

**DEVELOPING ENGLISH WRITING MATERIAL USING EGRA  
TECHNIQUE OF DESCRIPTIVE TEXT FOR GRADE X STUDENTS OF  
SMA NEGERI 6 MEDAN**

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**ABSTRACT**

Nowadays, English become a language that can give a significant impact in many aspects such as education and communication. Therefore people are demanded to master in language including students. For example researcher finding at class x of SMAN 6 Medan student have low competence in writing skill. This study aimed to Develop English Writing Material Using EGRA Technique of Descriptive Text for Grade X. The subject of this research was students' grade X MIA 2 of SMAN 6 Medan consists of 34 students. Tomlinso (1990) state the EGRA is an effective technique to teach grammar in writing sentence. The letter standing for Exposure, Generalization, Reinforcement, and Application. This research used the model of Research and Development (R&D)of Brog and Gall (2003) has six stages: there are (1) Gathering information, (2) Analyzing data, (3) Designing new writing material using EGRA, (4) Evaluating or validating new writing material by experts, (5) Revising, (6) Final product. The instruments of data collection were syllabus, questioner and interview. The data was gathered by administering interview to the teacher and distributing questioner to the students. The first design writing material of this research consists of three units: "hi iam arief" (describing people), "Mount Lesuer National Park" (describing place), "Water Castle" (describing bulding). The score of validating from expert there are: (1) English lecture, the score of content is 25, score of language is 12, score of presentation is 27,and score of graphic is 9 and the average of score material assessment were 3,17 in categorize good. (2) English teacher English lecture, the score of content is 26, score of language is 12, score of presentation is 25,and score of graphic is 12 and the average of score material assessment were 3,26 in categorize very good. Based on the result of the validation of the experts, there are two aspects that needed to revised such as to revise some grammatical mistakes and unclear the exercise. The final product of writing material consists of three units: "hi I am arief" (describing people), "Mount Lesuer National Park" (describing place), "Water Castle" (describing building). In each unit have four sections provided there are Exposure, Training, Grammar and Writing

**Key words:** *writing skill, EGRA technique, Research and Development (R&D)*

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## INTRODUCTION

### *Background of the Study*

Learning materials are used as one of learning sources which facilitate students with a lot of information on various learning topics. Therefore, the contents or topics in the learning materials should be considered.

According to Tomlinson (2012:143) there some characteristics of the learning material. First informative and instructional material, because it informs about the target language which guides the learners to practice themselves about language. Second is eliciting and exploratory because the learning material is not only expected as a source of information but also as a tool which can guide the student to explore their experience related to the materials.

Some English writing genre learning material use to teach students there are textbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard, or anything which presents or informs about the language being learned. There are some kinds of genre in English. Then according to syllabus of curriculum 2013, one of the genres students learnt in senior High School is descriptive text. The descriptive genre is the way to describe or illustrate the object, person, or idea so that the reader can see the object or person or idea by his/her eyes physically.

However, the students ability of writing descriptive text was still lack showed from the students' score which was still under the minimum score (KKM) of the eighth grade at SMA N 6 Medan (KKM=70).

In teaching and learning process, it was found some problems including the students' attitude. The students tended to be bored in learning English such as in writing descriptive text. The students were also lack of motivation since they were not interested in the learning material and learning process because of the unchangable method from the teacher. The researcher found earlier that the teacher used lecturing method. In addition, there was learning material not

interesting and students were still confused what actually recount text is and how to write it. many students has not motivation to write because the material are not related to students' need. This situation influences students to copy or imitated the text from internet or their friend to finish their task easily. As the result they are lazy to write and they had low competence writing.

According to Afzal et al (2010) students' motivation is the element that leads the student attitude toward learning process, and academic performance is positively influenced by students' motivation if the if the student are not interested in learning topic, they will not write appropriately, then they are not able to improve their writing skill. As the result will have low competence in writing,

Based on the case researcher decide this school needs a technique for developing writing material and researcher offer technique to developing writing descriptive text material, there is EGRA (Experience, Generalization, Reinforcement, and Application) technique.

