

**THE USE OF EXPERIENCE GENERALIZATION REINFORCEMENT  
APPLICATION (EGRA) TECHNIQUE TOWARD RECOUNT TEXT  
WRITING ABILITY AT THE SECOND YEAR STUDENTS OF  
STATE SENIOR HIGH SCHOOL 4  
PEKANBARU**



**By**

**SERI WAHYUNI NST  
NIM. 10714000718**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIFKASIM RIAU  
PEKANBARU  
1433 H/2012 M**

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Thesis

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(S.Pd.)



By

**SERI WAHYUNI NST**

**NIM. 10714000718**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIFKASIMRIA  
PEKANBARU  
1433 H/2012 M**

## ABSTRAK

**Seri Wahyuni Nst (2012): “ Penggunaan Teknik Experience Generalization Reinforcement Application (EGRA) terhadap Kemampuan Menulis Teks Recount pada Siswa Kelas 2 SMAN 4 Pekanbaru”.**

Judul dari penelitian ini adalah “Penggunaan teknik Experience Generalization Reinforcement Application (EGRA) Terhadap Kemampuan Menulis Teks Recount Pada Siswa Kelas Dua SMAN 4 Pekanbaru”. Penelitian ini memiliki tiga rumusan masalah yaitu : bagaimana kemampuan menulis teks recount siswa yang diajarkan dengan menggunakan teknik EGRA, bagaimana kemampuan menulis teks recount siswa yang diajarkan dengan menggunakan teknik drafting, dan apakah ada perbedaan yang signifikan antara siswa yang diajarkan dengan menggunakan teknik EGRA dan siswa yang diajarkan dengan menggunakan teknik drafting dalam meningkatkan pemahaman membaca siswa.

Tujuan dari penelitian ini adalah hanya untuk menemukan effect dari penggunaan teknik Experience Generalization Reinforcement Application (EGRA) terhadap kemampuan menulis teks recount siswa pada kelas dua SMAN 4 Pekanbaru. Penelitian ini dilakukan di SMAN4 Pekanbaru. Dilaksanakan dari bulan Oktober hingga bulan November 2011. Subjek dari penelitian ini adalah siswa kelas dua SMAN 4 Pekanbaru. Populasi dalam penelitian ini adalah 272 siswa.

Dalam penelitian ini, teknik pengumpulan data yang digunakan adalah tes. Tes diberikan untuk mengetahui kemampuan menulis siswa. Tes diberikan dua kali, sebelum dan sesudah tindakan. Hasil tes sebelum tindakan menunjukkan bahwa kemampuan menulis teks recount siswa pada kelas eksperimen dikategorikan “ baik ” dengan rata-rata 73.559 dan pada kelas kontrol dikategorikan “ cukup” dengan rata-rata 63.059. Hasil tes setelah tindakan menunjukkan bahwa kemampuan menulis teks recount siswa pada kelas eksperimen mengalami kemajuan yakni “ sangat baik ” dengan rata-rata 83.515 sedangkan pada kelas kontrol dikategorikan “ cukup “ dengan rata-rata 67.706.

Setelah data dianalisis dengan menggunakan uji-t, diperoleh rata-rata hasil belajar siswa sesudah tindakan lebih tinggi dari rata-rata hasil belajar siswa sebelum tindakan, dimana  $t_o$  lebih tinggi dari nilai tabel  $t_t$  untuk taraf signifikan 5% dan 1% ( $2.00 < 2.78 > 2.65$ ). Hal ini berarti,  $H_a$  diterima dan  $H_o$  ditolak. Jadi, bisa disimpulkan bahwa ada perbedaan yang signifikan dalam penggunaan teknik Experience Generalization Application (EGRA) terhadap kemampuan menulis teks recount pada siswa kelas dua SMAN 4 Pekanbaru.

## ABSTRACT

**Seri Wahyuni Nst (2012): “ The Use of Experience Generalization Reinforcement Application (EGRA) Technique toward Recount Text Writing Ability at the Second Year Students of State Senior High School 4 Pekanbaru”.**

The title of this research is “The Use of Experience Generalization Reinforcement Application (EGRA) Technique Toward Recount Text Writing Ability at the Second Year Students of State Senior High School 4 Pekanbaru”. The research has three formulations of the problem: how students’ recount text writing ability taught by EGRA technique is, how students’ recount text writing ability taught by using drafting technique is, and whether or not there is a significant difference between students taught by EGRA technique and the students taught by using drafting technique toward students’ writing ability.

The objective of this research was only to find out the use of experience generalization reinforcement application (EGRA) technique toward recount text writing ability at the second year students of state senior high school 4 Pekanbaru. The research was carried out at SMAN 4 Pekanbaru. It was conducted from October to November 2011. The subject of the research was the second year students of SMAN 4 Pekanbaru. The population of this research was 272 students.

The techniques of collection data which were used in this research were observation and test. Observation was conducted to know the Experience Generalization Reinforcement Application Technique activity, while the test was given to know the students’ recount text writing ability. The test was given twice, before and after treatment. The result of test before treatment indicated that the students’ recount text writing ability in experiment class was “good” with mean 68.662 while the result of test after treatment indicated that the students’ recount text writing ability was “very good” with mean 80.809 and class of control was “enough” strengthened with the mean of students’ score that increased from 62.632 to 67.426.

After the data were analyzed by t-test, the mean of the students’ score was obtained after treatment was higher than the mean of students’ score before treatment, where  $t_o$  was higher than  $t_{table}$  at the significant level of 5% and 15 ( $2.00 < 2.78 > 2.65$ ). It means,  $H_a$  is accepted and  $H_o$  is rejected, so it can be decided that there is a significant difference of using Experience Generalization Reinforcement Application (EGRA) toward recount text writing ability at the second year students of SMAN 4 Pekanbaru.

سيرى وحيونى نسوتيون (2012): " طريقة الخبرة التعميم التقوية و التطبيق (EGRA) تقدير الكتابة يروى النص لطلاب سنة الثانية في المدرسة لعالية الحكومية "

الموضوع من هذا البحث يعني " طريقة الخبرة التعميم التقوية التطبيق (EGRA) الى تقدير الكتابة يروى النص لطلاب سنة الثانية في المدرسة العالية الحكومية " . هناك : الأول كيف : كيف فهم الطلاب في القراءة الذي علموا بتقنية السحب؟ و هل هناك فرق كبير بين الطلاب الذي علموا بالإستعمال طريقة EGRA تقنية السحب لكتابة يروى النص.

الغرض في هذا البحث يعني لمعرفة عن التأثير في الإستعمال طريقة EGRA لكتابة يروى النص لطلاب سنة الثانية في المدرسة العالية الحكومية . هذا البحث يؤقد لعالية الحكومية باكن بارو من شهر أكتوبر إلى شهر نوفمبر . الفاعل في هذا البحث يعني الطلاب سنة الثانية في المدرسة العالية الحكومية . عدد الطلاب في هذا البحث .

ان أسلوب جمع البيانات الإختبار . كان يسد . ثانية لعالية الحكومية . أعطي الكاتب إختبار إلى الطلاب مرتين , . نتيجة قدرة الكتابة في الفصل التجريبية قبل الإختبار نقول بتقدير " جيد " بنتيجة وعند الطلاب في الفصل المراقبة نقول بتقدير " " بنتيجة . و نتيجة قدرة الكتابة عند الطلاب في الفصل التجريبية بعد الإختبار نقول بتقدير " جيد جدا " بنتيجة لطلاب في الفصل المراقبة نقول بتقدير " " بنتيجة .

T-test، عرفت النتيجة t 2.78. و تلك النتيجة

t-table 5% 1% ( 2.00 < 2.78 > 2.65 ). إستنادا إلى تحليل البيانات

خلص الكاتب أن هناك فرق كبير لإستعمال طريقة EGRA لكتابة يروى النص لطلاب سنة الثانية في المدرسة العالية الحكومية

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## CHAPTER I

### INTRODUCTION

#### **A. Background**

Writing is one activity that the students do in almost of their assignment. Through writing assignment, they can express their ideas, tell stories and give information; they are expected to be able to make a good writing. Writing skill is considered as a difficult thing to learn because it is more formal and compact. Of the four of language skills, writing is more complicated for students to master because it needs long process. It is started from pre writing up to editing and it involves some kinds of writing skills or abilities. Many adults of native speakers of certain language say that writing is difficult. It is based on standard from grammar, syntax, structure and vocabulary.<sup>1</sup>

In writing, students need to know the way of how to write well so that they can produce a good composition. If students have no good ideas, they will get bored and uninterested in writing something. The truth is that there are many students that still have low ability at writing. This can be seen from the preliminary observation done by the researcher at Senior High school 4 Pekanbaru. The students' writing achievement was very poor based on the criterion of Depdiknas (2005:2).

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<sup>1</sup> Masjamiah, 2000. *Using Picture Series to Guide Students' to Write English Paragraph*. Makassar: Makassar State University. P.25.

Based on the syllabus of English teaching for the second year of Senior High School 4 Pekanbaru., recount text is a kind of text taught for the second year students. A recount text is to events for the purpose of informing or entertaining. According to writer's observation and interview with an English teacher at Senior High School 4 Pekanbaru, the students have problems in comprehending the recount texts. Many students still have difficulty in finding general information, specific information, and main idea in the text, and understanding the generic structure of the text. Besides that they also have problem to find the meaning of the new vocabulary.<sup>2</sup>

Many people include the students who want to be a good writer but most of people or students always have problem and difficulties to write a good writing which includes the students at the second year student's of SMAN 4 Pekanbaru. Based on the researcher's observation at the school especially at the second year, the researcher found that there were many students of this school thought that writing was one of the difficult language skills to be mastered. They also often have problems in correcting errors in their writing. The problems might be derived from the students, the materials, the teachers, or even the strategy applied in teaching-learning process.

Related to the teachers' side, the teachers have already applied some techniques such as discussion, drafting and word mapping but students still have some mistakes after writing, such as misspelling, incorrect grammar and

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<sup>2</sup> Syllabus SMAN 4 Pekanbaru, 2009/2010.

punctuation. A mistake to choose a technique will cause a failure in teaching-learning process. Finally the teaching goals can not be reached.

Expressed that writing enables the human being to communicate and express their feeling and opinions, writing is a means of both communication and self expression. In other words, writing means producing or reproducing message in written language. It involves an active process to organize and formulate the ideas or feeling on the paper, so that the reader can follow the writer's message. But we should know that writing requires an accurate and practical grammar, appropriate word choices and spelling and various vocabularies as well.<sup>3</sup>

As stated in School – Based Curriculum 2010, English is taught for four competencies or basic skills in English: reading, listening, speaking, and writing. This curriculum also states that senior high school students learn some kinds of texts in English such as narrative, descriptive, recount, procedure and report. English is still considered as a foreign language, many Indonesian students, either in junior or senior high schools still face some difficulties in learning it because writing is one competence that is difficult enough to learn.

Based on the school –based curriculum (KTSP), students claim for writing ability in syllabus of second year of senior high school semester 1 that focuses on recount text. In competency standard, the students must understand about functional text meaning in both short and monolog simple recount. Based on KKM or minimal achievement standard at Senior High School 4 Pekanbaru, the

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<sup>3</sup> Pincas.1987. *Teaching English Writing: Essential Language Teaching Series*. London: The Macmilan Publisher, Ltd. P.IV.

students' score in English is 75.00. Therefore, this research is considered to be successful if the mean score of post-test as well as the result of observation is 75.00.

