

# THE USE OF EGRA TECHNIQUE IN TEACHING WRITING NARRATIVE TEXT

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## **Abstract**

The purpose of this research is to find out the effectiveness of teaching writing narrative text using EGRA technique. To achieve the objectives of the research, a pre experimental study was conducted. This research was conducted at SMA St. Fransiskus Asisi Pontianak with the sample of the research was the eleventh grade of science students in academic year 2017/2018 which was chosen by using cluster random sampling technique. The findings of the research obviously showed that there was a significant difference of the students' achievement before and after EGRA technique was applied, and that the use of the technique had a highly significant effect on the students' writing shown by the students' improved scores. To sum up, the present research findings proved that the use of EGRA technique is highly effective in teaching writing to the eleventh grade of science students of SMA St. Fransiskus Asisi Pontianak in academic year 2017/2018.

**Keywords: EGRA Technique, Teaching Writing, Writing Narrative Text.**

## **INTRODUCTION**

Writing is generally considered as the most difficult skill to learn. According to Rivers and Temperley (2007), Writing is associated with the use of grammar (subject-verb agreement, tense, and the use of the article, syntax (word order), mechanics (spelling, punctuation, and handwriting), and the organization of ideas coherently. It indicates writing as a complex process in which the elements are not only about the sentence pattern and vocabulary, but also the process to create a good writing. Hence, teaching writing should be focused on activities that allow the students to practice using the appropriate words, correct grammar, mechanics, and clear organization of ideas.

The process of writing is the steps of making a good writing. Flower and Hayes (1981, p.113), state "the third element in our model contains writing processes themselves, specifically the basic processes of Planning, Translating, and Reviewing, which are under the control of a Monitor". These writing

processes are described as follows. Planning is the writers plan the topic and sentences that will be written. Translating is the writers translate ideas in their mind in written text. Reviewing is the writers review or revise their sentences about grammar, punctuation, etc. In this research, the researcher used EGRA technique which is covered by all the process of writing above that helped students in writing narrative text

Teaching writing is a process of giving explanation to combine word into phrases, phrases into sentence, sentence into a paragraph and a paragraph into some paragraphs. Douglas (2000, pp. 343-344) categories writing classroom performances in teaching writing. There are as follows: Writing down is that the students write letters, words and sentences, exactly in language orthographic or spelling., intensive writing is that the students write sentences or paragraph by using grammar concept that had been learned, self-writing is that the students write something to express their mind, display

writing is that the students write based on curriculum that had been determined in school, real writing is that the students write for delivering the real messages of communication to people or audiences.

Writing is not only to put idea in a piece of paper but it has some purpose that describes writer's intention. Grenville (2001, p.2 cited by Wardani (2016, p. 10) states "Texts are written to entertain, inform, and persuade the reader". Hence, writing to entertain means that to tell a story that is either made-up or from real life and the goal is to provide an emotional experience for the reader. Meanwhile, writing to inform is to give information about something. Then, writing to persuade is to invite someone to do and believe something.

In this research the research used display writing based on the School-Base Curriculum (KTSP) that had been determined in school particularly, in the syllabus Base Competent. In order to consider the purpose of writing, a writer has to make sure what kind of genre to write. Based on the School-Based Curriculum (KTSP), there are five kinds of texts that have to be learned by the students, such as descriptive text, procedure text, recount text, narrative text, and report text. Narrative text is the chosen one in this research. Narrative text is a kind of story text which contains the sequence of events. According to Refnaldi (2010), Narrative has several aspects, such as material sign, the meaningful discourse, the interesting story, and social function. The social function of narrative text can be cultural values, a crisis point in problem of the story, and also the way to behave and solve the problem. Narrative text has a set of structures which is divided into three parts. It is called the generic structure of the text. According to Nugroho and Hafrizon (2009), the generic structure in narrative text consists of orientation, complication, and resolution. Briefly, the orientation is all about the beginning of the story (introduction part), complication is the part of story in which the problem of the story is beginning to rise into the climax, and then after it reach the climax, it will start to fall, and finally reach the resolution part in which the story is ending.

Narrative text also has some language features. According to Nugroho and Hafrizon (2009), the language features in narrative text are specific characters, periods, verbs, and descriptive words. These language features are included in the text of narrative as its element. For instance, specific characters are the protagonist and antagonist of the story. Periods are the words that connect events to tell when they occur. Verbs are used to show the actions that occur in the story, and descriptive words to portray the characters and settings of the story. Moreover, the narrative text is written in past verbs and also used everyday vocabularies.

