

## **CHAPTER I**

### **INTRODUCTION**

This section, present background of the study, problem of study, objective study, significance of study, scope and limitation of the study each of these items is elaborated clearly as follows.

#### **A. Background of the Study**

Recently studies have had a very plural study of English learning methods. Including, learning about recount text. One of the strategies developed at this time is EGRA.

According to Wahyuni (2011: 12) EGRA's improved strategy in recount text can simplify students' understanding of writing English. students can describe pictures in simple language. thus, the level of effectiveness of understanding English increases in terms of language structure.

Therefore, based on Maghfiroh's Thesis (about EGRA strategies in recount text, it makes it easy for students to describe the objects presented by the teacher. Many problems that occur are the difficulty of students to process English vocabulary. Not only memorizing but using the right language. A course of learning must be developed to get to more transformative study.

Communiating is one of important thing to understand each other. One of it is language, primarily english. Understanding the meaning of certain language that is not our own language is more difficult. However, learning

certain language by using several methods, techniques, and strategies is more helpful to reach the comprehension of language itself. English is the language of globalization, international communication, commerce and trade, the media and currently pop culture, international academic language, and different motivation for learning it come in to play, state of Richards (2007:2)

The fact can shows us that English is used in almost all country in the world. It because english as significance role, in academic writting we can get newer reseach and we can do any reseach when we can catch the meaning and strategy of international reseacher. English has been included in Indonesian Educational System Curriculum. English is learned in many element of education.

Therefore, nowadays, many people motivate themselves to learn English, including students. In the school, for example, students are drilled on and in order to develop their communicative competencies. Brown (2000:1) states that learning a second language is a long and complex undertaking. In this case, the second language is English where in this era mastering English is important. Knowing the important role of English today.

Students need to be sufficiently equipped with English communication skills, both oral and written. In this case, they need to be able to master productive and receptive skills in the form of four language skills: listening, speaking, reading, and writing.

Writing is one activity that the students do in almost of their assignment. Through writing assignment, they can express their ideas, tell stories and give information; they are expected to be able to make a good writing. Raimes (1983: 76) states that “writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand”.

Based on this statement writing skill is considered as a difficult thing to learn because it is more formal and compact. Of the four of language skills, writing is more complicated for students to master because it needs long process. Compared within these two categorize skills, most people think that productive skills are more difficult than receptive skills. It can be understood that writing and speaking are more difficult than reading or listening. In order to produce something such as written and utterance, people need more creative. Brown (2004:218) states that writing is a skill that was the exclusive domain of scribes and scholars in educational.

Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of number of student writing simultaneously. Writing is a combination of process and product. In the process of writing, the writer should explore her mind to find new ideas to make their writing meaningful. The ideas will be transferred in a sentence, a paragraph, and a text.

It is started from pre writing up to editing and it involves some kinds of writing skills or abilities. Many adults of native speakers of certain language say that writing is difficult. It is based on standard from grammar, syntax, structure and vocabulary.

Writing is also basic language skill for every students but they must pay attention on how to make good writing. According to Rozimela et.all (2013: 3) writing becomes the most difficult skill when it is learned by the foreign language learners. In writing, the students are difficult in case of content, vocabulary, organization and other aspects.

Based on the syllabus of English teaching for the second year of Junior High School 2 Pakel, recount text is a kind of text taught for the second year students. A recount text representing events for the purpose of informing or entertaining.

According to writer's observation, Sri Wahyuni in her thesis 2011s, at Senior High School 4 Pekanbaru, was research about how students recount text writing ability taught by EGRA technique. The result of this research there is significantly ability of student have been observed to write recount text.

The other research have done by Unik Animatul Maghfiroh. She observed, how the implementation of EGRA technique of teaching if recount text writing. It done at MA Ma'arif Plumpung in 2015. The result of this research can conclude that there is positive responding of student experiment.

Recount text is retelling past event intends to entertain or inform others what happened in the past. The purpose is to tell past event and give information to the readers. It begins with an orientation that gives the background of knowledge for the readers in order to understand about the text such as who was involved, where it happened, and when it happened. Then, recount text unfolds with a series of events. At the last stage there may be some personal comment on the event which called reorientation.

