THE EFFECT OF EGRA TECHNIQUE IN TEACHING WRITING
SKILLS AT THE TENTH GRADE STUDENTS OF MAS
MADINATUSSALAM

SKRIPSI

*Submitted to the Faculty of Tarbiyah and Teacher Training UIN-SU Medan
as a Partial Fulfillment of Requirements for the S-1 Degree of English
Education*

By:

AULA ADNIN RITONGA
NIM. 0304162119

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
2021

THE EFFECT OF EGRA TECHNIQUE IN TEACHING WRITING SKILLS AT THE
TENTH GRADE STUDENTS OF MAS MADINATUSSALAM

SKRIPSI

*Submitted to the Faculty of Tarbiyah and Teacher Training UIN-SU Medan as a Partial
Fulfillment of Requirements for the S-1 Degree of English Education*

By:

AULA ADNIN RITONGA
NIM. 0304162119

Approved By:

Advisor I

Advisor II

Dr. Sholihatul Hamidah Daulay, S.Ag., M.Hum.

Yani Lubis, S.Ag.,M.Hum.

NIP. 197506222003122 2002

NIP. 197006062000031006

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
2021

Nomor   : Istimewa   Medan, 19 Februari 2021

Lampiran   : -   Kepada Yth,

Prihal   : Skripsi   Bapak Dekan Fakultas Ilmu Tarbiyah

    a.n. Aula Adnin Ritonga   dan Keguruan UIN Sumatera Utara

                                                  di –

                                                  Tempat

Assalamualaikum Warahmatullahi Wabarakatuh.

        Setelah membaca, meneliti, mengoreksi, dan memberi saran perbaikan seperlunya terhadap skripsi saudara:

Nama   : Aula Adnin Ritonga

NIM   : 0304162119

Jurusan   : Pendidikan Bahasa Inggris

Judul   : **THE EFFECT OF EGRA TECHNIQUE IN TEACHING WRITING SKILLS AT THE TENTH GRADE STUDENTS OF MAS MADINATUSSALAM**

        Dengan ini kami telah menilai Skripsi tersebut dapat disetujui dalam Sidang Munaqasah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara. *Wassalamualaikum Warahmatullahi Wabarakatuh.*

                                              Medan, 19 Februari 2021

     Advisor I   Advisor II

Dr. Sholihatul Hamidah Daulay, S.Ag., M.Hum   **Yani Lubis, S.Ag., M.Hum**
NIP. 19750622 200312 2 002   NIP. 197006062000031006

PERNYATAAN KEASLIAN SKRIPSI

Yang bertandatangan di bawah ini:

Nama   **: Aula Adnin Ritonga**

NIM   **: 0304162119**

Jurusan   **: Pendidikan Bahasa Inggris**

Judul   **: THE EFFECT OF EGRA TECHNIQUE IN TEACHING WRITING SKILLS AT THE TENTH GRADE STUDENTS OF MAS MADINATUSSALAM.**

Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah hasil dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila dikemudian hari dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

Medan, 19 Februari 2021

Yang membuat pernyataan,

Aula Adnin Ritonga
NIM. 0304162119

ABSTRACT

AULA ADNIN RITONGA. 0304162119. THE EFFECT OF EGRA TECHNIQUE IN TEACHING WRITING SKILLS AT THE TENTH GRADE STUDENTS OF MAS MADINATUSSALAM. A SKRIPSI. FACULTY OF TARBIYAH AND TEACHER TRAINING. THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA. 2021

This research was conducted to know THE EFFECT OF EGRA TECHNIQUE IN TEACHING WRITING SKILLS AT THE TENTH GRADE STUDENTS OF MAS MADINATUSSALAM. The research was quantitative research with quasi experimental design by choosing one group pre-post test design. There was only one class which consisted of 31 students as the sample of research. The data were gained based on the students' score in pre and post test, and the data calculated by SPSS 17.0 to determine the data normality, data homogeneity, and the hypothesis test. Based on the SPSS calculation it found that the Sig (2 tailed) of pre-post test was lower than the minimum value of significance ($.000 < 0.05$) or t_{count} of pre-post test was higher than t_{table} ($11.4 > 2.04$ with df 30 and sig. value 0.025). So, Ho was rejected and Ha was accepted in turn, it also proved that there was significant effect of using EGRA technique in teaching writing skills particularly about recount text.

Keywords: EGRA technique, Recount Text

ACKNOWLEDGEMENT

In the name of Allah the most gracious and the most merciful.

All compliments belong to Allah Subhanahu wa ta'ala, the King of the world, Who has provided researcher with the opportunity, power, and willingness to complete this Skripsi. Peace and salutation be upon the Prophet Muhammad Shallallahu 'Alaihi wa Sallam as the great servant of Allah Subhanahu wa ta'ala,

This Skripsi is submitted as a partial fulfillment of the requirement for the degree of S-1 program at English Education Department, Faculty of Tarbiyah and Teacher Training. The researcher completely realizes that this Skripsi could not have done without supports, advices, and helps from a lot people. Therefore, the researcher would like to express his thankful from the deepest heart to all of those people, especially to:

1. Prof. Dr. H. Syahrin Harahap, MA., as the rector of the Islamic University of North Sumatera.

2. Dr. Amiruddin Siahaan, M.Pd., as the Dean of Faculty Tarbiyah and Teacher Training.

3. Yani Lubis, S.Ag., M.Hum., as the Head of English Education Department and also as the researcher's second advisor who has spent his time and energy to guide, help, and motivate us, especially the researcher to accomplish the study.

4. Dr. Shalihatul Hamidah Daulay, S.Ag., M.Hum., as the writer's first advisor who has guided and helped the researcher patiently in completing this Skripsi.

The researcher knows that this Skripsi isn't flawless, and this might use some feedback and suggestions from experts to improve it. Last but not least, the researcher hopes that the readers will find this Skripsi useful, especially for the further research.

Medan, February 19th, 2021

Researcher

Aula Adnin Ritonga
NIM. 0304162119

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A. **The Background of the Problem**

Language is the significant source in communication, because it provides a regularity of communication that allows the speaker and listener understanding the code of the message easily. Language is a system of communication,[1] it is not only in form of speech but also in form of written that used by people all over the world, some of those languages are for their own use and some else being international languages. In Indonesia, English is known as the first foreign language that should be mastered by the students in any levels of education. It has been taught from primary school up to university level.

In English language learning there are four skills as a focus in which the students are expected to master it through the learning process in school, they are listening, speaking, reading, and writing. Writing is an essential skill to master besides the three skills above, because it takes a part as media in communication. Many people, particularly the students minimize the importance of writing because they belief it goes unread, difficult to do, and it has many rules to follow. A lot of students have considered writing subject is a boring lesson and activity. This assumption appears because of many reasons such us bored teaching technique, lack of the students' motivations, less of awareness of the significance of writing ability, and other aspects involve in this situation. In fact, writing is

---

[1]Sholihatul Hamidah Daulay, *Language and Society,* (Medan: LPPPI, 2019), p. 9

essential, it brings many advantages. It can help people to express their personality, opinions, develop thinking skills, to make an application letter, to make an essay for scholarship, to make a proposal for charity, and others benefits of a writings. According to Waish in Blanka, Writing is important because it is widely used in both higher education and the workplace.[2]

Undoubtedly, writing skill plays a crucial role that it is inevitable for people to ignore it. Although learning writing can be challenging and time-consuming, it is precious to learn and invent many opportunities in life.

Writing is an activity of arranging the symbols to communicate thoughts and ideas in form of written. Writing, according to Nunan, is the mental activity of generating ideas, deciding how to communicate them, and arranging them into sentences and paragraphs that are understandable to a reader.[3] In order to get this purpose, a writer in his writing process has to pay attention about generic structure of the text, coherence, grammar, punctuation, and others.

Actually, writing lesson and its several kinds of texts have been integrated with various materials since the students studying it in elementary school such us in form of stories, texts, news, and others. But, writing skill is taught deeper and more complex than the prior levels of education when the students have been in junior and senior high school. In accordance with that, it has stated in Curriculum 2013 that the students of senior high school will be taught several genres of texts such us; narrative text, recount text, descriptive text, and procedure text. Based on that Curriculum the students are expected to be able to understand the purpose,

---

[2]Klimova Blanka, *The Importance of Writing*, Vol. 2, No. 5, 2012, p. 9-11
[3]David Nunan, *Practical English Language Teaching,* (Singapore: Mc.Graw-Hill Education, 2003), p. 88

generic-structure, and language-feature of a text orally and verbally. In turn the students are expected to have an adequate in making those texts.

One of the genres that should be mastered by the students is recount text. Recount text is a text which tells the reader about some events, actions, activities, stories, experiences, and etc that happened in the past. The aim of recount text is to inform and to entertain the readers. Recount text has three structures they are; orientation, event, and re-orientation. Firstly orientation, orientation contains background of information, such us about people (who does it and to whom), place (where it takes the place), and time (when it happens). Secondly event, this part tells the event in chronological order. So, each of the information has to be arranged based on its sequence. Thirdly re-orientation, in this last structure the writer writes a conclusion from all the two parts before (orientation and event). In this part, the writer also can add a suggestion and impression of the event.

In contrary with the expectation in 2013 Curriculum, based on the experience while doing teaching practice (PPL III) and also after interviewed the teacher, the writer found that most of the students were still lack of ability in writing skill, particularly in recount text. There were two factors as the reason of why the students were still lack of ability in understanding recount text, they were internal and external factors. The internal factors were: firstly, a lot of them did not like studying English. In turn, the students had low of interest in studying recount text. As a result, they could not find the ideas to write, a lacking of ideas for such paragraph's development, less of vocabulary, did not understand the generic structure of the text, language features, conjunction, and tenses. All these things made them confused and worried to start in writing. They were worried to

make mistakes and they would just copied the text from internet and pasted it to their task instead of making their own writings. Secondly, the students had low of motivation because the materials were not related with their needs. The students did not see any benefits of writing a recount text. And the external factor was the teacher's approach in teaching English. The teacher still used traditional method and emphasized the activity to the teacher (teacher centered). The teacher did not apply various techniques in her teaching process to attract the students' attention. As a result the students thought that learn English especially recount text was boring and frightening lesson to be learned and it is possible that they do not learn when the teacher is teaching them. When the teacher teaches, it does not guarantee the students will also learn in that learning[4]. Thus, a good technique in teaching determines and affects a learning achievement. The better technique is applied the more learning achievements will be obtained.

