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THE EFFECT OF EXPERIENCE, GENERALIZATION, REINFORCEMENT, AND APPLICATION (EGRA) TECHNIQUE ON STUDENTS' ABILITY IN COMPREHENDING RECOUNT TEXT AT THE TENTH GRADE

STUDENTS OF MAS MADINATUSSALAM

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ABSTRACT

This research was conducted to know the effect of EGRA technique on students' ability in comprehending recount text at the tenth grade students of MAS Madinatussalam. The research was quantitative research with quasi experimental design by choosing one group pre-post test design. There was only one class which consisted of 31 students as the sample of research. The data were gained based on the students' score in pre and post test, and the data calculated by SPSS 17.0 to determine the data normality, data homogeneity, and the hypothesis test. Based on the SPSS calculation it found that the Sig (2 tailed) of pre-post test was lower than the minimum value of significance ($.000 < 0.05$) or t_{count} of pre-post test was higher than t_{table} ($11.4 > 2.04$ with df 30 and sig. value 0.025). So, H_0 was rejected and H_a was accepted in turn, it also proved that there was significant effect of using EGRA technique on students' ability in comprehending recount text.

Keywords: EGRA technique, Recount Text

INTRODUCTION

In English language learning there are four skills as a focus in which the students are expected to master it through the learning process in school, they are listening, speaking, reading, and writing. Writing is essential skill to master besides the three skills above, because it takes a part as media in communication. Nunan has defined writing as the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be

clear to a reader.¹ In simple, writing is an activity of arranging the symbols to communicate thoughts and ideas in form of written. In order to get this purpose, a writer in his writing process has to pay attention about the generic structure of the text, grammar, punctuation, language features, and others. In brief, a writer must comprehend about the genre of the texts related.

In accordance with that, it has stated in Curriculum 2013 that the students of senior high school will be taught several genres of text such as; narrative text, recount text, descriptive text, and procedure text (The English Syllabus of 2013 Curriculum, 2013). And also based on that Curriculum the students are expected to be able to understand the purpose, the generic-structure, and the language-feature of the texts orally and verbally. In turn the students are expected to have an adequate in making the texts.

In contrary with the expectation in 2013 Curriculum, based on the experience in doing teaching practice (PPL III) and also after interviewed the teacher, the writer found that most of the students were still lack of ability in writing skill, particularly in recount text. There were two factors as the reason of why the students were still lack of ability in understanding recount text, they were internal and external factors. The internal factors were: first, a lot of them did not like studying English. In turn, the students had low of interest in studying and writing recount text. As a result, they cannot find the ideas to write, lack of ideas to develop the paragraph, less of vocabulary, did not understand the generic structure of the text, language features, conjunction, and tenses. All these things will make them confused and worried to start in writing. Second, the students had low of motivation because the materials were not related with their needs. The students did not see the benefits of writing a recount text. And the external factor was the way of teacher in teaching English, especially in teaching recount text. The teacher still used traditional method and emphasized the activity to the teacher (teacher centered). The teacher seldom applies various techniques in her teaching process to attract the students' attention. As a result the students think that learn English especially recount text is a frightening lesson to be learned and it is possible that they do not learn when the teacher is teaching them. When the teacher teaches, it does not guarantee the students learn in the learning². Thus, a good technique in teaching determines and affects the learning achievement. The better technique is applied the more learning achievements will be obtained.

There are so many techniques that can be used by the teacher and one of those techniques is EGRA technique. EGRA stand for experience, generalization, reinforcement, and application. EGRA technique emphasizes the learning activity on the students' activeness rather than the teacher's activeness. This technique will attract the students' attention and change their subconsciously think that writing recount text is a frightening subject to be learned. EGRA technique is designed to

¹ David Nunan, *Practical English Language Teaching*, (Singapore: Mc.Graw-Hill Education, 2003), p. 88

² Munib Chatib, *Sekolahnya Manusia*, (Bandung: MMU, 2012), p. 135
Bright Vision: Journal Language and Education Vol 1. No. 2 2021

engage the students' role in understanding the lesson is given. It benefits to make the students truly learn because they themselves contribute by making some efforts during the learning activity to gain the knowledge. These are the reasons for the researcher in choosing EGRA technique as the teaching technique in the classroom.

