THE IMPLEMENTATION OF EGRA TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT OF THE EIGHT GRADE STUDENTS AT MTS AL- KHAIRAAT MANINILI

A THESIS

Submitted to Meet Requirements for Examination in the Degree of Sarjana at the Pendidikan (S.Pd) at the Tadris Tarbiyah and Teacher Training State Islamic University Datokarama Palu

By:

RIRIN
NIM: 16.1.16.0018

ENGLISH TADRIS STUDY PROGRAM
TEACHER TRAINING AND TARBIYAH FACULTY
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
2023

Statement of the Thesis Authenticity

I hereby declare that this thesis entitled: "**The Implementation of EGRA Technique to Improve students' ability in Writing Descriptive Text of Eight Grade Students Mts Al-khairaat Maninili"**,has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another university/ institute for the award any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

Palu, 22, August, 2022
Your Sincerely

RIRIN
NIM.161160018

LEGALIZATION

A thesis by Ririn, Nim 16.1.16.0018 entitle " The Implementation of EGRA Technique to Improve students' ability in Writing Descriptive Text of Eight Grade Students' Mts Al-khairaat Maninili" which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in state Islamic University Datokarama Palu On 13 October 2022 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.

BOARD OF EXAMINERS

Position	Name	Signature
The Chairman	Hijrah Syam, S,Pd. M.Pd	
The Examiner I	Dr. Hj. Nur Asmawati, S.Ag., M.Hum	
The Examiner II	Firiningsih.SS.S.Pd.M. Hum	
The Supervisor I	Drs.Mohammad Ihsan. M.Ag	
The Supervisor II	Ziarra. S.Pd., M.Pd	
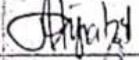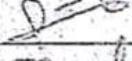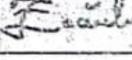
Approved by:

Faculty of Tarbiyah and Teacher Training
Dean,

English Tadris Study Program
Head,
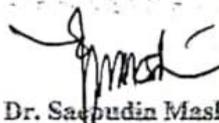
Dr. Saepudin Mashuri, S.Ag., M.Pd.I
NIP. 197312312005011070
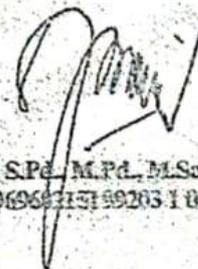
Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19696 99203 1 013

APPROVAL PAGE

The thesis entitled "**The Implementation of EGRA Technique to Improve Students' Ability in Writing Descriptive Test of the Eight Grade Students' at MTS AL-KHAIRAAT MANINILI** " written by Ririn NIM: 16.1.16.0018, a student of English Tadris Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University Datokarama Palu. After having through observation and careful correcting, each supervisor decides that the thesis has met all requirements needed for examination.

Palu 22 August, 2022

24 Muharam 1444 H

Approved by

Supervisor 1,
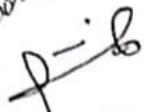
Drs.Muhammad Ihsan, M.Ag
NIP. 19650553019992031005.

Supervisor 2,
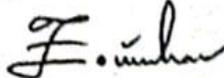
Zuhra, S.Pd., M.Pd
NIDN. 2007 1287

iii

ACKNOWLEDGMENTS

بِسْـــــــــمِ اللهِ الرَّحْمَنِ

اَلْحَمْدُ لِلهِ رَبِّ الرَّحِيْمِ الْعَالَمِيْنَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الأَنْبِيَاءِ وَالْمُرْسَلِيْنْ وَعَلَى اَلِهِ وَ صَحْبِهِ أَجْمَعِيْنْ أَشْهَدُ أَنْ لَا إِلَهإِلَّا الله وَحْدَهُ لَا شَرِيْكَ لَهُ، وَأَشْهَدُ أَنَّ مُحَمَّدًا عَبْدُهُ وَرَسُوْلُهُ ، أَمَابَعْدُ ۞

Bismillahirrahmanirrahim Alhamdulillahirobbilal'amin. In the name of Allah, the and Beneficent and Merciful. All praises are to Allah, lord of the entire world because this grace, the researcher could finish her research. May sholawat and salam always be with our great Prophet Muhammad SAW, who has directed us from the darkness to the lightness.

From the sincere of the deepest heart of the researcher, she realized and admittes that she could never be able to finish this research without the help of many people. Therefore, she would like gratituded and give great appreciation to:

1. The researcher's parents, Aco Tiaro and Erni for their support, prayers, understanding and everything that they have given to the researcher.
2. Prof. Dr. H. Lukman S. Thahir, M.Ag. as the rector of State Islamic University Datokarama Palu, along with the elements of leadership, who have encouraged and have given policies to the researcher in the various ways.
3. Dr. Saepudin Mashuri, S.Ag., M.Pd.I. as the head faculty Tarbiyah and Teacher Training palu. Dr. Aifuddin M. Arif S.Ag as the deputy dean for Academic and Institutional the faculty of Tarbiyah and teaching palu.
4. Drs. Muhammad Ihsan, M.Ag. and Zuhra, S.Pd., M.Pd for their time, guidance, valuable suggestion, and correction during finishing this research.

5. The researcher would like to express their thanks to Dr.Hj. Nur Asmawati, S.Ag., M.Hum and Fitrningsih SS.S.Pd.M.Hum. As examiner for their time guidance, valuable suggestion, and correction.

6. The researcher would like to express her thanks to Head of library, Supiani, S. Ag and her staff, who had provided the best service during he in the library.

7. Siti Nurhayati. SE, as the head master of Mts al-khairaat maninili who had facilitated the researcher during the research.

8. Narti S.Pd, an English teacher at Mts al-khairaat maninili who helped and gave advice to researcher.

9. All the researcher's friends in TBI-I 2016 English Tadris Study Program meat State Islamic University Datokarama Palu, for their support and assistance.

10. All of the Eight Grade students of Mts al-khairaat maninili, especially class A and B who have willing to take time for researcher to conducted the researcher in their class.

At last, the remember always wishes that all the assistance gives in-depth was get unlimited rewards from Allah SWT.

Palu, 22 August, 2022 M
24 Muharam 1444 H

Researcher

RIrin
Nim. 161160018

TABLE OF CONTENTS

ABSTRACT

Name   : RIRIN

NIM   : 16.1.16.0018

Title   : THE IMPLEMENTATION OF EGRA TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT OF THE EIGHT GRADE STUDENTS AT MTS AL-KHAIRAAT MANINILI

Writing is one of the important skills in learning English. Therefore, writing is needed by students to improve their English skills. So to support their skills, the teachers must be creative in applying techniques in teaching English, especially writing. Based on this, the researcher interested in using EGRA technique to improve students' ability in writing descriptive text of the eight grade students at M.ts al-khairaat maninili.

The researcher used quasi-experimental design in the experimental class and the control class. In this research, the researcher used purposive sampling technique. The population of this research were students of the eight grade class at Mts Al-khairaat Maninili with a sample of 30 students' and instruments used in this research were test, questionnaire, observation, and documentation.

The data had been collected were analyzed statistically, the result of the analysis showed that the research hypothesis was accepted by showing the analysis.t-counted 3,058 is greater than t.table 1,701. with degrees of freedom (df) table Nx + Ny = 15+15-2 = 28 with a significant level of 0.05. An explanation of the statistical analysis showed that the EGRA technique can improve students' ability in writing descriptive texts. It can be concluded that the use of EGRA technique can improve students' writing descriptive text. Therefore, the researcher suggested that English teachers should be more creative in applying techniques and methods in English learning process, especially in writing.

CHAPTER I

INTRODUCTION

A. Background of the Research

English is one of the international languages which have an important role in social life, because it is often used by people to provide or receive information in their communication. It also gives benefit in education especially to develop student's skills in English.[1]

In the world of education today, skills really needed to be improved and developed in order to achieve the purposeof curriculum 2013. The purpose of the 2013 Curriculum in Indonesia currently requires students to have skills of knowledge in English language assessment.[2] Based on this statement, students were required to have these four skills, because it has an important role to support their skills and is very much needed in various fields, one of them is in the field of education.

As we know that, listening, speaking, reading, and writing are the skills that are required in English, but after the researcher made observation to one ofthe schools in PARIGI at M.ts al-khairaat maninili, she found that the English teacher was not graduated from English background, so the teacher was not good in teaching English in the classroom, she was not creative in applying the technique in teaching English. As the result, the students were getting blank in their learning, because they did not understand the material taught by the teacher. And

---

[1]Dwi Wulandari R. *Using EGRA Technique to Improve Students' Grammar Mastery at The tenth Grade Students of Sma Negeri 7 Pinrang*, Universitas islami Pare-Pare (2010).

[2]Dianita Putri Pratama.*Teaching Listening Comprehension of Descriptive Text Based on 2013 Curriculum.* Medan. 2018.

this was a big problem for them.[3] In the process of teaching English, technique plays an important role, so the teacher need to be more creative in developing and attractive learning process for students.