Based on interviewed with English teacher, the eleventh grade students of SMA St. Fransiskus Asisi have difficulties in writing because they lack of vocabulary and grammatical pattern. The students experienced these problems when they attempt to write a narrative text using vocabulary, grammar, and rhetoric steps properly. Thus, the teacher is reluctant to ask the students to write a narrative text. Therefore, the students cannot write a narrative text well.

Regarding to these problems, the researcher used a technique to teach writing to the eleventh grade students of SMA St. Fransiskus Asisi Pontianak in academic year 2017/2018. The researcher used experience, generalization, reinforcement, and application (EGRA) technique. It is one of the technique in teaching writing. Every stage of EGRA has particular objective. The objective of experience learners unconsciously can expose a particular structure item in use; the objective of generalization is learners can remember better conclusion about form and function, they make by themselves; the objective of reinforcement helps the learners to check or revise their generalization; and the objective of the application uses or applies structure items learned in the previous stage to communicate information or messages (Adrian, 1998) as cited in Syahara (2012). The researcher used EGRA as a technique in conducting the research; as in the experience, the researcher showed a video about "The Lion and the Mouse" following with the subtitle, after that the researcher did brainstorming about the

story and gave some key words. In the generalization, the researcher gave some questions related to the story from the video particularly about the form and function of the story; the form of the story means the generic structure of narrative text (orientation, complication, and resolution), whereas the function of the story means connection, the students have to remember the way of the story for instance, what the characters did from the beginning to the end of the story. In the reinforcement, the researcher asked the students to check and revise their works and gave the correct answers as a model. In the application, the researcher gave some questions related to the video and asked the students to work individually.

Previously, there have been a researcher who conducted the research related to the use of EGRA technique in teaching and learning context. In a research conducted by Seri Wahyuni Ns with the title: "The Use of EGRA Technique Toward Recount Text Writing Ability at the Second Year Students of State Senior High School 4 Pekanbaru (2012)". She focused on using EGRA technique for teaching writing recount text. The result of her study is the students' score increase higher on the post-test than the students' score on the pre-test, before using EGRA technique.

This research is different from the previous research in terms of the students' school, grade level, and the type of text. This research was conducted in SMA St. Fransiskus Asisi Pontianak to test the effectiveness of using EGRA technique as the substitution of the common narrative text which used in teaching writing narrative text in eleventh grade students of SMA St. Fransiskus Asisi Pontianak in academic year 2017/2018.

## METHOD

The researcher conducted through Pre experimental design. The main objective of conducting this research is to test the effectiveness of EGRA technique. Particularly the researcher used *one-group pre-test-post-test design*. This design consists of a pre-test to measure the students' prior knowledge then followed by a treatment in this part the teacher

taught some materials provided and applied a chosen technique and then gave a post-test (Creswell, 2008). There was no control group in pre experimental research design. It only has one group as the experimental group (subject) in this research, it aimed to know the effect of the technique for the students in one group (experimental group) before and after the treatment given. According to Campbell and Stanley (1963) as cited in Creswell (2008), "X" represents a disclosure of a group to an experimental variable, the effects of which are to be measured. Therefore it is termed as treatment. Meanwhile "O" represents an observation / measurement recorded on an instrument (test).

The population of this research is the eleventh-grade students of SMA Santo Fransiskus Asisi Pontianak in academic years of 2017/2018. It consists of 181 students who are divided into 5 classes. Those classes are called XI-Ipa and XI-IPS-1 to XI-IPS-4. Each class consists of 22 to 34 students. In this research, the researcher used cluster sampling. Cluster sampling is a sample which selects class randomly as group of population. In this research, there are five classes as the collection of clusters. Consistent with the previous statement about cluster sampling and also based on the English teacher information about each class, the researcher took randomly one class of the clusters as sample of this research. The chosen class was class XI IPA with 22 students.

## Procedure of Research

There is some steps in the process of conducting this research as explained as follows: (1) researcher defined the population. In this research, the population is all of the students in the eleventh grade of SMA Santo Fransiskus Asisi Pontianak. (2) The researcher took the sample using cluster random sampling. The sample is one class. (3) The researcher administered a pre-test to the class in order to know the students' prior knowledge before they receive the treatment. Then the researcher analyzed the result. (4) The treatment was held in two meetings of treatment before the post-test. The sample

class will be taught using EGRA as a technique for teaching. The first meeting was to introducing narrative text following by the elements of narrative text and EGRA technique. The second meeting was to practicing to write the narrative text based on EGRA technique. (5) The researcher administered post-test to the sample class in order to measure the students' understanding after receiving the treatment. (6) The researcher organized the data and analyze the result from the post-test and compare it with the pre-test score.

