

CHAPTER I

INTRODUCTION

This chapter presents background of the study, research question, objectives of the study, significant of the study, scope and limitation of the study, and definition key term.

A. Background of the Study

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 that is commonly used in everyday life 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 type of written text paragraph in which has the specific function to describe about an object (living- or no living) things and it has the aim that is giving description of the object to the reading clearly. 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, we find some of the problems, such as teacher did not give enough writing practices and still used traditionally technique in teaching writing. Writing is more complicated for students to master because it needs long process. 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 also effective for teaching grammar. It can be seen by the result of study conducted by Reski, Hardianto, and Ardhy (2020) which showed that EGRA technique can be appropriate way to increase grammar ability in learning 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.

Previously, there have been a researcher who conducted the research related to the use of EGRA technique in teaching and learning context. In research conducted by Bukan and alinda (2023) in their study focused on English grammar learning for eighth-grade students. The result of this study showed that the the EGRA technique effectively reduces grammatical errors, suggesting its viability as an innovative tool for teaching the simple present tense. Mayang, Mega, and Hendra (2019) in their study focused on improving grammar skill using EGRA technique. From the result of this study, 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. EGRA has become one of the effective teaching techniques used in teaching at SMAN 1 Pare. Among the many teaching techniques used at SMAN 1 PARE, the English teacher prefers to use the EGRA technique in their teaching. 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. Besides that, it is easier for

students to understand the material because this technique has 4 stages, and which stage has its own rules for applying it. The EGRA technique is one of the cooperative learning techniques. According to Sari (2019: 31) the EGRA technique stands for Exposure, 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 opinions or ideas in oral and written form. This technique focuses on the discussion of language structure and grammar is being taught to students. The goal of EGRA is to accurately assess students' communication skills, not only linguistic skills but also communicative skills. It means by using a communicative approach, students can develop 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.

B. Research Question

Based on the background of the study, the research problems can be stated as follows:

1. How is the implementation of the EGRA technique in teaching writing descriptive text on 11th grade student SMAN 1 PARE?
2. What are the difficulties encountered by the teacher in implementing EGRA technique in teaching writing descriptive text on 11th grade student SMAN 1 PARE?
3. What are the solutions proposed by the teacher dealing with difficulties in implementing EGRA technique in teaching writing descriptive text on 10th grade student SMAN 1 PARE?
4. What are the advantages of using EGRA technique in teaching writing descriptive text on 11th grade student SMAN 1 PARE?

C. Objective of the Study

Concerning the problem statement, the following objectives are described in this research:

1. To know the implementation of EGRA technique in teaching descriptive text on 11th grade student SMAN 1 PARE.
2. To know the difficulties encountered by the teacher in implementing EGRA technique in teaching writing descriptive text on 11th grade student SMAN 1 PARE.

3. To know the solutions proposed by the teacher dealing with difficulties in implementing EGRA technique in teaching writing descriptive text on 11th grade student SMAN 1 PARE.
4. To identify the advantages of using EGRA technique in teaching writing descriptive text on 11th grade student SMAN 1 PARE.

D. Significance of the Study

After completing all research activities, this research is expected to give significances presented as follows:

1. Theoretical significances

The research findings are expected to include a reference of teaching technique that can be accessed through some educational practices. It can help to improve educational quality, particularly in the English subject.

2. Practical significances

This research is expected to give teachers, particularly English teachers of SMA Negeri 1 PARE, an input concerned with the implementation of EGRA (experience, generalization, reinforcement, application) technique to improve the effectiveness of the EGRA methodology in English language teaching.

E. Scope and Limitation of the Study

The subject of this research is the students and English teachers in the eleventh grade at SMAN 1 PARE. The object of the research is the teaching writing of descriptive text by using the EGRA technique. The research is conducted at SMAN 1 PARE and the time of the research is during the second

semester of the eleventh grade at SMAN 1 PARE. Considering the background and the identification of the problem, this research only focuses on teaching writing using the EGRA technique to teach descriptive text in the tenth grade of senior high school. The researcher realizes that there are still many shortcomings in this research because this research only focuses on teaching writing descriptive text.

F. Definition of The Key terms

1. Teaching Writing

Teaching writing is a process of giving explanation to combine word into phrases, phrases into sentence, sentence into a paragraph and a paragraph into some paragraphs. Writing is not only to put idea in a piece of paper but it has some purpose that describes writer's intention. So teaching writing is how a teacher explains to students how to write an idea in the form of a sentence or paragraph correctly according to linguistic structure

2. Descriptive text

Descriptive is a kind of text that describes people, things or places. A description paragraph is a type of written text paragraph that has the specific function of describing an object (living or non-living) things and it has the aim that is describing the object to the reader clearly.

3. EGRA Technique

EGRA focuses on students' active discovery approach and has four stages which stage has their own rules in applying it. 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 ideas in oral and written form. This technique aims to explore optimally the role of students in the learning process.