For that reason, the researcher interested in applying one of the techniques in teaching writing. It calls EGRA technique, it consist of Exposure, Generalization, Reinforcement, and Application. The researcher used this technique to make learning process easy to apply, enjoyable, and make the students easy to understand the material, especially in writing.[4]

EGRA is techniques that consist of four integrated stage. Exposure is stage where the teacher gives leading questions related to the material likes (Picture show, Brainstorming, Key word), Generalization is where the teacher asking tomake grub students' and give assignment in type discourse, question, and quiz while directing students' to find the function and sentence structure to be teaching. Reinforcement is where the teacher talking and review again related material to teaching. The last application the teacher to gives individual assignment to students' to do. so the EGRA technique was make students' active in classroom, so that learning process were be more to more effective. [5]

---

[3]Novi Indrias. *The Influence Of Using Experience, Generalization ,Reinforcement, Application, (EGRA) Technique On students' Recount Text Writing Ability Among The Tenth,* Lampung, 2019.

[4]Mariana. *Meningkatkan Tata Bahasa Inggris dengan Menggunakan Metode Egra.* Jurnal of Language and Literature. 2018. Vol,1, H 36

[5]Emma Fauziah. "*The Intervention Of Using EGRA Technique On Students' Writing Ability Of Explanation Text at the Elevent Grade Students' of MA jam'iyyah Islamiyyah"* Universitas Syarif Hidayatullah , Jakarta 2018

Based on the problem above the researcher raw conduct the research entitled (The Implementation of EGRA Technique to Improve Students' Ability in Writing Descriptive Text of the Eight Grade Students' at Mts al-khairaat maninili).

B. Problem Statement

According to the background above, the researcher formulated research the problem research as follow "Can the Implementation of EGRA Technique Improve the Ability of Writing Descriptive text of the Eight Grade students at Mts al-khairaat maninili?

C. Objective of the research

The objective of this research was to find out whether or not the Implementation of EGRA Technique can Improve the Students' Ability in Writing Descriptive Text of the Eight Grade students' at Mts al-khairaat maninili.

D. Significance of the research

The significance of this research was expected to give the useful information about result of the research. In this research, the researcher would to provide the useful information for:

1. Teachers: EGRA technique is expected to help in the process of teaching and learning English.

2. Students: to help students to improve their skills especially writing in English.

3. School: EGRA Technique can be input in every process of teaching

  English.

4. Researcher: expected to ease the application of research in each school.

CHAPHTER II

RELATED LITERATURE REVIEW

A. Previous Research

In this research, researcher reviewed some of the previous findings. From this research, there was several research findings related to this research, as follow.

The previous research by Unik Amimatul Maghfuroh entitled" The Implementation of EGRA technique in writing recount text at the Tenth Grade of Ma Ma'arif Plumpung". From the result finding of this research, the EGRA technique can help teachers in delivering material, and helped students' to get new information so the students' were more independent in learning. The researcher concluded that the application of EGRA technique had a positive effect on students in the learning process, especially in improving writing skill[6].

The difference between the previous research and this research was that the previous research focused on the application of the EGRA technique in writing recount text. Meanwhile, the research that was conduct by the researcher only focused on improving the writing of descriptive texts. This research had a different research design from previous research. Previous research used qualitative methods, while thisresearch use quantitative method.

The second research by Rayu, Regina, Zainal Arifin entitled" The use of EGRA Technique in Teaching Writing Narrative Text at Eleventh grade of Smk ST Fransikus Asisi Pontianak ". The results showed that there were significant

---

[6] Unik Amimatul Maghfuroh*" The Implementation Of EGRA Technique In Technique writing recount text at the Grade of MA MA' ARIF Plumpung "* (2016).

differences in student achievement before and after the use of EGRA. This affects the students' writing ability are increased.

The researcher concluded that the students' achievement grades in writing are increased after applying EGRA technique. Therefore, this technique was very effective in teaching writing narrative text[7].

The difference between the previous research and this research was that the previous research focused on improving students' writing skill in narrative texts. While the focus of this research that was to improve student's ability in writing descriptive text.

The last research by Nurrahmatiah entitled "Improving the Students' Grammar Ability through EGRA (Exposure, Generalization, Reinforcement, Application) Method of the second year Students of Smp Moncoloe Makassar". The results of this research that the EGRA method had good progress on students' grammar. The researcher concluded that the EGRA technique had an important role in developing students' grammar[8].

The difference between previous research and this research were that previous studies only focused on students' grammar. While, this research focused on writing descriptive text.

---

[7]Rayu, Regina, ZainalArifin(2017) *" The use Of EGRA Technique in Teaching Writing Narrative Text at eleventh grade of Smk St Fransiskus Asisi "*Pontianak . (2017) 1-9

[8]Nurrahmatiah*" Improving The Students' Grammar Ability Through EGRA (Exposure , Generalization, Reinforcement, Application,) Method Of the second year Students' Of SMP Moncole Makassar"* (2010*).*

Based on all of the research findings above, that the EGRA technique can improve students' knowledge in English. Therefore, the researcher was interested in applying the EGRA technique in research.

B. Literature Review

1. Writing

a. The nature of writing

Writing is a type of activity in which the writer expresses all the ideas in his mind on paper (print) from words to sentences, sentences to paragraphs, and from paragraphs to essays. So writing is a process of creating ideas and expressing meaning in written form.[9] As well as communicating messages to readers for a specific purpose. Its purpose is to inform and persuade readers.

Based on the explanation above, writing is a step of thinking to form words, creating ideas in written form on a paper that can be used to transfer the meaning of the message to the reader. That is providing an understanding for the reader to understand each paragraph. So writing is an important skill process into develop to knowledge needed in the process of developing student competence.

b. The forms of writing

Writing has several genres of forms. The forms of writing fall in to three categories[10]. As follow:

---

[9]St. Asrianti Am, Maharida. *" Improving The Students' Writing Skill by Using Process Writing Approach At the Second Grade Students' O*f SMK Grafika , Gowa Makassar, 2. No 2 (2013) 1-21

[10] Muhammad Bagus Nawawi. *" Improving Students' Writing skill Of Descriptive Text Through Guided Questions of SMP PGRI* 1 Cipuput – kota Tangerang Selatan , Universitas Hidayatul Syarif Jakarta " (2011).

1) Writer- oriented forms.

It means forms of writing in which, writer is the center of attention. There is expression and reflection.

Expression in this form the writer writes to express their feeling or thoughts. While, Reflection in writing, the writer's self is doubled. In reflection we look back – that is, our present, writing self looks back upon some previous self and measures, in some way, the distance between then and now. Reflection allows us to discover significance in the events of our own lives.

2) Reader-oriented forms.

There are two forms of reader-oriented writing. There is direction and persuasion.

Direction is provides information and arranges the information in the most useful and comprehensible order such as instruction book. While, persuasion is designed to persuade or to motivate the reader to do something.

3) Topic-oriented forms.

There aresix forms of topic- oriented writing, as follow:

a) Narration is the writing form which shared to the reader about an event that happens in time.

b) Description is to take a scene or an object and capture it in language.

c) Classification is the form that puts a premium on organization. It uses category or subtopic.

d) Argumentation differs from persuasion by being more rational. it includes a thesis to be argued and the evidence to thesis.

e) Analysis is both a way of observing and a way of writing about what writer have observed.

f) Synthesis is the fullest and most complete form of academic writing.

c. The process of writing

If someone would to write something that want to make a perfect piece of writing, he much knows the process of writing. Not all writers write in the same way, but experienced writers can point to particular elements that generally occur in the act of writing, although these elements may be combined in different ways. There are three phases in process of writing. As follow:

1) Prewriting

Prewriting is your chance to practice what you to say begin to worry about haw your audience was judge the eventual form of your work. The writer must begin by choosing a subject to write about. It means making a list to potential subjects. It purposes to narrow the focus, to discover the limits that were allow working productively.

2) Drafting.

This is the point at which you begin to put your ideas in some kind of order and to envision a potential starting point for the work you will produce from stars to finest. Before starting to complete, some writers make an outline to remind them of how they wish to order their ideas.

3.) Revising,

The writers should revise after drafting, because to revising their writing is important if they want to be professional writer.

d. Kinds of Writing

State that writing in to four kinds, as follow: narration, description, exposition, and recount[11].

1) Narration

Narration is the form of writing used to relate the stay of the act of events. Narration places occurrences in time and tells what happened according to natural time. Narration tells a story series of conducted incidents or an active process of an action. In narration, the incidents that make up the story are usually told in order in which they would really happen. Types of narration include short stories, novels and new stories, as well as a large part of our everyday social interchange in the form of later and conversation.

2) Description

Description is a form writing that describes something. It is reproduces the way thing looks, smell, taste, feel, or sound. It may also evoke mood such us happiness, loneliness, or fear. It used to created visual image of people, places event of units of time or reason. It may be used also to describe more than outward appearance of people.

3) Exposition

Exposition is the form of writing that explains something. It often answers to the question of what, how, and why. Its purpose is to present ideas and to make the ideas clear as possible.

---

[11]ZakiahAwaliyah. " *The Implementation Of Journal Writing in English Teaching on Islamic Boarding School A of DDI Mogkoso* " (2019).

4) Recount

Recount is a text which retells events or experience in the past. Its purpose is to retell events. The generic structures of recount are orientation-events-reorientation. It has a similarity with the generic structures of narrative.

e. Components of writing.

That good writing skill can be analyzed to group and varied skills. They are grammar, mechanics, vocabulary, content and organization.

1) Grammar

Grammar concerns about the ability to write correct and appropriate sentences. The writer has to give attention for preposition, tenses such as using of verbs, nouns, adjective, also conjunction and articles.

2) Mechanics

It is related with the ability to use correctly words to the written language such as using of capitalization, punctuation, spelling. It is very important to lead the readers to understand or recognize what the written means to express. The use of favorable mechanics in writing was make the readers easy to the group to conveying ideas or message of writing.