Recount is a report of event or activity in the past. It is to inform or to entertain the readers. Structure of the text recount includes orientation, this part gives information about who, what, when, and where it happens. Report of event or activity, is concerned at chronological order, this part tells what happened in the story. The last is Re-orientation, this part shows personal comments.

Based on writer's experience and observation, there are some aspects that make students have difficulties in writing. First, it is in expressing ideas in written form. There are many students who cannot develop their ideas to write recount text. They do not know where to put the generic structure: orientation, events, and re-orientation. Recount is to tell a series of event happening one after another. Recount generally begins with a 'setting' or 'orientation' to assist the reader's understanding of the recount. Important events are then elaborated and usually arranged in chronological order from first to last. The events are presented in an interesting way and may include personal comment. Finally, re-orientation' which usually gives a reason to conclude recount, but this is optional. Besides in expressing ideas, the students also have difficulties in using past tense and choosing vocabulary. They usually make many mistakes. For example, they write 'goad' for 'went' and 'poison' for 'could'.<sup>4</sup>

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<sup>4</sup> Derewianka, B. 1990. *Exploring How Texts Work*. Australia: Sidney:

The advantage of writing recount text is that the students do not need to spend hours doing research or gathering information if they have experienced the events. Moreover, writing recount text is also enjoyable because the students can explore their ideas freely if they know the way how to shape it into a text. In fact, the students do not reach the indicator above yet. However, the teacher has taught and applied their technique as well as possible. The teacher used drafting technique that is the teacher gives the students a text to write and then set the standardized of task based on the information given and then the students did the exercise.

Based on the description above, the writer assumes that it needs a special effort to make the students understand the meaning of writing. The students not only learn the forms of language but also practice it directly in the class. EGRA stands for Experience, Generalization, Reinforcement and Application technique. It is one of the communication approach techniques derived from the subject of teacher's discussion (MGMP). The goal of EGRA is too accurate the students' ability in communication, not only in linguistics skill but also in communicative skill. This means by giving communicative approach, the students have the ability in four language skills.

The reason of the writer using EGRA is that the students are widely given an opportunity to express their individual ideas by having them share their ideas and language with their own personality. For this reason, the writer is interested in doing a research based on the existing problems. Besides, the writer also found

some symptoms indicating students' ability in writing recount text. These symptoms can be from the following phenomena:

1. Some of the students are not able to apply past tense in recount.
2. Some of the students are not able to find the sequence series of event.
3. Some of the students are still confused about recount text.
4. Some of the students are not able to write the following generic structure.
5. Some of the students are difficult to express their ideas in recount text.
6. Some of the students are not able to arrange sentences to be a recount text correctly.

Based on the phenomena above, the writer is interested in conducting a research entitled: **The Use of Experience Generalization Reinforcement Application (EGRA) Technique Toward Recount Text Writing Ability at the Second Year Students of State Senior High School 4 Pekanbaru.**

## **B. Definition of the Term**

1. 'Use' is to do something with a machine, a method, an object, etc, for a particular purpose. In this research, 'use' means the action of using EGRA in teaching writing skill.<sup>5</sup>In this research, the use/ usage means having the experiment of EGRA technique to bring the intended result in teaching learning process (toward writing ability).

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<sup>5</sup> Hornby, A.S. 2000. *Advance Learner's Dictionary*. Ohio: Oxford University Press.

2. 'Ability' is the mental or physical capacity, power or skill required to do something. In this research, ability means the competence and skill of the students in comprehending recount text.<sup>6</sup>
3. 'Recount text' is to retell events for the purpose of informing and entertaining.<sup>7</sup>
4. 'EGRA Technique' is an acronym of Experience, Generalization, Reinforcement and Application that is also one of the communication approach techniques, derived from MGMP (Musyawarah Guru Mata Pelajaran). In this research, EGRA Technique is a technical way that writer will use it to increase the students' ability in Conditional sentence, Passive voice and Direct-Indirect speech.<sup>8</sup>
5. Hungey states writing is one of the language skills in English, it is categorized as productive skill. Writing is essential for communication because through writing we express our feeling, our hopes, or dreams and as well as our fears and frustration.<sup>9</sup>
6. Writing ability here means that the sufficient power that allows of the students presents their opinion or to show up their idea in writing event, it can be communicated. Writing comes from "write". Hornby states that writing is in the sense of the verb 'write'. Write is to make letters or other symbols (egidheographs) on a surface, especially with a pen or a pencil on

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<sup>6</sup> Hornby. 1995. *Oxford Advance Learner's Dictionary*. London: Oxford University.

<sup>7</sup> Rudi Hartono

<sup>8</sup> Nesfield, J.C.M.A. 1983. *Modern English Grammar*. St Martin's Street. London.

<sup>9</sup> Hungey, Jane B., et al. *Teaching ESL Composition Principle and Techniques*. Rowly, Massachussetts: New Bury House Publisher, Inc. 1983.p 33

paper,<sup>10</sup> while the term of ability is defined as a potential or capacity to do something, physical or mental.<sup>11</sup> Concisely, writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbols to make other paper or readers understand the ideas conveyed. In this study, writing ability is students' capacity in writing recount text at the second Year of State Senior High School 4 Pekanbaru.

### **C. The Problem**

#### **1. Identification of the Problem**

Based on the background and phenomena of the difficulties and intricacies encountered by the students, thus problems of this research are identified in the following identification:

- a. Why are some of the students unable to express their ideas in writing recount text although they have a lot of vocabulary?
- b. Why are some of the students unable to use simple past tense in writing recount text?
- c. Why are some of the students unable to arrange sentence to be a recount text correctly?
- d. Why are some of the students unable to find sequence of event?
- e. Why are some of the students confused about recount text?
- f. Why are some of the students unable write the following generic structure?

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<sup>10</sup> Hornby, A.S. Et al. *The Advanced Learners's Dictionary of Current English*. London. (Oxford University London Press. 1974), pp.996

<sup>11</sup> *Ibid.* pp.52

## **2. Limitation of the Problem**

There are some texts that are given to students at Senior High School 4 Pekanbaru, such as descriptive, narrative, procedure, report, recount, news item, anecdote, etc. in this research; the writer only focuses in comprehending the recount text. Recount text is to tell events for the purpose of informing or entertaining. There are three types of recount, and imaginative recount. This research focuses on finding factual information, understanding main idea, finding factual information, understanding main idea, finding reference, making inference and understanding generic structure of the recount texts.

## **3. Formulation of the Problem**

Based on the problem depicted above, the problems of this research are formulated in the following research questions:

- a. How is students' recount text writing ability taught by using EGRA technique at the second year of state Senior High School 4 Pekanbaru?
- b. How is students' recount text writing ability taught by using drafting technique at the second year of state Senior High School 4 Pekanbaru?
- c. Is there any significant difference between on students' recount text writing ability that are taught by using EGRA technique and those who are taught by using drafting technique at the second year students of state Senior High School 4 Pekanbaru?

#### **D. The Reason of Choosing the Title**

The writer is interested in conducting the research because of some reasons:

1. The topic is very interesting for the writer because recount text is the most prominent skill to be developed in getting knowledge at the Second Year students of state Senior High School 4 Pekanbaru.
2. The problems of the research are very interesting to be researched in teaching and learning writing as EFL class.
3. The topic is relevant to the writer as one of the students of the English Education Department who will become an English teacher in the future.

#### **E. The Objective and Need of the Research**

##### **a. The objective**

The general objective of the study is to know how good the ability of the second year students of Senior High school 4 Pekanbaru in writing recounts text is. Based on the formulation above, the objectives of the study can be seen as follows:

1. To find out the second year students' recount text writing ability taught by using EGRA technique at the second year of state Senior High School 4 Pekanbaru.
2. To find out the students' recount text writing ability taught by using drafting technique at the second year of state Senior High School 4 Pekanbaru.
3. To see if there is a significant difference on students' recount text writing ability taught by using the EGRA technique and taught by using the drafting technique.

**b. The Need of the Research**

1. To inform the teachers about the ability of the students in comprehending the recount texts.
2. To give information to the students about their ability in comprehending the recount texts.
3. To help the writer enlarge her knowledge in this topic.

**F. Significance of the study**

1. To enlarge the writer's knowledge on research methodology, especially the research on English language teaching and learning.
2. To give a bit of contribution to the students, especially for those who study at the second year of State Senior High School 4 Pekanbaru.
3. To fulfill one of the requirements to finish the writer's study at State Islamic University of Sultan Syarif Kasim Riau.

## CHAPTER II

### REVIEWING OF RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. The nature of writing

###### a. What is writing?

As one of four language skills (listening, speaking, reading and writing) writing should be given attention by linguistics. Some experts' give different meaning of writing; one of them is what David Nunan said that writing can be defined by a series of contrasts:<sup>1</sup>

###### a. It is both a physical and a mental act

In writing, people use some materials and need the physic activity, for example, computer or paper is used to write down the ideas. In the other hand, writing is the mental activity which demanded writer to invent ideas, think about how to express them and organize them into well organization of writing.

###### b. Its purpose is to express and impress

Basically, writers need two focuses in exploring their ideas, first is themselves and another one is the audiences who give important part to

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<sup>1</sup> David Nunan, *Practical Language Teaching*, The McGraw\_Hill Companies, Inc. 2003, p.88

the writers to give desire to express the ideas and as readers of the writing.

c. It is both a process and a product

Writing is a process of imagining, organizing, drafting, editing, and proofreading of writers. Whether audience sees writing as a product to read such as letter, story, report, etc.

b. The component of writing

In writing, there are some components that are necessary for good writing.

Hungey states that there are five aspects of making good writing, they are:<sup>2</sup>

a. Grammar

Grammar has an important role in writing. A good writer usually has a group of grammatical element. The writer can produce the correct sentences in writing paragraphs by mastering the grammar. It is very important fir the student to master the grammar of English in order to be able to construct correct sentences as a basic to be successful in writing.

b. Vocabulary

Vocabulary can be defined as a collection of words that is arranged alphabetically for reference and define or explain. To enrich the vocabulary is very important in writing. Without mastering vocabulary, students cannot express anything in written form. Students can explore more deeply what they want to

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<sup>2</sup> Jane B. Hügey, et al, *Teaching ESL Composition: Principles and techniques*, Newbury House Publisher. 1983, p.94

express by good in vocabulary because they can select the word that are suitable to the topic of writing.

c. Mechanic

Spelling, punctuation, and capitalization are included in mechanics. Spelling is important because it is the aspect that can make meaningful writing. Misspelling always makes a confusion of meaning. The meaning will change if a word is misspelling and the whole meaning writing may be touched by a change.

Punctuation also plays an important role in helping readers to establish intonation. Punctuation gives signals to the readers to raise his voice or drop his speed and whether or not the writer wants to stop. If the writer missed putting punctuation mark, the meaning will change.

d. Form/Organization

In the organization of writing, if a writer wants to write a description about an object, she or he can arrange the sentences starting at the details that are near and then moving further, according to where the object is located.

e. Fluency

A paragraph is said to have coherence or fluency when its sentences are together or flow into each other. In order to have coherence in writing, the movement from one sentence to the other must be logical and smooth.

