DOES EXPERIENCE, GENERALIZATION, REINFORCEMENT, AND APPLICATION (EGRA) EFFECTIVE IN COMPREHENDING RECOUNT TEXT?

Sholihatul Hamidah Daulay[1], Yani Lubis[2],
Reflina[3], Aula Adnin Ritonga[4]

[1,2,3,4,)] Universitas Islam Negeri Sumatera Utara
sholihatulhamidah@uinsu.ac.id, yanilubis@uinsu.ac.id, benni.ichsanda@uinsu.ac.id,
reflina@uinsu.ac.id, aula.adnin@uinsu.ac.id

Abstract

The purpose of this study was to learn about the EGRA approach and how it affects students' capacity to grasp recount material in tenth grade. The study was a quantitative study using a quasi-experimental design that used a one-group pre-post test design. As the research sample, there was just one class with 31 pupils.The data was collected based on the students' pre- and post-test scores, and the data was calculated using SPSS 17.0 to assess data normality, homogeneity, and the hypothesis test. The Sig (2 tailed) of the pre-post test was less than the minimum value of significant (.000 0.05), or the tcount of the pre-post test was more than the ttable (11.4 > 2.04 with df 30 and sig. value 0.025) according to the SPSS computation.

Keywords: *EGRA technique, recount text, comprehending*

I. Introduction

Listening, speaking, reading, and writing are the four competencies that kids must gain during the school learning process for English language acquisition. Aside from the three skills described above, writing is a vital skill to master since it acts as a means of communication. According to Nunan (2003), writing is the mental process of forming ideas, selecting how to transmit them, and arranging them into statements and paragraphs that are intelligible to a reader. Simply said, writing is the activity of arranging symbols to communicate thoughts and ideas in written form. To accomplish this purpose, a writer needs pay attention to the text's basic structure, grammar, punctuation, linguistic features, and other criteria during the writing process. In short, a writer must comprehend the genre of the works in issue.

According to the 2013 Curriculum, high school students will be taught a variety of text genres including recount text, descriptive text, narrative text, and process writing (English Syllabus 2013 Curriculum). As a result, depending on the curriculum, students are required to grasp the aim, general organization, and linguistic features of spoken and vocal texts. As a result, pupils must be proficient in the creation of texts.

In contrast to the expectations in the 2013 Curriculum, the writer noticed that majority of the students still lacked writing competency, notably in recount text, based on experience in completing teaching practice (PPL III) and also after questioning the teacher. Internal and

external pressures both contributed to the students' continuing failure to grasp remember content. The following were the internal causes: First and foremost, many of them despised studying English. As a result, the students were uninterested in learning and creating recall material. As a result, they are unable to generate ideas for writing, lack ideas for developing paragraphs, have a limited vocabulary, and are unaware of the text's generic structure, linguistic elements, conjunctions, and tenses. All of these factors will make individuals hesitant to begin writing. Second, students felt unmotivated since the contents were irrelevant to their requirements. The importance of writing a recount text was lost on the students. The teacher's approach of teaching English, particularly the recall text, was an external factor. The teacher continued in the normal fashion, stressing the teacher's activity (teacher-centered). In order to spark the students' attention, the teacher seldom use a range of instructional strategies. As a result, pupils think that learning English, particularly reading text, is a terrible experience, and it is possible that they do not learn when the teacher is teaching them.

When a teacher teaches, it does not ensure that the pupils will learn in the learning process (Chatib, 2012). As a result, a competent teaching approach defines and influences learning accomplishment. The better the technique used, the greater the learning achievements. The teacher has various strategies at his or her disposal, one of which is the EGRA technique. EGRA is an acronym that stands for experience, generalization, reinforcement, and application. The EGRA approach focuses on the students' activeness rather than the teacher's activeness in the learning process. This strategy will draw the students' attention and unconsciously shift their perception that writing recount text is a daunting topic to learn. The EGRA approach is intended to involve students' roles in learning the lecture. It is advantageous to ensure that pupils actually learn since they contribute by exerting some effort throughout the learning activity in order to obtain information.