3) Content

The content of writing is about the ability to think creatively and develop thoughts, excluding all irrelevant information. It should be clear to the readers. So, they can understand what the messages convey and gain information from it. Also, the content of writing should be well unity and complete because the characteristic of good writing has unity and completeness.

4) Vocabulary

Vocabulary is an essential part of compose writing. The writes need vocabulary mastery well to express or write their ideas. The effective using of words or vocabulary in writing must be relevant with the topic to let the readers perceive and feel it. Someone who lack of vocabulary was is difficult to compose what they are going to express but appropriate words was help writers to compose writing.

5) Organization

Organization is the ability to develop ideas and topic which relevant in a united form. On the other hand, it concern in ways of writer to arrange and organize the ideas or messages in writing.

There are many ways in process of organization writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial pattern.

2. Definition of EGRA Technique

In definition, EGRA is a technique of teaching English firstly introduced in teachers training program (PKG) for teachers of English in Indonesia.
It is developed from a communicative approach. This technique consists of four steps such as experience, generalization, reinforcement, and application[12].

Based on the explanation above, EGRA can be defined as an example of a teaching technique that presents a grammar that focused on a student's active discovery approach.

---

[12]Murhafah Sari *" The Implementation Of EFRA Technique To Improve Students Ability in Comprehending Recount text At MTSN Hamparan Perak "* (2017).

a. Steps of Teaching EGRA Technique

EGRA stands for exposure, generalization, reinforcement, and application. By using this technique, the students were given the opportunity to find out the form and function of the sentence by themselves. EGRA steps have each objective[13]. The Explanation is bellow:

1) Experience

Experience is a learning stage where students were subconsciously exposed to the meaningful use of a particular structure item. It is also effective for presenting previously taught structures, which have some functions. This learning experience makes the students more active from the beginning of the teaching process where they will come into a great discovery.

The experience in this research refers to guiding the students to learn every element of writing would like this content organization and the structure used in writing. For example, the teacher given leading questions to students that were be the teaching, and then teacher should try to lead the students unconsciously about the material that was be taught by the teacher.

2) Generalization

In this stage, the students were led through tasks to discover the form, meaning, and function of a structure they have been exposed to. The rationale for the generalization is the learner better remember conclusion about the form and function(s) they make for themselves.

---

[13]ReskiPilu , Hardianto , ArdhySupraba ,*" The Effectiveness Of EGRA (Exposure, Generalization, Reinforcement, Application) "*Cokroaminoto Polopo , 3, No 1 (2010) 1-10

The teacher was not tell the students about the form, meaning, and function of the sentence but let them find out by themselves. So learning is facilitated if the learners discover or create rather than remember and repeat what is to be learned. In this step, the teacher was guide through leading questions to find out the generic structure of the text, for example, the form, meaning, and function of the sentence. After this have each group find out how the sentences are arranged for assessment. So you may provide leading questions.

3) Reinforcement

Reinforcement is a learning stage where students were provided with correct and conscious knowledge of the form, and function of the structure item that they have been exposed to. The objective of this stage is to help learners to check or revise their generalization that students should have corrected and consciousness of the form and function of a certain structure item. In this step, the teacher explains again what the students have discovered so that they get reinforcement.

After the students had got self-confidence through the teacher's reinforcement or explanation, they was did task again. In other words, reinforcement sharpens the individual's attention or concentration for the second task. So giving full attention to the classroom situation is also very important for the teacher in order to get the effectiveness of using reinforcement in the learning and teaching process.

It is stated above that the real form or example of this reinforcement stage is that the researcher given more tasks to the students so that what they have learned before can again be sharpened. This can make them better understand the material.

In the steps of Reinforcement, teacher revisit some of the answers listed on the board, the next to provide an explanation as a reinforcement of function and form the structure of language is being taught explicitly and gives some examples of sentences as a model, do repeatedly about the pronunciation of sentences correctly. The last Teachers provide reinforcement in the form of duties/questions to work with students.

4) Application

Application is the learning stage where students a were given opportunities to use or apply the structure item that they have learned in communication either receptively or productively.

The objective of the application is to determine whether the students know how to apply grammatical forms that have previously been presented.

In this Application phase students should: The students were asked to work individually. So gives the students the task card that contains the situation/case. The next students were required to make their own answers respond to the situation / case provided. The last gives the students homework to discuss in the future learning.

b. The purpose of the EGRA technique in learning

The purpose EGRA technique in this research, students were able to reach and find their own answers. Also, practice scientific thinking. So the students were able to improve their thinking power. This activity was also be fun for students.

c. The Advantages and Disadvantages of using EGRA Technique

There are some advantages and disadvantages of using EGRA technique in the teaching process[14].

The Advantage in EGRA Technique can be useful to the language teacher so that helps make the students' activity by giving challenges. That makes students' learn by themselves before explaining the use and from of the structure. But Disadvantages of the EGRA Technique that is testing the patience of teachers and students in the learning process takes place.

3. Definition of descriptive text

Descriptive text creates a word picture of person, place, object, and emotions using selected details to make a specific impression on the reader. The intention of a descriptive text is to describe a particular person, place, or thing. In order to beparticular and interesting, it is important to notice details that contribute to describing the subject in intemperance[15].

---

[14]Puji Lestari. *" The use of experience , Generalization Reinforcement, Application , (EGRA) Technique to Improve Writing Skill of Recount Text in Eighth Grade Students' of MTS N 6 Boyolali* " (2018)

[15]Lilis J. Tamba, Yolani V. Situmorang , Queen H. Ginting " *Students' Ability in Writing Descriptive Text at Eight Grade Of Smp TD Pardede* " *Medan , 3, No 1 (2020), 1-10*

Based on this, Descriptive text is a text that aims purpose to explain, describe an object specifically. So after that object is discussed in more detail in the description text and provides an overview of how something happened. For example the location of the incident and etc.

a. Kinds of Descriptive Text

Descriptive text is used to describe any object such as a person, place, or thing. Usually, when the writers want to describe something such as people, they usually describe each people in specific ways, like personality, characteristics, and so on. Therefore, there are three types of descriptive text, they are:

1) Description of a Place

In describing a place such as a bedroom, we had to describe it chronologically. There are no set patterns when arranging sentences in a descriptive paragraph. We should not have to begin with one area and then proceed to another one. Another hand, the sentences should not arrange randomly. The description should be organized, so the reader can imagine the scene being described clearly.

2) Description of a Person

When describing someone, the writers have to describe the object based on what and how the person looks like. There are three ways to identify the person based on the situation, first identification, second impression, and last is character sketch.

3) Description of a Thing

When describing a thing, the author should have a good imagination to describe that thing. Besides that, to make our subjects more interesting we can use proper nouns and effective verbs.

b. The Structure of Descriptive Text

1) The generic structures of a description there is[16].

Identification like the phenomenon to be described, and description of features in order of importance (parts/ things "physical appearance", qualities "degree of beauty, excellence, or worth/value, other characteristics "prominent aspects that are unique").

2) The generic features of description are:

The verb in the present tense, Adjective to describe the features of the subject, Topic sentences to begin paragraphs and organize the various aspects of the description.

3) A general opening statement in the first paragraph.

This statement introduces the subject of the description to the audience. It can give the audience brief details about then when, where, who, or what of the subject.

4) A series of paragraphs about the subject.

The each paragraph usually begins with a topic sentence previews the details that were being contained in the remainder of the paragraph. That should describe one feature of the subject.

---

[16]ViraAyunisa. *The Effect Using Clustering Technique On Students' Achievement in Writing Descriptive Text at Smp Cerdas Murni Palembang,* Universitas Muhammadiyah Sumatra Utara " (2019)

5) The concluding paragraph signals the end of the text.

c. The Language Features of Descriptive Text

There were some language features of descriptive text, they are proper Nouns, Simple Present Tense, Adjectives, Thinking and Feeling Verbs, Action Verb, and Action Verbs.

C. **Theoretical Framework**

The conceptual framework underlying the research was presented[17]. As following:

Main Focus

```
┌─────────────────────────────────────┐
│              Writing                │
└─────────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────────┐
│ EGRA Technique: Experience,         │
│ Generalization, Reinforcement,      │
│ Application.                        │
└─────────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────────┐
│          Pre-Experimental           │
└─────────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────────┐
│    Improve students' Ability in     │
│              Writing                │
└─────────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────────┐
│          Descriptive Text           │
└─────────────────────────────────────┘
                 │
                 ▼
```

:

---
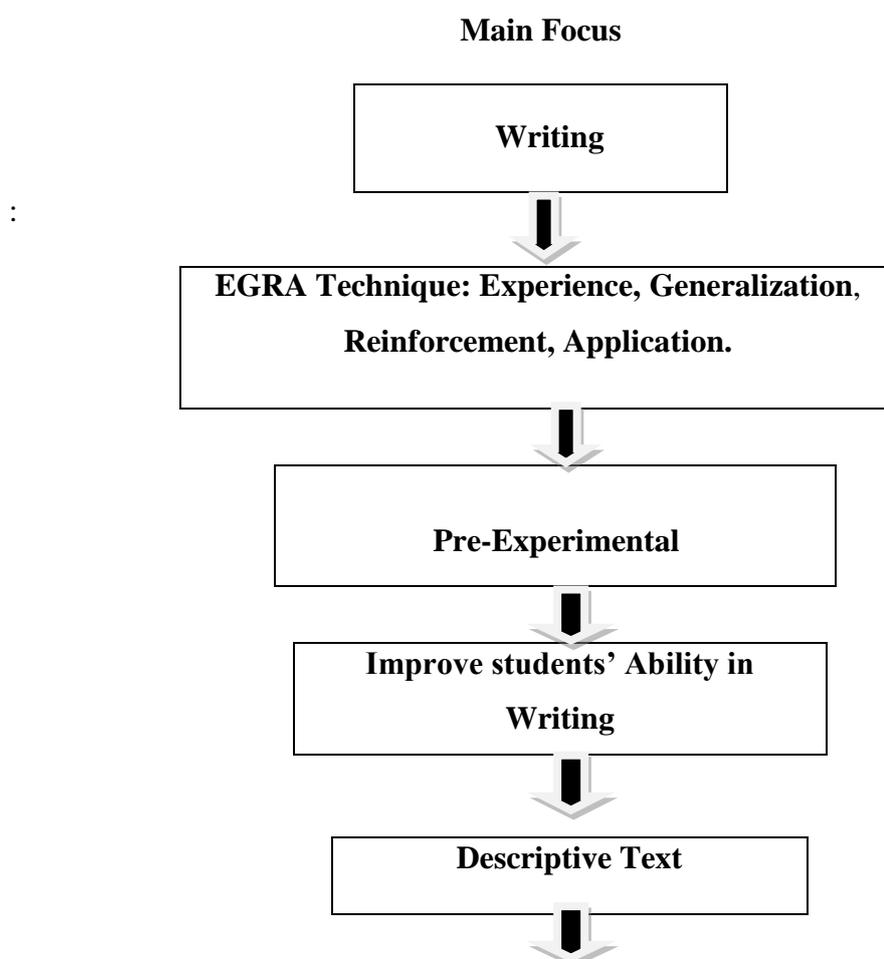
[17]. Dewanti Maumude. *" Improving The students' Writing Ability Through EGRA (Exposure , Generalization, Reinforcement, Application) Technique at Eigth Grade Students of Smp N 2 Sungguminasa- Gowa ."* (2016)

Grammar	Vocabulary	Mechanic

Based on the explained above, in the first stage, the researcher prepared a written text. In writing text the researcher used the EGRA technique. By using this technique the researcher experimental design which includes pre-test and post-test. Afterwards, the researcher explained the assessment in writing, namely grammar, vocabulary, and mechanic. The used EGRA technique can improve students' ability in writing descriptive text.

D. Hypothesis of Action

The hypothesis of this research is writing descriptive text at the eight grade students' of M.ts al-khairaat maninili can improve through EGRA Technique.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

This research used a quasi-experimental research design. The research was conducted by giving treatment to the experimental class and providing a control class as a comparison[18]. The design of this study consist of experimental and control class, each of which was be given a pre-test and post-test, then treatment with the EGRA technique in writing descriptive text. However, treatment is only given to the Experimental class. The purpose of knowing the final test scores of students in the experimental and control classis to determine whether there was a significant purpose in learning outcomes between the two classes.

The research design used as follows:

E	O_1	**X**	O_2
C	O_1	**-**	O_2

Where:

E: Experimental group

C: Control group

X: Treatment

---

[18] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D*. (Bandung: Alfabeta, 2014), H. 32

O_1, O_1 Pre-test

O_2, O_2 Post-test

B. Population and Sample

1. Population

A population was an object or subject that has certain qualities or characteristics determined by the researcher to be studied and conclusions drawn. The population in this research is class VIII M.ts al-khairaat maninili. The number of students is 42 people.

2. Sample

The sample was part of the number and characteristics possessed by the population. Therefore, researcher can use samples taken from a representative population. The sample of this research used a purposive sampling technique because it was in accordance with what could be used in this research[19]. The purposive sampling technique was a sample selection technique based on criteria related to student problems. English teacher at M.ts al-hairaaat maniili recommended class VIII A as the experimental class and class VIII B as the control class because their writing still not good.

C. Research Variables

In this research, the variable is used. Namely dependent variable and independent variable. Dependent variable is a trait that is influenced by

---

[19]. Garaika Darmanah" *Metodologi Penelitian* " (CV. HIRA TECH Lampung Selatan 2019) 34.

independent variable. The dependent variable is students' ability in writing descriptive text, was independent variable is the EGRA technique.

D. Research instrument

The research instrument was an important step in the research procedure. This instrument serves as a tool in obtaining data about something being researched. The results obtained can be measured using standards that have been previously determined by the researcher. In this case, there are several research instruments as follows[20]:

1. Test

The test ware being used to collect data about the students' writing ability which is obtained from the test scores made by the researcher. The test material is based on the syllabus given to class VIII students of M.ts Al-khairaat Maninili. The test consists of two pre-tests and a post-test. The test was be conducted using the EGRA technique on students' writing skills as measured by grammar, vocabulary, and mechanic in writing descriptive texts in the experimental class and control class. to analyze students' writing skills in English lessons.

The form of the test is to given the students task to write descriptive text . The distribution of the test is as follow:

Table 3.1

Distribution of the test

---

[20]Nur Aedi " *Instrumen Penelitian Dan Pengumpulan Data* " Universitas Pendidikan Indonesia , Jakarta 2010 H 1-7

Score for each correct answer				
Test type	Vocabulary	Grammar.	Mechanic.	Max. Score
Writing Test	3	3	3	9

In scoring the students decriptive text , the researcher used the score procedure which is adapted from Weigle :[21]

Table 3.2
Scoring Rubric of Writing

No	Writing Components			
	Score			Explanation
1.	Grammar	0	-	Almost all grammatical patterns inaccurate.
		1	-	Frequent grammatical inaccuracies
		2	-	Some grammatical inaccuracies
		3	-	Almost no grammatical inaccuracies
2.	Vocabulary	0	-	Vocabulary inadequately even for the most basic parts of the intended communication.
		1	-	Frequent inadequacies in vocabulary for the task. Perhaps

[21]Weigle, S.C., *Assessing Writing,* (Cambridge: Cambridge University Pass, 2009)

			-	some lexical inappropriacies and/or repetition.
		2	-	Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriacies and/or circumlocution.
		3	-	Almost no inadequacies in vocabulary for the task. Only rare inapropriacies and/or circumlocution.
3.	Mechanic	0	-	Ignorance of convention of punctuation and almost all spelling inaccuracies
		1	-	Low standard of accuracy in punctuation and spelling.
		2	-	Some inaccuracies in punctuation and spelling.
		3	-	Almost no inaccurcies in punctuation and spelling.

E. Technique of Data collection

In collecting the data, researcher asked permission from the school to conduct an experiment at the M.ts al-khairaat maninili school.

After that, the researcher gave pre-test to students at the beginning of the meeting. This test was given to the experimental class and the control class.In this test, the researcher explained in general the descriptive text to students which described an object. After that, the teacher asked the students to write a descriptive test that was given according to their understanding. This aims to determine the initial ability of students related to the material to be delivered before the experiment was held,

After that, researcher did the treatment. The researcher was teaching writing using the EGRA technique. In this research, researcher gave four treatments in class experimental. After the pre-test were done to both classesnamely the experimental class and the control class.

After that, the researcher did a post test. Post-test was the last test given to students. After giving treatment to the experimental group by knowing the level of success of student's abilities and understanding in writing related descriptive materials, after applying the EGRA technique in learning English. The post-test must be the same as the pre-test, which was a descriptive text writing test.

F. Data Analysis Techniques

The researcher analyze the data of test statistically. First, she computed the individual score by using formuls stated by Arikunto as follows:[22]

$$\sum = \frac{x}{n} \text{ x } 100$$

Where :

$\sum$ = Standard score

x = Total score

n = Maximum score

100   = Constant score

Second, the researcher will calculate the students' mean score of each group by using formula stated by Hatch and Farhady :[23]

$$\overline{X} = \frac{\sum X}{N}$$

Where :

$\overline{X}$ = Mean Score

$\sum X$ = The sum of the individual score

N = Total of students

---

[22]Arikunto, S." *Prosedur Penelitian: SuatuPendekatanPraktek"* EdisiRevisi VI., (Jakarta: BhinekaChipta, 2006), p.308.

[23]Hatch, E and Farhady, H.,"*Research Design and Statistics for Applied Linguistics,*" (London: Newbury House Publishers, Inc., 1982), p.55.

After getting the mean score, the researcher calculated the result of the mean score and the square deviation to find out whether there is a significant different between the result of the experimental and the control groups or not by using the formula by Arikunto :[24]

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where   :

t= The value of t-counted

Mx= The mean deviation of experimental group

My= The mean deviation of control group

Nx= The number of students in experimental group

Ny= The number of students in control group

$$\sum x^2 \, can \, be \, gotten \, from \sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$\sum y^2 \, can \, be \, gotten \, from \sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

Where:

$\sum x^2$ = Sum of squared deviation of experimental class

$\sum y^2$ = Sum of square deviation control class

N = Number of students

---

[24]Arikunto, S., "*Prosedur Penelitian: Suatu Pendekatan Praktek*" Edisi Revisi VI., (Jakarta: Bhineka Chipta, 2006), p.311.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

A. Finding of The Data

The researcher had analyzed the data obtained in the research through instrument tests, namely, pre-test and post-test. The test instrument data ware statistically analyzed by using the t-test formula.

