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The Implementation of EGRA Technique in Teaching Writing Descriptive Text on 11th Grade Students SMAN 1 Pare

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ABSTRACT

This study investigates the implementation of the EGRA (Experience, Generalization, Reinforcement, Application) technique in teaching descriptive text to improve students' writing skills. Conducted using a descriptive qualitative design, the research involved observations and interviews with both teachers and students. Data were analyzed and validated through cross-checking and comparison. The findings reveal that the teacher effectively utilized the four stages of the EGRA technique. During the Experience stage, students were asked questions related to descriptive text. In the Generalization stage, students worked in groups. In the Reinforcement stage, groups presented their mind maps. In the Application stage, students completed individual assignments. While all students actively participated in class, some struggled with individual tasks and text analysis. To address these challenges, the teacher employed various strategies such as task-based activities, group work, concept mapping, exercises, authentic resources, and class management techniques, including reducing scores as a form of punishment.

Keywords: EGRA Technique, Teaching Writing, Descriptive Text

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Introduction

The teaching writing in senior high school is important as the teaching of other skills as basic language skill. Teaching writing in senior high school is a good way to prepare students in this globalization era. Technique in teaching and learning writing is very necessary for students to be able to master writing. Good writing skills are required to get both academic purpose and communicative. There are five kinds of texts that have to be learned by the students, such as descriptive text, procedure text, recount text, narrative text, and report text.

Descriptive text is a type of text to describe things, places, people, and animals, among other things. According to Pardiyono (2007:34) cited in Sumarsih and Sanjaya (2013:108) that description paragraph is a form of written text paragraph that describes an object (living or non-living) with the aim of providing a clear picture of the object to the reader. Descriptive text is one kind of texts that must be mastered by students in learning English. In the syllabus of the first grade in senior high school, descriptive text is one of the materials that should be taught by the teacher in the teaching learning process. As a result, the skill of writing descriptive text is important to be mastered senior high school students.

The teacher's technique in teaching descriptive text determines students' ability to understand descriptive text. As is currently the case, many students do not master writing skills. On average, they think writing skills are boring, less interesting, and seem difficult. Not to mention, the way of teaching itself is less interesting, which in turn makes students dislike it and find writing skills difficult to learn. In senior high school, students encounter certain challenges, such as insufficient provision of writing exercises by instructors and a persistent reliance on conventional teaching methodologies in the realm of writing. Mastery of writing poses a greater complexity due to its protracted nature. Thus, students will become bored and uninterested in writing if they lack good ideas. The truth is that many students continue to struggle with writing.

EGRA technique is effective for teaching grammar. It can be seen by the result of study conducted by Reski, Hardianto, and Ardhy (2020) which showed The EGRA technique is right way to improve grammatical abilities in learning the simple past. Tahang (2020) in their study focused on investigating the effectiveness of EGRA (Experience, Generalization, Reinforcement, Application) technique implementation in improving the ability of college students to understand the usage of the present perfect tense. From a few previous studies

they focused on the effectiveness of EGRA techniques in grammar teaching, and less focus on each of its stages which respectively have an impact on each student in improving their writing skills.

There exists a prior instance where in a researcher undertook an investigation pertaining to the utilization of the EGRA methodology within the educational setting, encompassing both teaching and learning environments. In research conducted by Bukan and Alinda (2023) which focused on English grammar learning for eighth-grade students demonstrate that the EGRA method significantly diminishes grammatical inaccuracies, suggesting its efficacy in instructing the simple present tense. The result of study conducted by Mayang, Mega, and Hendra (2019) which focused on improving grammar skill using EGRA technique showed that EGRA technique can improve students' grammar skill. Moreover, EGRA technique can build a good team work in the classroom. According to Zaenap (2019) who conducted research focused on investigating the effectiveness of experience, generalization, reinforcement, and application (EGRA) technique in teaching passive voice of EFL learners showed that EGRA technique was significantly effective in enhancing students' ability in passive voice.

EGRA can be efficient writing teaching techniques, especially descriptive text. The English teacher at SMAN 1 Pare has implemented EGRA as a teaching technique. In this case, the teacher feels the effectiveness of using the EGRA technique as a teaching technique because it is more effective for the teacher in conveying each material and the students are able to improve their understanding and recognize the lesson. Additionally, comprehension of the material is facilitated for students due to the segmented nature of the EGRA technique, encompassing four distinct stages, each delineating its specific set of application rules. It is noteworthy that the EGRA technique aligns with cooperative learning methodologies. According to Sari (2019: 31) The EGRA methodology comprises four key components: Experience, Generalization, Reinforcement, and Application. This approach necessitates heightened student engagement throughout the learning process, demanding expression of ideas through both oral and written means. Its emphasis lies in the realm of language structure and grammar.