## **2. Students' Writing Ability**

Writing is important as a means of communication and discovery. In each field of life, there must be different need of communication though writing. For example, student writes project paper, takes test and make reports. The

businessperson writes report and instruction for their foreigner company. Based on the fact above, it is important to know to compose and communicate information and ideas in written English as Sylvia and Thomas said that the success of our written communications depends largely upon our skill in composition.<sup>3</sup>

Many students see writing only as a classroom exercise, truly, students need to recognize that mastering the complexities of writing process not only will help them attain their immediate goal-well written essay, reports, and research paper-but will also serve them for beyond the confines of the English classroom. In Standard Competence, the function of teaching writing is to express ideas in report, recount, and analytical exposition accurately, fluently and acceptable in the context of daily life and in accessing the science. Whereas in Based Competence, in writing students can identify the language feature of report, recount and analytical exposition text.<sup>4</sup> In conclusion, the ability to write well paragraph or composition is one of students' skills that have to be mastered.

There are some types of text that have to be learned by students in the classroom activity. Each text has its own organization to follow. Then, students can also differentiate and learn each of kinds of text below.

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<sup>3</sup>Sylvia A.Holladay and Thomas L Brown, *Options in Rhetoric Writing and Reading*, Prentice Hall, Inc. United State of America 1981, p.2

<sup>4</sup> SMAN 4 Pekanbaru, *Kurikulum Tingkat Satuan Pendidikan* (Pekanbaru, SMAN 4 Pekanbaru, 2011), p. 16

a. Types of text in Writing Senior High School

Based on the curriculum based competence, there are some texts needed to be mastered by students of senior high school, they are concluded in the book used in the second year students of senior high school.<sup>5</sup> There are some texts learned in the second year in the senior high school, they are, recount (a text which retells events or experiences in the past), procedure (a text that explains a method of doing something), descriptive (a text which lists the characteristics of something. The purpose of descriptive text is to create a vivid impression of a person, place, object or event), news item (a text which informs readers about events of the day. In this text students can inform readers about an event that are considered newsworthy or important), narrative (a kind of text to retell the story that is in the past tense) in addition, according to Hornby in Syafi'I book, and He said that recount means story or orderly account of events.<sup>6</sup>

Writing is very different from speaking, where speech or speaking takes place against the background of a situation and at least the language we use related to that situation. People addressed in speaking are normally presenting event or indirect contact. As the result, there is continuous interaction and feedback between speaker and listener.

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<sup>5</sup> M. sudarwati, eudia Grace. *Look Ahead an English Course for Senior High School Students* Year XI. (Penerbit Erlangga. Jakarta. KTSP.2006), p. 56

<sup>6</sup> M.Syafi'I . *Loc. Cit*, p. 58

A paragraph is basic of organization in writing in which a group of related sentences develop one main idea. Paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is important; however, the paragraph should be long enough to develop one main idea clearly. A paragraph is unit of information unified by controlling idea. A paragraph is considered to be good if the readers completely understand the unit of information, it contains controlling idea, completely controlled. From this point of view, it can be said that writing seems to be the most the difficult skill to master. As a consequence of this, many students find some difficulties in writing as a language skill integrated with all language elements.

## **2. Several Important Skills Required in Writing**

Writing is a productive skill used to express thought and idea and even to share information in written form. This activity requires excellent ability in constructing words into sentences for developing one main idea that absolutely contains within paragraph. Every student of Senior High School must have knowledge of writing components and they also should have some skills in writing before producing good writing outcome.

Writing is not fundamentally different from speech. While, it is true, writer usually has the time to compose and think, and it is not going to be interrupted by the reader bidding for a turn or saying “sorry” can stop now, must rush! All of the

other important factors contain what is said and now how it is said are present in writing as much as speech.<sup>7</sup>

Furthermore, writing is an ability to write on a variety subject with idiomatic naturalness, ease of expression, and some feeling for the style of the language. Moreover, in order to have a good writing, a good writing involves:

- a. A working knowledge of grammar.
- b. A refinement of the basic or instinctive knowledge that the writer already has.
- c. Need the art of using rhetoric of arranging word phrase, sentences and paragraph.

Based on writer, writing is a tool of communication and it is important to be included in teaching English. Then, activity is to express idea and feeling of thinking and experience until result form a paragraph.

In addition there are some important components in writing ability. They are content, style, arrangement, and invention. Content is the substance of writing; the idea will be expressed; style refers to the process of making choices about sentences and diction. Arrangement is the process of discovering ordering principles, so that we can organize our idea in such a way to make them understandable to the readers. And invention is the process of discovering ideas for speaking and writing.<sup>8</sup>

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<sup>7</sup> McCharty. 1990. P. 152

<sup>8</sup> Angelo. 1989. P. 31

There are also some texts concluded in the book used in the second year students of senior high school.<sup>9</sup> There are some texts learned in the second year students of senior high school, they are procedure (a text that explain a method of doing something), descriptive (a text which in form lists the characteristics of doing something), news item (a text which informs readers about events of the day, report (a text which presents information about something, as it is. It is as result of systematic observation and analysis), analytical exposition (a text that elaborate the writers' idea about the phenomena surrounding, spoof (a text which tells a factual story, happened in the past time with unpredictable and funny ending), hortatory (a text which presents the attempt of the writer to have that addressee do something or act in certain way).

In the second year students, there are also some texts that have to be learned in the English book used in the second year students of senior high school.<sup>10</sup> The texts are explanation (it is explaining the processes that occur in the information or the activities associated with natural phenomena, the scientific world, socio-cultural, or other purpose explained. In this text students can explain the processes involved in the information and working of natural or sociocultural phenomena), discussion (a text that present (at least) two points of view about an issue. in this text, students can explore various perspective before coming to an informed decision and present information and opinions about more than one side of an issue (for points and against point).

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<sup>9</sup> M. Sudarwati, Eudia Grace. *Look Ahead an English Course for Senior High School Students* Year XI. (Penerbit Erlangga. Jakarta. KTSP.2006), p.53

<sup>10</sup> M. Sudarwati, Eudia Grace. *Look Ahead an English Course for Senior High School Students* Year XII. (Penerbit Erlangga. Jakarta. KTSP.2006), p.48

### 3. The Factors Influence Students' writing ability

There are a lot of factors that influence students' ability in learning process. According to Purwanto, there are two big factors that influence students in learning process<sup>11</sup>, they are as follow:

- a. Internal factor which includes psychological aspects, such as interest, motivation, attitude and talent.
- b. External factor which includes environmental factors (natural and social factors) and instrumental factors (Curriculum, teacher, facility, management, and administration).

Then, these cases also happen in ability of writing. It indicates that writing is not a simple act, but it is a complex, multidimensional, contextually situated activity. Not all of people are able to express their ideas on a paper. According to Hamp-Lyon and Heasley, writing is not easy. It takes study and practice to develop this skill.

Based on the explanation above, the writer concludes, there are some factor that influence students' writing ability, they are:

1. Internal factors
  - a. Students' motivation

Motivation is condition causing a person begin or does something. According to Mc. Donal, motivation is changing energy from someone that marks with feeling started by responding the objectives.

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<sup>11</sup> Nadia Devaga, *The Students' Ability in Writing Narrative Paragraph and the Factors that Influence It*, Unpublished Thesis. Pekanbaru: UIN Sultan Syarif Kasim Riau, 2008, p.

b. Students' Interest

Interest is one of the aspects that influence students' ability in writing recount text. Interest will motivate someone to do something. Interest is high desire toward something or feeling and wanting to know about something.

c. Students' Talent

Talent is a basic factor that influences student' successful in learning. A talented student is one who is able to write a good recount text.

d. Students' Attitude

Other factors that influence students' ability in writing recount text is their attitude. According to Grave, F. Et.al states learning attitude and motivation are crucial determinant of learning.<sup>12</sup>

e. Students' Grammar Mastery

Grammar is very important. It is due to that grammar is needed in arranging words. This case is emphasized by Brown in his book; he states that grammar is system of the role governing the conventional arrangement and relationship of word in sentence.

f. Students' Vocabulary Mastery

Vocabulary mastery plays an important role in writing a recount text. The more vocabulary they have, the easier they write. Brown states, good writer will learn to take advantage of the rich of English vocabulary that determines how clearly and accurately you can express your idea.

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<sup>12</sup> *Ibid*

g. Personal Experience

Writing recount text is a kind of texts that retells a story of event or experience in the past.

2. External factors

a. Teacher Role

Teacher has important role to make students successful in learning. Diane says teacher in technician or engineer. Curriculum

b. Curriculum

Curriculum is an external factor that influences students' ability in writing recount text. Curriculum contains standard competency by students.

**4. The definition of Text**

**a. Text**

Text is functional language, means languages that is doing job in some contexts. There are spoken and written texts. Spoken text refers to language interaction; including a conversation orally between two persons or more in which their texts has a purpose. For instance, a consultation between a teacher with student, buying and selling goods, directing someone to the harbor etc. Written text refers to language interaction; including how to read and write something. They are closely linked between 'genre' and 'grammar'.<sup>13</sup>

Based on the explanation from Halliday and R. Hasan, the researcher concludes that the differences between spoken and written. The term 'written

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<sup>13</sup> Halliday, M.A.K. and R. Hasan.1985. *Language Context and Text: Aspects of language in a Social-Semiotic Perspective*. Victoria: Deakin University Press.P.6.

language' not only refers to language, which is written down. Likewise the term 'spoken language' does not only refer to language, which is said aloud. Spoken language is typically more dependent on its context than written language. In contrast, written language tends to be more independent of its immediate context. Neither of the above propositions is absolute, however, and it is better to look at spoken and written language as a continuum with the extremes showing marked difference but with points close together being similar.

#### **b. The definition of Recount**

Recount is a text that tells someone's past experience in a chronological order.<sup>14</sup> Assets in recount, we construct past experience. A recount is the unfolding of a sequence of events over time. It is used to retell past events for the purpose of informing or entertaining. Its focus is on a sequence of events. It begins is begun with an orientation. It provides the background information needed to understand the text such as who was involved, where it happened and when it happened. Then, the recount unfolds with a series of events (ordered in a chronological sequence). At various stages, there may be some personal comments on the incident.<sup>15</sup>

Recount is a kind of text that tells a story of event or experience in the past. There are three different types of recount:

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<sup>14</sup> Siswanto, J, dkk. 2005. *Let's Talk VII*. Bandung: Pakar Raya. P. 205.

<sup>15</sup> Derewianka, B. 1990. *Exploring How Texts Work*. Australia: Sidney. P. 15.

- a. Personal Recount is an experience in which the author has been directly involved.
- b. Factual Recount is retelling an event or incident such as a newspaper report, or accident report.
- c. Imaginative Recount is taking on a fictitious role and relating imaginary events, e.g. a day in the life of a pencil. Recount text has been certain typical features. The first one is the social function. The purpose of a recount is to tell something happened. This may involve the author's personal interpretation of events and perhaps to teach a lesson.

Recount text has generic structure, which is one of the features that a text should have. Based on School-based Curriculum 2010, generally, the generic structure of recount text are as follows.

### **1. Orientation**

Orientation is also called the setting. It sets the scene and introduces the participants. It gives information about where and when the story takes place, which the main characters in the story are and what sort of people they are. We can also use the title of a recount text to get information about the setting of the story.

### **2. The Series of Events**

The series of events consist of what happened that led to character changing his/ her attitude and the effect of the change in his/her attitude. The events are presented in an interesting way and in chronological order, first to last.

### 3. Re-orientation

Re-orientation is the choosing statement. Many recounts have a concluding statement talking about the author's feeling that is placed in this paragraph.

Recount text is one of the genres which is taught in Senior High School. Recount is one of the story genres. Story genres are narrative, news story; anecdote, recount, spoof and factual genres are procedure, explanation, report, exposition, discussion, description, review, and news item.