The purpose of this research was to determine the effect of applying the EGRA technique in improving the writing skills of students in the eighth grade at Mts Al-khairaat maninili in learning to write a descriptive text. the results of the research found that the process of implementing learning using the EGRA technique is very good. Starting from mastering the content of the material, as well as student involvement until the end of the learning. This can be seen from aspects related to the implementation of learning and student activities and worksheet to get a good score.

In the learning process, the researcher gave two tests to the students. Namely pre-test and post-test, before and after treatment. At the beginning of the meeting, students were given pre-testin the form of pictures. After that, students were asked to describe the picture in written form. This aims to determine the students' initial ability in writing. at the beginning of giving the test, students were still confused in describing the picture. So that almost all students get a score low.

Therefore, the researcher gave treatment to the experimental class by applying the EGRA technique to improve their writing skills in making descriptive texts using the EGRA technique. The material taught by the researcher

is related to descriptive text. Such as describing objects (persons, animals, and things) in written form.

This Egra technique start from Exposure, where students were asked questions related to the material through brainstorming, with the aim of accompanying students' initial knowledge without them realizing that they have been guided in making material (descriptive text). In the generalization stage, the teacher divides the students into several groups. Each group is given a task in the form of descriptive text related to objects such as (people, places, and things) as well as questions, and quizzes that must direct students to find the function and structure of sentences.As a note, the teacher does not correct the answers of the students. Next is the reinforcement stage, where the teacher discusses the student's answers related to the text given previously. And the teacher tells the students about the correct sentences repeatedly and gives clear examples of the uses and grammatical forms that exist in descriptive texts. And the last stage is the application the teacher gives the task of individually making descriptive texts related to the material.

After the treatment was carried out, it showed that there was a significant increase in students' writing skills in the experimental class. We can see the results of the post-test. afterward, the researcher analyzed and compared the results.

B. Findings of Pre-test

The first meeting, the researcher gave a pre-test before giving treatment to the experimental and control classes. The researcher gave a pre-test first to find out initial ability of students' and students' score the experimental class and

control classes. Then, the researcher calculated the individual student score using formula as follows.

$$\sum = \frac{x}{n} \text{ x } 100$$

In conducting the research, the researcher gave a pre-test to the experimental class at the beginning of the meeting, this aims to determine the students' initial knowledge of writing. Therefore, the researcher gave a test to all students experimental class at the beginning of the meeting in the form of pictures. After that, students describe the picture in written form. At the beginning of presenting the test, almost all students were still confused in describing the picture in written form. We can see this in the presentation of the results of the experimental class pre-test from the following table:

Table 4.1

The result of pre-test the Experimental Group

NO.	Initials (N)	The Students' Score			Score (X)	Standard
		Grammar	Vocabulary	Mechanic		
1.	MRK	2	2	2	6	66,66
2.	AWI	1	2	2	5	55,55
3	R	1	2	0	3	33,33
4.	AF	1	2	2	5	55,55
5.	N	0	1	0	4	44.44
6.	AY	2	2	2	1	11.11
7.	H	0	1	0	1	11.11
8.	F	2	2	1	5	55.55
9.	S	1	1	0	2	22,22
10.	M	0	1	0	1	11,11
11.	NRD	0	1	1	2	22,22

12.	NAR	1	2	3	6	66,66
13.	CS	1	2	1	4	44,44
14.	Z	0	1	0	1	11,11
15.	F	1	2	0	3	33.33
Total Score					49	544,39

Based on the highest score is 66.66. And the low score got a score of 11.11 in the experimental class. So, the standard score of students in the experimental class is 544.39. bacause of some grammatical inaccuracies, some lack of vocabulary for the text, some lexical inaccuracies or convoluted words, and some inaccuracies in punctuation and spelling. And almost all rubric assessments in writing are inaccurate. After getting the results, the researcher calculated the mean score in the experimental class using the following formula:

$$\overline{X} = \frac{\Sigma X}{N}$$

$$\overline{X} = \frac{544,39}{15}$$

$$\overline{X} = 36, 29$$

After the researcher got the mean score pre-test of the experimental, which 36.29. The next researcher calculated the results of the pre-test the control class.

Table 4.2

The Pre-test Result of the control Group

NO.	Initials (N)	The Students' Score			Score (X)	Standard
		Grammar	Vocabulary	Mechanic		
1.	NWD	2	2	2	6	66.66
2.	R	2	2	1	5	55,55
3	SA	1	1	0	2	22,22

4.	HN	0	1	1	2	22,22
5.	R	2	1	1	5	55,55
6.	RH	0	1	0	1	11,11
7.	Z	1	2	1	3	33,33
8.	MI	2	2	0	4	44,44
9.	AF	1	2	0	3	33,33
10.	WS	1	2	1	4	44,44
11.	K	2	3	1	6	66,66
12.	A	0	1	0	1	11,11
13.	F	1	2	2	5	55,55
14.	S	1	3	2	6	66,66
15.	A	1	2	0	3	33,33
Total Score					52	622,16

Based on table 4.2, it shows the highest score of the control class is 66.66 and the lowest is 11.11 with the result of students' standard score is 622.16. After knowing of students' standardsscore the control class. The researcher calculated the result meant score students' of pre-tests as follows:

$$\overline{X} = \frac{\Sigma X}{N}$$

$$\overline{X} = \frac{622,16}{15}$$

$$\overline{X} = 41,47$$

After calculating mean score the control class, the researcher got the mean score the control class is 41.47.

C. Findings of Post-test

After the treatment, the researcher gave a post-test to both classes. Namely experimental class and control class. The purpose of giving post-test to students knows to improve of students' ability in writing descriptive texts. After that, the researcher calculated the students' score post-test from both experimental and control classes. The results of student score can be seen as follows:

Table 4.3

The Post -test Result of the Experimental Group

NO.	Initials (N)	The Students' Score			Score (X)	Standard
		Grammar	Vocabulary	Mechanic		
1.	MRK	3	3	3	9	100
2	AWI	2	3	1	7	77,77
3.	R	3	3	2	8	88,88
4.	AF	3	3	3	9	100
5.	N	2	2	1	5	55,55
6.	AY	3	3	3	9	100
7.	H	3	3	2	8	88.88
8.	F	3	3	2	8	88.88
9.	S	3	3	3	9	100
10.	M	2	2	1	5	55,55
11.	NRD	3	3	2	8	88,88
12.	NAR	3	3	3	9	100
13.	CS	3	3	3	9	100
14.	Z	2	2	1	5	55,55
15.	F	3	3	1	7	77,77
Total Score					115	1.277,71

Based on table 4.3, the post-test highest score the experimental student is100 and the lowest score of the student is 55.55. Based on table above, show the

results of students' standard score of the post-test in the experimental class is 1,244.36.After knowing the students' standard score in the experimental class, the researcher calculated the students' mean score by using the following formula:

$$\overline{X} = \frac{\Sigma X}{N}$$

$$\overline{X} = \frac{1.277,71}{15}$$

$$\overline{X} = 85, 18$$

After getting the results of the calculations above, the researcher got the mean score the students' of post-test in the experimental class is 85.18. Furthermore, the researcher calculated the result students' standard score of the post-test in the control class, we can see in the table below:

Table 4.4

The Post -test Result of the control Group

NO.	Initials (N)	The Students' Score			Score (X)	Standard
		Grammar	Vocabulary	Mechanic		
1.	NWD	3	2	2	7	77,77
2.	R	3	3	1	7	77,77
3	SA	2	2	2	6	66,66
4.	HN	2	2	1	5	55,55
5.	R	2	2	1	5	55,55
6.	RH	2	2	1	5	55,55
7	Z	2	3	1	6	66.66
8.	MI	2	2	0	4	44,44
9.	AF	2	2	1	5	55,55
10.	WS	2	2	3	7	77,77
11.	K	3	3	3	9	100

12.	A	2	2	1	5	55,55
13.	F	2	2	0	4	44,44
14.	S	3	3	2	8	88,88
15.	A	2	2	1	5	55,55
Total Score					88	977,69

Based on table 4.5 above, the highest students' of the post-test in the control class students is 100, while the lowest students' of post-test in the control class is 44.44. The students' standard score is 977, 69.After getting the students' standard score of post-test, the researcher calculated the mean score of students in the post-test using the following formula.

$$\overline{X} = \frac{\Sigma X}{N}$$

$$\overline{X} = \frac{977, 69}{15}$$

$$\overline{X} = 65, 17$$

Based on the calculation of the experimental and control class questions, it can be seen that the scores between two the classes are very different. The post-test score in the experimental class was 85.18, while the post-test score in the control class was 65.17.Therefore, it can be concluded the mean score of post-test between two the classes that got the highest score was the experimental class rather than the control class. This means that the treatment that has been given by researcher in the experimental class is said to be successful.

D. Result of Score Deviation and Square Deviation

After getting the mean score in the experimental and control classes, the researcher then continued to calculate the score deviation and the squared deviation. The results can be seen in the following table.