Based on the whole explanation above the writer was interested to conduct the research with the title, "THE EFFECT OF EGRA TECHNIQUE ON STUDENTS' ABILITY IN COMPREHENDING RECOUNT TEXT AT THE TENTH GRADE STUDENTS OF MAS MADINATUSSALAM"

LITERATURE REVIEW

Recount Text

Recount text is one of the genres in English texts. It has functions to inform and to entertain the readers about the information happened in the past (re-tell the event with the original sequence of event).³ Recount text has several characteristics such as in social function it use to inform or to entertain the readers, in language feature recount text uses past tense, focus on individual or a group participant, and focus on temporal sequence of event. Besides that, recount text has three generic structures they are orientation, series of event, and re-orientation⁴. Orientation is introducing the information to the readers in order to make their sense of the text. Series of event contains the event writes by the writer in chronologically. It means that all the events are written by starting from the first event, than the second event, until the last event. Re-orientation is a conclusion. The conclusion can contain several of opinions, comments, or a speculation of the topic is telling.

Problem in Comprehending Recount Text

Based on the experience in doing teaching practice (PPL III) and also after interviewed the teacher, the writer found that most of the students were still lack of ability in writing skill, particularly in recount text. There were two factors as the reason of why the students were still lack of ability in understanding recount text, they were internal and external factors. The internal factors were: firstly, a lot of them did not like studying English. In turn, the students had low of interest in studying and writing recount text. As a result, they could not find the ideas to write, lack of ideas to develop the paragraph, less of vocabulary, did not understand the generic structure of the text, language features, conjunction, and tenses. Secondly, the students had low of motivation because the materials were not related with their needs. The students did not see the benefits of writing a recount text. And the external factor was the way of teacher in teaching English, especially in teaching

³ Ken Hyland, *Genre and Second Language Writing*, (USA: The University of Michigan Press, 2004), p.24

⁴ 13 Syaiful Azhar, *Analysis Generic Structure of Recount Text*, (Salatiga: IAIN Salatiga, 2015), p.

recount text. The teacher still used traditional method and emphasized the activity to the teacher (teacher centered). The teacher seldom applies various techniques in her teaching process to attract the students' attention. As a result the students thought that learn English especially recount text was a frightening lesson to be learned and it is possible that they do not learn when the teacher is teaching them. When the teacher teaches, it does not guarantee the students learn in the learning⁵. A good technique in teaching determines and affects the learning achievement. The better technique is applied the more learning achievements will be obtained. In line with it, a good technique is one of the factors that determines in creating a good atmosphere in learning.

EGRA Technique

There are many factors attract the students' motivation and participation to learn in the learning process. EGRA technique provides the activities that can increase the students' motivation and awareness to learn. EGRA stands for Experience, Generalization, Reinforcement, and Application. EGRA is an example of grammar presentation technique which focuses on students' active discovery approach.⁶

Experience is a stage where the teacher leads the students to think, guess, and discuss about what will be learned in that meeting. The teacher can use picture show, games, some question, and etc to stimulate the students' mind. Generalization is the second stage, the students are asked by the teacher to make a group in turn they should discuss and conclude what they understand in the first stage. In this stage the teacher lets them work freely with their own members or groups. The teacher just walks around the room class to control them. Reinforcement stage is used to revise and review the students' work. Application is as the test of the students' understanding about the lesson. It also can measure the learning objective of the lesson whether the students achieve it or not. In this last stage, the teacher can ask the students to answer some written question or to make a text.

By reading these benefits of EGRA technique it is possible that the students will be more active and achieve the learning objective. A successful of learning is when the students make efforts to gain the knowledge consciously so they would understand the lesson deeply without wasting much of time and energy.

RESEARCH METHOD

Research Design

The research was quantitative research with quasi experimental design by choosing one group pre-post test design. The data obtained were analyzed using quantitative analysis.

⁵Munib Chatib, *Sekolahnya Manusia*, (Bandung: MMU, 2012), p. 135

⁶ Siti Zaenap, The Use of EGRA Technique in Teaching Passive Voice in EFL Classroom, Vol. 3, No. 1, 2019, p. 25
Bright Vision: Journal Language and Education Vol 1. No. 2 2021

Population and Sample

The research population was the tenth grade students of MAs Madinatussalam in the academic year 2020/2021. There were 31 students of the tenth grade students and all these students were taken as the sample in this research. It based on Suharsimi's statement that if the amount of respondent are less than 100, all the respondents will be taken, so that the research is population research, if the population is more than 100 respondents, sample can be taken in amount of 10%, 15%, 25% or more.⁷

Research Instrument

The process of collecting the data involved a written test as the instrument of the research. In this research, the writer used pre-test and post-test as the written test. The pre-test was intended to know the students' writing ability before the treatment given. On the other hand, the post-test was given to measure whether the EGRA technique had a significant effect toward the students' ability in comprehending recount text.

Regarding the use of scoring, it would serve the result of the students' comprehension of recount text. There were 25 questions for each of the tests (pre and post test). In this research, the scoring of each the tests was calculated by dividing the correct answer to the total amount of questions, then multiplied it by 100.