The features of the recount text can be seen from:

#### 1. The purpose

The purpose of a recount text is to list and describe past experiences by retelling events in the order in which happened (chronological order). Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both). Recount can be spoken, such as telling a personal anecdote, recounting a holiday while showing photos, an individual recounting an experience as part of a radio or television news report, etc. Recount can be written, such as accounts of projects and field trips, science experiments, diaries, journals, magazine article, etc.

#### 2. The significant Lexica grammatical Features of Recount are:

- a. Focus on specific participant
- b. Use of material process
- c. Circumstances of time and place
- d. Use of past tense

e. Focus on temporal sequence

### 3. Generic (schematic) Structure

The first part of the story provides an **Orientation**. This is also called **the Setting**. It is background information answering *Who? Where? Why?* It gives explanation about who are the main character in the story, when and where the story takes place, and what sort of people are. The second part of the story contains **the events** that are identified and described in chronological order (tell what happened, in what sequence), usually in the past tense. The focus should be on the important participants in the event. Detail and personal responses included to add to the readers' or listeners' interest. Personal recount should be written in the first person (using personal pronoun, I/we, etc) and used to retell events the speaker or writer was personally involved in. Factual recount should be written in the third person (he, she, its, etc.) and a part has a personal comment or opinion and a closing statement and this is known as the **re-orientation**.

Those text generic structures or text organization of Recount will guide the students in composing Recount text. Good recount consists of:

- a. Is well-organized and relates events in sequence using appropriate linking and cohesive devices.
- b. Includes detailed observations of people, places, and events.
- c. Present important changed, contrast, or conflict and creates tension.
- d. Focus on the connection between past events, people or places and the present.<sup>16</sup>

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<sup>16</sup> <http://.answer.yahoo.com>

## 5. Writing a Recount Text

Recount text belongs to non-fiction types of text. It is a text that tells something happened in the past by chronological orders. The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). However, the information that the writer gets from recount as a series of events or experiences that happened one after the other.<sup>17</sup>

### Typical text Structure of Recount Text

The information that the writer gets from recount is divided into:

1. In introduction, a writer sets the scene” in a clear way, gives necessary background information and may give a complete summary of the event.
2. In the next paragraph, a writer tells the readers the events (usually in chronological order) and gives lots detail about the different aspects of the events.

Cover *who, what, where, when, why and/or how*. A writer also will organize his/her ideas in paragraph about the same aspects of the subject and he/she focus on most interesting/important aspect of the events.

3. In the final paragraph, it concludes the recount text. It may summarized the account; reflect on the significance of the events; give a personal opinion; ask the reader a question.

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<sup>17</sup> [http://www.eriding.net/resources/English/boys\\_writing/v1recount.com](http://www.eriding.net/resources/English/boys_writing/v1recount.com)

Many tips in writing Recount, they are as follows:

- a. Plan by thinking ‘Who? What? Why?’
- b. Start with an orientation paragraph that informs the reader about the content of the text.
- c. Recount events in chronological order (draw a flow to help sequence events).
- d. Recount events that are significant and those that amuse the reader.
- e. Use connective that signal e.g. then, next, meanwhile, finally etc.
- f. Write as if you are telling the story but always use the past tense.
- g. End with a closing statement that comments on the events.

## **6. The Nature of EGRA Technique**

In Oxford Advanced Learner’s Dictionary of current English states that technique is method of doing something expertly. Technique is implementation which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective.<sup>18</sup> Technique is any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives in learning and teaching process, teacher must master some certain techniques.<sup>19</sup> A variety of techniques will at least partially ensure a maximum of the students will be “reached”. The techniques also determine when the process of transferring knowledge is effective and efficient or not. The

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<sup>18</sup> Richard, J.1968. *Approaches and Methods in Language Teaching*. London: Cambridge University Press.P.15.

<sup>19</sup> Brown, H. Doglas. (1994:51). *Teaching by Principles: an Active Approach to language Pedagogy*. Toronto: Prentice- HaLL, Inc.P.51.

technique, which will be used, must be suitable with the material taught in order to get good result.<sup>20</sup>

EGRA stands for E, which is experience; G is generalization; R is reinforcement, and A is application. The following is the brief explanation of each stage of EGRA technique.

#### **a. Experience**

Experience is a learning stage where students are subconsciously exposed to the meaningful use of 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. That activity involving direct experience is highly inquiry oriented. The student here is an active participant rather than the passive observer of the teacher. The experience in this research refers to guide the students to learn every element of writing for example, content organization and the structure used in writing and so on.<sup>21</sup>

#### **b. Generalization**

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

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<sup>20</sup> *Ibid.* pp 21

<sup>21</sup> Wernon, G. S. 1980. *Teaching and Media: A Systematic Approach*. London: Longman Group, L. td.

out the rule himself.<sup>22</sup> This stage focuses on grammatical items themselves. The objective here is to move away from the context and to concentrate on the rules governing the various aspects of the structure.<sup>23</sup> The teacher will not tell the students about the form, meaning, and function of the sentence but let them find out by themselves. Learning is facilitated if the learners discovers or creates rather than remember and repeats what is to be learned.<sup>24</sup>

The generalization is the central of EGRA technique where students are expected to make a discovery of language structure. Generalization becomes more comprehensive as the students are advanced in knowledge of language and are able to recognize characteristics feature of the language structure.<sup>25</sup>

In this step the teacher will guide through leading questions to find out the generic structure of the text, for example, the form, meaning, and function of the sentence. Learning experience, in which the students have gained, will facilitate them in the discovery process, which becomes the main purpose of the generalization.

### **c. Reinforcement**

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. The objective of this stage is to help learners to check or

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<sup>22</sup> Harmer, Jeremy.1991. *The Practice of English Language Teaching*. New York: Longman Group UK, L. td. P.113.

<sup>23</sup> Ramirez, G.A.1995. *Creating Context for Second Language Teaching*. London: Cambridge University Press.P.22.

<sup>24</sup> Krashen, Stephen. D.1987. *Principle and Practice in Second Language Acquisition*. London: Prentice- Hall UK, L.td. P.62.

<sup>25</sup> Rivers, W. M.1968. *Teaching Foreign Language Skills*. New York: The University of Chicago Press.P.77.

revise their generalization that students should have corrected 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. The aim behind all explanation should be to reinforce theoretically what the student has already practiced.<sup>26</sup> After the students have got self confidence through teacher's reinforcement or explanation, they will do task again. Reinforcement practices also tend to help individual focus on special activities. In other words, reinforcement sharpens the individual's attention or concentration for the second task.<sup>27</sup>

Giving full attention to the classroom situation is also very important for the teacher in order to get effectiveness of using reinforcement in learning and teaching process.<sup>28</sup> Furthermore reinforcement occupies a central and crucial role in the behaviorist's learning strategy.<sup>29</sup>

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

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<sup>26</sup> Alexander. L.G.1980. *Practice and Progress*. London: Longman Group, L.td. P.XXI

<sup>27</sup> Thomas, C.L.1988. *Tactics and Media: A Systematic Approach*. London: Longman Group, L.td.P.81.

<sup>28</sup> Grasha. 1978. *Practical Application of Psychology*. London: Cambridge Winthrop Publisher, Inc. P.82.

<sup>29</sup> Ibid. p. 82 and 83.

#### **d. Application**

Application is learning stage where students are 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.<sup>30</sup> A period for the practical application of what has been learnt may involve reading a passage for which previous has prepared the class; it may be a necessity for some forms of writing exercises, or it may take the form of a dramatization in front of the class.<sup>31</sup>

From the statement above, it is clear that language, which has been taught, must be applied in its situation. This step also mirrors about the importance of the application in learning and teaching process, especially in teaching English structure. This is the moment of truth where they can compose recount text by themselves well.

Based on the explanation of EGRA above, the researcher thinks that every step of EGRA which stands for Experience, Generalization, Reinforcement, and Application will lead the students to be better at writing skill. The students are expected to be able to apply the pattern or rules in constructing new sentences.

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<sup>31</sup> Rivers, W. M. 1968. *Teaching Foreign Language Skills*. New York: The University of Chicago Press.P.376.

## **7. The Procedure of EGRA Technique**

Four main procedures in EGRA are:

### **a. EXPERIENCE**

Divide students into groups of three or four. Inform students that each group will be given a picture. Ask students to make as many as questions, in their own language ( B.Indonesia ) about the picture. For instance "what picture is it? What do the people do there? etc. Students will need to work together to produce the questions related to the topic. Afterwards, each group will present their questions to the rest of the class, note the questions stated and eliminate the question that was similar on the board. Have each group identify questions words used on the sentence and ask them to write the question words in English.

### **b. GENERALIZATION**

Distribute each group some phrases for information as follows:

What did you do over the weekend?

Where did you go for Spring Break?

How was your trip?

When did you get back?

What kind of things did you see?

Who did you go with?

How many people were there?

Have each group find out how the sentences are arranged. For an assistant you may provide leading questions. For example, look the word after the question word. What are they? What kinds of words are they? Do they have special meaning? Etc.

### **3. REINFORCEMENT**

Distribute each group some information as follows:

1. Jeremy is from Ohio.
2. Kelly is a saleswoman.
3. Ronda lives in Texas.
4. I work at a restaurant.

Have each group produce as many as questions from each sentence. Remind them to be more creative they do better.

Monitor the activity and give help when it is necessary.

### **4. APPLICATION**

1. Divide each group into pair activity
2. Distribute the pair the picture but different.
3. Have each pair makes the picture similar by asking question to their pair.
4. Keep the pair constantly ask and answer.<sup>32</sup>

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<sup>32</sup> <http://heri-ippank.blogspot.com/2010/08/egra-technique.html>

## **B. The Relevant Research**

Research about the factors influencing students' ability in using recount text in writing process has relationship with Sakinah and Erita.

1. Sakinah who has a research entitled "A Study on the Reading Ability of the Second Year Students of SMAN 2 Rokan IV Koto Rokan Hulu In Comprehending Recount Text". The population of her research was 40 students. She took all of the language classes. To collect the data of the research, she used test and interview. Test was used to obtain the students' ability in writing recount text, and interview was used to find out the factor that influenced students' ability in writing recount text. Based on her research, the students' ability in writing recount text is classified into weak category (52.5%). It can be concluded that some of the third year students are unable to create recount text. It is due to some factors that influence students' ability in writing recount texts. They are students' generic structure, main idea, lack idea and students' punctuation in writing recount text.
2. Erita in her project paper entitled "A Study on the Ability of The Third Year students of SLTPN 2 Tambang, Kampar in Writing a Recount Text". The population of her research was 40 students. They were the second year students of SLTPN 2 Tambang. She used a test as instrument. Test was used to identify the students' ability in writing recount text. Based on her research, the students' ability of SLTPN 2 Tambang in writing recount text is "good level". The poor to average (53, 33%) or 16 students. Mean while (33, 33%)

or 10 students got average to good ability and (13, 33%) or 4 of the student good for ability.

### **C. The Operational Concept**

The operational concept is the concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. The research consists of two variables X is EGRA technique, and Y variable, is recount text writing ability. The indicators are operationally conceptualized as follows:

Variable X: the use of EGRA technique:

1. Experience:
  - a. The teacher makes the students more active from the beginning of the teaching process where they will come into a great discovery.
  - b. The teacher guides the students to learn every element of writing.
  - c. The teacher divides into the students groups of three or four.
2. Generalization:
  - a. The teacher leads the students to discover meaning and function of a structure they have exposed to.
  - b. The teacher asks students to make discovery of language structure.
  - c. The teacher distributes each group some phrases of asking for information.
  - d. The teacher guides through leading question to find out the generic structure of the text.