The purpose of EGRA is to accurately measure students' communication skills, both linguistic and communicative. It indicates that by taking a communicative approach, children

can improve four language skills. Therefore, in this study the author focuses more on the process of implementing EGRA techniques at the teaching stage of descriptive texts that will later know the advantages and difficulties faced by teachers, as well as the solutions that will be made by the teacher to overcome the difficulties in teaching using EGRA techniques on writing skills, especially descriptives. In addition, there are some advantages of using EGRA technique in teaching writing descriptive text. According to Helena (2004) in Afriani (2014:2), EGRA technique is an effective way to create lively interaction among the students, EGRA technique will make students active. EGRA also has a particular objective. Adrian (1998) in Syahara (2013:5) said that the objective of the experience unconsciously learners to expose a particular structure item in use. The objective of generalization is that learners better remember conclusion about form and function. The objective of the reinforcement helps the learners to check or revise their generalization, and the objective of the application uses or applies structure items learned in the previous stage to communicate information.

From the explanation some experts regarding the advantages EGRA technique, the researcher concludes that the advantages EGRA technique in teaching writing make the students more active. Each of these stages has its own benefits. First, In the experience stage, the students more recognize about the lesson. Generalization is the second stage where a teacher gives the students time and change to express or write their pure understanding about the activity in the first stage. In this stage Students can freely express their ideas indirectly. The third stage is reinforcement where a teacher guides the students to check and revise their findings or results in generalization stage. In this stage, the students can know their mistake and also get feedback from the teacher. In the last stage of EGRA is application where the students do write individually. In this stage, students can improve their understanding of the material that has been given by doing independent assignments. As a result, related to the background, this research focuses on the implementation of the EGRA technique in teaching writing descriptive text, the difficulties encountered by the teacher and the solutions proposed by the teacher dealing with difficulties in implementing EGRA technique in teaching writing descriptive, and the advantages of using EGRA technique in teaching writing descriptive text.

Methods

In this research, the researcher used descriptive qualitative. The main purpose of descriptive qualitative is to understand a phenomenon, a process, or a particular point of view Ary et al (2010). The subjects of this research are the students and English teacher at the eleventh grade of SMAN 1 PARE. The researcher used three steps in research procedure to collect the data record the activity, do interview, analyze the data and make the report. In this research, the researcher used interviews, observation, and documents as the instruments. Hamdani (2020) qualitative researchers, as human instruments, function determine the research focus, select informants as data sources, conducting data collection, assessing data quality, data analysis, interpret data and conclude the findings.

The validity and reliability of data in research, particularly high- quality research is necessary. Triangulation is a method that is used by qualitative researcher to establish and also to check the validity in this research. According to Moelong (2004: 45), triangulation is a technique to check validity of the data that uses another system in order to check or compare the finding data. In this research, the researcher used investigator and source data triangulation by combining and analyzing data from observations and interviews.

Result and Discussion

The result of this research shows that EGRA technique is effective in teaching English, especially in teaching writing descriptive text. Based on the data have been collected the researcher analyzes the implementation of the EGRA technique in teaching writing descriptive text. The teacher applied four stages EGRA technique. Starting from experience stage, the teacher asks several questions to students are directed to points related to descriptive text material. Then at the generalization stage, the students are formed into several groups. At the reinforcement stage, each group presents the results of the mind map and at the application stage, students do individual assignments. If they have not finished it, the teacher asks them to continue working at home. All students actively participate in all learning activities in class. The teacher finds two difficulties when he applied EGRA technique, as some students do not complete individual assignments and have difficulty analyzing the text.

The teacher's way to overcome the difficulties in implementing the EGRA technique is the teacher gives task- based, making group work, making concept map,

gives exercises, the teacher gives punishment with decrease the score, controlling class, gives authentic resources. The advantages of using EGRA technique, all students actively participate in all learning activities in class. There are five advantages of using EGRA technique. The first is making students more active, the students are able to freely express their ideas, the students get feedback from the teacher, the students are able to improve their understanding and recognize the lesson.

The finding of this study is in line with previous studies conducted by Muhlisyah and Hasmawati (2017: 81-82). There are four steps in applying the EGRA technique. The steps are as follows: Experience: this stage can be done by the way the teacher gives outline questions to students about the material to be taught. These questions can be in the form of picture show, brainstorming, or key word giving. At this stage, the teacher tries to guide students to begin entering the material to be studied. The teacher seeks to give questions verbally so students become active. Next step is generalization. At this stage, students are expected to be able to find problems or ideas. Then the problem is written into a simple essay according to the theme or image that has been determined. In this generalization stage, the teacher allows students to be creative in expressing problems or ideas about grammar, choice of words, and sentence forms by discussing between groups. Reinforcement**:** at this stage, the teacher checks the results of work or essays of students and helps students to correct errors in the essay. This is done so that students may have better understanding the material being taught. Application: at this stage, the teacher gives and guides individual assignments and students must complete the task.