Technique of Data Collection

The writer collected the data by giving pre-test, giving treatment, and giving post-test for investigating the effect of EGRA technique on students' ability in comprehending recount text. Meanwhile, giving treatment was useful activity to obtain the significant result between pre-post test scores of the students. Besides that, the researcher also used interview and documentation. The interview was used to know the students' perception after giving the treatment, and documentation was used to collect the data and to save the data as the evidence of research. So, there are three instruments of data collection which used by the researcher.

RESULT AND DISCUSSION

From the data of pre-test, it showed that 87,1% of 31 students were failed, in the other word the students' understanding about recount text were very low. There were just 4 of 31 students who can pass the KKM (75). It can be concluded all the students were lack of the understanding of recount text, it based on the percentage rate of the total score which is 56,51 (under the KKM). Whereas the data of post-test result showed that 26 of 31 students can pass the KKM, 26 of students

⁷Suharsimi Arikunto, *Metodologi Penelitian*, (Jakarta: Rineka Cipta, 2002), p. 112
Bright Vision: Journal Language and Education Vol 1. No. 2 2021

equals to 83,8% of the whole students. It can be stated that all the students are understand about the recount text, it is based on the rate percentage of the total score. Based on this data results, it can be seen that the percentage rate in post-test was higher than the percentage rate of pre-test. The total score before the treatment was 1.752 and after the treatment the score was obtained 2.496, it is increased for 744 scores. The score average also increased, before the treatment the score was 56,51 and after the treatment the score increased for 24,00 so the rate percentage was obtained 80,51.

The writer also examined the t-test. The t-test of pre-test showed that $t = 11.481$

Sig. (2 tailed)= 0.000. It indicated that there was a significant different results between pre-test (M= 56, SD= 15.240) and post-test(M= 80.51, SD= 7.982). The findings of the study were presented in the form of a table, as follows:

Table 1 Paired Sample Test

Paired Samples Test							
		Paired Differences			t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
Class	Pre Test	56.5161	15.24002	2.73719	-	30	.000
X	Post Test	80.5161	7.98278	1.43375			

The table above shows the information about t-value which is 11.481 with the Sig. (2-tailed) 0.000. Then, the t-value is compared to the t-table to know whether the EGRA technique is effective to increase the students' ability of recount text or not. The t-table is taken from the requirement which has been the standard in analyzing the data. The t- table shows 2.042 with 30 as the degree of freedom (df) in the significance level 0.05 Or 0.025. The comparison showed that t-value (11.481) > t-table (2.042) and the Sig (2-tailed) was 0.000 < 0.05. It means that EGRA technique was effective to increase the students' ability of recount text.

From the data above, there are some points can be taken, first there was significant effect of applying EGRA technique as the technique in teaching recount text to the tenth grade students. Second, based on the table of paired sample t-test, it found that the value of Sig (2 tailed) was .000 < 0.05, and the t-value (11.481) > t-table (2.042). So, Ho was rejected and Ha was accepted. So that, it can be concluded that there was significance of the rate percentage between the result of pre-test and post-test. It means that there was the effect of using EGRA technique in increasing the tenth grade students' score. Third, using EGRA technique was an effort to increase the students understanding about the recount text. The teacher must

develop her teaching technique so that the students are engaged and do not get bored while studying. It would be much easier if the teacher used a teaching technique that would inspire and empower the students to participate, so that the students do not just absorb knowledge without expending energy.

CONCLUSION

Based on the data analysis and the previous discussion above, some conclusions can be stated as the following:

1. EGRA technique which had applied in teaching process could increase the tenth grade students' ability in comprehending recount text better.
2. Based on the score of 31 students' pre-post test results, there were some differences in before and after giving the treatment. First, there were just 4 of 31 students (12,9%) who passed the KKM but after giving the treatment it increased for 70,4 % so, there were 26 students of 31 students who passed the KKM, it was 83,3 % of 31 students who passed the KKM. Second, based on statistical analysis there was significant effect of EGRA technique on the tenth grade students' ability in comprehending recount text. It was showed that the Sig (2 tailed) of pre-post test (.000) was lower than the minimum value of significance (0.05). In addition the t_{test} also showed the same result, the result of t_{test} (11,4) was higher than the t_{table} (2,04). In turn, it proved that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected because the Sig (2 tailed) of pre-post test was lower than the minimum value of significance (.000 < 0.05) and t_{test} was bigger than t_{table} . (11,4 > 2,04). So, obviously there was a significant effect of EGRA technique on the tenth grade students' ability in comprehending recount text.

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