Technique is the way of how to deliver some ideas or messages. In learning context, technique can be defined as the activity in which a learning objective will be more achieved. The teacher can use a variety of techniques, and one of those techniques is EGRA technique. EGRA technique emphasizes the learning activity on the students' activeness rather than the teacher's activeness. This technique will attract the students' attention and change their subconsciously think that writing recount text is a frightening subject to learn. EGRA technique is designed to engage the students' role in understanding the lessons given. It benefits to make the students truly learn because they themselves contribute by making some efforts during the learning activity to gain the knowledge. These were several

---

[4]Munib Chatib, *Sekolahnya Manusia,* (Bandung: MMU, 2012), p. 135

reasons for the researcher in choosing EGRA technique as the teaching technique in the classroom research.

EGRA stands for Experience, Generalization, Reinforcement, and Application. EGRA is a grammar presentation technique that emphasizes the active discovery approach to students.[5] EGRA technique has 4 stages that must be done in one meeting. Each of these stages has its own benefits, experience benefits to make the students more recognize about the lesson. In this first stage, the teacher tries to introduce the lesson indirectly. The teacher can use pictures, games, brainstorming, giving key words, question and answer, and etc so that the students unconsciously will be leaded to figure out the material is going to be learned. In this stage, a teacher is better to use an oral practice in order the students join this stage actively. Generalization is the second stage where a teacher gives the students time and change to express or write their pure understanding about the activity in the first stage. It means that the students are asked to make simple text, summarize, and etc in their own group (make group discussion). Generalization trains the students' critical thinking and self confidence to share ideas, opinions, and giving responses to other friends. The third stage is reinforcement where a teacher guides the students to check and revise their findings or results in generalization stage. This exercise will assist students in gaining a deeper understanding of the material. Application is the last stage of EGRA technique and it is mostly done by the students. This stage is done by giving the opportunity to the students to apply and use what they have learned

---

[5]Siti Zaenap, *The Use of EGRA Technique in Teaching Passive Voice in EFL Classroom,*Vol. 3, No. 1, 2019, p. 25

in the previous stages. The activities in this stage are like answering question in written form or make some writings. Each stage of EGRA technique has its own purpose. So, it draws the higher possibility to improve the students' understanding about recount text. In addition this technique can correct the students' misperception about learning English as well as it will also build the students' awareness in the learning process.

Based on the whole explanation above the writer interested to conduct the research with the title, **"THE EFFECT OF EGRA TECHNIQUE IN TEACHING WRITING SKILLS AT THE TENTH GRADE STUDENTS OF MAS MADINATUSSALAM"**

B. **The Identification of the Problem**

Based on the context of the study, the identification of the problem can be defined as follows:

1. The students were less of enthusiastic about learning English
2. The students had no sense of curiosity in learning English
3. The teacher used monotonous technique in teaching English (the teacher mostly used the same technique for various materials or English lessons in her class).

C. **The Limitation of the Problem**

Based on the identification of the study above, there were three factors which affected the students' ability in understanding recount text. Because of the time and cost, the researcher limited this research by focusing only to one factor that is the teaching technique in teaching recount text.

D. **The Problem of the Study**

　1. Is there any significant effect of applying EGRA technique on students' ability in comprehending recount text at the tenth grade students of MAs Madinatussalam?

E. **The Objective of the Study**

　The objectives of the study are:

1. To find out the significant effect of applying EGRA technique on students' ability in comprehending recount text at the tenth grade students of MAs Madinatussalam.

F. **The Significance of the Study**

　1. Theoretical Significance

This study was expected can provide the new source that can be taken as the development of students' understanding especially about recount text. Moreover, this study is also intended as the reference for other researchers in conducting their research particularly about recount text and EGRA technique.

　2. Practical Significance

　　a) For the researcher himself who is to be an English teacher, it would improve his teaching style, especially about teaching recount text.

　　b) For the English teachers, it could help them to tackle the students' obstacles in understanding recount text.

　　c) For the students, it could improve their ability in comprehending recount text.

CHAPTER II

REVIEW OF LITERATURE

A. **Theoretical Framework**

  1. **The General Concept of Writing**

    a. **The Definition of Writing**

There are four main skills in English, namely listening, speaking, reading and writing. These skills are divided into two categories: acceptance skills and production skills. Reading and listening are considered receptive abilities, while speaking and writing are considered productive abilities. [6] Writing as described above is one of the four basic skills and is also classified as production skills.

The word "writing" is a familiar word to hear moreover in learning context. For the learners the word "writing" is defined as the activity to talk in form of written. This simple definition cannot be denied but it is not as simple as that, writing is not just like talking in form of written, but more than that writing has many rules, types, structures, purposes, and etc. In many sources like books and journals, writing has been defined by the experts clearly. There are many experts which suggested a number of different meanings of writing. Harmer states that writing is a form of communication to deliver thought or to express feeling through written form.[7] In the other word, Harmer believes that writing is a way to convey the communication besides speaking, writing is used to communicate indirectly (in written form). Writing is different from speaking yet both of them

---

[6]Muhammad Javed, Wu Xio juan, and Saima Nazli, *A Study of Students' Assessment in Writing Skills of the English Language*, Vol. 6, No. 2, 2013, p. 130

[7]Jeremy Harmer, *English Language Teaching*, (London: Longman, 2001), p. 79

are receptive skills. Writing is more formal than speaking. Even though writing and speaking are different but they have the same main purposes such us to express ideas, opinion, feeling, etc.

The writing definition above is a broad definition; however, in this research context, and particularly in language learning teaching, writing refers to learning, training, and comprehending the grammar, structure, and language characteristics of a text. It means the students will be taught how to properly compose and structure a sentence. So, writing will be described more precisely in this context. According to Nunan, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into readable statements and paragraphs to the readers.[8] So, writing is not a simple process; the writer must possess a high level of talent and knowledge in order to produce quality results. It will devote a significant amount of time and effort to ensure that the writings are accessible and clear to the readers. Writing can be defined as a series of activities that takes time and include several phases, content creation and review, as well as revisions and edits.

b. **Writing Purpose**

Writing has a variety of functions, depending on the style of writing. Theoretically, writing is used to entertain, to inform, to persuade, to instruct, to describe, and to narrate. Nunan states that writing has two purposes such us to express and to impress.[9] Actually, writers must pay attention to themselves when developing ideas in order to convey something in written form, but it is much

---

[8]David Nunan, *Practical English Language Teaching,* (Singapore: Mc.Graw-Hill Education, 2003), p. 88
[9]*Ibid,* p.88

better to spend attention to the readers-target, particularly when a writer aim to attract the readers. Meanwhile, there are five purposes of writing suggested by Stead and Hyot, as follows:[10]

- To instruct, it means giving or telling the reader how to do something by outlining the process. This written form can be found in scientific experiments, instructional texts, rules, etc. The language feature of this type of writing is that there are steps or lists displayed in a specific order. The procedural text is the example of this kind of writing purpose.

- To inform, which means to provide readers with some information, for example, we describe something, tell the facts and summarize. Descriptive text is the example of this kind of writing purpose.

- To persuade, it means to write something with the intent of changing people's minds and getting them to do what the writer wants. The writer makes clear points and backs them up with truth and testimony. Advertisements, posters, brochures, and other printed materials are the kinds of this writing purpose.

- To narrate, narrative refers to telling readers certain events by setting scenes, events, details and endings, so that readers have a deep understanding of people's situation.

- To response, Response refers to a response based on certain information, journals, books, topics, ideas, opinions, etc. This means a writing that made as the response of some information, journals, books, topic, ideas, opinions, etc.

---

[10]T, Stead and Hyot, *A Guide to Teaching Nonfiction Writing Grades K-2*, (America: Firsthand, 2011), p. 12-13

c. **Writing process**

Writing is a series of activities containing a variety of stages and procedures. There are a variety of written procedures. According to Hamer, a writer must go through four stages in order to create something in its final written form. The process has four main elements:[11]

1. Planning

An experienced writer will plan what to write. Before starting to write or type, they try to determine what to write. In planning process, an writer must consider three main issues. First, they must consider the writing purpose, because it will not only affect the type of text they want to produce, but also the language they use and the information they choose. Second, an experienced writer will consider the audience about which they are writing, and this will influence not just the format of the writing (layout, paragraph structure, etc), but also the vocabulary used, such as whether the style is formal or casual. Third, a writer must think of the work's material arrangement, or how to prioritize the evidence, views, or points they want to use.

2. Drafting

We can call the first version of an article a draft. The first "start" in the text generally assumes that it will be revised in the future. As the writing process enters the editing stage, many drafts can be produced during the final version.

3. Editing (Reflecting and Revising)

When a writer finishes a draft, they normally go through it again and see where it fits and where it doesn't.

---

[11]Jeremy Harmer, *How to Teach Writing,*(England: Longman, 2004), p. 4-5

4. Final Version

A writer will deliver the final edition after they have revised the draft and made the required changes. Since certain revisions happened during the editing process, this can appear somewhat different from the initial plan and first draft. The writer, on the other hand, is now ready to deliver the written text to his intended audience.

To summarize, in order to achieve the best writing result, a writer must complete at least four phases. Planning, drafting, editing, and the final version are the four key elements of writing, as discussed previously. The writer must think of three things in the first step. First, think about what they want to do in their writing by thinking about its writing purpose. Writer should use the relevant vocabulary to type, and all relevant material should be included. Second, authors should consider their audience while writing, such as the words would use (informal or formal). Third, the writer should think about the material structure, such as how to organize ideas, facts, and statements in the best possible order. The drafting stage is the next step. A writer has already begun writing during the drafting process, so they still rewrite and modify it to make it better. After completing the text, the writer must double-check that the material is in the correct order. This is referred to as the third level (editing). The writer releases his written findings to the public in the final stage (the final version). The final version represents that the written text has been thoroughly reviewed, updated, and revised. Also, once a writing is considered accessible, the finished edition is ready to be published.