Tabel.4.5

The result of pre-test and post-test experimental group

NO.	Students' Initials	Pre-test (O1)	Post-test (O2)	Deviation (O2-O1)
1.	MRK	66,66	100	33,34
2.	AWI	55,55	77,77	22,22
3.	R	33,33	88,88	55,55
4.	AF	55,55	100	44,45
5.	N	44.44	55,55	11,11
6.	AY	11.11	100	88,89
7.	H	11.11	88.88	77,77
8.	F	55.55	88.88	33,33
9.	S	22,22	100	77,78
10.	M	11,11	55,55	44,44
11.	NRD	22,22	88,88	66,66
12.	NAR	66,66	100	33,34
13.	CS	44,44	100	55,56
14.	Z	11,11	55,55	44,44
15.	F	33.33	77,77	44,44
Total Score		544,39	1.277,71	733,22

Based on the table, that result of the deviation above in the experimental class is 733.22. After knowing the results of deviation in the experimental class. The next researcher calculated the mean deviation using the formula below:

$$Mx = \frac{\sum x}{N} = \frac{733,22}{15} = 48,88$$

Based on the results of the research above, the researcher found that the mean deviation of the pre-test and post-test in the experimental group was 48.88. After knowing the results students' of mean deviation in the experimental class. Furthermore, the researcher calculated the results of mean deviation of the pre-test and post-test in the control class as follows.

Tabel.4.6

The result of pre-test and post-test control group

No.	Students' Initials	Pre-test (O1)	Post-test (O2)	Deviation (O2-O1)
1.	NWD	66.66	77,77	**11,11**
2.	R	55,55	77,77	22,22
3.	SA	22,22	66,66	44,44
4.	HN	22,22	55,55	33,33
5.	R	55,55	55,55	**0**
6.	RH	11,11	55,55	**44,44**
7.	Z	33,33	66.66	**33,33**
8.	MI	44,44	44,44	**0**
9.	AF	33,33	55,55	**22,22**
10.	WS	44,44	77,77	**33,33**
11.	K	66,66	100	**33,34**
12.	A	11,11	55,55	**44,44**
13.	F	55,55	44,44	**11,11**
14.	S	66,66	88,88	**22,22**
15.	A	33,33	55,55	**22,22**
	Total Score	622,16	977,69	377,75

The researcher knowing the results of pre-test and post-test in the control group is 377.75. Then, the researcher calculated the mean deviation of pre-test and post-test in the control group, which can be seen as follows:

$$My = \frac{\Sigma y}{N} = \frac{377,75}{15} = 25,18$$

Based on calculation above, the researcher found that, the mean deviation of pre-test and post-test in the control class was 25.18. After knowing the mean deviation of the experimental and control classes, the researcher then calculated the deviation of the sum of squares in the experimental and control classes as follows:

Table 4.7

the Deviation of Pre-test and Post-test of the Experimental Class

NO	Initials	O2-O1 (X)	X-Mx (X1)	$X1^2$
1.	MRK	**33,34**	-15,54	241,49
2.	AWI	22,22	-26,66	710,75
3.	R	55,55	6,67	44,48
4.	AF	44,45	-4.43	19,62
5.	N	**11,11**	-37,77	1.426,57
6.	AY	**88,89**	40,01	1.600,80
7.	H	**77,77**	28,89	834,63
8.	F	**33,33**	-15,55	241,80
9.	S	**77,78**	28,9	835,21
10.	M	**44,44**	-4,44	19.71
11.	NRD	**66,66**	17,78	316,12
12.	NAR	**33,34**	15,54	241,49
13.	CS	**55,56**	6,68	44,62
14.	Z	**44,44**	-4,44	19,71

15.	F	44,44	-4,44	19,17
Total Score		**733,31**	31,2	6.616,71

Table 4.8

the Deviation of Pre-test and Post-test of the control Class

NO	Initials	O2-O1 (X)	X-Mx (X1)	$X1^2$
1.	NWD	**11,11**	-14,07	197,96
2.	R	22,22	-2,96	87.61
3.	SA	44,44	19,26	370,94
4.	HN	33,33	8,15	66,42
5.	R	**0**	-25,18	634,03
6.	RH	**44,44**	19,26	370,94
7.	Z	**33,33**	8,15	66,42
8.	MI	**0**	-25,18	634,04
9.	AF	**22,22**	-2,96	87,61
10.	WS	**33,33**	8,15	66,42
11.	K	**33,34**	8.16	66.58
12.	A	**44,44**	19,26	370,94
13.	F	**11,11**	-14,07	197.96
14.	S	**22,22**	-2,96	87,61
15.	A	**22,22**	-2,96	87,61
	Total Score	377,75	0,05	3.393,09

After computing of deviation two the classes, the researcher then calculated the Sum - Squared Deviation in the experimental class and the control class as follows:

1) The sum of square deviation of experimental group

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$= 6616,71 - \frac{(48,88)^2}{15}$$

$$= 6616,71 - \frac{2.389,25}{15}$$

$$= 6616,71 - 15,92$$

$$= 6600,79$$

2) The sum of squared deviation of control group

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

$$= 3393,09 - \frac{(25,18)^2}{15}$$

$$= 3393,09 - \frac{634,03}{15}$$

$$= 3393,09 - 42,26$$

$$= 3350,83$$

Related to calculation above, the researcher got the Sum-squared deviation in the experimental class was 1951.38, and the Sum-squared deviation in the control class was 15293.55. Finally, the researcher analyzed the data to find out the significant difference between the two groups by using the following t-test formula:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{n_x + n_y - 2}\right]\left[\frac{1}{n_x} + \frac{1}{n_y}\right]}}$$

$$t = \frac{40,88 - 25,18}{\sqrt{\left[\frac{6600,79 + 3350,83}{15 + 15 - 2}\right]\left[\frac{1}{15} + \frac{1}{15}\right]}}$$

$$t = \frac{32,7}{\sqrt{\left[\frac{9951,62}{28}\right]\left[\frac{1}{15} + \frac{1}{15}\right]}}$$

$$t = \frac{23,7}{\sqrt{3554,15[0,13]}}$$

$$t = \frac{23,7}{5.961\,[0,13]}$$

$$t = \frac{23,7}{7.749}$$

$$t = 3.058$$

E. Testing Hypothesis

The last step researcher was testing the hypothesis in this research. There were two hypotheses in this research, namely the null hypothesis ((Ho:β=0) implementation of EGRA technique to cannot improve students' ability in writing descriptive text of the eight-grade at Mts al-khairaat maninili, and alternative hypothesis ((Hα:$\beta\neq$0) implementation of EGRA technique to improve student's ability in writing descriptive text of the eight-grade Mts al-khairaat maninili.

The hypothesis is intended to prove whether the hypothesis of the research was accepted or rejected, the researcher needed to test based on the result of the data analysis. In this case, the researcher used two criteria which the hypothesis is accepted if the t-counted was higher than the t-table (t-counted > t-table), which means that there were significant differences in writing when the EGRA technique is applied. In contrast, if the t-counted was lower than the t-table (t-counted < t-table) the hypothesis was rejected, which means that there were no significant differences in the students' improvement in writing ability.

After analyzing the data of the test, the researcher has found that the t-counted of research then continued by counting the t-table using 0.05 by applying the degree of freedom (df) $= N_x + N_y - 2$

$$= 15 + 15 - 2$$

$$= 28$$

$$Df\ 28 \quad = \ 1,701$$

Based on the results of the data analysis above, it can be seen that the t-table was 1,701, while the t-counted 3,058. It means that Hα was accepted and Hσ was rejected. Therefore, the implementation of the EGRA technique can improve the writing ability of the eight-grade students' Mts al-khairaat maninili.

F. Discussion

In collected research data, the researcher finished his finding research at Mts al-khairatat maninili. The researcher used a quasi-experimental design and give two kinds of tests to students, namely pre-test and post-test. The population is eighth-grade students. The researcher did this research to know why the students still not good to improve their writing. Concerning students' problem in writing, the researcher conducted the treatment by using EGRA technique to experimental class for firs meeting. Before applying treatment, the researcher to giving the pre-test to know the students proficiency. The students' mean score for the experimental class in the pre-test is 36, 29 and for the control, class is 41, 47. The result of the pre-test showed that both experimental and control classes got low scores in writing descriptive text. That is why researcher chose the EGRA technique to improve their writing ability.

After giving the pre-test, the researcher was starting to teach an experimental class by using the EGRA technique. In the first meeting of treatment, the researcher asked the students to write descriptive text related to the topic given by the researcher. It indicates that the students in the experimental class got confused about how to write a descriptive text. After that, the researcher started by introducing descriptive text and its generic structure. Then, the

researcher explained simple present tense and language features like adjectives, adverbs, and nouns.

Because this tense is used to make descriptive text. Next, the researcher showed several examples of descriptive text and explain how to make and write descriptive text by using the EGRA technique. For each meeting, the researcher taught the students to make descriptive text through the EGRA technique.

After the treatment was held, the researcher gave a post-test to both experimental class and control classes on 11 June 2022 to find out whether the students' abilities improved or not. From the results of the research above, the post-test students got better scores on the pre-test. This can be seen from the average value of the experimental class 85.17 and the average value of the control class 65.17.Furthermore, the total score of students in the experimental class is higher than the control class.

Because, there is an influence in the implementation of the EGRA technique by researcher in the experimental class, by using EGRA technique, students can improve their writing and purposefully. This can minimize errors made by students' and they didn't need to hesitate when writing because, the following the direction given by researcher. Therefore, the result above means that it proven the effectiveness of using EGRA technique after giving the treatment and the hypothesis of this research is accepted.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. CONCLUSIONS

Based on the previous discussion and the results of the research above, the researcher can conclude that:

At the beginning of the meeting, the students' writing skill in the experimental class and the control class were not good. This is because students still did not understand when the researcher gives a writing test. The researcher gave a test to both experimental classes with the aim of knowing the students' prior knowledge of writing. The test is in the form of pictures related to the material taught by the next researcher.

