequence of the data, it can be inferred that the mean pre-test score in the experimental class was 49.46, the mean post-test score was 86.1, and the mean gain score was 36.6. In the control group, the mean pre-test score was 48.86, the mean post-test score was 78.06, and the mean gained score was 29.2. In other words, research demonstrated that students' writing abilities in recount text was better when taught using the EGRA technique than when taught using the traditional way.

IV. CONCLUSION

Based on the conclusions of this study, it can be inferred that the EGRA technique is successful in teaching writing, particularly recount text. The students who were taught utilizing the EGRA technique had a superior understanding than those who were taught using the traditional way. In other words, the EGRA implementation has a considerable

impact on the ability of the eighth-grade students at SMPIT Al-Hijrah 2 Deli Serdang in learning recount text.

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