

The effectiveness of EGRA technique to improve writing skills

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writing

Abstract - This study aims to discover the increase in students' ability to write essays in English. It is a class action research that administered the EGRA technique in the learning process. This study involved two classes, namely the control class and the experimental class as the research sample. The qualitative descriptive method was used in analyzing the data. The data analyzed are presented in graphs and tables and then described qualitatively. Several theories are used in this study, such as error analysis, descriptive text, and EGRA techniques.

grammatical
process.

The pre-test results showed the highest grammatical error score of control class results was 5.1, while the lowest score of students' grammatical errors was 2.8. After getting learning actions with conventional methods, there was a decrease in grammatical errors, the highest score was 3.4, while the lowest was 1.8. Meanwhile, the pre-test result of the experiment class showed the highest error score was 6.6, and the lowest score was 1.2. After the treatment administered with the EGRA technique, there is a decrease in grammatical errors, the highest score is 3.3, and the lowest score is 1.6. With the application of the EGRA technique in classroom learning, the student's ability increases, and students are more active and enjoyable in the learning

Keywords: EGRA technique, error analysis, descriptive text, writing skills

1. Introduction

The ability to master a foreign language is needed by students. Mastering English as a foreign language will help them to communicate and understand information from outside of the world. For those, who work in the tourism industry, mastering a foreign language will help their capacity in dealing with problems with hotel customers, such as dealing with customer complaints, or describing hotel facilities using a proper language.

Writing is a productive skills that must be mastered by students. According to Nurgiyantoro (2009), writing is more difficult to master because the writing process requires two elements of language that a writer must be master. Brown (2004: 218) states that learning to write well in various languages is not easy, even writing in your mother tongue. Writing is an activity to express someone's ideas, thoughts, and knowledge which is conveyed through writing so that readers will gain new experience or knowledge. The skill referred to in this study is writing descriptive texts in English. Descriptive text (DT) is writing that provides an overview of places, objects, and people so that the reader can capture these objects in mind.

To support the study, there are numbers of research studies used as references. The first study by Hasmawati et al. (2017) entitled “Penggunaan Model Pembelajaran EGRA (Exposure, Generalization, Reinforcement, and Application) Dalam Keterampilan Menulis Karangan Sederhana Bahasa Jerman”. The research sample of the study is Class XII 1 A 2 as an experiment class and Class XII 1 A 3 as a control class. The results of these studies indicate the effectif of the EGRA learning model so that the results of students' simple essay writing skills in German can improve.

The second study conducted by Jhu Rohi (2018) entitled “Applying Text-Based Approach Using Ecotext To Improve The Skill In Writing Descriptive Text of The 7th Grade Students of SMP Kristen Payeti, East Sumba”. This research discusses the application of a text-based approach using ecotext to improve the descriptive writing skills of seventh grade students of Payeti Christian Middle School.

In the first study, researchers analyzed the improvement of writing skills in German, while in this study, researcher analyzed students' writing skills in English. While in the second study, a text-based approach is used by researcher to increase students' writing skills. Meanwhile, the researcher uses the EGRA technique to improve students' writing skills.

Based on explanation above, there is one problem will be discussed in the study. The problem is “how are students' writing skills after the application of the EGRA technique in learning process?”. In this study, writing descriptive text is used as the object of research because of the results of writing exercises, it was known that the English writing skills of IPBI students were still lacking.

2. Method

The research method used in this research is a mixed method that combines qualitative and quantitative research (Cresswell, 2015). This research is an experimental research which is commonly used in the learning process. The purpose of this method is to discover the effectiveness and efficiency of an approach, method, or technique from teaching and learning media. The researcher uses a quasi-experimental research design with a non-equivalent control group design involving the control class and the experimental class to obtain accurate data.

Table 1 Quasi experiment model

01	X1	02
03		04

Adopted: Metode Penelitian Kualitatif (Sugiyono, 2017)

- O1: *pre-test* : experimental class
- X1: treatment : (*EGRA technique*)
- O2: *post-test* : experimental class
- O3: *pre-test* : control class
- O4: *post-test* : control class

The location of this research is at the International Institute of Tourism and Business Denpasar. IPBI is a vocational college that focuses on training and education in the fields of tourism and hospitality. The population in this study were nine classes of students in second semester of Diploma IV in Hospitality Management program. The sample of this research is students of second semester of Hospitality Management Diploma IV program class H as the experimental class and class I as the control class.

Data collection begins with direct observation in the field. According to Sugiyono (2017: 309) There are several techniques in obtaining data, namely observation, questionnaires, and documentation. The data analysis method used in this study is a qualitative descriptive analysis model. Qualitative descriptive analysis is an activity that describes in words or language about information obtained from a research setting. For data analysis, the *Agih* method is used with the basic determinants of the language studied (Sudaryanto, 2015).

