

CHAPTER I

INTRODUCTION

This chapter talks about the introduction of the study. This chapter gives the general overview of the thesis. This chapter describes about the background of the study, statement of the problem, objectives of the study, significance of the study, limitation of study, and definition of key term.

A. The Background of the Study

Language is what people need for their daily activities. People use language to express what they feel and what they want to do. One of the ways people communicate by using written language. Written language can be oriented in writing. Writing activity needs a skill. Writing is a hard work to study.

A realistic attitude about writing must build on the idea that writing is a skill, not a “natural gift”. It is a skill like driving, typing, or cooking, and like any skill, it can be learned. People often fear they are the only ones for whom writing is unbearably difficult. They believe that everyone else finds writing easy or at least tolerable. Such people typically say, “I am not any good at writing, “or “English was not one of my good subjects”. They imply that they simply do not have a talent for writing, while others do. Often the result of this attitude is that people try to avoid writing, and when they do write, they don't try their best. Their attitude becomes a self-fulfilling prophecy:

their writing fails chiefly because they have brainwashed themselves into thinking that they don't have the "natural talent" needed to write.¹

The point is that writing is often a process of continuing discovery; as they write, they may suddenly switch direction or double back. They may be working on the topic sentence and realize suddenly that it could be your concluding thought. Or they may be developing a supporting idea and then decide that it should be the main point of their paper. To communicate effectively, they must constantly adjust their speech to suit their purpose and audience. This same idea is true for writing. When they write for others, it is crucial to know both their purpose for writing and the audience who will be reading their work. The ability to adjust their writing to suit their purpose and audience will serve them well not only in the classroom, but also in the workplace and beyond.

The biggest problem often hear from the students of SMA Negeri 6 Kediri is that they have difficulties to convey the exact word to write about to arrange the idea systematically. In writing they have to choose grammar, then they try to analyze the way to write, how to correct their idea and how to organize them and put them on paper. Writing needs planning a way to some how reach into the process to think. In other words, writing is something which is not easy to do.

¹John Langan. *College Writing Skills with Readings* (New York, America. McGraw-Hill:2008)P.14

The interesting thing to write is the fact that some of students find difficulties in writing. The writer considers that one of English teacher's purpose in writing composition is to know whether the student have mastered the language or not. In this study, the writer uses EGRA technique. EGRA is a technique to teach writing, it is developed by teacher, and it is based on presentation, practice and communication. EGRA stands for E means establish, G means giving, R means reading, A means arrange.²

In the above illustrated technique, EGRA technique would be a suitable tool for any SMA teacher who wants to improve the writing of their students. Establish, it is important in teaching writing for teacher to create a positive environment for writing, an atmosphere of mutual respect, positive regard, and safety. Student should feel they are a part of a community of people supporting each other in developing writers, readers, and thinkers. In this community is valued and celebrated, as are efforts of individuals to develop as members of community.

Giving reading, it is a key way to help students gain familiarity with the ways writers work. Helping students read like a writer and respond to what they read also can make students aware of ways they, too, can write. The experience of reading is an important goal in itself and a focus on reading materials can help student develop as writers. Reading and talking about a variety of genre are important practices, and a variety of other practices can stem from this reading. A very important practice is to lead student in reading

² Charles Whiteker Ph.D. *Best Practice in Teaching Writing*. (Heinemann; 1998)

and discussing sample of writing like those the student plan to write, including samples written by students.

Arrange for meaningful to the student writing. Young writers can express themselves about topics that are important to them. In the classroom writing assignment, it is vitally important to encourage students to write freely, in their own words, and to try to cover all their thoughts on a topic. It is important to recognize that not all students have to write with exactly the same purpose. To help the learners finishing or completing their writing, lead them to write step by step.

The research design has ever been applied in the Second Year Students of MTs Ma'had Ponpes DDI Pangkajene entitle "Teaching Recount Text to Improve the Writing Ability of the Second Year Students of MTs Ma'had Ponpes DDI Pangkajene through EGRA Technique". EGRA technique can stimulate, develop and improve the writing ability of the second year students of MTs Ma'had Ponpes DDI Pangkajene in composing recount text. However, there were still some students categorized in poor classification; it was out of what the researcher hopes.³

Success in performing the four language skills are essentially dependent upon some language learning ingredients, such as grammar, vocabulary, and pronunciation, which we usually called language element.