From the results of the pre-test of two classes, the researcher calculated the number of scores overall in the experimental and control classes. The researcher get the result of the pre-test scores of the two classes are still low, this can be seen in the presentation of the data above. Then the researcher gave treatment to the experimental class through the EGRA technique.

After the treatment was carried out, it showed that there was a significant improve in students' writing skill in the experimental class. We can see the results of the post-test.

Based on the results of the data obtained and presented above, it shows that the application of the EGRA technique can improve the writing ability of students in the eighth grade of Mts al-khairaat maninili.

B. **SUGGESTION**

To improve the quality of students' English teaching, especially improving students' in writing skills, the researcher would like to give some suggestions below:

1. The researcher suggests that students should be more active in learning to write, either using techniques, books, or other media.

2. The researcher suggests that teachers should apply creative method or technique in their teaching and learning process.

3. Researcher: expected to ease the application of research in each school.

REFERENCE

AyunisaVira, (2019). *The Effect Using Clustering Technique on Students' Achievement in Writing Descriptive Text.*

ArdhySupraba, Hardianto,ReskiPilu. *The Effectiveness Of EGRA (Exposure , Generalization, Reinforcement, Application) "*CokroaminotoPolopo, 3, No 1 (2010)

AwaliyahZakiah(2019) . *The Implementation Of Journal Writing in English Teaching on Islamic Boarding School A of DDI Mogkoso.*

Arikunto, S., "*Prosedur Penelitian: SuatuPendekatanPraktek"* EdisiRevisi VI., (Jakarta: BhinekaChipta, 2006), p.311

[1]Arikunto, S., " *Prosedur Penelitian: SuatuPendekatanPraktek"* EdisiRevisi VI., (Jakarta: BhinekaChipta, 2006), p.308.

Fauziah Emma, (2018) *The Intervention of Using EGRA Technique on Students' Writing Ability of Explanation Text at Eleventh Grade Students of MA Jam'iyyahIslamiyyah..*

GaraikaDarmanah, (2019).*Metodologi Penelitian*(CV.HIRA TECH Lampung Selatan)

Hatch, E and Farhady, H.,"*Research Design and Statistics for Applied Linguistics,*" (London: Newbury House Publishers, Inc., 1982), p.55.

Indrias Novi, (2019). *The Influence Of Using Experience, Generalization,Reinforcement, Application, (EGRA) Technique On students' Recount Text Writing Ability Among The Tenth,*Lampung .

Lestari Puji (2018).*The use of experience ,Generalization Reinforcement, Application , (EGRA) Technique to Improve Writing Skill of Recount Text in Eighth Grade Students' of MTS N 6 Boyolali .*

Marnina M, (2018) *Meningkatkan Tata Bahasa Inggris dengan Menggunakan Metode Egra (Exposure,Generalization, Reinforcement, Application) siswa kelas delapan Smp BPAl-Munawaroh Merauke.*Jurnal of Languages and Literature.

MaghfurohAmimatulUnik, (2016). *The Implementation of EGRA Technique in Technique writing recount text at the Grade of MA MA' ARIF Plumpung.*

Maharida St, AsriantiAm.*Improving The Students' Writing Skill by Using Process Writing Approach At the Second Grade Students' O*f SMK Grafika , GowaMakassar, 2. No 2 (2013)

MaumudeDewanti(2016). *Improving The students' Writing Ability Through EGRA (Exposure , Generalization, Reinforcement, Application) TechniqueatEigth Grade Students of Smp N 2 Sungguminasa- Gowa.*

NawawibagusM, (2011). *Improving Students' Writing skill of Descriptive Text Through Guided QuestionsatSmp PGRI*1 Ciputat- Kota Tangerang Selatan.

Nurrahmatiah (2010) *" Improving The Students' Grammar Ability Through EGRA (Exposure , Generalization, Reinforcement, Application,) Method Of the second year Students' Of SMP Moncole Makassar .*

PratamaPutri D (2018) .*Teaching Listening Comprehension of Descriptive Text Based on 2013 Curriculum Grade of senior High School of SMA Immanuel Medan.*

Queen H. Ginting, Yolani V. SitumorongLilis J. Tamba. *Students' Ability in Writing Descriptive Text at Eight Grade Of SmpTDPardede" Medan , 3, No 1 (2020),*

Sari, Murhafah, (2017).*The Implementation of EFRA Technique to Improve Students Ability in Comprehending Recount text at MTSN Hamparan Perak.*

Sugiyono, *MetodePenelitianPendidikanPendekatanKuantitatif, kualitatif, dan R&D.* (Bandung: Alfabeta, 2014)

WulandariDwiR(2010). *Using EGRA Technique to Improve Students'Grammar Mastery at The tenth Grade Students of SmaNegeri*7Pinrang.

Weigle, S.C., *Assessing Writing,* (Cambridge: Cambridge University Pass, 2009)

*Zainal Arifin,*Rayu Regina. *The use Of EGRA Technique in Teaching Writing Narrative Text at eleventh grade of Smk St FransiskusAsisi "*Pontianak (2017)

Lesson plan

School   : MTS Al-KHAIRAAT MANINILI

Subject   : English

Class/ Semester   : VIII/ 2

Meeting   : 1' meeting

Topic   : My favorite place

Skill   Focused   : writing

Time Allocation   : 2x 40 minutes

A. Standard Competence : expressing the meaning of writing descriptive text in the context of in daily life

B. Basic Competence : Expressing the meaning of writing descriptive text in context of daily life

C. Indicators :

1. Students are expected to be able to answer questions based on the topic given

   2. Students are able to write descriptive text paragraphs based on previous answer.

D. Learning Objective:

At the end of the lesson, students are expected to be able to:

1. Answer the questions based on the topic given

2. Write descriptive text paragraphs based on the answer pronouns

E. Media/ learning

- Media   : leptop / cellphone

-Material: pictures

- Source : Internet and package book

F. Learning method

- Method   : discussion, question, answer, and assignment

- Learning Technique: EGRA technique

- Exposure

      The teacher gives questions that direct students about the material being taught in the form of related questions and answers (brainstorming) for example:

In this stage, the teacher makes a guide question about descriptive text objects related to the image above, for example

1. What is in the picture?

2. Describe the picture!

In this phase, the activities carried out by the teacher in the exposure phase are in the form of oral practice.

- Generalization

In this stage, the teacher gives assignments in the form of question discourse, and quizzes which must direct students to find the function and form of sentence structure to be taught. Examples of discourse as follows:

My room is my favorite place in my house

> My room is on the second floor, next to my big sister's room. My room is painted light gray. I put some pictures on my desk. There are is my family picture, my picture with my friends. Also, have drawers where I put all my clothes. My room is not big but is the best place in my house for me.

In this stage, the teacher asks students to make groups and answer related text above. Then the teacher makes question related to the material as follow.

1. Where is her favorite place?

2. Why does she like his room?

3. what is the purpose of the text ?

- After that the teacher gave a quiz r elated to the discourse to each group as follow.

4. Students have to Identify language feature, and generic sturcture of the text above!

- Reinforcement

At this stage, the teacher discusses the students' answers related to the text that has been given and gives a clearly explanation of the function and form of the language structure that is being taught.

-The teacher gives examples related to the structure of the language (grammar)

-The teacher explains repeatedly about the correct sentences

-The teacher asks students to ask for answers with each group

-Students answered classically led by the teacher

- Application

- at this stage students are asked to work individually, where the teacher asked them to make a description about my house (as ' a home assignment).

G. Learning Materials: (descriptive text)

Descriptive text is a text that contain the description of an object, which is an animal, place people, thing.

1. Structure descriptive text: identification and description.

2. The feature of descriptive text: simple present tense, action verb and adjective.

H. Teaching and learning activities

Pertemuan - 1

a. Pre activities (10 menit)

- The teacher enters the class and greets in English
- Teacher begins the class whit checking attendensce list.
- The teacher delivers to learning objective.
- The teacher asks students to prayer before starting the learning process.

b. While activity

- The teacher give to material to students in the classroom

- The teacher provides and explain the descriptive text material though by leptop

- Students are given the opportunity to observe and ask question

- The teacher gives example related to the material being taught

c. Post activity (10 menit)

- The teacher briefly review the material that has been studies by students

- The teacher gives a writing task to describe something related to the descriptive text material around them

- And the ending the class whit a prayer

Lesson plan

School   : MTS Al-KHAIRAAT MANINILI

Subject   : English

Class/ Semester   : VIII/ 2

Meeting   : 2' Meeting

Topic   : My Father

Skill Focused   : writing

Time Allocation   : 2x 40 minutes

A. Standard Competence : expressing the meaning of writing descriptive text in the context of daily life

B. Basic Competence : Expressing the meaning of writing descriptive text in the context of daily life

C. Indicators :

  1. Students are expected to be able to answer questions based on the given topic

  2. Students are able to write descriptive text paragraphs based on previous answers.

D. Learning Objective:

  At the end of the lesson, students are expected to be able to:

  1. Answeri questions based on the topic given

  2. Write descriptive text paraqraphs based on the answer pronouns

E. Media/ learning

     - Media   : leptop / cellphone

-Material   : pictures

- Source   : Internet and package books

F. Learning method

- Method   : discussion, question answer, and assignment

- Learning Technique: EGRA technique

• Exposure

      The teacher gives questions that direct students about the material being taught in the form of related questions and answers (brainstorming) for example:

In this stage, the teacher makes a guide question about descriptive text objects related to the image above, for example

1. What is in the picture?

2. Describe the picture bellow!

In this phase, the activities carried out by the teacher in the exposure phase are in the form of oral practice.