The results of data analysis are presented formally and informally (Sudaryanto, 2015). In the formal method of presenting data using statistics and tables, while in the informal method the data is presented using a series of ordinary words to make it seem detailed and unraveled.

Several theories are implemented to support the study. Those theories are; 1) error analysis, it is a study of the mistakes made by language learners, especially when learning a foreign language. James (1998) states "error analysis is the process of determining the incidence, nature causes and consequences of unsuccessful language". The second theory is descriptive text (DT), Yunus and Suparno (2009) state that a descriptive essay is a form of essay that describes something so that readers can see, feel, smell, and hear what the author describes. The third theory is the EGRA technique. To improve students' writing skills, the learning model used in learning English is the EGRA technique. EGRA is an acronym for exposure, generalization, reinforcement, and application (Marpudin, 2008).

3. Results and Discussion

There are several activities carried out in this research, namely (1) pre-test to determine the ability of students to write descriptive text in English before the application of the EGRA technique, (2) treatment or learning process how to write descriptive text using the EGRA technique, and (3) conducting a post-test to determine the students' writing skills after the application of the EGRA technique.

The pre-action begins with observation to determine the condition of the class. The researcher in this case acts as an observer as well as a teacher. In the initial activity, it was explained to students that in the next learning process, learning to write DT in English, explain the characteristics of DT, and the use of grammar in writing. After reviewing and explaining writing DT, the writer began to do a pre-test by asking students to write a descriptive text on the topic of "my house".

Below is explained the number of grammatical errors in the pre-test results of writing student's English descriptive text at control class.

Table 2 Pre-test Result of control class

No	Respondent (R)	Errors
1	R C 01	4.5
2	R C 02	4.1
3	R C 03	3.9
4	R C 04	3.3
5	R C 05	4.5
6	R C 06	3.5
7	R C 07	3.1
8	R C 08	4.6
9	R C 09	5.1
10	R C 10	4.2
11	R C 11	3.8
12	R C 12	2.8
13	R C 13	3.3
14	R C 14	4
15	R C 15	3.2
16	R C 16	2.8
17	R C 17	3.1
18	R C 18	3.3
19	R C 19	2.8
20	R C 20	2.8
21	R C 21	4.2

Based on the table of pre-test results scores above, it can be seen that the highest score of errors from students' writing skills is 5.1, while the lowest score of errors in students' English writing skills is 2.8. After the implementation of learning to write descriptive text using conventional techniques in the classroom, a post-test was carried out to determine the abilities of the class students. The test model used in this class is to explain or describe the picture of one of the famous hotels in Bali. The following are the results of the student's post-test after getting treatment with conventional techniques.

Table 3 Post-test result of control class

No	Respondent (R)	Errors
1	R C 01	2,4
2	R C 02	3,4
3	R C 03	3,2
4	R C 04	3,0
5	R C 05	1,8
6	R C 06	2,8
7	R C 07	2,5
8	R C 08	3,1
9	R C 09	3,2
10	R C 10	2,6
11	R C 11	3,4
12	R C 12	2,0
13	R C 13	2,4
14	R C 14	3,2
15	R C 15	2,3
16	R C 16	2,2
17	R C 17	2,8

18	R C 18	3,0
19	R C 19	2,5
20	R C 20	2,4
21	R C 21	2,8

Based on the table of post-test scores above, it can be seen that the largest number of errors in student's DT writing skills is 3,4, while the lowest number of errors in students' English DT writing skills is 2,4. The quantification of this data is carried out by coding the students' grammar error data in an error table so that the aspects of grammatical errors in writing English, both the pre-test and post-test results can be seen. By making error tables, it can be seen that the student's grammar skills increase after receiving learning actions. Below is a table of students' English writing types of errors both pre-test and post-test.

Table 3 types of grammatical errors of control class in pre-test

No	Types of error	Number of errors
1	Additional plural -s	45
2	Omission article a	5
3	Addition article a	30
4	Omission article the	5
5	Addition article the	11
6	Misformation verb have/has	7
7	Misformation preposition	21
8	Phrases	10
9	Tense	4
10	Omission Be	10
11	Addition Be	9
12	Misformation There+Be	4
13	Omission preposition	10
14	Addition preposition	4
15	Misformation pronoun	4
16	Omission pronoun	3
17	conjunction	4
18	Misformation quantifier	5
19	adjective	2
20	Misordering	6
Total		187

Table 4 Types of grammatical errors of control class in post-test

No	Types of error	Number of errors
1	omission -s	15
2	Addition -s	6
3	Omission article a	10
4	Addition article a	2
5	Omission article the	17
6	Addition article the	7
7	Misformation verb have/has	7
8	Misformation pronoun	4
9	Misformation preposition	3
10	Phrases	4
11	Tense	5
12	Omission Be	7
13	Conjunction	2
14	Misformation there+Be	2
15	Omission pronoun	3
16	Omission pronoun	4
17	Adjective	2
18	Addition preposition	4
19	Misordering	6
20	Blend	3

Total	113
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The experimental class was also given a pre-test action. The test is in the form of essays made by students with the topic describing houses. The purpose of giving the pre-test is to determine the student's initial ability to master teaching materials to be delivered. The following are the pre-test results for the class experiment.