Similarity to Mayang, Mega and Hendra (2019) who said that steps in applying the EGRA technique, the teacher gives leading questions to the students about the lesson that will be taught in the experience stage. In the generalization stage, the teacher asks the students to form a group to discuss the answer group assignments. Then, the students write down the answer on the whiteboard. In the reinforcement stage, the teacher explains reinforcement about the function and the structural form that has been thought and gives reinforcement back by giving tasks and questions to the students. And in the last stage is the application stage, where the students do the task individually, and the teacher gives task cards to the students about situations and cases.

The finding of this study is in line with previous studies conducted by Zaenap (2019).

In this study showed that EGRA technique has some advantages. It makes it to the teacher to guide the students to the topic of teaching, and to arrange the steps of the teaching process. It helps the teacher to motivate the student to be active participation in the class. Reski, Hardianto, and Ardhy (2020) revealed that EGRA can enhance the students' grammar mastery, and the generalization stage makes the students more active learning, creative, effective, and communicative. Therefore, it can pump up the students' discovery in learning structures of simple past tense.

Helena (2004) in Afriani (2014:2), also stated that EGRA technique is an effective way to create lively interaction among the students, EGRA technique will make students active. EGRA has a particular objective. Adrian (1998) in Syahara (2013:5) also said that the objective of the experience unconsciously learners to expose a particular structure item in use. The objective of generalization is that learners better remember conclusion about form and function. The objective of the reinforcement helps the learners to check or revise their generalization, and the objective of the application uses or applies structure items learned in the previous stage to communicate information. Similarity to Rezeki and Sagala (2022), also explained the EGRA technique was effective enough to enhance the student's understanding of writing recount text. Wahyu et al. (2022) also stated that with the application of the EGRA technique in classroom learning, the student's grammatical ability increases, and they are more active and enjoyable in the learning process.

The result is different from Zaenap (2019). In the experience stage, the teacher starts the lesson by asking the students to write their experiences on paper. It is used to motivate the students to learn the new lesson. The teacher gives the recount text to the students to read loudly. After that in the generalization stage, the teacher asks the students to look at the sentence and make a conclusion in groups**.** After finishing the exercise, the teacher asks each group to discuss his/her exercise in front of the class. The teacher walks around the classroom to observe the discussion and helps the students if it is necessary**.** If one group has finished reporting their discussion, the other group may give questions or comments and ask the students to conclude from what they have discussed before. At the reinforcement stage, the teacher offers the example of recounting text, the students will analyze it. In the last stage the application stage, the teacher may ask the students to make a summary of the text if the time is still available and give homework to the students about the text.

It is also different from Reski, Hardianto, and Ardhy (2020) who stated that in the experience stage, the teacher guides the students to learned every element of writing, for example, content organization and the structure used in writing and so on. In the generalization stage, the teacher guided through leading questions to find out the generic structure of the text, for example, the form, meaning, and function of the sentence. In the reinforcement stage, the researcher gave more tasks to the students in order to sharpen what they had learned before. And in the last stage is the application stage, where students were given opportunities to use or apply the structure item that they have learned in communication either receptively or productively.

Conclusion

Based on the data of the previous chapter, the EGRA technique is effective in teaching English, especially in teaching writing descriptive text. The teacher applied four stages EGRA technique. Start from experience stage, the teacher asks several questions to students which are directed to points related to descriptive text material. Then at the generalization stage, the students are formed into several groups. At the reinforcement stage, each group presents the results of the mind map and at the application stage, students do individual assignments. If they have not finished it yet, the teacher asks them to continue working at home. All students actively participate in all learning activities in class. There are no significant difficulties in applying the EGRA technique to learning English. However, some students do not complete individual assignments and have difficulty analyzing the text.

The teacher's way to overcome the difficulties in implementing the EGRA technique is by giving tasks to each group. Group assignments will make students easier to identify texts since they will discuss and share their thoughts based on what they have already known, and every student who does not do individual assignments will be given a special note. If they repeat it, their grade will be reduced. The teacher always controls students in every learning activity. There are five advantages of using EGRA technique. The first is making students more active, the students are able to freely express their ideas, the students get feedback from the teacher, the students are able to improve their understanding and the students be able to recognize the lesson.

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