Tomlinso (1990) stage that EGRA is one of the classroom methodologies use by high school teacher of English participating in the PKG (permantapan kerja guru/ strengthening of the work of teaching) project in Indonesia.

Therefore, the study was aimed Developing English Writing Material Using EGRA Technique of Descriptive Text for Grade X Students of SMA Negeri 6 Medan

## **REVIEW OF LITERATURE**

### **1. Writing**

Writing is one of language skills which should be mastered by the students. In writing, there will be product which is written form since the students will deliver the ideas, thoughts, and experiences. Therefore, the students should be able to write well in order to express their feeling, need, and desire in a understandable written form.

Harmer (2004: 7) stated that writing is the only skill that can produce a real product, which is touchable, readable, and keep able for long time. Since the

speaking skill that can produce the spoken form of language is only heard without any real form.

Harmer (2004: 4-5) gives four main steps that the writer should pay attention to, there are planning, drafting, editing (reflecting and revising) and final version. The details of each steps can be described such as, (1) Planning, (2) Drafting, (3) Editing (Reflecting and Revising), (4) Final Version.

## **2. Descriptive Text**

Dirgeyasa (2014) state that Description or descriptive is etymologically derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have a visual appearance of the object described. However, descriptive genre can also describe an idea or point of view in order to have the appearance of it

Based on Dirgeyasa (2014), there are three parts of generic structure of Descriptive texts, namely Identification and Description. Descriptive text also has some types, such as person, thing of Descriptive text. The study concerned with personal, thing and bulding descriptive text since it is suitable with the syllabus used. Which is basic competence 3.7.

## **3. EGRA Technique**

In Oxford Advanced Learner's Dictionary of current English states that technique is a method of doing something expertly. Brown (1994: 51) says that technique is any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives.

Tomlinso (1990) argues that EGRA arises behind the persepction that giving a modal of the structure use through reding or another activity will help the students to acquire the language Tomlinso (1990) stage that EGRA is one of the classroom methodologies use by high school teacher of English participating in the PKG (*permantapan kerja guru/ strengthening of the work of teaching*) project in Indonesia. The letter stands for Experience, Generalization, Reinforcement, and Application. Widiati and cahyono (2006) add that EGRA technique is an example

of the grammar presentation technique that suggest a sequence of instruction, moving from giving an example, in exposure, drawing a generalization, proving reinforcement, and assigning tasks to student for Application.

The procedures of EGRA technique according to Muhlisyah and Hasmawati (2017) as follows:

Experience is a learning stage where students are subconsciously exposed to the meaningful use of the particular structure item by using picture, game, or video. This learning experience makes the students more active from the beginning of the teaching process where they will come into a great discovery.

The next section is generalization. In this section, the students are led through tasks to discover forms, meanings, and functions of the structures they have been exposed to. The rational for the generalization is the learner better remembers conclusion about the form and functions they make for themselves. Krashen (in Aini, 2017:36) said good teacher also takes advantage of the students' knowledge of the world in helping comprehension by discussing topics that familiar to the students.

Reinforcement is a learning stage where students are provided with correct and conscious knowledge of the form, and functions of the structure item that they have been exposed to. Tonga (2016:17) states that this section aims to help students check or revise their generalization. In this section, the teacher gives feedback to the students' work so that they get reinforcement. That's like

Application is learning stage where students individually are given opportunities to use or apply the structure item that they have learned in communication either receptively or productively. According to Harmer (in Aini 2017:38) we (teacher) can ask them (students) to complete worksheets or writing task by themselves individually.

