

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains several things related to the research to be conducted. The explanation of this research includes research background, research purpose, research question, research significance, research meaning, research limitations, and terminology chose from several words in the title of this research. Furthermore, the explanation of this research can be seen as follows.

A. Research Background

In learning, the language involves developing the ability to writing English in a way that aligns with the context, conditions and situations of our lives. To have proficiency, in English need to master all four language skills, including writing. Integrated English learning encompasses skills such as writing, grammar, speaking, listening, reading and critical thinking. A crucial aspect of this is being able to write texts in English. This skill allows students to communicate information and descriptions efficiently using the language. Descriptive texts serve as a means of communication both, in conversations and when expressing thoughts individually.

Writing is an activity that students do to produce their ideas about something in written form. There are several aspects that must be considered in writing such as grammar, mechanics, vocabulary, organization, and content. Writing is not as simple as it seems, it is not easy how to organize ideas in the form of writing, why writing is interesting. Because not everyone can write or

their ideas in the form of writing. With writing activities, students can express their ideas, thoughts, feelings, and opinions in the form of writing. In addition to the interest in writing, there are some difficulties that exist.

Based on the results of pre-observation conducted by the researcher, the English Teacher at SMAN 3 Sekadau Hilir said that the problems faced by students at SMAN 3 Sekadau Hilir, especially in grade ten that students find it difficult to learn English even to write words from the teacher, lack of vocabulary, still confused in grammar, then still confused to string sentences into a paragraph. So the problems faced by students have difficulty expressing ideas in the form of writing. Students are still lacking in mastery of grammar and pay less attention to word order and the factor of students' interest and enthusiasm in writing descriptive texts. Students lack motivation which means students feel writing is difficult and are afraid of making mistakes even though the teacher asks to write texts that have been studied. Those are the problems that can affect students' ability to write descriptive text based on the results of pre-observation activities.

In this research, the researcher decided to use a technique to help students in writing descriptive text, a technique called Exposure Generalization Reinforcement and Application (EGRA) technique. The EGRA technique stands for Exposure, Generalization, Reinforcement, and Application. EGRA is a technique for teaching structures communicatively. "The technique, developed for teachers in middle and high schools in Indonesia, relies on presentation, practice, and communication as the main learning methods. The

EGRA technique is one of the techniques that can be practiced or applied in English teaching. generates an overview of a subject, suggests specific topics, and generates related details. This technique will stimulate students' ideas, and can create good paragraphs in writing descriptive text with interesting and motivating learning techniques.

The results of this research not only benefit teachers, but also provide recommendations for the development of programs to improve the overall English proficiency of secondary school students. Overall, the research applied EGRA technique as a means of improving descriptive writing skills in English to address the educational problems and needs of students in the SMAN 3 Sekadau Hilir educational environment. This research provides the opportunity to explore innovative teaching methods that can contribute to students' language learning outcomes as well as their future academic and professional success.

Based on the research problem stated as “How student participation by using EGRA technique can improve the writing ability of tenth grade students at SMAN 3 Sekadau Hilir in English and How the use of EGRA technique can motivate tenth grade students of SMAN 3 Sekadau Hilir in writing English”, this class action research aims to improve the writing ability of students in tenth grade of SMAN 3 Sekadau Hilir. EGRA is one of the techniques to teach English in detail, from specific to general explanations. Therefore, teaching using the EGRA technique is expected to “Enhancing Writing Descriptive Text

Through The EGRA Technique Among Tenth Grade Students At Sman 3 Sekadau Hilir In The Academic Year 2023/2024".

B. Research Questions

Based on the background above, the research questions of this research are formulated as follows:

1. How can student participation using the EGRA technique improve the writing ability of tenth grade students at SMAN 3 Sekadau Hilir in English?
2. How can the use of EGRA technique motivate tenth grade students of SMAN 3 Sekadau Hilir in writing English?

C. Research Purposes

In line with the research question of this research, the purpose of this research is as follows:

1. To examine the participation of tenth grade students' descriptive text writing skills in English.
2. To find out the responses of tenth grade students regarding their motivation towards the application of EGRA technique in learning English writing.

D. Research Significance

In this research the Researcher emphasizes on how to Enhancing English Descriptive Text Writing Skills through the EGRA Technique By read this research, the Researcher hopes that it can be useful for the readers.

1. Theoretically

Theoretically, this research can be one of the valuable references, especially in the field of writing or for those who are interested in teaching or learning writing.

2. Practically

The findings of this research are expected to contribute to several elements as follows:

- a. Students

The students will benefit from the implementation of the EGRA technique in improving their writing skills in English

- b. English Teacher

Teachers can also benefit from the application of the EGRA technique. By using this technique, teachers can improve their teaching strategies and approaches in teaching English writing. The EGRA technique provides a structured framework for teaching writing skills, including exposure to examples, generalization of sentence patterns, reinforcement of learning, and application of learned skills. It can help teachers effectively guide students in improving their writing skills and achieving better learning outcomes.

- c. The Other Researcher in the Future

The results of the research on the effectiveness of the EGRA technique in improving students' English writing skills are expected to benefit future Researchers in several ways: Reference for further

research: This research is a reference for future researchers who want to research the effectiveness of the EGRA technique in different contexts or with different populations. They can build on the results of this research and explore new aspects or variables related to the EGRA technique. It is also expected that they can use the results of this research to design training modules or workshops to help teachers apply the EGRA technique effectively in the classroom, improve teaching, and promote high student achievement.

d. English Education Study Program

This research is done for reference or information to other students in the same field and is intended to provide a reference or description of a research, especially before and after the research is done. In addition, the researchers want to help improve the accreditation of research programs and help teachers train quality students.

e. STKIP Persada Khatulistiwa Sintang

The researchers hope that this research can be used as a reference that can facilitate the accreditation of universities or faculties and serve as additional information for students other member.

E. Limitation of the Research

In this research, the researcher focused on describing the improvement of students' writing and describing the improvement of students' learning

activities through the application of the EGRA Technique in class ten students of SMAN 3 Sekadau Hilir.

F. Terminology

To avoid the reader's understanding in reading this proposal, the Researcher provides some terminology as follows:

1. Writing Skill

Writing skills are the ability to express ideas, ideas, and feelings to other parties through written language. Accuracy in expressing ideas must be supported by the accuracy of the language used, vocabulary and grammar and the use of spelling.

2. Descriptive Text

A text that explains or describes a person, animal or object in terms of characteristics, quantity and so on, descriptive text is characterized by the use of simple verb forms and focuses on one particular object. The object is then discussed in more detail in the descriptive text. in this case the Researcher asked students to describe the descriptive tetx, namely describing the place on the problem solving questions of students' writing at SMAN 3 Sekadau Hilir.

3. Exposure Generalization Reinforcement and Application (EGRA) Technique:

The Exposure Generalization Reinforcement and Application technique, which is an instructional approach involving exposure to

content, generalizing concepts, reinforcing understanding, and actively using them in everyday practice.