Based on this explanation, it can be inferred that writing takes a long time and process. It begins with the planning, drafting, editing, and the last final version. Each of writing process has to throughout these processes. The following figure can represent the writing process:

| Planning | → | Drafting | → | Editing | → | Final Draft |
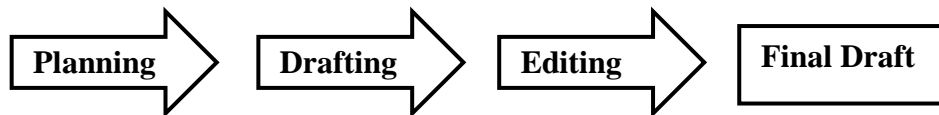
Figure 1. Four Main Elements of Writing Process by Harmer[12]

d. **The Importance of Writing**

Writing skills are essential, but they are difficult to acquire. People may articulate their personalities, thoughts, views, criticisms, claims, and opinions, among other things, by writing. Writing can help lecturers and instructors recruit, distribute, and disseminate study findings to the world; writing can help employers appreciate their employees' talents or select jobs; and writing can help students apply for scholarships. Inevitably, writing plays a significant part in people's lives.

Writing is important since it is used in both higher education and the workplace. People who are lack the ability to articulate themselves in writing will have struggle to interact effectively with teachers, colleagues, classmates, or virtually everyone else. Much of professional communication is done in writing such us: proposals, memos, reports, applications, preliminary interviews, e-mails, and etc.[13] So, writing is so important, and the students must master and develop their own skills on it.

---

[12]Jeremy Harmer, *How to Teach Writing,*(England: Longman, 2004), p. 5
[13]Blanka Klimova, *The Importance of Writing,* Vol. 2, No. 1, 2012, p. 9

Based on this statement, it can be seen that writing has become a part of life which cannot be separated, particularly to the students.

Islam since 1440 years ago has suggested and encouraged people especially the Moslem to write. It can be seen in the Holy Koran chapter 68, verse number 1, it says:

$$نٓ وَٱلْقَلَمِ وَمَا يَسْطُرُونَ ۝$$
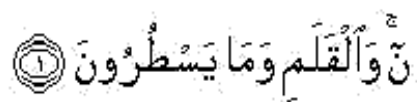
(1) By the inkstand and *by* the pen and *by* what that which they write.[14]

This verse demonstrates the importance of writing, and Allah swears by the pen and the written word. Allah SWT swears just for the incredible things in the Quran. At least 17 verses in the Qur'an mention Allah SWT using the word "write." Information, tradition, society, and so on are all fixed in writing. It is possible if the people in the past did not write about their story, insight, experience, etc as a result the people at present will lost many knowledge. Writing is a medium for connecting and relaying information from generation to generation, as well as maintaining and developing knowledge over time.

2. **Understanding of Recount Text**

   a. **Text**

   Text is created as people talk or compose. The term 'text' refers to any instance of language, in any medium, that makes sense to someone who knows the language.[15] This simple definition describes the simple meaning of a text. The two words *"in any medium"* and *"that makes sense to someone"* are underlined,

---

[14]Maulawi Sher Ali, *The Holy Qur'an: Arabic Text and English Translation.* (Islamabad: Islam International Publications Ltd, 2015), p. 682

[15]M.A.K. Halliday, *An Introduction to Functional Grammar,* (England: Arnold, 2004), p. 3

which means that when someone is in a certain way (in any medium) something that is meaningful to someone is created in any language (meaningful). When anything is mentioned, whether written or spoken, it should be mentioned as a text. Text refers to more than just what we read and written on paper. Texts aren't just about writing; they're all about speaking and listening. And, because the listener and speaker clearly illustrate and react to the text during the conversation, the text that occurs during speech and listening is more creative than text written on paper. When people communicate to other people, they are simply creating texts. They share their thoughts, beliefs, and so on through the text. As a result, humans use text as one of their media of expressing their own feelings. Generally, when discussing about the text people would think several kinds of written like sentence, paragraph, article, and etc. It means the text is constructed and created by the writer of any language in which the readers can interpret the text. This second understanding is widely understood by the people instead of the first one.

b. **Genre**

In Oxford Dictionary genre is defined as particular style or type of literature, art, film, or music.[16] Meanwhile according to Rudi, genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose.[17] The classification (genre) of texts is designed to help teachers introduce the theory of certain texts to students and make them clear to them (students). Genre also makes it easier for students to understand how to write text

---

[16] Oxford Learner Pocket Dictionary, (London: Oxford University Press, 2010), p. 184

[17] Rudi Hartono, *Genres of Text*, (Semarang: UNNES Press, 2005), p. 22

and how to organize content to achieve a specific purpose. In turn, students will have the ability to recognize and write some kind of texts. In short, genre is a term that groups texts together, indicating how a writer usually uses language (grammar, language function, social function, and general structure) to deal with recurring situations or purposes.

There are many genres of texts, Halliday stated that there are fourteen genres of texts, they are: recount, narrative, spoof, procedure, new story, anecdote, explanation, report, analytical exposition, discussion, description, review, commentary, and hortatory.[18] And in junior high school, the students will be taught several kinds of the genres above such us recount text, narrative text, and procedure text.

c. **Recount Text**

Recount is a social genre that retells events for the purpose of informing or entertaining the audience.[19] According to Ken Hyland, recount is typically tells entertain by dealing with a sequence of event that establishes a relationship between writer/reader and speaker/listener.[20] It serves a social function by informing or entertaining readers by retelling past events in chronological order. In simply, recount text is a methodical recount of past events meant to amuse or entertain readers. Personal letters, police records, crime reports, journals, magazines, travel diaries, biographies, and other documents are the examples of recount text.

---

[18] M.A.K, Halliday, *An Introduction to Functional Grammar*, (London:Oxford University Press, 2004), p.24

[19] Ken Hyland, *Genre and Second Language Writing*, (USA: The University of Michigan Press, 2004), p.24

[20] Ken Hyland, *Genre and Second Language Writing*, (USA: The University of Michigan Press, 2004), p.24

1) **Social Function**

Recount text has two social functions, which are:

- To retell is to tell of something that happened recently or in the past. In principle, it should begin with a sentence that states who or what involved, what occurred, where it occurred, and when it occurred.

- To entertain, it is defined as amusing the readers when someone tells a funny story or memory in the form of a written (recount text) in order for the readers to feel the same way.

2) **Language Feature**

There are several language features of recount text, as follow:

a) Focus on individual or group participant

It just concentrates on what the person or team is doing. The writer will usually write in the first or third person. The sentence would be "I studied hard last night" if the writer is the first person in the case. However, if the writer wishes to relate a story to someone (as an observer), the phrase would be "They studied hard last night."

b) Using past tense

Past tense is one of English's sixteen tenses. Past tense is used to explain or tell of events that occurred previously. There are four parts of past tense. The first is simple past (I ate lunch with a friend yesterday), past perfect (I had studied when she came) past continuous (my sister was watching television at the time), and past perfect continuous *(Aula had been studying English for four years before he went back to his home).*

c) Focus on temporal sequence of event (temporal conjunction)

Conjunction will be used to link an event to others event in order to make the text/ story in good sequence. Conjunction is also one of the parts of speech, it can connect words, phrases, clause, and sentence. The conjunction is such us, last time, last week, then, on the holidays, etc.

3). **Generic Structure**

There are three elements in recount text that known as the generic structure. And also these generic structures are known as the characteristic of recount text. In writing recount text, all these three elements should be included at the text of recount. As a result, when writing recount text, it should adapt to the existing generic structures. According to Derewianka in Miranti's research Syaiful Azhar, the generic structures of the recount text are as follows:[21]

a) Orientation

Orientation contains the necessary background information so that the reader can understand where the text is going and make it meaningful to the reader. The background information in this section should be detailed enough to ensure that the writer can use the words "who, when, why, what, where and why". The writer can provide all the necessary information by specifying those words, such as what we did, why, where the incident happened, when it happened, and what happened. In theory, it usually begins with a sentence that mentioning who was being participated or participated, what happened, where it happened, and when it happened.

---

[21]Syaiful Azhar, *Analysis Generic Structure of Recount Text*, (Salatiga: IAIN Salatiga, 2015), p. 27

b) Series of Events

The term "series of events" refers to the sequence in which the events occurred. As a result, the events must be in a logical order, beginning with the first occurrence and progressing to the last, with the sum of events decided by the writer. The terms first, second, third, last, after that, then, and so on can be used to create a simple order in a paragraph. The series of events is characterized by these terms. Furthermore, in the second part of the generic structure, the writer should selectively select the events to avoid writing events that are not important.

c) Re-orientation

The last section of recount text is the re-orientation section. It includes the two previous sections' conclusion. The writer makes a summary in this section by analyzing and judging the topic's relevance. Aside from that, the writer may add personal comments, opinions, or predictions on what will happen next. This section may be skipped if it is thought to be unnecessary to add or compose.

4). **An Example of Recount Text**

Teaching Experience

Orientation

Two weeks ago, I taught the kindergarten students in a room at Mosque of Silaturrahim. At that time there were two students -namely Habib and Rizki- of eight students who played together while the learning process was running. Suddenly Habib cried loudly and his voice broke our concentration. When he was crying I mollified him and wiped his head, a few minutes later he stopped crying.

After he stopped crying, I asked him what had happened and he said that Rizki had kicked his legs very hard while they were playing together. Then I asked Rizki with the same question and he said that Habib had disturbed him yet he did not want to play again. Eventually, I advised them to never play during the learning and also asked them to apologize one another.

Re-orientation

What they did was wrong but it was not all their mistake, I was not aware that they had been playing for minutes before Habib cried, they were lack of my attention as a result that event happened. However, it was a good experience to me to develop my teaching skills. In turn, I should not focus only to five or six children, but it should be all the children.