### 3. Reinforcement:

- a. The teacher explains again what the students have discovered, so that they get reinforcement.
- b. The teacher gives attention to the classroom situation, also very important for the teacher in order to get effectiveness of using reinforcement in learning.
- c. The teacher distribute each group some information sentences.

### 4. Application:

- a. The teacher gives students opportunity to use or apply the structure item that they have learned in communication either receptively or productively.
- b. The teacher gives about the importance of the application in learning and teaching process, especially in teaching English structure.

### Variable Y: students' recount text writing ability

1. The students are able to find out the specific information in recount text such as characters, time, and place, of the story in recount text.
2. The students are able to call and recognize the events happened in recount text.
3. The students are able to find the cause and effect of the events happened in recount text.

4. The students understand about chorological order (orientation, complication/ events, and reorientation)
5. The students can produce the topic sentences, body and conclusion in writing paragraph by using correct grammar, punctuation and spelling.

### **1. The Assumption**

In this research, the writer assumes that the teacher's ability in using EGRA technique is varied. The student's ability in writing recount text is varied.

### **2. The Hypothesis**

Ha: There is significant difference of EGRA technique toward recount text writing ability at the second year students of state Senior High School 4 Pekanbaru.

Ho: There is no significant difference of EGRA technique toward recount text writing ability at the second year students of state Senior High School 4 Pekanbaru.

## CHAPTER III

### RESEACRH METHODOLOGY

#### A. Research Design

The type of this research is an experimental research. This research used quasi-experimental research design with nonequivalent control group. John Creswell states that quasi-experiment is experimental situation in which the researcher assigns participants to groups, but not randomly.<sup>1</sup> The writer used intact groups, the first class was as the experimental groups and the second class was as the control group. Furthermore, Gay and Peter Airasian state that quasi-experimental design is used when the researcher keeps the students in existing classroom intact and the entire classrooms are assigned to treatments.<sup>2</sup> In conducting quasi-experimental research, the writer assigned intact groups the experimental and control treatments, using pretest and posttest to both groups, conducting experimental treatment activities with the experimental group only.

In this research, the writer used two classes. The first class was used as experimental class which was taught by EGRA Technique and another one was used as control class which was taught without using EGRA Technique. So, the design of this research can be illustrated as follows:

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<sup>1</sup> John W Creswell. *Educational Research (Third Edition)*. New York: Pearson Prentice-Hall, 2008. p. 313

<sup>2</sup> L.R. Gay, and Peter Airasian. *Educational Research: Competencies for Analysis and Application (Sixth Edition)*. New Jersey: Pearson Prentice-Hall, 2000. p.394

**Table 3.1**  
**Research Design**

<b>Group</b>	<b>Pre – test</b>	<b>Treatment</b>	<b>Post – test</b>
<b>Experiment Group</b>	<b>To</b>	<b>X</b>	<b>T1</b>
<b>Control Group</b>	<b>To</b>	<b>-</b>	<b>T2</b>

### **B. The Location and the Time of the Research**

This research was conducted from 20<sup>th</sup> October 2011 to 14<sup>th</sup> November 2011. This research was conducted at the second year of State Senior High School 4 Pekanbaru located at Jl. Adi Sucipto.

### **C. The Subject and Objective of the Research**

The subject of the study was the second year students of Senior High School 4 Pekanbaru, and the object was the EGRA technique toward the students writing recount text ability at the second year of State Senior High school 4 Pekanbaru.

### **D. The Population and Sample**

The population of this research was grade eleven students of State Senior High School 4 Pekanbaru. There were eight classes; Social class 1 (32 students), social class 2 (32 students), social class 3 (32 students), social class 4 (32 students), science class 1 (32 students), science class 2 (32 students), science class 3 (32 students), science class 4 (32 students), so the total population was 256 students. In addition, researchers took only two classes from eight classes as sample of the research by using clustering random sampling because the eight classes were divided into four science class and four social classes. Furthermore,

the sample of this research was 64 students. The sample was divided into two groups. The first group was experimental class; it consisted of 32 students and the other one was control class that consists of 32 students.

**Table 3.2**  
**The Population and Sample of the research**

No	Classes	Population	Sample
1	XI IPS 1	34	-
2	XI IPS 2	34	-
3	XI IPS 3	34	-
4	XI IPS 4	34	-
5	XI IPA 1	34	-
6	XI IPA 2	34	Experimental Class
7	XI IPA 3	34	Control Class
8	XI IPA 4	34	-
	<b>Total</b>	272	68

#### 1. Procedures of collecting data for experimental group

##### a. Pre-test

The pre-test was carried out to determine the students' recount text writing ability with their score.

##### b. Treatment

The treatment was conducted for experimental group. This used EGRA technique

c. Post-test

After eight meeting (including pre-test), the post-test was administrated. The result of the post-test for experimental group was analyzed and the writer would make conclusion.

2. Procedures of collecting data for control group

a. Pre test

The goal of giving test, the item of the test form and the procedure of giving the test for control group were conducted the same as an experimental group.

b. Drafting Technique

In this case, teacher taught writing ability for control group by using conventional technique or classical technique. In other words, the technique used in classroom is mentioned bellows:

- 1) The teacher introduces the vocabulary word and the map to the students.
- 2) The teacher teaches the students how to use the map by putting the target word in the central box.
- 3) The teacher asks the students to suggest word or phrases to put in the other boxes which answer the following questions: “what is it?”, “what is it like?”, “what are some examples?”
- 4) The teacher encourages students to use synonyms, antonyms, and picture to help illustrate the new target word or concept.

5) The teacher models how to invite a definition using the information on the word map.

c. Post test

The post test for both control group and experimental group was administrated after giving the treatment. The result of post-test for both control and experimental groups was analyzed for the final data of this research.

### **E. The Technique of Collecting Data**

In this research, the writer used EGRA Technique in writing recount text to identify the students' ability in recount text particularly at the second year of Senior High School 4 Pekanbaru. There were three phases be done to get the data namely; pre-test, treatment, and pos-test.

To obtain needed data in this research, the writer used the techniques of collecting data as follow:

1. Observation

In this research, the writer observed the implementation of EGRA technique. Based on the several items that concern with EGRA technique, the writer used two options to observe it, they were "yes" or "no".

2. Test

The test was used to collect the data about students' ability that come from the score of the test, made by the writer. The material of the test was based on the syllabus given at the Second Year students of state SMAN 4 Pekanbaru. The test consisted of two pre-test and post-test. The test was

done by EGRA technique toward students' writing recount text ability for experimental class and control class. In order to analyze students' ability in writing recount text, the researcher used graduated standard of English lesson in SMAN 4 Pekanbaru (SKL) that was 68 for students' ability in writing recount text, it means for those who get score  $< 60$ , they do not pass graduated standard (SKL), while for those who get score  $\geq 60$ , they pass graduated standard (SKL).

#### **F. Technique of Analyzing Data**

To find out the intended result of the research, of course, it needs some techniques of data analysis. In this research, the writer used T-test. It is one of the statistic tests used to know "there is/there is no" different from two variable.<sup>3</sup> The formula is as follows:

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<sup>3</sup> Hartono, *Statistik Untuk Pendidikan*, Pustaka Pelajar (Yogyakarta: LSFK2P.2006),p. 165

$$T_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where:

$T_o$  : The value obtained

$M_x$  : The mean score of experimental group

$M_y$  : The mean score of control

$SD_x$  : Standard Deviation X

$SD_y$  : Standard Deviation

1. In scoring student writing ability, the writer used the ESL composition Profile: in Hughey.,et al. The profiles consistend of five components; they are content, organization, vocabulary, language use, and mechanics. The following measurement scales were used:<sup>4</sup>

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<sup>4</sup> Hughey Jane B.,et al. *Op. Cit.*, pp. 140

**Table 3.3**  
**Content**

<b>Range</b>	<b>Criteria</b>
30-27	Excellent to very good: Knowledgeable, substantive, through development of thesis, and relevant to assigned topic.
26-22	Good to average: some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
16-13	Very poor: does not to show knowledge of subject, nonsubstantive, not pertinent or not enough to evaluate.

**Organization**

<b>Range</b>	<b>Criteria</b>
20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, well organized, logical sequencing, and cohesive.
17-14	Very good to average: some what choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
13-10	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
9-7	Very poor: does not communicate, no organization or not enough to evaluate.

### Vocabulary

Range	Criteria
20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
17-14	Good to average: adequate range, occasional errors of word/idiom form and usage but meaning not obscured.
13-10	Fair to poor: limited range, frequent errors of word/idiom form; choice and usage, meaning confused or obscured.
9-7	Very poor: essentially translation, little knowledge of English vocabulary; idioms; word form, not enough to evaluate.

### Language Use

Range	Criteria
25-22	Excellent to very good: effective complex constructions, few errors of agreement; tense, number, word order/functions; articles; pronouns; and prepositions.
21-18	Very good to average: effective but simple constructions, minor problems in complex constructions, several errors of agreement; tense; number; word order/functions; articles; pronouns; prepositions but never obscured.
17-11	Fair to poor: major problems in simple/complex constructions, frequent errors of negotiation; agreement; tense; number; word order/functions; articles; pronouns; prepositions; and or fragments, deletions, meaning confused or obscured.
10-5	Very poor: virtually no mastery of sentence constructions rules, dominated by errors, does not communicate, or not enough to evaluate.

### Mechanics

Range	Criteria
5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling; punctuation, capitalization; and paragraphing.
4	Very good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
3	Fair to poor: frequent errors of spelling; punctuation; capitalization; paragraphing, poor handwriting, meaning confused or obscured.
2	Very poor: no mastery of conventions, dominated by errors of spelling; punctuation; capitalization; paragraphing, handwriting illegible, or not enough to evaluate.

**Table 3.4**  
**The Specifications of the Test**

No	Writing Skill	The Highest Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language Use	25
5	Mechanics	5
	Total	100

2. In determining the percentage of increase and decrease of students' ability used the following formula:

Gain Score

Pretest Score  $\times 100\%$

#### A. Evaluators Team

In evaluating students' writing performance, the writer cooperated with two raters. In order to produce consistent judgment on students' writing ability in Recount text. In discussing about raters, Jacobs et.al in Sulasmi say that raters are persons who participate in cooperative evaluation of written composition tests, and their cooperation is as a part of school testing program.<sup>5</sup> The raters that have evaluated students' score were as follows:

1. Jonri Kasdi, S. Pd.I. Graduated from English Education department of UIN SUSKA RIAU in 2006. Besides being an English teacher in SMP 1 Kampar and instructor at Language Center of UIN SUSKA RIAU, he is also a lecturer of the second year student in writing course.
2. Kurnia Budiyaniti, M. Pd. Graduated from English Education of University Riau (S1) in 2006 and postgraduate (S2) in University of Padang in 2010. She is one of the English teacher in UIN SUSKA Riau for some subjects.

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<sup>5</sup>Sulasmi Karim, *An Experiment on the Effectiveness of Using Brainstorming Technique in Increasing Student's Writing Ability at the Second Year of English Education Department State Islamic University of SUSKA RIAU*. (Unpublished, 2007). p. 30.

## CHAPTER IV

### DATA PRESENTATION AND DATA ANALYSIS

#### A. Description of the Research Variable

This research consists of two variables; they are X, teaching using EGRA technique, and Y is students' recount text writing ability at the second year students of state senior high school 4 Pekanbaru. Therefore, 'X' is an independent variable and 'Y' is a dependent variable.