Table 4 Pre-test result of experimental class

No	Respondent (R)	Errors
1	R E 01	4,7
2	R E 02	2,4
3	R E 03	6,6
4	R E 04	3
5	R E 05	2,6
6	R E 06	2,6
7	R E 07	4,9
8	R E 08	3,3
9	R E 09	1,2
10	R E 10	2,6
11	R E 11	1,8
12	R E 12	3,3
13	R E 13	2,5
14	R E 14	3,8
15	R E 15	5,6
16	R E 16	4,1
17	R E 17	2,8
18	R E 18	3,1
19	R E 19	2,7
20	R E 20	2,8
21	R E 21	2,5

In this study, the EGRA (Exposure, Generalization, Reinforcement, Application) technique was used in learning to write descriptive text in English. This technique is implemented in the first semester of DIV MPH H class as an experimental class. The implementation of the EGRA technique in classroom learning is described as follows.

1. Exposure stage

In this stage, the researcher who acts as a teacher provoked students' interest in learning by providing brainstorming. At this stage the researcher asked students to explain the classroom verbally.

2. Generalization stage

At this stage the researcher asked students to identify sentences which is written on the blackboard. Identifying means that the student determines the word class, predicate, and so on. The researcher asked one of the students to come to the front of the class and become a model.

3. Reinforcement stage

Reinforcement was all forms of response, either verbal or nonverbal from the teacher to student learning outcomes. Reinforcement can be in the formed of feedback on student activities as well as corrections to student learning outcomes. As an exercise in writing DT, students in groups are asked to make short paragraphs describing a person. The results of the student essays were then presented to the group in class, then the other groups gave comments about the student presentations.

2. Application stage

After being given a theory of descriptive text and understanding the grammar used in writing DT, students are given independent assignments. The independent task consists of making a description text on the topic of describing hotel facilities. Students used a picture media as a guide in making descriptive essays.

The test model used in this class is explaining or describing the picture of one of the famous hotels in Bali. The following are the results of the student's post-test after getting treatment with the EGRA technique.

Table 5 Post-test result of experimental class

No	Respondent (R)	Grammatical errors
1	R E 01	2,2
2	R E 02	1,9
3	R E 03	2,8
4	R E 04	2,1
5	R E 05	2,3
6	R E 06	2,5
7	R E 07	3,4
8	R E 08	2,7
9	R E 09	2,1
10	R E 10	2
11	R E 11	1,7
12	R E 12	1,6
13	R E 13	2,4
14	R E 14	1,7
15	R E 15	2,5
16	R E 16	2,7
17	R E 17	2,8
18	R E 18	2,5
19	R E 19	2,6
20	R E 20	2,9
21	R E 21	2,5

Based on the error table, it can be seen that the increase in students' grammar skills after receiving learning actions. Below is a table of the errors in the results of the pre-test and post-test written by students' English DT in experimental class.

Table 6 Grammatical errors of pre-test experimental class

No	Type of errors	Number of errors
1	Omission –s in plural	37
2	Addition –s in singular	5
3	Omission article the	4
4	Additional article the	8
5	Omission article a	11
6	Addition article a	3
7	Misformation have/has	16
8	Omission Be	16
9	Misformation preposition	13
10	Addition preposition	5
11	Misformation pronoun	4
12	conjunctiont	5
13	Misformation there + Be	13
14	Omission pronoun	10
15	Tense	13
16	Phrases	6
17	Omission preposition	5
18	Misordering	2
19	Blend	3
	Total	151

Table 7 Grammatical errors of post-test experimental class

No	Types of errors	Number of errors
1	Omission –s in plural	12
2	Addition –s in singular	2

3	Omission article the	10
4	Additional article the	5
5	Omission article a	4
6	Addition article a	2
7	Misformation have/has	11
8	Omission Be	12
9	Misformation preposition	8
10	Addition preposition	4
11	conjunction	3
12	Misformation there + Be	6
13	Omission pronoun	3
14	Tense	2
15	Phrases	4
16	Omission preposition	3
17	Misformation quantifier	3
18	Misordering	3
19	Blend	3
	Total	95

4. Conclusion

EGRA technique is combined with cooperative learning so that students play an active role in the learning process in the classroom. With cooperative learning, students create a conducive and active learning environment. In this case, students' study in groups to find out the knowledge they have learned. Students enjoy the learning model using the EGRA technique because they themselves are active in class, while researchers only act as facilitators and mediators if there is material that is not understood, especially in terms of grammar and vocabulary use. This can be seen from the results of the student post-test, namely the students' grammatical errors have decreased.

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