3. **Understanding of EGRA Technique**

a. **Technique**

In oxford dictionary technique is defined as the way of doing something.[22] In teaching context it means that how to implement the plans or the assumptions planned. In short, technique is the execution of plans. Brown stated that technique is any exercise, activities, and tasks in the classroom to achieve the objectives or goal of learning.[23] So, technique is a particular activity manifested by the teachers in the classroom to help the students gain the learning objectives. There are several techniques that can be used such us; role play, snowball throwing, flash card, group discussion, EGRA, etc.

---

[22]Oxford Learner Pocket Dictionary, (London: Oxford University Press, 2010), p. 454

[23]H. Douglas Brown, *Teaching by Principle,* (Englewood Cliffs, N.J: Prentice Hall, 2001), p. 16

b. **EGRA Technique**

1) **The Nature of EGRA Technique**

EGRA stands for Experience, Generalization, Reinforcement, and Application. EGRA is an example of grammar presentation technique which focuses on students' active discovery approach.[24] EGRA technique engages the students to acquire the knowledge or lesson is given (student centered). According to Tomlinson in the book EGRA Technique in the paper research of Syahara, EGRA is understood as a series of perceptions that can provide a model of the structure for students to use through reading or other activities to help students learn the language.[25] Generally, the activity to help students in acquire a language is not only reading but there are also other activities. In Rizkia and Surachni's paper research, it was stated that the steps of EGRA (experience, generalization, reinforcement, and application) technique is enable the students to bring out the knowledge they have, equalize their knowledge in general, strengthening their understanding, and will be able to apply the knowledge they have.[26] In line with the explanation above Brown argued that by allowing the students to discover the rules it will better and motivated them rather than being told them the rules.[27] EGRA technique is given students the chance and opportunity to learn by themselves in finding out form and function of a text.

---

[24]Siti Zaenap, The *Use of EGRA Technique in Teaching Passive Voice in EFL Classroom,* Vol. 3, No. 1, 2019, p. 25

[25]Fia Renny Syahara, *EGRA Technique,* (Surakarta: Digilab Universitas Sebelas Maret, 2012), p. 13

[26]Elok Rizkia and, Endang Surachni, *Metode EGRA (Exposure, Generalization, Reinforcement, Application) dalam Keterampilan Berbicara Siswa Kelas XI IPA 4 SMA Negeri 1 Krian*, Vol. 3, No. 3, 2014, p. 53

[27]H. Douglas Brown, *Principles of Language Learning and Teaching,* (Englewood Cliffs, NJ: Prentice Hall, 1994), p. 351

2) **The Steps of EGRA Technique**

There are four steps of EGRA technique and all those steps are compiled into the technique's name itself. As have been stated in the previous sub-chapter that EGRA stands for experience, generalization, reinforcement, and application. So, the steps in EGRA technique are experience, generalization, reinforcement, application.

a) Experience

Experience is the first step in EGRA technique. In the first step, the teacher will show specific materials to the students. At this stage, students do not actually realize that they are leading them to understand the material to be learned. The teacher provided some activities to guide students to understand these materials. Brainstorming, displaying pictures/videos, giving, keywords, walkthroughs, and reading sentences or texts, all these activities can be carried out in this first stage. By performing this first step, students can be guided to learn every element of writing, such as content organization, structure used in writing, etc.

b) Generalization

In this step the teachers let the students to find out and conclude the form, generic structure, function, and structure of texts by themselves. In the other word the students are expected to make discovery learning by facilitating them during learning process. Learning is facilitated if the learners discover or create rather than remembering and repeating what is to be learned.[28] Giving the students an opportunity to work by themselves is far better than remembering and repeating

---

[28]Stephen D. Krashen, *Principle and Practice in Second Language Acquisition,* (London: Prentice- Hall UK, L.td, 1987), p. 62

what is to be learned. So, the teacher is not going to tell the students directly about the form, language feature, meaning, and function of the text, but the teacher will facilitate them to find out by themselves. The best way to ensure learning was for the students to work out the rule himself.[29] Here are some activities that can be done in this second step;

- Show students some pictures or ask them questions and tasks, the purpose is to guide students to learn the materials taught.

- Let the group discussion consist of 4 or 5 students, and then let the students find out the type, general structure and social function, and then the teacher will collect and correct the answers.

- Discuss the answers of all groups under the guidance of the teacher.

- The teacher praised the students for their efforts.

c) Reinforcement

The third step is reinforcement, which is like giving students feedback on the knowledge they have learned from experience and inductive steps. Therefore, the purpose of this step is to check, modify and correct what the students found. In this step, the teacher explained the material again so that students have a clear and correct understanding of the type of material, generic structure, language features, social functions, etc. In this step, students must draw the teacher's full attention, because it is important to improve the effectiveness of using this step (reinforcement) in the learning process.[30] One of the activities of reinforcement is giving task, by giving the task it will strength and sharpened the students'

[29]Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman Group UK, L. td, 1991), p. 113
[30]Grasha, *Practical Application of Psychology,* (London: Cambridge Winthrop Publisher Inc, 1978), p. 82

understanding about the material is being taught. Below are the specific activities that can be done by the teacher:

- Discuss students' answers on the whiteboard.

- Teachers enhance their abilities by providing explanations about general structure, language features, social functions, etc.

- If necessary, the teacher can also give an example.

- The teacher asks the students to work with their group to correct the wrong answers.

d) Application

Application is the last step of EGRA technique. In this final step the students are given the opportunities to apply the knowledge they have learned. The objective of the application is to determine whether the students know how to apply grammatical forms that have previously been presented.[31]

B. **Related Study**

The researcher found that other researchers had done some research with other researchers before. It can be seen as the following:

1. Puji Lestari in her research entitled "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 in the Academic year 2017/ 2018".[32] In the result of research it is found that there was significant effect of the implementation EGRA technique on

---

[31]W. M. Rivers, *Teaching Foreign Language Skills,* (New York: The University of Chicago Press, 1968), p. 376

[32]Puji Lestari, *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*, (Surakarta: IAIN Surakarta, 2018), p. 107-108

improving students' writing skill of recount text. It can be seen from the mean score of pre-test and post-test 1 and 2, where the pre-test score with mean was 43.55, post-test 1 score with mean was 58.56, and post-test 2 with mean was 70.27. The score of minimum mastery criterion (KKM) of English lesson at that time was 67. In can be concluded that this classroom research in using EGRA technique proved that EGRA technique can be used to improve the students' writing skill especially on recount text.

2. Muharfah Sari in her research entitled "The Implementation of EGRA Technique to Improve Students' Ability in Comprehending Recount Text at MTSN Hamparan Perak."[33] This classroom action research was done in two circles. The result of this research showed that EGRA technique can improve the students' ability in comprehending recount text. The data showed the percentage of the students' score improvement that at the pre-test mean score was 62.5, post-test in cycle 1 with mean was 70.41, and post-test score in cycle 2 with mean was 86.44.

3. Seri Wahyuni Nasution in her research entitled "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."[34] This classroom action research was conducted only to find out whether EGRA technique can improve the students' ability in understanding recount text. This research used two

---

[33]Muharfah Sari, *The Implementation of EGRA Technique To Improve Students' Ability In Comprehending Recount Text At Mtsn Hamparan Perak,* (Medan: UIN Sumatera Utara, 2017), p. 71

[34]Seri Wahyuni Nasution, *The Use of EGRA Technique Toward Recount Text Writing Ability at the Second Year Students of State Senior High School 4 Pekanbaru,* (Pekanbaru: UIN Sultan Syarif Syarifkasim Riau, 2012), p. 71

classes experiment one as class control and another one as class experiment. Based on her research result it can be concluded that there was significant improvement in class experiment of the students' mean score before giving the treatment. The students' pre-test score was good enough with mean score 68.66 and after giving the treatment the score increased with mean 80.80. While in class control there was no significant improvement with the mean of students' score from 62.63 to 67.42.

C. **Conceptual Framework**

Recount text is one of the genres in English texts. It has functions to inform and to entertain the readers about the information happened in the past (re-tell the event with the original sequence of event). Recount text has several characteristics such us in social function it use to inform or to entertain the readers, in language feature recount text uses past tense, focus on individual or a group participant, and focus on temporal sequence of event. Besides that, recount text has three generic structures they are orientation, series of event, and re-orientation. Orientation is introducing the information to the readers in order to make their sense of the text. Series of event contains the event writes by the writer in chronological order. It means that all the events are written by starting from the first event, than the second event, until the last event. Re-orientation is a conclusion. The conclusion can contain several of opinions, comments, or a speculation of the topic is telling.

The information above is a brief explanation of what exactly recount text is. Some students could think that recount text is complicated to understand. It is because the monotonous teaching, students' less of motivation and lack of awareness to learn. So, the students would not only difficult to understand it but

26

also it can frighten them. Actually, almost all the lessons or subjects are interested to learn if the students and especially the teacher are able to build a good atmosphere during the learning. When the teacher teaches, it does not guarantee that the students will automatically learn in the learning.[35] Because of that the teacher in his class must ensure the students participate during the learning. In line with it, a good technique is one of the factors that determines in creating a good atmosphere in learning. A teacher plays important role to create a good atmosphere in class in order the students will enjoy the learning process then the learning objective will be gained much easier.

There are many factors attract the students' motivation and participation to learn in the learning process. EGRA technique provides some activities that can increase the students' motivation and awareness to learn. EGRA as has been mentioned in the previous chapter, it is an abbreviation of Experience, Generalization, Reinforcement, and Application. Experience is a stage where the teacher leads the students to think, guess, and discuss about what will be learned in that meeting. The teacher can use picture show, games, some question, and etc to stimulate the students' mind. Generalization is the second stage, the students are asked by the teacher to make a group in turn they should discuss and conclude what they understand in the first stage. In this stage the teacher lets them work freely with their own members or groups. The teacher just walks around the room class to control them. Reinforcement stage is used to revise and review the students' work. Application is as the test of the students' understanding about the lesson. It also can measure the learning objective of the lesson whether the

---

[35]Munib Chatib, *Sekolahnya Manusia,* (Bandung: MMU, 2012), p. 135

students achieve it or not. In this last stage, the teacher can ask the students to answer some written question or to make a text.

By reading these benefits of EGRA technique it is possible that the students will be more active and achieve the learning objective. A successful learning is when the students make efforts to gain the knowledge consciously so they would understand the lesson deeply without wasting much of time and energy. The researcher believes that a successful learning can be realized by applying EGRA technique.

