

**THE IMPLEMENTATION OF EGRA TECHNIQUE IN TEACHING
WRITING DESCRIPTIVE TEXT ON 11TH GRADE STUDENTS SMAN 1**

PARE

THESIS

Presented to
State Islamic Institute of Kediri
In Partial Fulfillment of the Requirements
For The Degree of *Sarjana* in English Language Education



By:

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20202144

**DEPARTEMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE (IAIN) OF KEDIRI
2024**

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DECLARATION OF AUTHENTICITY

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This thesis is to fulfill the requirement for the degree of Sarjana (SI) in English Department, State Islamic Institute (IAIN) of Kediri.

Kediri, 11 Juni 2024

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APPROVAL PAGE

This is to certify that *Sarjana's* Thesis of Irmafatul 'Afifah has been approved by the thesis advisors for further approval by the board of examiners.

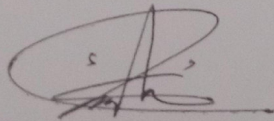
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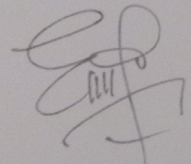
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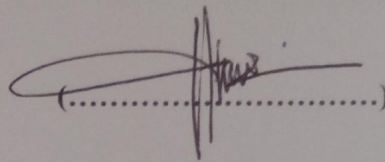
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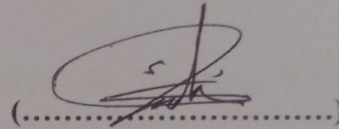
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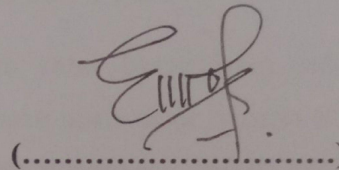
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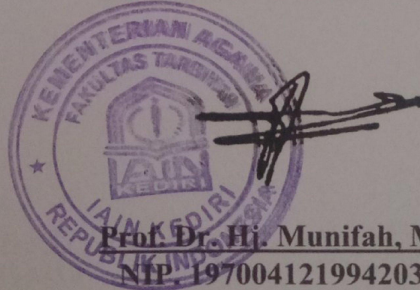
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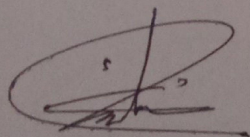
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Setelah diperbaiki materi dan susunannya kami berpendapat bahwa, skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Strata Satu (S-1). Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam waktu yang telah ditentukan dapat disajikan dalam sidang munaqosah.

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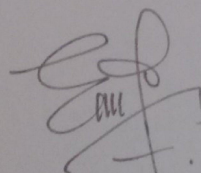
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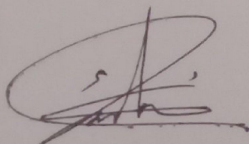
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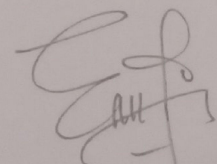
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MOTTO

وكفى بالله وليا وكفى بالله نصيرا

*“Cukup Alloh lah menjadi pelindung dan cukuplah Alloh menjadi penolong
bagimu” Q.S An-Nisa’*

“What Ever You Are Be a Good One”

DEDICATION

1. Thanks to My God, Allah SWT and Prophet Muhammad SAW for giving me
2. My beloved mother, Istikomah for every part of me, who always pray for me and support my study.
3. Thanks a lot to Abah and Ibuk who always pray for me and all my friends in Pondok and always support in everything.
4. To all my lecturers of IAIN Kediri, especially for my respectable advisors Dr. Sri Wahyuni, M.Pd and Eni Prasetyowati, M.Pd who always guide me on thesis process.
5. Mr. Coirul Huda as an English teacher of SMA Negeri 1 Pare and all of the participants in classes XI-P5 of SMAN 1 Pare thanks a lot for your help that makes me easier to get the data for this thesis.
6. Thanks to my beloved friends in TBI C class, Nay, Aura, Farah, Fanya, Ubed, and Sa'di for 2.5 years we have gone through times full of emotion, jokes, and laughter that will never be forgotten.
7. All of my good friends from all side who helped and always support me in the process of finishing this thesis

ACKNOWLEDGEMENTS

Alhamdulillahirobbil'alamin. All praises to Alloh SWT who has given guidance and blessings for me to finish this thesis. Peace and salutation are always given to the last Prophet Muhammad SAW. Subsequently express my great appreciation and thank you for those have big contributions in helping me to finish this thesis and sincerest gratitude to:

1. Dr. H. Wahidul Anam, M.Ag as the rector of the State Islamic Institute (IAIN) of Kediri.
2. Prof. Dr. Hj. Munifah, M.Pd as the dean of Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri.
3. Nur Afifi, M. App. Ling, Ph.D as the chief of Department of English Language Education.
4. All of my good friends from all side who helped and always support me in the process of finishing this thesis
5. My honourable all of the lecturers in Department of English Language Education of IAIN Kediri.
6. Teacher of SMAN 1 Pare for providing place to carry out research and provide ideas and motivation in the research process.

The Researcher



Irmafatul 'Afifah

ABSTRACT

‘**Afifah, Irmafatul** 2024. *The Implementation of EGRA Technique In Teaching Writing Descriptive Text On 11th Grade Students SMAN 1 Pare*. Thesis. Departement of English Language Education, Faculty of Tarbiyah. State Islamic Institute of Kediri (IAIN Kediri). Advisor: (I) Dr. Sri Wahyuni, M. Pd., (II) Eni Prasetyowati, M. Pd.

Keywords: EGRA Technique, Teaching Writing, Descriptive Text

Teachers' techniques in teaching descriptive text determine students' understanding, but many students struggle with writing due to lack of practice and traditional teaching methods. Therefore, the implementation of EGRA technique is one of appropriate ways to more effective for the teacher in conveying each material and the students are able to improve their understanding and making students more active. This study aimed to investigate the implementation of 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 descriptive text.

The research was conducted by using descriptive qualitative design. The instrument of this study is observation and interview. The researcher observed the learning process and does interview based on questions sheet for interview as the instrument with the teacher also due to students. In addition the researcher analyzed with does familiarize and organizing the data in order to make it gather based on research questions and triangulates the data by cross-checking and comparing the result from two sources (observation and interview). After analyzing the data, the researcher checked the validity of the research by combine and analyze data from observations and interviews.

The finding shows that the teacher applied four stages of EGRA technique. Starting from experience stage, the teacher asks several questions to students directly 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. The all students actively participate in class learning activities, but some students struggle with individual assignments and text analysis. To overcome these challenges, the teacher gives task- based, making group work, making concept map, gives exercises. The teacher gives punishment by decreasing the score, controlling class, and gives authentic resources.