### **Procedures of EGRA**

According to Marpudin (2008, as cited in Syahara (2013). The procedures are as follows; In the experience section, the activities were presented as follow: The teacher played a video about "The Lion and the Mouse". After playing the video the teacher did brainstorming of the video The teacher gave some key words related to the story. The teacher have to make sure that the students have understood and got the ideas of the story. In the generalization section, the activities were presented as follow: The teacher split the students into group consists of 3 persons. The teacher gave some questions related to the story "The Lion and the Mouse" The teacher guided the students discussed the answers into group. After that the teacher wrote down the students' answers on the white board. The students cooperated in their each group to answer the questions and the teacher would guide them. In the reinforcement section, the activities were presented as follow: The teacher re-discussed the students' answers on the whiteboard, the teacher gave correct pronunciations about the students' answers on the whiteboard. Then, the teacher gave some correct sentences as a model. The teacher corrected students' mistakes, gave some example of correct sentences and pronunciations. In the application section, the activities were presented as follow: The teacher gave some questions to be answered by the students. After that the teacher asked the students to work in pair. The teacher asked the students to work in pair to answer the questions based on the

story in a video previously about "The Lion and the Mouse". In conclusion, the researcher concluded that every step of EGRA gave a detail activity for what the teacher and the students did from the beginning of the learning process until the end. Hence the learning process could run well.

### **Implementation of Research**

The implementation of the research went through the following steps: (1) the pre-test was given before the treatment. In pre-test, the students were asked to write a narrative text with the theme of "The Lion and the Mouse". The time was 45 minutes, and the result of the pre-test was analyzed. (2) In the first treatment, the researcher explained narrative text following by its elements, the researcher have to make sure that the students had understand the material well. In the second treatment, the researcher used EGRA as a technique in conducting the research; as in the experience, the researcher showed a video about "The Lion and the Mouse" following with the subtitle, after that the researcher did brainstorming about the story and gave some key words. In the generalization, the researcher gave some questions related to the story from the video

particularly about the form and function of the story; the form of the story means the generic structure of narrative text (orientation, complication, and resolution), whereas the function of the story means connection, the students have to remember the way of the story for instance, what the characters did from the beginning to the end of the story. In the reinforcement, the researcher asked the students to check and revise their works and gave the correct answers as a model. In the application, the researcher gave some questions related to the video and asked the students to work individually (3) after the treatment, the students were given the post-test. In post-test, the students were asked to write a narrative text with the theme "The Lion and the Mouse". It was given to find out the students' achievement after the treatment. (4) In analyzing the test result, the researcher computed the students' individual score, the

mean score of both tests and the level of significance.

**Table 2. Result of Pre-test and Post-Test**

	Pre-Test	Post-test	Difference (D)
<b>Total</b>	812	1.599	783
<b>Mean</b>	38.66	76.14	13.287

## RESULT AND DISCUSSION

### Result

The pre-test was given on February 10<sup>th</sup> 2018, before the treatment or the process of teaching. The purpose of this test is to know the students' prior knowledge in writing narrative text. The result of pre-test showed the total score of the students was = 812, and the mean score was = 38.66. It is qualified poor to average.

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

### Legends:

M : Mean score of pre-test

$\sum x$  : Total students' score

N : The number of students

$$M = \frac{812}{21}$$

$$M = 38.66$$

The post-test was given on 15<sup>th</sup> 2018, after the treatment or the process of teaching. The purpose of this test is to know the students' knowledge improvement after applied EGRA technique in teaching writing. The result of post-test showed the total score of students was = 1.599, and the mean score was = 76.14. It is qualified good to average.

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

### Legends:

M : Mean score of post-test

$\sum x$  : Total students' score

N : The number of students

$$M = \frac{1.599}{21}$$

$$M = 76.14$$

To answer the first question the researcher analyzes the significance of using EGRA technique in teaching writing narrative text using t-test. The computation of t-test score is as follow:

$$t = \frac{MD}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n(n-1)}}$$

### Legends:

t : T-test formula

MD : Mean deviation

$\sum d$  : Sum of deviation between student score of pretest and posttest

N : Total number of student

$$t = \frac{37,48}{\sqrt{\frac{114.8^2 - \frac{(114.8^2)}{21}}{(20)}}}$$

$$t = \frac{37.48}{\sqrt{\frac{13.179.04 - 627.57}{420}}}$$

$$t = \frac{37.48}{\sqrt{\frac{12551.47}{420}}}$$

$$t = \frac{37.48}{\sqrt{29.80}}$$

$$= \frac{37.48}{5.46}$$

$$= 6.86$$

After the calculation of t-test, the researcher continues to answer the second

research question to find how effective the EGRA technique to teach writing narrative text by using effect size formula.