D. **Hypothesis**

Based on Problem of the Study, the researcher constructs the hypothesis as follow:

H_a : There is significant effect of EGRA technique in teaching writing skills at the tenth grade students of MAS Madinatussalam.

H_o : There is no significant effect of EGRA technique in teaching writing skills at the tenth grade students of MAS Madinatussalam.

CHAPTER III

RESEARCH METHOD

A. Research location

This research will be conducted at YP MAS Madinatussalam Sumatera Utara which is located at Jl. Sidomulyo Pasar IX Dusun XIII Desa Sei Rotan, Kecamatan Percut Sei Tuan, Kabupaten Deli Serdang.

B. Population and Sample

1. Population

In brief, population is the generalization areas of the research's result[36]. In another description, a population is a group of people that have the same characteristic or attribute. A population is a list (or set) of all elements that process one or more of the attributes of interest.[37] The population that is mentioned in this research was the Tenth Grade Students of MAS Madinatussalam Percut Sei Tuan, and the population was 31 students.

2. Sample

Sample is part of the number and characteristics possessed by the population.[38] Sampling is used if the population is very big or large and the researcher has not enough time and fund. The sample is taken must be representative of the population. If the amount of respondent are less than 100, all the respondents will be taken, so that the research is population research, if the

---

[36]Indra Jaya and Ardat, *Penerapan Statistik Untuk Pendidikan,* (Bandung: Citapustaka Media Perintis, 2013), p. 20

[37]Suharsimi Arikunto, *Prosedur Penelitian:Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), p. 173

[38]Sugiyono, *Statistika Untuk Penelitian,* (Bandung: ALFABETA, 2011), p. 62

population is more than 100 respondents, sample can be taken in amount of 10%, 15%, 25% or more.[39]

Since the respondents are 31 students, this study would take all of the respondents (population) based on the principle above (less than 100). This kind of study is often referred to as population research.

C. **Research Design**

This was experimental research. There are two design of experimental research they are experimental design and quasi-experimental design. In quasi-experimental design there is a model recognized as one group pre-test and post-test design.[40] One group pre-test – post-test design is a quasi- experimental research design in which the same dependent variable is measured (pre-post test administered) in one group of participants. In this research, the researcher must commit two observations (tests) where the first observation (test) commits before the treatment and another observation (test) is after giving the treatment. And the difference between the first and second observation (pre-post test) will be assumed as the effect of the treatment or experiment.[41] And this model of research design will be applied in this research.

In this research the researcher will use one class as the experimental class. The treatments will be given after commits the first observation (pre-test). After that, the second observation (second test) will be given. Finally the researcher will conclude and describe the data in both of the first and the second observation (pre-post test). The design of this research can be illustrated below:

---

[39]Suharsimi Arikunto, *Metodologi Penelitian,* (Jakarta: Rineka Cipta, 2002), p. 112
[40] *Ibid.*, p. 212
[41]*Ibid.,* p. 124

Table 3.1 Research Design

Group	Pre-test/ Observation	Treatment	Post-test/ Observation
X class	**O₁**	**X**	**O₂**

D. **Instrument of Data Collection**

Collecting the data is essential in conducting the research. Instrument of data collection is the tool which used and selected by the researcher in his research to collect the data in order that activity (collecting the data) can be completed systematically and easily.[42] So, instrument is as the device to help the researcher in collecting the data. There are four instruments that can be used as the techniques (methods) to collect the data they are: tests, questionnaires, interviews, and observation method.[43]

To obtain the data need, the writer will use the techniques of collecting data as follow:

1. **Test**

Tests can be used not only for humans but can also be used for animals, and things like machinery, tires, weapons, etc. For humans, tests are instruments that used in measuring basic competencies and achievements or performances.[44] And in this research there will be a test in form of multiple choices. The test contains 50 questions and it divides into two, they are 25 questions in pre-test and 25 questions else in post-test.

---

[42]Suharsimi Arikunto, *Manajemen Penelitian,* (Jakarta:Rineka Cipta, 2009), p. 101
[43]Suharsimi Arikunto, *Prosedur Penelitian:suatu pendekatan praktik,* (Jakarta: Rineka Cipta, 2002), p. 266-272
[44]*Ibid.,* p. 266

2. **Interview**

Interview is one of the data collection methods[45]. Interview is an activity to gain some data. The interview usually consists of two things, the interviewer and the informants, an interview can be done at least two people. In this research the researcher will choose several students randomly to be interviewed about the EGRA technique when the treatment is over.

3. **Documentation**

Documentations method is used to look for the data regarding the things or variable which can be in form of notes, transcript, book, news, and etc.[46] In this method, the researcher will use note, photo, or video to collect the data related the research focus.

E. **Technique of Analyzing Data**

The quantitative data on this research will be analyzed by using statistical method, because this research is experimental research (quasi experimental design) with pre-test and post-test one group design. So, in analyzing the quantitative data in order knowing whether the treatment gives the significant effect of the mean score in pre and post test. This technique is applied to find the significant difference on the students' ability in comprehending recount text before and after being taught by EGRA technique. In testing the significance, then t-test is used.[47]

In analyzing quantitative data the researcher will use several tests as follow:

---

[45] Syaukani, *Metode Penelitian Pendidikan,* (Medan: Perdana Publishing, 2018), p.136

[46]Suharsimi Arikunto, *Prosedur Penelitian:suatu pendekatan praktik*, (Jakarta: Rineka Cipta, 2013), p. 274

[47]*Ibid,.* p.349

1. **Normality Test**

In testing the data normality, Chi-Square formula will be used, the steps are as follow:

    a. Determine the Ha and Ho

    b. Make the table of distribution frequency

    c. Determine the mean and standard deviation

    d. Determine the upper limit and lower limit of each class interval

    e. Count Zi of each class limit

    f. Make the table of normality testing by using Chi-square

    g. Make conclusion

The conclusion will be taken by considering the hypothesis, whether the Ho accepted or not. And the hypothesis will be accepted if $X^2_{test} < X^2_{table.}$

2. **Homogeneity Test**

In testing the homogeneity, the researcher will use F-test formula, as follow:

$$F - test = \frac{The\ Biggest\ Varians}{The\ Smallest\ Varians},$$

in turn the score of F-$_{test}$ will be compared with F-$_{table}$ and if F-$_{test}$ is smaller than F-$_{table}$, it means the sample variant is homogeny.[48]

3. **Testing Hypothesis**

In testing the significance (hypothesis), then t-test is used (Arikunto, 2013:274). T-test is used to find the significant difference on the students' writing recount text ability before and after being taught by EGRA technique whether the

---

[48]Indra Jaya and Ardat, *Penerapan Statistik Untuk Pendidikan,* (Bandung: Citapustaka Media, 2013), p. 263

treatment gives the significant effect on the mean score in pre-test and post-test or not.

The formula is as follows:

$$t = \frac{Md}{\sqrt{\left(\dfrac{\sum X^2 d}{N(N-1)}\right)}}$$

Md : Significance mean of pre- test and post-test

Xd   : Deviation of each subject (d-Md)

$\sum X^2 d$: The amount of deviation square

N   : Amount of sample

d.b   : determined with N-1

After the score is calculated and if the t_{test} is smaller than t_{table} or $-t_{test} > -t_{table,}$ with the 5% of significance level, it means the hypothesis is accepted.

The hypothesis of the research is:

Hₐ : There is significant effect of EGRA technique in teaching writing skills at the tenth grade students of MAS Madinatussalam.

Hₒ : There is no significant effect of EGRA technique in teaching writing skilss at the tenth grade students of MAS Madinatussalam.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. **Finding**

    1. The Description of Data

Below are the data of the tenth grade students of MAS Madinatussalam as the sample of research. The data were gained based on the multiple choices given in pre and post test. This data also will be used to measure the effect of EGRA technique in teaching recount text.

    a. Data results of the pre-test research

Table 4.1 Pre-test result

No	Students	Pre-test	KKM 75
1	Adelia Ovillione Putri	72	Failed
2	Adinda Afifa Syahfitri	68	Failed
3	Agung Lesmana	64	Failed
4	Ahmad Huzaifah	44	Failed
5	Amanda Vidura Silalahi	48	Failed
6	Arya Surya Pratama	32	Failed
7	Aulia	**80**	**Passed**
8	Bella Saputri	60	Failed
9	Cantika Mawarni	**76**	**Passed**
10	Dimas Purnama	48	Failed
11	Fitria Ningsih	44	Failed
12	Hadi Prabowo	56	Failed
13	Lana Amrina Rosyadan	52	Failed
14	Maulana Hafidz	28	Failed
15	M. Jumaidil Akbar	68	Failed
16	M. Rizal Ramadhan	20	Failed

17	Naufal Dzakwan	64	Failed
18	Naura Fitri Zaskia	64	Failed
19	Nirmala Capah	72	Failed
20	Novita Nurmala Sari	52	Failed
21	Nurjannah	56	Failed
22	Putri M. Pirngadiah Bako	60	Failed
23	Qohar Jaya Rambe	68	Failed
24	Rendy Afriza Damanik	40	Failed
25	Ria Kasanti	36	Failed
26	Rizki Atmaja	64	Failed
27	Rohana Sarjani Siregar	**76**	**Passed**
28	Sultan Fardha Halim	64	Failed
29	Wahyu Ramdhan	44	Failed
30	Yauma Sulisa	56	Failed
31	Yothia Fatma	**76**	**Passed**
Total Score		**1.752**	
Mean		**56, 51**	

From the data above, it can be seen that 87,1% of 31 students were failed, in the other word the students' understanding about recount text were very low. There were just 4 of 31 students who can pass the KKM. It can be concluded all the students were lack of the understanding of recount text, it based on the percentage rate of the total score which is 56,51 (under the KKM).

b. Data result of post-test research

Table 4.2 Post-test result

No	Students	Post-test	KKM 75
1	Adelia Ovillione Putri	84	Passed
2	Adinda Afifa Syahfitri	80	Passed
3	Agung Lesmana	76	Passed
4	Ahmad Huzaifah	76	Passed