- Generalization

In this stage, the teacher gives assignments in the form of question discourse, and quizzes which must direct students to find the function and form of sentence structure to be taught. Examples of discourse as follows:

My Father

> My father bought me a gift that I wanted for years. That is a cat. I call it nana. It's the size of the palm of my hand. She is very fragile. Sometimes I'm afraid I'll hurt her if I want to take it. Dad says he found nana near our house, crying looking for her mom. Dad decided to take him home.
>
> He always finished everything we give him. Now, it's been a year since nana come to our family. His small body has grown up into a size of a football. Nana is a good cat, and we love him so much.

- above.

- Then the teacher asks students to makes question related to the material as follow.

1. What is the cat's name?

2. What is the purpose of the text?

3. What is tense is used in the text? give some example

- After that the teacher gave a quiz related to the discourse to each group as follow.

4. Students have to identify characteristic of descriptive text above?

5. What is the generic structure of the text?

- Reinforcement

At this stage, the teacher discusses the students' answers related to the text that has been given and gives a clearly explanation of the function and form of the language structure that is being taught.

- The teacher gives examples related to the structure of the language (grammar)

- The teacher explains repeatedly about the correct sentences

- The teacher asks students to ask for answers with each group

- Students answered classically led by the teacher

- Application

- at this stage students are asked to work individually, where teacher asked them to make a description about their family (as' a home assignment)

- The teacher gives assignments to students related to the material then students give the answers individually

G. Learning Material : (descriptive text)

Descriptive text is a text that contain the description of an object, which is an animal, place people, thing.

1. Structure descriptive text: identification and description.

2. The feature of descriptive text: simple present tense, action verb and adjective.

H. Teaching and learning activities

Meeting - 2

a. Pre activities (10 menit)

- The teacher enters the class and greets in English

- Teacher begins the class whit checking attendance list.

- The teacher delivers to learning objective.

- The teacher asks students to prayer before starting the learning process.

b. While activity

- The teacher give to material to students in the classroom

- The teacher provides and explain the descriptive text material though by leptop

- Students are given the opportunity to observe and ask question

- The teacher gives example related to the material being taught

c. Post activity (10 menit)

- The teacher briefly review the material that has been studies by students

- The teacher gives a writing task to describe something related to the descriptive text   material around them , And the ending the class whit a prayer

Lesson plan

School   : MTS Al-KHAIRAAT MANINILI
Subject   : English
Class/ Semester   : VIII/ 2
Meeting   : 3' Meeting
Topic   : classmate
Skill   Focused   : writing
Time Allocation   : 2x 40 minutes

A. Standard Competence : expressing the meaning of writing descriptive text in the context of their life

B. Basic Competence : Expressing the meaning of writing descriptive text in the contact of their life

C. Indicators :

1. Students are expected to be able to answer questions based on the given topic

2. Students are able to write descriptive text paragraphs based on previous answers.

D. Learning Objective:

At the end of the lesson, students are expected to be able to:

1. Answer the questions based on the topic given

2. write descriptive text Paragraph based on the answers pronouns

E. Media/ learning

- Media   : leptop / cellphone

-Material   : pictures

- Source   : Internet and package books

F. Learning method

- Method   : discussion, question, answer, and assignment

 - Learning Technique : EGRA technique

- Exposure

The teacher gives questions that direct students about the material being taught in the form of related questions and answers (brainstorming) for example:

In this stage, the teacher makes a guide question about descriptive text objects related to the image above, for example

1. What is in the picture?

2. Describe the picture bellow!

In this phase, the activities carried out by the teacher in the exposure phase are in the form of oral practice.

- Generalization

In this stage, the teacher gives assignments in the form of question discourse, and quizzes which must direct students to find the function and form of sentence structure to be taught. Examples of discourse as follows:

My mom

> I hve a classmate, her name is fitri. He is 24 years old, he lives in palu. He has a short stature, also has a cute face and a sharp nose. He has a hobby of singing a song.

-   At this stage, the teacher a ask students make groups and answer related text above. Then teacher makes questions related to the material as follow.

1. What is Rika's mother's name?

2. How many sisters does Rika have?

3. Where was Rika's mother born?

-   After that the teacher gave a quiz related to the discourse to each group
    The quiz as follow

4.   What is the generic structure of the text above!

- Reinforcement

    At this stage, the teacher discusses the students' answers related to the text that has been given and gives a clearly explanation of the function and form of the language structure that is being taught.

        - The teacher gives examples related to the structure of the language (grammar)

        - The teacher explains repeatedly about the correct sentences

        - The teacher asks students to ask for answers with each group

        - Students answered classically led by the teacher

- Application

    - at this stage students are asked to work individually. Where teacher asked them to make a description about their school (as' a home assignment)

G. Learning Material : (descriptive text)

        Descriptive text is a text that contain the description of an object, which is animal, place people, thing.

    1. Structure descriptive text: identification and description.

    2. The feature of descriptive text: simple present tense, action verb and adjective.

H. Teaching and learning activities

 Meeting -3

    a. Pre activities (10 menit)

       -   The teacher enters the class and greets in English

       -   Teacher begins the class whit checking attendee list.

       -   The teacher delivers to learning objective.

       -   The teacher asks students to prayer before starting the learning process.

    b. While activity

      - The teacher give to material to students in the classroom

      - The teacher provides and explain the descriptive text material though by

    leptop

       - Students are given the opportunity to observe and ask question

- The teacher gives example related to the material being taught

c. Post activity (10 menit)

- The teacher briefly review the material that has been studies by students

- The teacher gives a writing task to describe something related to the descriptive text material around them

- And the ending the class whit a prayer.

Lesson plan

School   : MTS Al-KHAIRAAT MANINILI

Subject   : English

Class/ Semester : VIII/ 2

Meeting   : 4' Meeting

Topic   : Hand phone

Skill Focused : writing

Time Allocation : 2x 40 minutes

A. Standard Competence : expressing the meaning of writing descriptive text in the context of their life

B. Basic Competence : Expressing the meaning of writing descriptive text in context of their life

C. Indicators :

 1. Students are expected to be able to answer questions based on the given topic

 2. Students are able to write descriptive text paragraphs based on previous answers.

D. Learning Objective:

 At the end of the lesson, students are expected to be able to:

  1. Answer the questions based on the topic given

  2. write descriptive text paragraph based on the answer pronouns

E. Media /, bahan dan sumber belajar

 - Media -: leptop / hp

 - Bahan : picture

 - Sumber : internet and package book

F. Metode pembelajaran

 - Metode : discussion, question answer, and assignment

 - Teknik pembelajaaran : EGRA technique

- Exposure

The teacher gives questions that direct students about the material being taught in the form of related questions and answers (brainstorming) for example:

In this stage, the teacher makes a guide question about descriptive text objects related to the picture above, for example

1. What is in the picture?

2. Describe the picture bellow!

In this phase, the activities carried out by the teacher in the exposure phase are in the form of oral practice.

- Generalization

In this stage, the teacher gives assignments in the form of question discourse, and quizzes which must direct students to find the function and form of sentence structure to be taught. Examples of discourse as follows:

Handphone

> I have a favorite phone and it's black. I bought it last year at an official shop in my city. This is very sophisticated and reliable because it has 3 GB RAM and 32GB Internal Memory. This phone also has a strong battery. The size is not big. It has two cameras located on the black side and on the firm side.

- At this stage, the teacher asks make groups and answer related text above. Then teacher makes questions related to the material as follow.

1. What is the collar phone?

2. What is the purpose of the text above?

3. How long did he buy the phone?

- After that the teacher gave a quiz related to the discourse to each group as follow.(Quiz)

4. Identify the generic structure of the text?

- Reinforcement

   At this stage, the teacher discusses the students' answers related to the text that has been given and gives a clearly explanation of the function and form of the language structure that is being taught.

   - The teacher gives examples related to the structure of the language (grammar)

   - The teacher explains repeatedly about the correct sentences

   - The teacher asks students to ask for answers with each group

   - Students answered classically led by the teacher

- Application

   - At this stage students are asked to work individually. Where teacher asked them to make a description about their favorite thing (as 'a home assignment)

G. Learning Material (descriptive text)

   Descriptive text is a text that contain the description of an object, which is an animal, place people, thing.

   1. Structure descriptive text: identification and description.

   2. The feature of descriptive text: simple present tense, action verb and adjective.

H. Teaching and learning activities

   Meating - 4

   a. Pre activities (10 menit)
   - The teacher enters the class and greets in English
   - Teacher begins the class whit checking attendance list.
   - The teacher delivers to learning objective.
   - The teacher asks students to prayer before starting the learning process.
   -

b. While activity

   - The teacher give to material to students in the classroom

   - The teacher provides and explain the descriptive text material though by leptop

   - Students are given the opportunity to observe and ask question

   - The teacher gives example related to the material being taught

c. Post activity (10 menit)

   - The teacher briefly review the material that has been studies by students

   - The teacher gives a writing task to describe something related to the descriptive text material around them

   - And the ending the class whit a prayer