The computation of effect size score is as follow:

$$ES = t \sqrt{\frac{1}{N}}$$

**Legends:**

ES : Effect size

t : Value of t- Test

N : The number of students

$$ES = 6,86 \sqrt{\frac{1}{21}}$$

$$ES = 6,86 \sqrt{0,047}$$

$$ES = 6,86 (0,216)$$

$$ES = 1,44$$

Based on the result above, the significance of the effect size is categorized high with  $ES > 0.8$  ( $1.44 > 0.8$ ). It means that the use of EGRA technique gives a highly significant effect to increase students' writing in narrative text.

### Testing Hypothesis

After finding the results of the data computation analysis the researcher tested the hypothesis. It was found that the students' different score of pre-test and post-test was 37.48 which was categorized as significant. It has been proven by the students' mean score in which the students' mean score of pre-test was 38.66 and the students' mean score of post-test was 76.14. In addition, the significant difference of the students' score that has been counted by t-test formula was 6.86. It means that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected.

### Discussion

Referring to the research findings, the researcher found the use of EGRA technique was highly significantly effective in teaching writing narrative text for the eleventh grade students. It was proven from the result of post-test. The students' score in post-test was higher than pre-test after the treatment given.

In addition, it was also shown from the effect size of treatment that was 1.44 and it was higher than 0.8 ( $1.44 > 0.8$ ). It means that EGRA technique helped the students in improving their knowledge in writing narrative text.

However, there were some weaknesses found; Firstly, the students could not a hundred percent help each other on their grammatical mistakes. In this case, the teacher came to them showing the right grammar. Secondly, the students used inappropriate vocabulary caused by their lack of vocabulary. Then, the teacher gave them key words to help them used the right vocabulary. Thirdly, unorganized rhetoric steps was also found which did by the students. The teacher then told them the right way.

After conducting the teaching learning process by introducing narrative text and the use of EGRA technique the researcher administered post-test to know the students' achievement. The mean score of post-test was 76.14. It was higher than pre-test. It showed students' achievement in post-test increased after having the treatment. In other words the students' writing performance in post-test was better than their writing performance in pre-test.

Then, the researcher analyzed the effectiveness of EGRA technique in teaching writing narrative text by using effect size formula. From the computation, the result of effect size was 1.44. The effect size was categorized high with  $ES > 0.8$  ( $ES > 0.8$ ). It means the use of EGRA technique was categorized as high effectively in teaching writing narrative text for eleventh grade students of SMA St. Fransiskus Asisi Pontianak in academic year 2017/2018.

## CONCLUSION AND SUGGESTION

### Conclusion

Referring to the research findings and discussion on the previous chapter in this research, the conclusion of this researcher can be described as follows. There was a significant difference in students' achievement after the treatment. It is shown by the students' post-test score was higher than the students' pre-test score. The sum of the students' score of pre-

test (O1) was 812 with the mean score 38.66 which meant that they did not pass the minimum standard criteria achievement (then known as KKM) which is 75. Whereas, the sum of the students' score of post-test (O2) is 1.599 with the mean score 76.14. It showed that they have passed the minimum standard criteria achievement ( $76.14 > 75$ ), and the students' achievement after the treatment was better than before the treatment was given. The calculation of t-test indicates 6.86. The t-table value was checked to see whether the difference at the 0.05 level was significant or not. The t-critical value (1.44) showed that the students' writing score.

Based on the effect size computation in this research, the level of effectiveness of the treatment is strong because the effect size is 1.44. It is classified as a very strong effect when the effect size is more than 0, 8. It can be concluded that EGRA technique contributed a significant enhancement to the students' writing of narrative text, especially to the eleventh grade students of SMA St. Fransiskus Asisi Pontianak in academic year 2017/2018. Thus, the prediction of the alternative hypothesis ( $H_a$ ) in this research is accepted, as

the matter of fact that using EGRA technique to teach writing of narrative text is significant. Furthermore, teaching by using narrative text had very strong effect in writing of narrative text to the eleventh grade students of SMA St. Fransiskus Asisi Pontianak in Academic Year 2017/2018. It was shown by the calculation of effect size of the treatment (ES).

### Suggestions

Based on the result of the research, the researcher gives some suggestions as follows: It is suggested to the teachers to apply this technique in teaching writing at school. EGRA technique has four stages; experience, generalization, reinforcement, and application. It is appropriate to teach writing, which can help the teacher to solve the students' problems in writing for instance, grammatical errors, inappropriate vocabularies, and unorganized rhetoric steps. It is suggested to the researchers as a reference to conduct the relevant research. EGRA technique can be used in all level of students, it provides a fun learning activity in teaching and learning process.

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