II. Research Method

The research was a quantitative study using a quasi-experimental design that used a one-group pre-post test design. The collected data was subjected to quantitative analysis. The research population consisted of MAS Madinatussalam tenth-grade students in the school year 2020/2021. The sample in this study consisted of 31 tenth-grade students. According to Arikunto (2002), if the population is fewer than 100 respondents, all of them will be collected, and the research will be population research. If the population is more than 100 respondents, a sample of 10%, 15%, 25%, or more can be taken.

A written test was used as the study instrument during the data collection phase. The writer employed a pre-test and a post-test as the written test in this study. The purpose

of the pre-test was to determine the pupils' writing abilities before the therapy was administered. The post-test, on the other hand, was provided to see whether the EGRA approach had a substantial influence on the students' ability to interpret the material. In terms of scoring, it would be used to determine the students' comprehension of the recount text. Each of the examinations consisted of 25 questions (pre and post-test). In this study, the score for each exam was derived by dividing the right answer by the total number of questions and multiplied by 100.

The writer gathered data by administering a pre-test, a treatment, and a post-test to investigate the influence of the EGRA approach on students' ability to grasp recount material. Meanwhile, providing therapy was a beneficial action in obtaining a substantial difference between the kids' pre-post test results. In addition, the researcher used interviews and documents. The interview was used to learn about the students' reactions to the therapy, and documentation was used to collect data and keep it as study proof. As a result, the researcher employs three data-gathering instruments.

III. Finding and Discussion

The following statistics are from MAS Madinatussalam tenth grade students, who served as the research sample. The data was gathered based on the multiple choice questions in the before and after tests. This information will also be utilized to evaluate the efficacy of the EGRA method for teaching recount text.

Table 1. Pre test result

Students	Pre-test	KKM 75
AO	72	Unsuccessful
AA	68	Unsuccessful
AL	64	Unsuccessful
AH	44	Unsuccessful
AV	48	Unsuccessful
AS	32	Unsuccessful
AA	80	Successful
BS	60	Unsuccessful
CM	76	Successful
DP	48	Unsuccessful
FN	44	Unsuccessful
HP	56	Unsuccessful
LA	52	Unsuccessful
MH	28	Unsuccessful
MJ	68	Unsuccessful
MM	20	Unsuccessful
MR	64	Unsuccessful
ND	64	Unsuccessful
NF	72	Unsuccessful
NC	52	Unsuccessful

NN	56	Unsuccessful
NJ	60	Unsuccessful
PP	68	Unsuccessful
QJ	40	Unsuccessful
RD	36	Unsuccessful
RK	64	Unsuccessful
RA	76	Successful
RS	64	Unsuccessful
SF	44	Unsuccessful
WR	56	Unsuccessful
YS	**76**	Successful
Total Score	**1.752**	
Mean	**56, 51**	

According to the pre-test statistics, 87.1% of the 31 students failed, indicating that the students' grasp of the recount text was very poor. Only four of the thirty-one pupils could pass the KKM (75).

Based on the percentage rate of the overall score, which is 56,51, it can be stated that all of the pupils lacked comprehension of the recount text (under the KKM).

Table 2. Post test result

Students	Pre-test	KKM 75
AO	84	Successful
AA	80	Successful
AL	76	Successful
AH	76	Successful
AV	84	Successful
AS	76	Successful
AA	80	Successful
BS	92	Successful
CM	92	Successful
DP	76	Successful
FN	72	Unsuccessful
HP	76	Successful
LA	80	Successful
MH	76	Successful
MJ	72	Unsuccessful
MR	68	Unsuccessful
ND	84	Successful
NF	80	Successful
NC	88	Successful
NN	88	Successful
NJ	84	Successful
PP	76	Successful
QJ	88	Successful
RD	68	Unsuccessful
RK	64	Unsuccessful

RA	80	Successful	
RS	96	Successful	
SF	80	Successful	
WR	76	Successful	
YS	88	Successful	
YF	96	Successful	
Total Scores	**2.496**		
Mean	**80,51**		