## **RESEARCH METHODOLOGY**

This research was conducted by using educational Research and Development (R & D) by Borg and Gall (2003). This study was conducted at SMA Negeri 6 Medan which is located in Jl. Ansari No. 34. SeiRengas 1 Kec. Medan Kota, Kota Medan. The subject of this study is the grade X students of SMA Negeri 6 Medan. The instruments of data collection were gathered by administering interview and distributing questionnaire. The study conducted interview to the English teacher and distributing questionnaire to 34 respondents to get the students' needs. In addition, the qualitative and quantitative research was conducted to analyze the data.

## **RESEARCH FINDING AND DISCUSSION**

### *Research findings*

In designing material consist of three parts there are: introduction, Main lesson and conclusion. Introduction there are title and preface. In main lesson there are Experience (***Exposure***), Generalization (***Training and Grammar Zone***), Reinforcement, Application (***Writing***). And in conclusion there are summary and reflection

#### 1) Title

The material consist of three parts there are descriptive about person, place and thing.

#### 2) Preface

In preface students found about what is EGRA technique, the basic competence and indicators of descriptive text for grade X senior high school.

#### 3) Exposure

It began with Experience (***Exposure***) part for warming up. This section was used to activate students' background knowledge into a certain unit of learning and to show some pictures related to the lesson. The type of the activities in this

section was to identify pictures, read an example of text and information about descriptive text about person.

#### 4) Training

The students were to work on the task like filling in the blanks of the text, rearrange the place of main ideas in right column to match in with the propose of each paragraph

#### 5) Grammar zone

At this section they were to make the pattern of the sentence explain about simple present tense the exercise of this section are arrange the words to correct sentence, translate the sentences into Indonesia, translate sentence into English, and in this section will show some vocabularies relate to descriptive text.

#### 6) Writing

This section that was put in this phase was called *Writing*. At this section, students were to apply what they have got in the previous stages to make a simple writing by focus on the information of the text.

#### 7) Summary

Giving a simple summary of the unit, that function to remind the students about material

#### 8) Reflaction

It fuctions to know what theyhave already know about material.

The result of valodators as table below.

No.	Criteria	The number of criteria	Maximum score	Score
1.	Content	8	32	25.5
2.	Language	4	16	12
3.	Presentation	8	32	26

4.	Graphic	3	12	10.5
Total		23	92	74
<b>Average score</b> = $\frac{74}{23} = 3,21$ or percentage $\frac{74}{92} \times 100\% = 80\%$				

The average score validation was 3,21 and it was categorized good it means that the materials were valid and suitable to be used as learning materials for grade tenth student SMAN 6 Medan.

#### *Discussion*

The materials developed by the researcher are already appropriate and related to the students' interest since it is based on their needs analysis. Analyzing the students' needs based on their interest is one of the way to improve their learning motivation in order to increase their skills in studying English, especially writing skill. Based on the result of the study, EGRA technique was suitable in teaching writing Descriptive text because this technique has some criteria becoming an effective technique as a teaching material.

The experts had validated media which is categorized good. Since the average percentages of those aspects is 80%. In general, the experts' validation is excellent even there are also some aspects which are good. However, overall the *learning material using EGRA technique* has fulfilled some standards and students' need on writing Descriptive text for the tenth grade students at SMA N 6 Medan. There are only few things that should be improved such as language efficiency, discussion process, and unknown vocabularies which are categorized good by both of experts.

### CONCLUSIONS AND SUGGESTIONS

#### *Conclusions*

After analyzing the data gotten from interview and questionnaires results of English teacher and students at SMA Negeri 6 Medan, the researcher draws the

conclusion that the students are lack of motivation since they are not interested in the teaching and learnin material. Furthermore, after conducted the study, the result of the study showed that the average percentage of validation from the experts is 80% and it is categorized as relevant. It means that the media are valid and appropriate to use as learning materia of writing descriptive text for the tenth grade students at SMA N 6 Medan.

#### *Suggestion*

1. For the teacher should find an appropriate learning material in improving their skill and motivating them in learning English.
2. For the students, they can use the *EGRA technique material* for them to be used in writing recount text.

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