5	Amanda Vidura Silalahi	84	Passed
6	Arya Surya Pratama	76	Passed
7	Aulia	80	Passed
8	Bella Saputri	92	Passed
9	Cantika Mawarni	92	Passed
10	Dimas Purnama	76	Passed
11	Fitria Ningsih	**72**	**Failed**
12	Hadi Prabowo	76	Passed
13	Lana Amrina Rosyadan	80	Passed
14	Maulana Hafidz	76	Passed
15	M. Jumaidil Akbar	**72**	**Failed**
16	M. Rizal Ramadhan	**68**	**Failed**
17	Naufal Dzakwan	84	Passed
18	Naura Fitri Zaskia	80	Passed
19	Nirmala Capah	88	Passed
20	Novita Nurmala Sari	88	Passed
21	Nurjannah	84	Passed
22	Putri M. Pirngadiah Bako	76	Passed
23	Qohar Jaya Rambe	88	Passed
24	Rendy Afriza Damanik	**68**	**Failed**
25	Ria Kasanti	**64**	**Failed**
26	Rizki Atmaja	80	Passed
27	Rohana Sarjani Siregar	96	Passed
28	Sultan Fardha Halim	80	Passed
29	Wahyu Ramdhan	76	Passed
30	Yauma Sulisa	88	Passed
31	Yothia Fatma	96	Passed
Total Scores		**2.496**	
Mean		**80,51**	

The table of post-test result above shows that 26 of 31 students can pass the KKM, 26 of students are equal with 83,8% of the whole students. It can be stated that all the students were understand about the recount text, it was based on the rate percentage of the total score.

Based on the results above, it can be seen that the percentage rate in post-test was higher than the percentage rate of pre-test. The total score before the treatment was 1.752 and after the treatment the score was obtained 2.496, it was increased for 744 scores. The score average also increased, before the treatment the score was 56,51 and after the treatment the score increased for 24,00 so the rate percentage was obtained 80,51.

2. The Analysis of Data

a. Normality Test

Normality sample test is intended to test the data distribution that will be analyzed. Normality sample test is also as the previous step to count the t-test. If the data distribution is normal, it means that parametric statistics can be used to calculate the data. This research will use SPSS Statistics 17.0 in testing the data distribution normality:

Table 4.3 Normality Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	.140	31	.126	.959	31	.271
Post Test	.139	31	.134	.965	31	.400
a. Lilliefors Significance Correction						

The table above showed that the data was distributed normally, where the Kolmogorov-Smirnov and Shapiro-Wilk significance of pre-post test was higher than the minimum value of data distribution which is 0,05. So, the data distribution was normally distributed.

b. Homogeneity Test

Homogeneity test is used to test whether the group of sample from the same population or not. In testing the sample homogeneity, SPSS Statistics 17.0 will be used in this research.

Table 4.4 Homogeneity Test

Test of Homogeneity of Variances			
Pre-Post Test			
Levene Statistic	df1	df2	Sig.
1.147	7	22	.371

From the data above it can be seen that the significance of homogeneity test was higher than the minimum value of homogeneity test which 0,05, it means that the pre-post test sample data of students were homogeny.

c. Hypothesis Test

Table 4.5 of Hypothesis 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	15.24002	2.73719	-11.481	30	.000
	80.5161	7.98278	1.43375			

Based on the result of hypothesis testing above, it can be seen that the Sig. (2 tailed) was .000 it was lower than 0,05 (the minimum value of hypothesis

alternative), it proved that Ha was accepted and Ho was rejected. So, there was significant effect of EGRA technique in teaching recount text at the tenth grade students.

B. **Discussion**

From the data above, there are some points can be taken, first there was significant effect of applying EGRA technique as the technique in teaching recount text to the tenth grade students. Second, based on the table of paired sample t-test, it found that the value of Sig (2 tailed) was .000 < 0.05,). In addition the t_{test} also showed the same result, the result of t_{test} (11,4) was higher than the t_{table} (2,04). So, Ho was rejected and Ha was accepted. So that, it can be concluded that there was significance of the rate percentage between the result of pre-test and post-test. It means that there was the effect of using EGRA technique in increasing the tenth grade students' score. Third, using EGRA technique was an effort to increase the students understanding about the recount text. The teacher have to elaborate her teaching technique in order the students will interested and will not feel bored during the learning, it will much better if the teacher applied a teaching technique which can stimulate and motivate the students to participate, so the students will not just get the knowledge without any efforts.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

Based on the data analysis and the previous discussion above, some conclusions can be stated as the following:

1. EGRA technique which had applied in teaching process could increase the tenth grade students' ability in comprehending recount text better.

2. Based on the score of 31 students' pre-post test results, there were some differences in before and after giving the treatment. First, there were just 4 of 31 students (12,9%) who passed the KKM but after giving the treatment it increased for 70,4 % so, there were 26 students of 31 students who passed the KKM, it was 83,3 % of 31 students who passed the KKM. Second, based on statistical analysis there was significant effect of EGRA technique on the tenth grade students' ability in comprehending recount text. It was showed that the Sig (2 tailed) of pre-post test (.000) was lower than the minimum value of significance (0.05). In addition the t_{test} also showed the same result, the result of t_{test} (11,4) was higher than the t_{table} (2,04). In turn, it proved that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected because the Sig (2 tailed) of pre-post test was lower than the minimum value of significance (.000 < 0.05) and t_{test} was bigger than $t_{table.}$ (11,4 > 2,04). So, obviously there was a significant effect of EGRA technique in teaching writing skills.

B. **Suggestion**

This research has proved that there was a significant effect of using EGRA technique in teaching writing skills. Based on the conclusion above, some suggestions can be taken as follows:

1. The headmaster of YP. MAS Madinatussalam should facilitate and motivate the teacher to use and choose different technique in teaching the students. Facilitating the teacher such us giving her some books related to teaching technique, gives her a chance to manage her own class by herself, and ask her to join the teaching seminar or teaching training. Motivating the teacher likes compliment her when she applies new teaching technique successfully and support her when she fails in using new teaching technique.

2. The English teacher of MAS Madinatussalam should improve her teaching skills and try to use EGRA technique in her class in order to makes students acquire natural understanding and stimulating their thinking process. By engaging the students in the learning process, the students will be active to participate in gaining the knowledge. EGRA technique is a technique which has four stages where all the stages are engaging the students to participate.

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, Sholihatul Hamidah. (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.

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.

APPENDIX I

PRE-TEST

Name :

Class : X MA

School : MAs Madinatussalam

Choose the correct answer for the questions below!

1. Below is the definition of some genre of the texts. What is the definition of recount text?

A. The text that used to amuse, to entertain, and to deal with actual or various experiences in different ways.

B. The text that used to retell events, actions, or activities in the past chronologically for the purpose of informing or entertaining

C. The text used to explain the process involved in the information or workings of phenomena

D. The text that used to present at least two points of view about an issue.

2. Which is the correct generic structure of recount text?

A. In series of events, introduction, orientation

B. Events, reorientation, introduction

C. Orientation, series of events, reorientation

D. Orientation, reorientation, events

3. Which is the part of generic structure that telling who involved, what happened, where the events took place, and when it happened?

A. Reorientation

B. Series of events

C. Orientation

D. Application

4. Which is the part of generic structure that consists of optional-closure of events /ending?

A. Reorientation

B. Orientation

C. Introduction

D. Series of events

5. Which is the part of generic structure that tells in series of what happened in the past?

A. Orientation

B. Series of Event

C. Re-orientation

D. Introduction

6. Recount text can be used to?

A. Biography book

B. Lesson plan

C. Advertisement

D. Procedural Text

7. Why does recount text use verb two?

A. It tells the past event

B. It tells the next event

C. To entertain the reader

D. To inform the reader

8. Where can we usually find the orientation?

   A. In last paragraph

   B. In all the paragraphs

   C. In the first paragraph

   D. In the last paragraph

Please read the text below and answer the questions below!

Text 1 is for question 9 to 11.

Text 1.

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa, and Wisnutemples. They are really amazing. We visited only brahmana and syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then, we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

9. The text above is written in the form of?

   A. Recount

   B. Narrative

   C. Report

   D. Anecdote

10. The text above mainly discuss about?

   A. The writer's trip to Yogyakarta

   B. The writer's first visit to Prambanan

   C. The writer's impression about the guide

   D. The writer's impression about Borobudur

11. Which is the orientation based on the text?

   A. On Friday morning we went to Yogya Kraton. We spent about two hours there.

   B. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa, and Wisnu temples

   C. In the evening we left for Jakarta by wisata bus.

   D. On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

Please read the text below and answer the questions below!

Text 2 is for question 12 to 14.

Text 2

   Albert Einstein was born in 1879 in Germany. He graduated from the University of Zurich in Switzerland in 1905. In 1905 he also did some of his famous work in physics. In 1919 he won the Noble Prize for Physics. Between 1919 and 1933 he lived in Germany and traveled a lot to talk to other scientists. He moved to United States from 1933 until his death. He lived in Princetown, New Jersey. He died on 18th April 1955.

12. "In 1905 he also did his famous work in physic."

   What is the tense that used in the sentence above?

   A. Simple past

   B. Simple present

   C. Present continuous

   D. Past perfect

13. The text above is one of the examples of recount text that retell about......of someone.

   What is the correct answer to fill the point above?

   A. Biography

   B. Experience

   C. Diary

   D. Letter

14. When was Albert Einstein died?

   A. In 1879

   B. In 1933

   C. In 1955

   D. In 1919

Please read the text below and answer the questions below!

Text 3 is for question 15 to 17.

Text 3

The police thought that two burglars the robbery at 151 Pattimura street on Sunday afternoon. The burglars broke into the students' room while they were

going to a football game. They never thought that while they were away, burglars would break into their boarding house.

15. The text is in form of?

A. Description

B. Report

C. Recount

D. Anecdote

16. Where did the robbery take place?

A. At 151 Pattimura street

B. At 151 Gajahmada street

C. At 161 Pattimura street

D. At 152 Pattimura street

17. When did the robbery happen?

A. Sunday morning

B. Sunday afternoon

C. Monday evening

D. Saturday afternoon

Please read the text below and answer the questions below!