Whereas the post-test data revealed that 26 of 31 students passed the KKM, this equates to 83.8% of the total pupils. According to the rate % of the overall score, all of the pupils understood the recount text. According to the statistics, the percentage rate in the post-test was greater than the percentage rate in the pre-test. The overall score before therapy was 1.752, and after treatment, the score was 2.496, a gain of 744 points. The average score improved as well; before the therapy, the score was 56,51, and after the treatment, the score increased by 24,00 so the rate percentage was obtained 80,51. The researcher also looked into the t-test. The pre-test t-test resulted in t = 11.481 Sig. (2 tailed) = 0.000. The pre-test (M= 56, SD= 15.240) and post-test (M= 80.51, SD= 7.982) showed a substantial difference. The conclusions of the study were given in the form of a table, as follows:

Table 3. Paired Sample Test

Paired Samples Test							
		Paired Differences			T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
Class X	Pre Test - Post Test	56.5161 80.5161	15.24002 7.98278	2.73719 1.43375	-11.481	30	.000

The table above displays information on the t-value, which is 11.481 with a Sig. (2-tailed) of 0.000. The t-value is then compared to the t-table to determine if the EGRA approach is helpful in increasing pupils' capacity to recall text or not. The t-table is based on the requirement that has been the standard in data analysis. The t-table indicates 2.042 with 30 as the degree of freedom (df) in the significance level of 0.05 or 0.025. The comparison revealed that t-value (11.481) > t-table (2.042), and the Sig (2-tailed) was 0.000 0.05. It implies that the EGRA approach was effective in improving the pupils' capacity to recall material.

Some conclusions may be drawn from the data shown above. First, there was a considerable effect of using the EGRA approach as the technique in teaching recount literature to tenth grade students. Second, based on the paired sample t-test table, it was discovered that the value of Sig (2 tailed) was.000 0.05, and the t-value (11.481) > t-table (2.042). So, how was refused, whereas Ha was accepted. As a consequence, it is possible to conclude that there was a significant difference in the rate percentage between the pre-test and post-test results. It indicates that applying the EGRA approach had an influence on the tenth-grade students' scores. Third, the use of the EGRA approach was an attempt to improve the students' grasp of the recount text. The instructor must improve her teaching style so that the pupils are interested and do not become bored while learning. It would be much simpler if the teacher employed a teaching approach that inspired and empowered the pupils to engage, so that the students did not just absorb knowledge without exerting any effort.

IV. Conclusion

Some conclusions may be drawn from the data analysis and previous discussion, as follows: The adoption of the EGRA technique in the teaching process increased the ability of the tenth grade pupils to absorb the information. Based on the scores of 31 students' pre-post test results, there were some differences before and after treatment. First, only

This study found that adopting the EGRA approach had a substantial impact on students' ability to interpret recount material. Based on the debate above, the writers propose that the principle of YP. MAS Madinatussalam encourage and inspire teachers to employ and select diverse teaching techniques for their pupils. Facilitating the instructor by offering her literature on teaching techniques, allowing her to handle her own class on her own, and inviting her to a teaching seminar or training. Motivating when she successfully adopts a new teaching style, the instructor likes to commend her, and when she fails, she likes to encourage her. On the other side, the English teacher at MAS Madinatussalam should enhance her teaching abilities and try to employ the EGRA approach in her class to help pupils gain natural comprehension while also engaging their thinking process. Students will be more engaged in learning if they are involved in the process. The EGRA approach is a four-step technique in which the students are encouraged to engage at each level.

4 of 31 students (12.9%) passed the KKM, but after the therapy, it grew to 70.4%, thus there were 26 students out of 31 who passed the KKM, making it 83.3% of 31 students who passed the KKM. Second, statistical research revealed that the EGRA approach had a considerable influence on the capacity of tenth grade pupils to interpret the material. The Sig (2 tailed) of the pre-post test (.000) was

found to be less than the minimal level of significance (0.05). Furthermore, the ttest yielded the same result, with the ttest result (11,4) being greater than the ttable result (11,4). (2,04). In turn, it demonstrated that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected since the Sig (2 tailed) of the pre-post test was less than the threshold of significance (.000 0.05) and ttest was greater than ttable (11,4 > 2,04). Clearly, the EGRA approach has a considerable impact on the capacity of tenth grade pupils to grasp the material.