Thus, it can be concluded that a recount text has three elements: orientation, events and reorientation. Many students still have difficulty in finding general information, specific information, and main idea in the text, and understanding the generic structure of the text. Besides that they also have problem to find the meaning of the new vocabulary.

Based on the researcher's observation at the school especially at the second year, the researcher found that there were many students of this school thought that writing was one of the difficult language skills to be mastered. They also often have problems in correcting errors in their writing.

The problems might be derived from the students, the materials, the teachers, or even the strategy applied in teaching-learning process. Related to the teachers' side, the teachers have already applied some techniques such as discussion, drafting and word mapping but students still have some mistakes after writing, such as misspelling, incorrect grammar and punctuation.

A mistake to choose a technique will cause a failure in teaching learning process. Finally the teaching goals can not be reached. Expressed that writing enables the human being to communicate and express their feeling and opinions, writing is a means of both communication and self expression. In other words, writing means producing or reproducing message in written language. It involves an active process to organize and formulate the ideas or feeling on the paper, so that the reader can follow the writer's message. But we should know that writing requires an accurate and practical grammar, appropriate word choices and spelling and various vocabularies as well, (Pincas,1987:4).

Due to the reason above, the researcher wants to help the students to be more active in writing by using EGRA ( Exposure, Generalization, Reinforcement, Application) Strategy. Brown (1994:348) says that EGRA builds more intrinsic motivation by allowing the students to discover the rules than that being told to them. EGRA is one of the techniques which is effective in teaching learning process. It is easy to make the students try to practice English.<sup>6</sup> This technique focuses on the discussion about the structure of language. Students are invited to learn about grammar.

The goal of EGRA is to accurate the students' ability in communication, not only in linguistics skill but also in communicative skill. This means by giving communicative approach, the students have the ability in four language skills. The argument of the writer using EGRA is that the

students are widely given an opportunity to express their individual ideas by having them share their ideas and language with their own personality. For this argument, the writer is interested in doing a research based on the existing problems.

Every stage of EGRA has a particular objective. The objective of exposure is to subconsciously expose learners to a particular grammar item in use; the objective of generalization is that learners better remember conclusion about form and function (ss) they make themselves; the objective of reinforcement is to help learner to check or revise their generalization; and the objective of application is to use or apply a grammar items learner in the previous stage to communicate information or message. In understanding English, the students should know the form of using English, how to write a good sentences and how to communicate in a good way and good grammar.

There are some skills in learning English, such as reading, speaking, writing and listening. By seeing this condition the researches takes the EGRA (exposure, generalization, reinforcement and application) strategy in teaching writing. Because it uses a variety multimedia in teaching writing, so the students will be easier to understand the tenses without psychological tension and they will enjoy in studying because there is no forcing in studying, they fell free to study and feel confidence. They will be good working as individual and team work, because they will be make a group discussion.

Based on the problems above, the writer decides to conduct a study to overcome the problems of the students in learning English, particularly in writing ability. The writer want to employ EGRA method in teaching writing. EGRA method is the material that is not specially prepared for educational purposes, so EGRA is not designed for instructional use. Thus, the students feel fun in learning writing using EGRA method. Through EGRA method can motivate the students in learning writing, and can help the students understand the usage and the use of each tense. Besides that, the students can learn writing with fun because the teacher uses interesting media and method.

Therefore, based on the explanation and the symptom above, the researcher feels interested to carrying out a research entitled: “THE EFFECTIVENESS OF USING EGRA (EXPOSURE, GENERALIZATION, REINFORCEMENT, APPLICATION) STRATEGY TOWARD STUDENTS’ ACHIEVEMENT IN WRITING SKILL RECOUNT TEXT OF 8<sup>th</sup> GRADE AT JUNIOR HIGH SCHOOL 2 PAKEL”

#### **B. Problem of the Study**

Based on the background study, are for formulated as follows research questions:

- a. How is the students’ writing ability in recount text taught by researcher using EGRA strategy ?
- b. How is the students’ writing ability in recount text taught by researcher using a conventional technique ?



- c. Is there any significant difference on the students' writing ability in recount text taught by researcher using EGRA strategy and those taught by researcher using a conventional technique ?