Text 4 is for question 18 to 19.

Text 4

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rung. It was my friend Fanny, she asked me to go out at 10.00 o'clock. She wanted buy something in traditional market.

Finally, we were out. In the street, I saw a piece of pink coupon. I interested with its color, I took it, then Fanny and I read this out. We were fully shocked, it was a coupon of a four nights tour to Lombok!! The expired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God! We were thinking that may be the coupon just fell from the sky and it was there for us.

We were in hurried to the address of tour agency that issued the ticket. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmn sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

18. What is the name of the text?

    A. Report

    B. Recount

    C. Descriptive

    D. Procedure

19. What is the generic structure of the text?

    A. Reorientation-events-orientation

    B. Orientation-events-reorientation

    C. Orientation-events-resolution

    D..Orientation-classification description

Please read the text below and answer the questions below!

Text 1 is for question 20 to 24.

Text 5

Last weekend, I visited my pen pal's house. His name is Dimas. There were many activities I did there. In the morning, Dimas and I had breakfast. We had traditional food. I liked it very much.

After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds. After visiting the bird cage, Dimas and I went to the flower garden not far from his house. We took a rest and had lunch under a big tree and watch butterflies flying above colorful flowers. In the afternoon, we swam in the pool in the backyard.

It was so fun. I really enjoyed my time with Dimas.

Please, answer these questions based on the text 5 above!

20. What is the name of the text?

   A. Biography text

   B. Recount text

   C. Description text

   D. Procedure text

21. The text above tells us about?

   A. A holiday at a friend's place

   B. A picture of a bird

   C. A big bird cage

D. A big garden

22. What is the last paragraph about?

A. The writer disappointed about his friend

B. The writer can't swim

C. The writer had a good time with his friend

D. They were not happy at that time

23. From the text we know that?

A. Had gone and visited many places during his holiday

B. Lived in the same village with his pen pal, Anto

C. Liked butterflies and swimming very much

D. Spent his holiday at friend's house

24. Who is the writer's pal's pen?

A. Dimas

B. The writer

C. Bird

D. Butterflies

25. What kind of tense which is used in Recount text?

A. Past Tense

B. Present Tense

C. Future Tense

D. Continuous Tense

APPENDIX II

Choose the correct answer for the questions below!

The text that used to retell events, actions, or activities in the past chronologically for the purpose of informing or entertaining.

1. The text above is definition of...

    A. Narrative text

    B. Recount text

    C. Procedure text

    D. Description text

Text 1

Last week, I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on hourse back. It was scary but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

2. How many people who involved based on the text?

A. Three

B. Four

C. Two

D. Five

3. "We went to get a closer look at the mountain". The word "we" refers to...

A. The writer

B.

I

C. The writer and his friend

D. The writer's friend

"I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting".

4. What is the generic structure of the text underlining above?

A. Resolution

B. Event

C. Orientation

D. Re-orientation

5. Which is the part of generic structure that telling who involved, what happened, where the events took place, and when it happened?

A. Reorientation

B. Series of events

C. Orientation

D. Resolution

6. 1. Newspaper 2.Personal Letter 3. Biography   4. Fairy-tale. Which are the correct examples of the recount text?

A. 1,2,3,4

B. 1,3,4

C. 2,3,4,

D. 1,2,3.

7. A generic part that tells the ending of an event is mentioned as?

A. Reorientation

B. Orientation

C. Introduction

D. Series of events

8. Which is the correct generic structure of recount text?

A. In series of events, introduction, orientation

B. Events, reorientation, introduction

C. Orientation, series of events, reorientation

D. Orientation, reorientation, events

9. The text that tell us about someone's experience is one of the example of...

A. Report text

B. Recount text

C. Retell text

D. Description text

10. Generally, what is the social function of the recount text?

A. To Inform

B. Describing something

C. Persuade the readers

D. Inform and entertain

Text 2

In 2016, I, my father, my mother, my brother and his wife accompanied me to continue my study in Medan. We started our trip by the car in the evening. The driver was my older brother namely Mr. Yusrin.

In the journey, we talked each other and discussed random things. After several hours we got tired and slept in the car, everyone was slept except the driver. Suddenly, the car stopped, and I tried to look around to see what was happening. Actually we were in the mosque area. My brother told us to get down and doing the down praying. After that, we continued our trip and arrived in Medan at 10 o'clock a.m. At the evening my parents, my brother and his wife went back to the home whereas I myself stayed in Medan.

Actually I was sad all along the journey because but it was my choice to continue my study in Medan.

Answer these questions based on the text above!

11. What did the story tell us about?

A. The writer's trip to Medan.

B. Mr. Yusrin's experience in driving the car.

C. The writer's story in Medan

D. Family Holiday.

12. With whom the writer went to Medan?

A. Parents, Mr. Yusrin and his wife

B. Mr. Yusrin

C. His wife

D. I

13. How many people are involved in the story above?

A. 3

B. 4

C. 5

D. 2

Text 3

I went to a Botanical Garden. It was large, landscaped parks where plants were grown for scientific purposes and for public display. People could stroll down flowers bordered paths or sat on benches and admired the beautiful plants. Most of the plants were labeled with their popular as well as their scientific names.

In greenhouses, long, low buildings made of glass and artificially heated; the more delicate plants were cultivated.

One of the greatest botanical gardens in the world today is the Royal Botanic Garden at Kew, England. It is commonly known as Kew Gardens. One of the largest botanical gardens in the United States ia the New York Botanical Gardens, Bronx, New York, which contains 13.000 species varieties of plants. Answer these questions based on the text above!

14. What is the generic structure of the text above?

A. Orientation-complication resolution

B. Goal-material-step

C. Orientation-series of events-reorientation

D. General classification-description

15. What is the social function of recount text?

A. To inform and entertain the readers what happened in the past.

B. To tell someone how to do something

C. To persuade the readers that something a case.

D. to share with others an account of on unusual or amusing incidents

Text 4

We had a three-day camp in Tawangmangu resort last week. The location was on the slope of Mount Lawu. There was a river with clear water not far from our camp site. We brought cooking and eating utensils. We also had food supply. There were noodles, eggs, fish, some canned food, mineral water, and biscuits.

On the first day, we set up the tents and cooked food for our lunch. After taking a rest for a while, we walked around to see the surrounding area. The scenery was very beautiful. The weather was cold all day long so we had to wear thick jackets. We inhaled fresh air which we hardly got in town. We all were very happy. In the evening, we had dinner together. We had hot lemon tea and boiled noodles. After that, we made a camp fire. We played guitar and sang songs together. We did enjoy our good time that night. At the second day, we went tracking until 11 am. After having lunch and taking a rest, we had competitions, such as tug-of –war, futsal and a guessing game. My team was a runner up in the

tug- of-war and the champ in the guessing game. Unfortunately, my team lost in futsal. Then, in the evening, we performed some dramas.

Finally after the long days, we packed our stuff and went home. We planned to have another camp activity at the end of this semester.

16. What kind of the text above?

A. Report

B. Recount

C. Narrative

D. Procedure

Text 5

It was my Grandpa's birthday last Sunday. On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped in a blue paper. Blue is my Grandpa's favorite color.

On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. It was a big and beautiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top of it. On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cake and flowers for my Grandpa. We sat together in our living room. My Dad said a beautiful prayer. Then, we sang "Happy Birthday" and my Grandpa blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt.

Finally, my grandma told us some stories about my Grandpa.

17. What is the topic of the text?

A. School Party

B. Nice Shopping

C .Grandpa's birthday

D. Weekend in my house

18. **What did the writer do in the kitchen?**

A. Cooked meal

B. Prepared for lunch

C. Roasted a lobster

D. Made a birthday cake

Text 5

Albert Einstein which is considered as the greatest scientist of the 20th century was born from a Jewish family in Ulm, Wurttemberg, Germany on March 14, 1879. His father is Hermann Einstein and his mother is Paulina Koch. In his childhood, Einstein was not like to socialize with his friends and he was considered as a stupid boy. Although considered as stupid boy, he loved mathematics and physics. When he was 5 years, Einstein was school in Catholic elementary school for three years. Then he continued his study at Luitpold Gymnasium for Junior and Senior secondary education when he was 8 years old. Then Einstein went to high school at the age of 21 years at the ETH (Technische Eidgenoessische Hoschscule).

Albert Einstein got his a doctorate in 1905 after completing his dissertation, entitled "Eine Neune Bestimmung der molecule Dimension" at the University of Zurich. Then he got the title of Professor in 1909. Albert Einstein found theory of relativity which becomes inspiration of scientist after him. From the results of his

research, he introduced a formula E=MC2 that is famous in the world. Then in 1921 Einstein was awarded the Nobel Prize for his theories.

19. What is the tense that used in that text?

A. Past Tense

B. Simple Present

C. Future Tense

D. Continuous Tense

20. When was Albert Einstein born?

A. 1879

B. 1905

C. 1990

D. 1909

21. Who was Albert' Einstein father?

A. Paulina Kouch

B. Albert Einstein

C. Herman Einstein

D. Nobel Prize

Text 6

Last Wednesday, I came late to my school because I played phone until 2.00 am in the night. Because of that I woke up late.

I woke up about 6.30 am and the class would be began at 7.00 am. I ran to bathroom to take a bath. I usually had a breakfast after took a bath, but in that day I did not do that. I always went to school by my motorcycle. But in that day, I forgot where I put the key. So, I went to the school by public transportation. It

made me took a longer time. I arrived at school at 7.15 am, I ran to my class but I saw my teacher had stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because of coming late.

It was my bad experience and I hoped I would not do that again.