The step of achieving proper writing through identify of reading material is

³<http://heri-ippank.blogspot.com/2010/08/egra-technique.html>

applied. For this reason the researcher proposes a research in writing entitled **“The effectiveness of EGRA technique in teaching writing of descriptive text to the students of tenth grade of SMA Negeri 6 Kediri”**.

B. The Statement of the Problem

Considering with the background of the study, the writer would like to formulate the following problems:

“Does the students taught by EGRA technique achieve better than those teaching writing descriptive text use conventional technique?”

C. The Objectives of the Study

Based on the research questions above, the main purposes of this research is to know the effectiveness of the using EGRA technique in increasing students' writing ability in writing descriptive text.

D. Hypothesis

Ary states that “a hypothesis is a tentative proposition suggested as a solution to a problem or as an explanation of some phenomenon”.⁴ Based on the objective of the study this research wants to know the effectiveness of EGRA technique to improve the tenth graders' writing. Thus, the researcher builds the hypothesis to make purpose of this study. The hypothesis is the EGRA technique is effective in teaching writing for the tenth graders of SMA 6.

⁴ Donald Ary, *Introduction to Research in Education* (New York: Holt, Rinehart and Winston.1979)P.72

E. The Significance of the Study

It is expected the result of the problem will be useful for the writer because the writer be a teacher and need to know the appropriate method for teaching writing. Moreover, the study is hoped can help the teacher be able to apply the teaching writing by using EGRA. To help the student learn writing, it should be presented in various ways. One of them is through EGRA. Therefore, the writer hopes that the result of the problem is useful and be able to hold responsibilities of the truth. The significance of this study is for:

1. To the Teacher

It can give new input as new method of the technique of writing, using EGRA technique. So, they will know how to make the students write well.

2. To the Students

The perfectness of teaching learning process will influence student's motivation in studying English. Later they get advantages of language as a mean of communication especially able in writing.

F. The Limitation of the Study

Based on the identification of that problem, the researcher limits the object of the research. In this study the researcher wants to know about the effectiveness of EGRA technique toward students writing ability in descriptive text at SMA.

G. Definition of Key terms

Related to the title of this research, the researcher wants to present the definition of key terms that can be used to make the readers easy to understand what the writer is trying to write and to clarify the problem to be discussed in this research.

The key terms are arranged as follows:

1. Effectiveness

Effectiveness is determined without reference to costs and, whereas efficiency means doing the thing right, effectiveness means doing the right thing.⁵

2. EGRA is a technique to teach writing, it is developed by teacher, and it based on presentation, practiced and communication. EGRA stands for E means establish, G means giving, R means reading, A means arrange.⁶

3. Technique

Techniques are the ways and means adopted by a teacher to direct the learners' activities toward and objective. Techniques are the tool of the teacher. Techniques are the means for reaching an objective and can be part of expository or inquiry approaches.⁷

⁵ <http://dictionary.reference.com/browse/effectiveness>

⁶ Charles Whiteker Ph.D. *Bets Practice in Teaching Writing*. (Heinemann; 1998)

⁷ Gerlach S. Vernon, Ely P. *Teaching and Media a Systematic Approach* (Prentice Hall :1971)P.

4. Writing

Writing is a method of representing language in visual or tactile form. Writing as process of expressing ideas or thoughts in words should be done at our leisure.⁸

5. Descriptive text

According to Gerot and Wignell(1994:208)a description “ describe a particular person, place or thing”.⁹ Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.¹⁰

⁸ Leo Susanto,dkk. *Essay Writing*(Andi Yogyakarta,2007)P.1

⁹ Materi pelatihan terintegrasi Bahasa Inggris. Departemen Pendidikan Nasional Direktorat Jendral Pendidikan Dasar dan Menengah Direktorat Pendidikan Lanjutaan Pertama, 2004.

¹⁰<http://understandingtext.blogspot.com/2008/02/what-is-descriptive-text.html>