REFERENCES

Ali, Maulawi Sher. (2015). *The Holy Qur'an: Arabic Text and English Translation.* Islamabad: Islam International Publications Ltd.

Arikunto, Suharsimi. (2002). *Metodologi Penelitian.* Jakarta: Rineka Cipta.

……………………….. (2009). *Manajemen Penelitian,* Jakarta: Rineka Cipta.

……………………. (2013). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Azhar, Syaiful. (2015). *Analysis Generic Structure of Recount Text.* Salatiga: IAIN Salatiga.

Brown, H. Douglas. (1994). *Principles of Language Learning and Teaching.* Englewood Cliffs, NJ: Prentice Hall.

……………………. (2001). *Teaching by Principle.* Englewood Cliffs, N.J: Prentice Hall.

Chatib, Munib. (2012). *Sekolahnya Manusia.* Bandung: MMU.

Daulay, SH,. (2019). *Language and Society.* Medan: LPPPI.

Grasha. (1978). *Practical Application of Psychology.* London: Cambridge Winthrop Publisher, Inc.

Halliday, Michael Alexander Kirkwood. (2004). *An Introduction to Functional Grammar.* England: Arnold.

Harmer, Jeremy. (1991). *The Practice of English Language Teaching*. New York: Longman Group UK, L. td.

Indra Jaya., and Ardat. (2013). *Penerapan Statistik Untuk Pendidikan.* Bandung: Citapustaka Media Perintis.

Harmer, Jeremy. (2001). *English Language Teaching,* London: Longman.

……………….. (2004). *How to Teach Writing.* England: Longman.

Hyland, Ken. (2004). *Genre and Second Language Writing*. USA: The University of Michigan Press.

Javed, Muhammad., Juan, Wu Xio., and Nazli, Saima., (2013). A Study of Students' Assessment in Writing Skills of the English Language, Vol, 6. No. 2.

Klimova, Blanka. (2012). *The Importance of Writing*. Vol. 2. No. 1.

Krashen, Stephen D. (1987), *Principle and Practice in Second Language Acquisition.* London: Prentice-Hall UK, L.td.

Lestari, Puji. (2018), *The Use of Experience Generalization Reinforcement Application (EGRA) Technique to Improve Writing Skill of Recount Text in Eighth Grade Students of MTs N*

6 *Boyolali*. Medan: UIN Sumatera Utara.

Nasution, Wahyuni Seri. (2012). *The Use of Experience, Generalization, Reinforcement, and Application (EGRA) Technique Toward Recount Text Writing Ability at the Second Year Students of State Senior High School 4 Pekanbaru*. Medan: UIN Sumatera Utara.

Nunan, David. (2003). *Practical English Language Teaching*. Singapore: Mc.Graw-Hill Education.

Oxford Learner Pocket Dictionary. (2010). London: Oxford University Press.

Rudi Hartono. (2005). *Genres of Text*. Semarang: UNNES.

Rivers, Wilga M. (1968). *Teaching Foreign Language Skill*. New York: The University of Chicago Press.

Rizkia, Elok., and Surachni, Endang. 2014. *Metode EGRA (Exposure, Generalization, Reinforcement, Application) dalam Keterampilan Berbicara Siswa Kelas XI IPA 4 SMA Negeri 1 Krian*. Vol. 3. No. 2.

Sari, Muharfah. (2017). *The Implementation of EGRA Technique to Improve Students' Ability in Comprehending Recount Text at MTSN Hamparan Perak*. Medan: UIN Sumatera Utara.

Sugiyono. (2011). *Statistika Untuk Penelitian.* Bandung: ALFABETA.

Syahara, Fia Renny. (2012). *EGRA Technique.* UNS: Digilab.

Syaukani. (2018). Metodologi Penelitian Pendidikan. Medan: Perdana Publishing.

Wernon, Gerlach S. (1980). *Teaching and Media: A Systematic Approach*. London: Longman Group, L. td.

Zaenap, Siti. (2019). *The Use of EGRA Technique in Teaching Passive Voice in EFL Classroom.*Vol. 3. No. 1.