#### B. Data Presentation

The data of the research were the scores of the students' pre-test and post-test both experiment and control classes. There were two data of students' writing ability served by the writer. They were: the data of students' writing ability taught by using EGRA technique and the data of the students' writing ability taught by using conventional technique, and they are as follows:

1. Data on the implementation of drafting technique in teaching writing recount text of SMAN 4 Pekanbaru.

In collecting the data, researcher used observation to know teaching activity in teaching and learning process by using conventional and EGRA technique. In control class, the English teacher SMAN 4 Pekanbaru applied conventional techniques and researcher as the observer. The implementation of data observation in control class can be seen in the following table.

**Table IV**  
**The Percentage of Teacher's Activity of Drafting Technique**

No	Teacher's Activity										
		I	II	III	IV	V	VI	VII	VIII	Total	%
1	The teacher introduces the vocabulary word and the map to the students	✓	✓	✓	X	✓	✓	X	X	5	63 %
2	The teacher teaches the students how to use the map by putting the target word in the central box	✓	✓	✓	✓	✓	X	✓	✓	7	88 %
3	The teacher asks the students to suggest word or phrases to put in the other boxes which answer the following questions: "what is it?", "what is it like?", "what are some examples?".	✓	✓	✓	X	✓	✓	X	✓	6	75 %
4	The teacher encourages students to use synonyms, antonyms, and picture to help illustrate the new target word or concept.	✓	X	✓	X	✓	✓	✓	✓	6	75 %
5	The teacher models how to invite a definition using the information on the word map.	✓	✓	✓	✓	✓	✓	✓	✓	8	100 %
Total		5	4	5	2	5	4	3	4	32	-
%		100 %	80 %	100 %	40 %	100 %	80 %	60 %	80 %	80%	-

From the table above, the English teacher of SMAN 13 has completed 8 meetings. In observation I, the total teacher's activity is 5(100%) of 5 indicators, in observation II is 4 (80%) of 5 indicators, in observation III is 5 (100%) of 5

indicators, in observation IV is 5 (100%) of 5 indicators, in observation V is 5 (100%) of 5 indicators, in observation VI is 4 (80%) of 5 indicators, in observation VII is 4 (80%) of 5 indicators, in observation VIII is 4 (80%) of 5 indicators.

Furthermore, the total of teacher's activity of conventional technique is 36 and the percentage is 90%. Teacher's activity of conventional technique fall into percentage 90%, meaning that, it belongs to **excellent categories** because the total researcher's activity is 32 of 5 indicators of 8 meetings.

2. Data on the implementation of EGRA technique in teaching writing recount text of SMAN 4 Pekanbaru.

On the other hand, in experiment class, researcher applied EGRA technique in teaching writing at SMAN 4 Pekanbaru and English teacher of SMAN 4 Pekanbaru as the observer. The implementation of data observation in experiment class can be seen in the following table.

**Table IV.1**  
**The Percentage of Teacher's Activities**

No	Researcher's Activity											
		I	II	III	IV	V	VI	VII	VIII	Total	%	
1	The teacher makes the students more active from the beginning of the teaching process where they will come into a great discovery.	✓	✓	✓	✓	✓	✓	✓	✓	✓	8	100%
2	The teacher guides the students to learn every element of writing.	✓	✓	X	✓	✓	✓	✓	✓	✓	7	88%
3	The teacher divides into groups of three or four.	✓	X	✓	✓	✓	✓	✓	✓	✓	7	88%
4	The teacher led the students discover from meaning and function of a structure they have been exposed to.	✓	✓	✓	X	✓	✓	✓	✓	✓	7	88%
5	The teacher students ask to make a discovery of language structure.	✓	X	✓	X	✓	✓	✓	✓	✓	6	75%
6	The teacher distributes each group some phrases of asking for information.	✓	X	✓	✓	✓	✓	✓	X	✓	6	75%
7	The teacher will guide through leading question to find out the generic structure of the text.	✓	✓	X	X	✓	✓	✓	X	✓	5	63%
8	The teacher explains again what the students have discovered so that they get reinforcement.	✓	X	✓	X	✓	✓	✓	X	✓	5	63%
9	The teacher gives attention to the classroom situation is also very important for the teacher in order to get effectiveness of using reinforcement in	✓	X	X	✓	X	✓	✓	X	✓	4	50%

	learning.										
10	The teacher distribute each group some information sentences.	✓	✓	✓	✓	✓	✓	✓	✓	8	100%
11	The teacher gives student opportunity to use or apply the structure item that they have learned in communication either receptively or productively.	✓	✓	✓	✓	✓	✓	✓	✓	8	100%
Total		11	6	8	7	10	11	7	11	71	
%		100	55	73	64	91	100	64	100	80	
		%	%	%	%	%	%	%	%	%	

From the table above, the researcher has completed all aspects that have been observed. In observation I, the total teacher's activity is 11 (100%) of 11 indicators, in observation II is 6 (55%) of 11 indicators, in observation III is 8 (73%) of 11 indicators, in observation IV is 7 (64%) of 11 indicators, in observation V is 10 (91%) of 11 indicators, in observation VI is 11 (100%) of 11 indicators, in observation VII is 7 (64%) of 11 indicators, in observation VIII is 11 (100%) of 11 indicators.

Furthermore, the total of researcher's activity of EGRA technique is 71 and the percentage is 80%. Researcher's activity of proofreading technique fall into percentage 80%, meaning that, it belong to **excellent categories** because the total researcher's activity is 71 of 11 indicators of 8 meetings.

### **C. The Data Presentation of Students' Writing Ability in Recount Text**

#### **a. Students' Writing Ability for Recount Text by Using of EGRA Technique**

The data of students' writing ability in recount text by using EGRA technique were gotten from pre-test and post-test of XI IPA 2 as an experimental class taken from the sample of this class (34 students). The writer taught directly, and the English teacher observed the writer for eight meetings in the experimental class. The data can be seen from the table below.

**Table IV.2**  
**The Score of the Students' Writing Ability for Recount Text**  
**By Using EGRA Technique**

Student	Experiment Class		Gain Score
	Pretest Score	Posttes Score	
1	66	87	21
2	71	84	13
3	82	90	8
4	81.5	89	7.5
5	83	88.5	5.5
6	80.5	88	7.5
7	74.5	85	10.5
8	84	88.5	4.5
9	68.5	80	11.5
10	69.5	76	6.5
11	74.5	80	5.5
12	83.5	86.5	3
13	73	85.5	12.5
14	72	81	9
15	80.5	85.5	5
16	64	77.5	13.5
17	68	80.5	12.5
18	74.5	83.5	9
19	69	80	11
20	64	80.5	16.5
21	81.5	88	6.5
22	60	83	23
23	74	85.5	11.5
24	66	84	18
25	66	80	14
26	82	86.5	4.5
27	65	78	13
28	67.5	80	12.5
29	71.5	78	6.5
30	71.5	79.5	8
31	84.5	88	3.5
32	67.5	76	8.5
33	77	87.5	10.5
34	83.5	89	5.5
total	2501	2839.5	338.5
mean	73.559	83.515	9.956

From the table IV.2, the writer found that the total score of pre test in experimental group was 2501 while the highest was 84.5 and the lowest was 60 and the total score of post- test in experimental group was 2839.5 while the highest was 90 and the lowest was 76. It means that the students have significant increasing of their writing ability for recount text, it is proved by the total score and the score of frequency from pretest and post test which is signcountificantly different, and it can be seen as below:

**Table IV.3**  
**The Frequency Score of Pre test and Post Test of Experimental Class**

Score of pre-test	frequency	Percentage (%)	Score of post-test	frequency	Percentage (%)
60			60	0	
65			65	0	
70			70	0	
75			75		
80			80		
85			85		
90			90		
	N=34	100%		N=34	100%

Based on the table above, it can be seen that in pretest there were 6 students who got score 40 (30%), 6 students got score 45 (30%), 3 students got score 50 (15%), 2 students got score 55 (10%), 1students got score 60 (5%). The highest frequency was 6 at the score of 40 and 45. The total frequency was 20. While in posttest there were none student got score 40 (0%), none of the students got score 45 (0%), none of the students who got score 50 (0%), 2 students got score 55 (10%), 29 students got score 60 (10%), 8 students got score 65 (40%), 2

student got score 70 (10%), 6 students got score 75 (30%), and none of the student got score 80 (0%). The highest frequency was 8 at the score of 65. The total frequency was 34.

**Table IV.4**  
**The Mean and Standard Deviation of Pre-test and Post-test of Experimental Class**

	Mean	Std. Dev
Pre-Test	73.559	4.754
Post-Test	83.647	10.595

From the table above, the distance between Mean (Mx) and Standard Deviation ( $\delta$ ) is too far. In other words, the scores obtained are normal.

The following table is table of experiment class pretest and posttest scores on all aspects of writing.

### 1) Experiment Class Score on Content of Writing

**Table IV.5**  
**The Distribution of Frequency Score of Pre Test and Post Test on Content of Writing in Experimental Class**

Numbers	Score Range	Criteria	Pre test		Post test	
			F	P (%)	F	P (%)
1	27 – 30	Excellent to Very Good	-	-	-	-
2	22 – 26	Good to average	9	2.61%	27	79.41%
3	17 – 21	Fair to poor	24	70.58%	7	20.88%
4	13 – 16	Very poor	1	2.941%	-	-
Total score			N=34	100%	N=34	100%

Based on the table above, it can be seen in pretest for content of writing that there was 1 student who got score Very poor, 24 of the students got score fair

to poor, 9 of the students got score good to average and none students were excellent to very good. While in posttest for content of writing that there was no student who got score very poor, 7 of the students got score fair to poor, 27 of the students got score good to average, none students got score excellent to very good. The highest frequency of pretest on content was 24 at the score of fair to poor and the highest frequency of posttest on content was 27 the score of good average. The total frequency was 34.

## 2) Experiment Class Score on Organization of Writing

**Table IV.6**  
**The Distribution of Frequency Score of Pre Test and Post Test on Organization of Writing in Experimental Class**

Numbers	Score Range	Criteria	Pre test		Post test	
			F	P (%)	F	P (%)
1	18 – 20	Excellent to Very Good	10	29.41%	28	82.35%
2	14 – 17	Good to average	24	70.58%	6	17.64%
3	10 – 13	Fair to poor	-	-	-	-
4	7 – 9	Very poor	-	-	-	-
Total score			N=34	100%	N=34	100%

Based on the table above, it can be seen in pretest for organization of writing that there was no students got score very poor, none of the students got score fair to poor, 24 of the student got score good to average and 10 student got score excellent to very good. While in posttest for organization of writing that there was no student who got score very poor, none of the students got score fair to poor, 6 of the students got score good to average and 28 students got score excellent to very good. The highest frequency of pretest on organization was 24 at

the score of good to average and the highest frequency of posttest on organization was 28 at the score of excellent to very good. The total frequency was 34.

### 3) Experiment Class Score on Vocabulary of Writing

**Table IV.7**  
**The Distribution of Frequency Score of Pre Test and Post Test on Vocabulary of Writing in Experimental Class**

Numbers	Score Range	Criteria	Pre test		Post test	
			F	P (%)	F	P (%)
1	18 – 20	Excellent to Very Good	10	29.41%	30	88.23%
2	14 – 17	Good to average	23	67.64%	4	11.76%
3	10 – 13	Fair to poor	1	2.94%	-	-
4	7 – 9	Very poor	-	-	-	-
Total score			N=34	100%	N=34	100%

Based on the table above, it can be seen in pretest for vocabulary of writing that there was no student who got score very poor, 1 of the student got score fair to poor, 23 of the students got score good to average and 10 students got score excellent to very good. While in posttest for vocabulary of writing that there was no student who got score fair to poor, 4 of the students got score good to average and 30 students got score excellent to very good. The highest frequency of pretest on vocabulary was 32 at the score of good to average and the highest frequency of posttest on vocabulary was 30 at the score of excellent to very good. The total frequency was 34.