### **C. Objective of the Study**

Regarding to the research problem above, the study is intended to:

- a. To know the students' writing ability in recount text taught by researcher using EGRA strategy.
- b. To know the students' writing ability in recount text taught by researcher using a conventional technique.
- c. To identify the significant difference on the students' writing ability in recount text taught by researcher using EGRA strategy and those taught by researcher using conventional technique.

### **D. Research Hypothesis**

The research hypothesis of this research can be described as follows:

1. Null Hypothesis (Ho): There is no significant difference score in writing ability in recount text of the students taught by researcher using EGRA (Exposure, Generalization, Reinforcement, Application) strategy.
2. Alternative Hypothesis (Ha): There is significant difference score in writing ability in recount text of the students taught by researcher using EGRA (Exposure, Generalization, Reinforcement, Application) strategy.

### **E. Significance of the Study**

This result of study is expected to be useful for people in education field and give contribution for :

a. For the Students

The result of this study is expected to motivate in writing ability. As this study applies strategy called EGRA (Exposure, Generalization, Reinforcement, Application), they can learn English joyfully. The students get a different way to learn writing which is more interesting. So, they are not bored and they will be interesting in following writing class. At least, they can achieve the learning objectives effectively.

b. For the English Teachers

The result of this study can help the English teachers solve problems in teaching English by using other variation of EGRA (Exposure, Generalization, Reinforcement, Application). Through this strategy, the students will be more interested in learning English especially in enhance their writing ability. It shows that the problem dealing with students' interest is effectively solved. Meanwhile, by using this strategy the English teachers can easily teach. Therefore, it can be references for the English teachers to use various strategy in teaching English.

c. For the Future Researchers

The research result is hopefully used by the future researchers who want to conduct an experimental research. After reading the research,

the future researchers get a lot of knowledge about the use EGRA ( Exposure, Generalization, Reinforcement, Application) strategy in teaching speaking. It can be sources as references in conducting the similar research. Besides, it can be comparison which as consideration in conducting another research. So, the study is helpful and useful for the next study.

d. For the Readers

The result of this study can help the readers improve and add their knowledge about how to use an effective strategy in teaching writing. They can also know the benefits of creating joyful learning activities by using this strategy. Therefore, this study can help them understand well about the suitable strategy to teach writing ability.

## **F. Scope and Limitation of the Study**

This study focused on the application of EGRA ( Exposure, Generalization, Reinforcement, Application ) Strategy in teaching writing ability through to the students on the at the second year of state Junior High School 2 Pakel. The researcher took two classes of 8<sup>th</sup> grader VIII-C and VIII-D. The first class was experimental class taught by EGRA ( Exposure, Generalization, Reinforcement, Application ) strategy. Meanwhile the second one was the comparative class, as the control class taught by convetional

technique, and here there were two variables to be the focus of this research.

The researcher taught them about story in recount text.

### **G. Definition of Key Term**

To avoid misunderstanding and misinterpretation of the key term used, the researcher defined some term as follows :

#### **1. EGRA Strategy:**

EGRA Strategy is stands for Exposure, Generalization, Reinforcement, and Application. Tomlinson (1990) states that EGRA is a method used by junior high school teachers of English participating in the PKG (Permantapan Kerja Guru: Strengthening of the Work of Teachers) Project in Indonesia. In addition, Widiati and Cahyono (2006) state that EGRA is an example of the grammar presentation technique that suggests a sequence of instructions, moving from giving Example in Exposure section, drawing Generalization, providing Reinforcement, and assigning tasks to students for Application. In this research, the researcher adapts the steps of the technique to design a set of writing materials for the eighth-grade students of SMPN 2 Pakel.

#### **2. Writing achievement:**

The student ability in writting recount text is grammar, structure etc. Writing is an activity transferring and describing idea into written

form. Gebhard (1996:221) describe writing more than making appropriate word choices, or using appropriate grammar, syntax, mechanic and organization of ideas into a coherent and cohesive form. However, writing also includes a focus on audience and purpose.

### 3. Recount text

According to Anderson (1997: 49) a recount is a piece of text retells past events, usually in the order in which they happened. It has a purpose in which it gives the audience a description of what occurred and when it occurred.