#### 4) Experiment Class Score on Language Use of Writing

**Table IV.8**  
**The Distribution of Frequency Score of Pre Test and Post Test on Language Use of Writing in Experimental Class**

Numbers	Score Range	Criteria	Pre test		Post test	
			F	P (%)	F	P (%)
1	22 – 25	Excellent to Very Good	-	-	4	11.76%
2	18 – 21	Good to average	22	64.70%	30	88.23%
3	11 – 17	Fair to poor	12	35.29%	-	-
4	5 – 10	Very poor	-	-	-	-
Total score			N=34	100%	N=34	100%

Based on the table above, it can be seen in pretest for language use of writing that there was no student got score very poor, 12 of the students got score fair to poor, 22 of the students got score good to average and none students excellent to very good. While in posttest for language use of writing that there was no student who got score very poor, none of the students got score fair to poor, 30 of the students got score between good to average, 4 students got score excellent to very good. The highest frequency of pretest on language use was 22 at the score of good to average and the highest frequency of posttest on language use was 30 at the score of good to average. The total frequency was 34.

### 5) Experiment Class Score on Mechanics of Writing

**Table IV.9**  
**The Distribution of Frequency Score of Pre Test and Post Test on**  
**Mechanics of Writing in Experimental Class**

Numbers	Score Range	Criteria	Pre test		Post test	
			F	P (%)	F	P (%)
1	5	Excellent to Very Good	-	-	-	-
2	4	Good to average	14	41.17%	22	64.70%
3	3	Fair to poor	16	47.05%	12	35.29%
4	2	Very poor	4	11.76%	-	-
Total score			N=34	100%	N=34	100%

Based on the table above, it can be seen in pretest for mechanics of writing that there were 4 students who got score very poor, 16 of the students got score fair to poor, 14 students got score good to average, none of the student got score excellent to very good. While in posttest for mechanics of writing that there was no student who got score very poor, 12 of the student got score fair to poor, 22 of the students got score good to average, none of students got score excellent to very good. The highest frequency of pretest on mechanics was 16 at the score fair to poor and the highest frequency of posttest on mechanics were 22 at the score of good to average. The total frequency was 34.

**b. Students' Writing Ability for Recount Text by Using EGRA Technique**

The data of students' writing ability in recount text taught by using EGRA technique were also taken from pre-test and post-test of XI IPA 1 and 2 as control class taken from the sample of this class (34 students). The data can be seen from the table below.

**Table IV.10**  
**The Score of the Students' Writing Ability for Recount Text**  
**By Using Conventional Technique**

Student	Control Class		Gain Score
	Pretest Score	Posttes Score	
1	70	76	6
2	67	68.5	1.5
3	69	74	5
4	66	68.5	2.5
5	71	73	2
6	65	70	5
7	73.5	75	1.5
8	67	70	3
9	57	67	10
10	67	70	3
11	64.5	65	0.5
12	68	70	2
13	63.5	66	2.5
14	66	70	4
15	55.5	60.5	5
16	62.5	66.5	4
17	58	63	5
18	64	70	6
19	59	65	6
20	53	59	6
21	57	68	11
22	63	67	4
23	60	63	3
24	60	65	5
25	70	72	2
26	71	75	4
27	66	69.5	3.5
28	65	72	7
29	56	60	4
30	57	62	5
31	56	62	6
32	58.5	62	3.5
33	56	60	4
34	61	66	5
Total	2143	2290.5	147.5
Mean	63.029	67.368	4.338

From the table IV.10, the writer found that the total score of pre test in control class was 2143 while the highest was 73.5 and the lowest was 53, and the total score of post- test in control class was 2290 while the highest was 76 and the lowest was 59. It means that the students have increasing of their writing ability in recount text, and it is not as experimental class. Besides, the mean of pre test and post test of control class and experimental class also have a big different. The frequency score and the mean of pre test and post test of control class can be seen below:

**Table IV.11**  
**The Mean and Standard Deviation of Pre-test and Post-test of Control Class**

	Mean	Std. Dev
Pre-Test	63.029	9.088
Post-Test	67.368	4.955

From the table above, the distance between Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) is too far. In other words, the scores obtained are normal.

The following table is table of control class pretest and posttest score on all aspects of writing:

### 1) Control Class Score on Content of Writing

**Table IV.12**  
**The Distribution of Frequency Score of Pre Test and Post Test on Content of Writing in Control Class**

Numbers	Score Range	Criteria	Pre test		Post test	
			F	P (%)	F	P (%)
1	27 – 30	Excellent to Very Good	-	-	-	-
2	22 – 26	Good to average	1	2.94%	3	8.82%
3	17 – 21	Fair to poor	13	38.23%	31	91.17%
4	13 – 16	Very poor	20	58.82%	-	-
Total score			N=34	100%	N=34	100%

Based on the table above, it can be seen in pretest for content of writing that there were 20 students who got score very poor, 13 students got score fair to poor, 1 student got score good to average and none excellent to very good, While in posttest for content of writing that there were 1 student who got score between very poor, 31 students got score fair to poor, 3 students got score good to average, none of the student got score excellent to very good. The highest frequency of pretest on content was 20 at the score of very poor and the highest frequency of posttest on content was 31 at the score of fair to poor. The total frequency was 34.

## 2) Control Class Score on Organization of Writing

**Table IV.13**  
**The Distribution of Frequency Score of Pre Test and Post Test on**  
**Organization of Writing in Control Class**

Numbers	Score Range	Criteria	Pre test		Post test	
			F	P (%)	F	P (%)
1	18 – 20	Excellent to Very Good	1	2.94%	6	17.64%
2	14 – 17	Good to average	25	73.52%	24	70.58%
3	10 – 13	Fair to poor	8	23.52%	4	11.76%
4	7 – 9	Very poor	-	-	-	-
Total score			N=34	100%	N=34	100%

Based on the table above, it can be seen in pretest for organization of writing that there was no student who got score between very poor, 8 of the students got score between fair to poor, 25 of the students got score good to average and 1 student got score excellent to very good. While in posttest for organization of writing that there was no student who got score very poor, 4 of the students got score fair to poor, 24 students got score good to average and 6 students got score excellent to very good. The highest frequency of pretest on organization was 25 at the score of good to average and the highest frequency of posttest on organization was 24 at the score of good to average. The total frequency was 34.

### 3) Control Class Score on Vocabulary of Writing

**Table IV.14**  
**The Distribution of Frequency Score of Pre Test and Post Test on**  
**Vocabulary of Writing in Control Class**

Numbers	Score Range	Criteria	Pre test		Post test	
			F	P (%)	F	P (%)
1	18 – 20	Excellent to Very Good	3	8.82%	5	14.70%
2	14 – 17	Good to average	21	61.76%	26	76.47%
3	10 – 13	Fair to poor	10	29.41%	3	8.82%
4	7 – 9	Very poor	-	-	-	-
Total score			N=34	100%	N=34	100%

Based on the table above, it can be seen in pretest for vocabulary of writing that there was no student who got score very poor, 10 of the students got score between fair to poor, 21 of the student got score good to average and 3 students got score excellent to very good. While in posttest for vocabulary of writing that there was no students got score very poor, 3 students got score fair to poor, 26 of the students got score good to average and 5 students got score excellent to very good. The highest frequency of pretest on vocabulary was 21 at the score of good to average and the highest frequency of posttest on vocabulary was 26 at the score of good to average. The total frequency was 34.

#### 4) Control Class Score on Language Use of Writing

**Table IV.15**  
**The Distribution of Frequency Score of Pre Test and Post Test on Language Use of Writing in Control Class**

Numbers	Score Range	Criteria	Pre test		Post test	
			F	P (%)	F	P (%)
1	22 – 25	Excellent to Very Good	-	-	-	-
2	18 – 21	Good to average	-	-	2	5.88%
3	11 – 17	Fair to poor	34	100%	32	94.11%
4	5 – 10	Very poor	-	-	-	-
Total score			N=34	100%	N=34	100%

Based on the table above, it can be seen in pretest for language use of writing that there was no students who got score very poor, 34 of the students got score fair to poor, none of the students got score good to average and none of students got score excellent to very good. While in posttest for language use of writing that there was no student who got score very poor, 32 of the students got score fair to poor, 2 of the student got score good to average and 34 students got score excellent to very good. The highest frequency of pretest on language use was 34 at the score of fair to poor. While the highest frequency of posttest on language use was 32 at the score of fair to poor. The total frequency was 34.

### 5) Control Class Score on Mechanics of Writing

**Table IV.16**  
**The Distribution of Frequency Score of Pre Test and Post Test on**  
**Mechanics of Writing in Control Class**

Numbers	Score Range	Criteria	Pre test		Post test	
			F	P (%)	F	P (%)
1	5	Excellent to Very Good	-	-	-	-
2	4	Good to average	17	-	20	58.82%
3	3	Fair to poor	17	50%	13	38.23%
4	2	Very poor	-	50%	1	5.88%
Total score			N=34	100%	N=34	100%

Based on the table above, it can be seen in pretest for mechanics of writing that there were none of students who got score very poor, 17 of the students got score fair to poor, 17 of the students got score good to average and none of students got score excellent to very good. While in posttest for mechanics of writing that there was 1 students who got score very poor, 13 student got score fair to poor, 20 of the students got score good to average and none of students got score excellent to very good. The highest frequency of pretest on mechanics was 17 at the score fair to poor and the highest frequency of posttest on mechanics was 20 at the score of good to average. The total frequency was 34.

### 3. The Data Presentation of Using EGRA technique toward recount text writing ability

The following table is the description of pre-test and post-test of experimental class and control class.

**Table IV.17**  
**Students' Pre-Test and Post-Test of Experiment and Control Class**

No	Experiment Class		Gain	Control Class		Gain
	Pretest Score	Posttes Score		Pretest Score	Posttes Score	
1	66	87	21	70	76	6
2	71	84	13	67	68.5	1.5
3	82	90	8	69	74	5
4	81.5	89	7.5	66	68.5	2.5
5	83	88.5	5.5	71	73	2
6	80.5	88	7.5	65	70	5
7	74.5	85	10.5	73.5	75	1.5
8	84	88.5	4.5	67	70	3
9	68.5	80	11.5	57	67	10
10	69.5	76	6.5	67	70	3
11	74.5	80	5.5	64.5	65	0.5
12	83.5	86.5	3	68	70	2
13	73	85.5	12.5	63.5	66	2.5
14	72	81	9	66	70	4
15	80.5	85.5	5	55.5	60.5	5
16	64	77.5	13.5	62.5	66.5	4
17	68	80.5	12.5	58	63	5
18	74.5	83.5	9	64	70	6
19	69	80	11	59	65	6
20	64	80.5	16.5	53	59	6
21	81.5	88	6.5	57	68	11
22	60	83	23	63	67	4
23	74	85.5	11.5	60	63	3
24	66	84	18	60	65	5
25	66	80	14	70	72	2
26	82	86.5	4.5	71	75	4
27	65	78	13	66	69.5	3.5
28	67.5	80	12.5	65	72	7
29	71.5	78	6.5	56	60	4
30	71.5	79.5	8	57	62	5
31	84.5	88	3.5	56	62	6
32	67.5	76	8.5	58.5	62	3.5
33	77	87.5	10.5	56	60	4
34	83.5	89	5.5	61	66	5
Total	2501	2839.5	338.5	2143	2290.5	147.5
Mean	73.559	83.515	9.956	63.029	67.368	4.338

From the table above, it can be seen that there is actually significant different between pre-test and post-test in experiment class and pre-test and post-test in control class. It is also can be seen from the difference of the gain in the experimental class and control class. To make it clear, it will be analyzed in the data analysis below.

## **D. The Data Analysis**

### **1. The Data Analysis of Using EGRA Technique**

The data analysis of using EGRA technique was based on the percentage of the observation list. The writer had fully implemented the EGRA technique to the second year students of SMAN 4 Pekanbaru. It can be seen from the total percentage of using EGRA technique.

### **2. The Data Analysis of Students' Writing Ability in Recount Text**

#### **a. Writing Ability in Recount Text with EGRA Technique**

The data of students' pre test and post test score were obtained from the result of their writing recount text. The data can be described as follows:

#### **b. Significant Difference on Students' writing Ability in Recount Text between those who use EGRA Technique and Those who do not**

To determine whether there is or not a significant difference from two techniques, writer used T-test formula to analyze the difference of means. The T-test formula is as follows:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where:

$t_o$  : The value of t-obtained

$M_x$  : Mean score of experiment class

$M_y$  : Mean score of control class

$SD_x$  : Standard deviation of experiment class

$SD_y$  : Standard deviation of control class

N : Number of Student

The following table is table of students, writing ability in recount text in experiment and control class.

**Table IV. 18**  
**PERCENTAGE OF PRETEST TO POSTTEST STUDENTS' WRITING ABILITY IN**  
**RECOUNT TEXT**

NO	Experiment Class		Range	P(%)	Control Class		Range	P(%)
	Pretest Score	Posttes Score			Pretest Score	Posttes Score		
1	66	87	21	31.82	70	76	6	8.57
2	71	84	13	18.31	67	68.5	1.5	2.24
3	82	90	8	9.76	69	76.5	5	7.25
4	81.5	89	7.5	9.20	66	68.5	2.5	3.79
5	83	88.5	5.5	6.63	71	73	2	2.82
6	80.5	88	7.5	9.32	65	71	5	7.69
7	74.5	85	10.5	14.09	73.5	75	1.5	2.04
8	84	88.5	4.5	5.36	67	70.5	3	4.48
9	68.5	80	11.5	16.79	57.5	67.5	10	17.39
10	69.5	76	6.5	9.35	67	70	3	4.48
11	74.5	80	5.5	7.38	64.5	65.5	0.5	0.78
12	83.5	86.5	3	3.59	68	70	2	2.94
13	73	85.5	12.5	17.12	63.5	66	2.5	3.94
14	72	81	9	12.50	66	70	4	6.06
15	80.5	85.5	5	6.21	55.5	60.5	5	9.01
16	64	77.5	13.5	21.09	62.5	66.5	4	6.40
17	68	80.5	12.5	18.38	58	63.5	5	8.62
18	74.5	83.5	9	12.08	64	70	6	9.38
19	69	80	11	15.94	59	66	6	10.17
20	64	80.5	16.5	25.78	53	59.5	6	11.32
21	81.5	88	6.5	7.98	57	68	11	19.30
22	60	83	23	38.33	63	67	4	6.35
23	74	85.5	11.5	15.54	60	63	3	5.00
24	66	84	18	27.27	60	65	5	8.33
25	66	80	14	21.21	70.5	75	2	2.84
26	82	86.5	4.5	5.49	71	75.5	4	5.63
27	65	78	13	20.00	66	69.5	3.5	5.30
28	67.5	80	12.5	18.52	65	72	7	10.77
29	71.5	78	6.5	9.09	56	60	4	7.14
30	71.5	79.5	8	11.19	57	63	5	8.77
31	84.5	88	3.5	4.14	56	62	6	10.71
32	67.5	76	8.5	12.59	58.5	62	3.5	5.98
33	77	87.5	10.5	13.64	56	60	4	7.14
34	83.5	89	5.5	6.59	61	66	5	8.20
Total	2501	2839.5	338.5	482.29	2144	2302	147.5	240.83
Mean	73.559	83.515	9.956	14.18	63.059	67.706	4.338	7.08

From the calculation above, it is clear that the students, ability in writing recount text of experiment class is higher than the ability in writing recount text of control class. It is shown by the calculation of mean of range  $9.956 >$  (bigger than)  $4.338$  and by mean percentage of  $14.18 >$  (bigger than)  $7.08$

The following table is table of mean and standard deviation of range score of experiment class and control class.

**Table VI.19**  
**MEAN AND STANDARD DEVIATION OF SCORE FOR EXPERIMENTAL**  
**CLASS AND CONTROL CLASS**

Student	Score		X (X-MX)	Y (Y-MY)	X <sup>2</sup>	Y <sup>2</sup>
	X	Y				
1	21	6	11.044	1.662	121.973	2.761
2	13	1.5	13.000	1.500	169.000	2.250
3	8	5	8.000	5.000	64.000	25.000
4	7.5	2.5	7.500	2.500	56.250	6.250
5	5.5	2	5.500	2.000	30.250	4.000
6	7.5	5	7.500	5.000	56.250	25.000
7	10.5	1.5	10.500	1.500	110.250	2.250
8	4.5	3	4.500	3.000	20.250	9.000
9	11.5	10	11.500	10.000	132.250	100.000
10	6.5	3	6.500	3.000	42.250	9.000
11	5.5	0.5	5.500	0.500	30.250	0.250
12	3	2	3.000	2.000	9.000	4.000
13	12.5	2.5	12.500	2.500	156.250	6.250
14	9	4	9.000	4.000	81.000	16.000
15	5	5	5.000	5.000	25.000	25.000
16	13.5	4	13.500	4.000	182.250	16.000
17	12.5	5	12.500	5.000	156.250	25.000
18	9	6	9.000	6.000	81.000	36.000
19	11	6	11.000	6.000	121.000	36.000
20	16.5	6	16.500	6.000	272.250	36.000
21	6.5	11	6.500	11.000	42.250	121.000
22	23	4	23.000	4.000	529.000	16.000
23	11.5	3	11.500	3.000	132.250	9.000
24	18	5	18.000	5.000	324.000	25.000
25	14	2	14.000	2.000	196.000	4.000
26	4.5	4	4.500	4.000	20.250	16.000
27	13	3.5	13.000	3.500	169.000	12.250
28	12.5	7	12.500	7.000	156.250	49.000
29	6.5	4	6.500	4.000	42.250	16.000
30	8	5	8.000	5.000	64.000	25.000
31	3.5	6	3.500	6.000	12.250	36.000
32	8.5	3.5	8.500	3.500	72.250	12.250
33	10.5	4	10.500	4.000	110.250	16.000
34	5.5	5	5.500	5.000	30.250	25.000
<b>Total</b>	<b>338.5</b>	<b>147.5</b>	<b>328.544</b>	<b>143.162</b>	<b>3817.223</b>	<b>768.511</b>
<b>Mean</b>	<b>9.956</b>	<b>4.338</b>	<b>9.663</b>	<b>4.211</b>	<b>112.271</b>	<b>22.603</b>

While the result of the standard deviation of post writing recount text for each class as follows:

- a. Standard deviation for range score of experiment class

$$SD_x = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{3817.223}{34}} = \sqrt{112.271} = 10.595$$

- b. Standard deviation for control class

$$SD_y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{768.511}{34}} = \sqrt{22.603} = 4.754$$

From the calculation above, it can be stated that:

$$SD_x = 10.595$$

$$SD_y = 4.754$$

$$M_x = 9.956$$

$$M_y = 4.338$$

$$t_0 = \frac{M_x - M_y}{\sqrt{\left[\frac{SD_x}{\sqrt{N-1}}\right]^2 + \left[\frac{SD_y}{\sqrt{N-1}}\right]^2}} = \frac{9.956 - 4.338}{\sqrt{\left[\frac{10.595}{\sqrt{34-1}}\right]^2 + \left[\frac{4.754}{\sqrt{34-1}}\right]^2}}$$

$$t_0 = \frac{5.618}{\sqrt{\left[\frac{10.595}{\sqrt{33}}\right]^2 + \left[\frac{4.754}{\sqrt{33}}\right]^2}} = \frac{5.618}{\sqrt{\left[\frac{10.595}{5.74}\right]^2 + \left[\frac{4.754}{5.74}\right]^2}}$$

$$t_0 = \frac{5.618}{\sqrt{[1.845]^2 + [0.828]^2}} = \frac{5.618}{\sqrt{3.404 + 0.685}}$$

$$t_0 = \frac{5.618}{\sqrt{4.089}} = \frac{5.618}{2.022}$$

$$t_0 = 2.78$$

Based on the calculation above, it is clear that the obtained  $t_0$  is 2.78. To know whether or not there is significant difference of ability in writing recount text between students taught by using EGRA technique and those who are taught by using drafting technique, we need to obtain the degree of freedom by following way:

$$\begin{aligned} df &= (N1 + N2) - 2 \\ &= (34 + 34) - 2 \\ &= 68 - 2 \\ &= 66 \end{aligned}$$

After getting the degree of freedom above, it can be said that the degree of freedom is 66. Because the degree of 66 is not available, the writer took 70 as the nearest score to 66. The T-table at 5% level of significance = 2.00 and at 1% level of significance = 2.65. So, the writer can concluded that  $t_0$  is higher than t-table both in 5% and 1% level of significance. And it can be concluded  $2.00 < 2.78 > 2.65$ . Therefore the first hypothesis ( $H_a$ ) that postulates significant difference of ability in writing recount text between students who are taught by using EGRA technique and those who are taught by using drafting technique is accepted automatically that the second hypothesis ( $H_0$ ) is rejected.



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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. The Conclusion

In this research, there are three conclusions based on the object of the research:

1. The first, students' ability in writing recount text taught by using EGRA technique at the second year students of SMAN 4 Pekanbaru is categorized into very good level (83.515).
2. The second, students' ability in writing recount text taught by using drafting technique at the second year students of SMAN 4 Pekanbaru is categorized into enough (67.706).
3. The third, based on the analysis of T-test formula. It can be seen  $t_{obs}$  2.78; it shows that there is a significant difference between writing ability in recount text for those students who were taught by using EGRA technique and those who were taught by using drafting technique. This is proven by the finding t-test (2.78) which is greater than t-table at 5% degree of significance (2.00), while in the level significance 1% is (2.65). So, the writer found that  $2.00 < 2.78 > 2.65$ . So, it can be analyzed that  $t_{obs}$  is higher than t-table in either 5% or 1%. It can be said that  $H_0$  is rejected and  $H_a$  is accepted. It shows that using EGRA technique has positive effect toward students' writing ability in recount text.

## **B. Suggestion**

After conducting a research at SMAN 4 Pekanbaru, the writer would like to propose some suggestion to make teaching and learning process at this school better than before. This suggestion is as follows:

1. Writer recommended to the English teachers to use EGRA technique in teaching and learning process.
2. The teacher should build a favorable atmosphere at times of teaching-learning process conducted because the conducive condition in teaching would become one asset to carry the success of material to be taught.
3. Writer also hopes the students of SMAN 4 Pekanbaru to use various technique in doing their writing exercise or task, especially for EGRA technique because using it can help them to break their block minded in writing.

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