22. Based on the text above, in which paragraph is the series of event?

A. The first paragraph

B. The second paragraph

C. The third paragraph

D. The first and the second paragraph

23. The text above tells us about…

A. A good experience

B. A bad experience

C. The writer forgot his key

D. He went to school happily

24. What did the writer do at 02:00 am?

A. He played phone

B. He slept

C. He went to school

D. He forgot his key

25. Whom got angry at the writer?

A. The teacher

B. His friends

C. His mother

D. His father

APPENDIX III

KEY ANSWER OF PRE-TEST

1. B
2. C
3. B
4. A
5. B
6. A
7. B
8. C
9. A
10. A

11. D
12. A
13. A
14. C
15. B
16. B
17. B
18. B
19. B
20. B

21. A
22. C
23. D
24. A
25. A

APPENDIXE IV

KEY ANSWER OF POST-TEST

1. A	11. A	21. C
2. C	12. A	22. B
3. C	13. C	23. B
4. D	14. C	24. A
5. C	15. A	25. A
6. D	16. B	
7. A	17. C	
8. C	18. D	
9. B	19. A	
10. D	20. A	

APPENDIXE V

LESSON PLAN

Subject   : English

School   : MAs. Madinatussalam

Class/ Semester   : X/ II

Time Allocation   : 4 x 45 minutes (2 meetings)

A. Core Competence

3. Understanding, applying, analyzing the factual knowledge, conceptual, procedural, based on the curiousness about the knowledge, technology, art, culture, and languages with humanity understanding, nationality, and civilization related to the causal of phenomena and events, as well as applying the procedural knowledge on specific study accordance with the aptitude and interest to solve the problem.

4. Processing, thinking, and providing in concrete field and abstract field related to the development which learned in school individually and able to use the method accordance with the theory of knowledge.

B. Basic Competence

3.7 Distinguish the social function, text structure, and language features of recount text in oral and written by asking or giving information related to historical event based on the used-context.

4.7 Recount text of historical event

4.7.1 Understanding the meaning contextually relates to social function, text structure, and language feature of recount text orally and written relates to historical event.

4.7.2 Arrange recount text orally and written, short and simple, relates historical event by paying attention to social function, text structure, and language feature, correctly and based on the context.

C. Indicators

- Understanding the definition of recount text.

- Identifying the generic structures of recount text.

- Identifying the social functions.

- Identifying the language features of recount text.

- Analyzing the content of recount text in order to determine the correct or incorrect statement based on the text given.

D. The aim of study

First Meeting

At the end of lesson, students are expected to:

- Be able to understand the definition of recount text.

- Be able to analyze and comprehend the generic structure of recount text.

- Be able to analyze and comprehend the social function of recount text.

Second Meeting

- Be able to comprehend the language feature of recount text.

- Be able to identifying a recount text content order to determine the correct answer based on the question.

E. Lesson Materials

   1. The Definition of Recount Text

   Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. Recount text ia a text that retell to reader about the events in the past chronologically.

   Recount is common is nonfiction writing, they are as follows:

   - Letter

   - Biography

   - Diary of journey

   - Non fiction book

   - Newspaper or magazine

   - Encyclopedia entry

   Recount text based on the life experiences and familiar language. Recounts are used in most subjects to show memory of series of events as in accounts of Science excursion, everyday life in another time or culture.

   2. Social function of Recount Text

   Recount text has some social functions, which are:

   a. To retell something happened Recount retells past event.

   Recount begins by telling the reader who was involved, what happened, where this even took place and when it happened.

   b. To entertain Sometimes, recount text retells a funny experience.

   It has a function to entertain the reader.

3. The Generic Structure of Recount Text

   a. Orientation

      The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and through, use the words (who,what, whe, where, and why). The writer or speaker needs to give information about what happened, who or what was involved, when and where the events occured and whhy. An awareness of audience and purpose will assist the writer in selecting the amount of detailed needed.

   b. Series of events

      In series of events the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depend on the creativity of the writer.

   c. Re-orientation

      The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next.

4. The Language Feature of Recount Text

   a. Focus on individual participant / a group participant.

      Recount text focus on what an individual or a group of people were doing. It can be written in the first or the third person. First person, is happening to the person writing the recount. Example: I went to the park. The third person, an observer is telling it. Example: Vera went to the park.

b. Using past tense

Past tense is the form a verb used to describe in the past. Past tense consists of simple past (I walked to school yesterday), past progressive (I was studying at 08.00 o'clock last night), past perfect (my parents had already eaten by the time Igot home), past perfect progressive (the police had been looking for the criminal for two years before they caught him),.

c. Using material (action) process

Material process are processes of material doing. They express the notion that some entity ohysically does something-which may be done to some other entity.

d. Focus on temporal sequence of events

Conjunctions is a connective. It is a part of speech that serves to connect words, phrases, clause, or sentence. Example: last year, on the weekend, then, etc.

e. The Example of Recount Text

MY HOLIDAY

<u>Orientation</u>

Last school holiday, I, my mother, and my father went to Medan. We went there by a car and we arrived at Maimon Palace in the morning.

<u>Series of Event</u>

In the morning we took our breakfast in a small warung near the Maimon Palace, after that we walked to Maimon Palace and visited many of Melayu

heritages. In the afternoon we visited the Great Mosque of Medan and we prayed noon praying together there. In the evening, we visited Medan Zoo, I saw many of wild animals in the cage. I and my father fed them gently. Finally, in the night we went back to home and I felt asleep in the car.

Re-orientation

That moment was very short but it will be unforgettable to me. I really love my mother and father.

F. Teaching Method

1. Approach   : Scientific approach.

2. Model   : Discovery Learning.

3. Technique   : EGRA Technique.

In this teaching, the researcher will use EGRA Technique.

Steps of EGRA technique :

a. Experience

Experience is a learning stage where students are subsconsciously expose to the meaningful use of particular structure item. The students are not aware that they are led to find a particular grammar structure. The students are provided by activity that explores their knowledge. Here, the learning experience will be the main gate for the students' understanding about correct grammar structure. In this step, the teacher can also give leading question related to the material will be taught to the students. The activity of this step the researcher will be conducted in giving a video.

b. Generalization

The activities which can be done in this step are :

- The researcher asks the students to make group consists of 4 persons.

- The researcher gives the text and instruction which is aimed at leading out the students to find the genre, meaning, and form of language structure of the text.

- The students discuss the answers in class guided by the researcher

- The researcher writes the answer of the students on the writeboard

- The researcher gives praise to the students for their hard work in answering questions.

c. Reinforcement

The activities at this phase are:

- The researcher discusses again the students' answers on the writeboard.

- The researcher reads the text and provides an explanation as reinforcing the meaning and form of generic structure they have before.

- The researcher gives some examples of text as the model.

d. Application

The activities that can be done are:

- The students are asked to work individually.

- The researcher asks the student to answer the questions given.

- The researcher gives the students homework to discuss in the future learning.

G. Learning Source, Media and Tools

The media and tools that will use in teaching are :

1. Contextual English (Enriched With Character Building Education) for Grade X of Senior High Schools), Platinum, Kurikulum 2013. PT. Tiga Serangkai Pustaka Mandiri. 2018.

2. A video animation of recount text from https://youtu.be/X0Bcrgtu3hk

3. A projector, Papers, and Blackboard.

H. Teaching-Learning Activities

<table>
<tr><td colspan="3" align="center">FIRST MEETING</td></tr>
<tr><td align="center">STEPS</td><td align="center">LEARNING ACTIVITY BY THE TEACHER AND STUDENTS</td><td align="center">TIME</td></tr>
<tr><td rowspan="5" align="center">INTRODUCTION
(Pre-teaching
Activities)</td><td>Teacher gives greeting the students.</td><td rowspan="5" align="center">10 minutes</td></tr>
<tr><td>Teacher leads the students to pray.</td></tr>
<tr><td>Teacher checks the attendance list.</td></tr>
<tr><td>Researcher motivates and stimulates the students</td></tr>
<tr><td>Researcher links the previous lesson before start the new lesson.</td></tr>
<tr><td></td><td><u>Observing</u>

Experience:

• The researcher instructs the students to make group consist of 5 students for each group.

• Teacher gives a video to watch, then asks the students some questions</td><td align="center">15 minutes</td></tr>
</table>

	which is aimed leading the students to find the topic discussion/ lesson.	
CORE-ACTIVITIES (During the Learning Activities)	**Questioning and Associating** **Generalization:** • The researcher gives the text and some questions which is aimed at leading the students to find the generic structure and the social function of the text-the students discussing with their own group members. • The students writes the answers on the writeboard. • The researcher gives praise to the students for their hard work in answering questions.	15 minutes
	Communication and Associating **Reinforcement:** • The researcher asks the students about what the students'students have not understand yet. • The researcher discusses the answer again on the blackboard. • The researcher reads the text given	20 minutes

	and provides an explanation as reinforcing the generic structure and social function of the text. • The researcher gives some examples of text as the model.	
	Exploring **Application:** • The students are asked to work individually. • The researcher asks the student to answer the questions based on the text that has been given before.	15 minutes
CLOSING (Post-teaching Activities)	The researcher asks the students' understanding about the lesson which have been learned. The researcher and the students summarize the lesson. The researcher gives the students homework to discuss in the future learning. The researcher leads the students to say a prayer. The researcher ends the activities.	15 minutes

SECOND MEETING		
STEPS	**LEARNING ACTIVITY BY THE TEACHER AND STUDENTS**	**TIME**
INTRODUCTION (Pre-teaching Activities)	Teacher gives greeting the students.	10 minutes
	Teacher leads the students to pray.	
	Teacher checks the attendance list.	
	Researcher motivates and stimulates the students	
	Researcher discuss the homework was given in the previous meeting.	
CORE-ACTIVITIES (During the Learning Activities)	**Observing** **Experience:** • The researcher instructs the students to make group consist of 5 students for each group. • Teacher gives a text, then asks the students some questions which is aimed leading the students to find the topic discussion/ lesson.	15 minutes
	Questioning and Associating **Generalization:** • The researcher asks further questions which is aimed at leading the students	

	to identify the language features of the text.	15 minutes
	• The students discuss the answers in class guided by the teacher.	
	• The the students writes the answers on the whiteboard.	
	• The researcher gives praise to the students for their hard work in answering questions.	
	Communication and Associating	
	Reinforcement:	
	• The researcher asks the students about what the students'students have not understand yet.	
	• The researcher discusses again about the answer on the blackboard.	20 minutes
	• The researcher reads the text and provides an explanation as reinforcing the meaning and form the language features.	
	Exploring	
	Application:	
	• The students are asked to work	15 minutes

	individually. • The researcher asks the student to answer the questions based on the text that has been given before.	
CLOSING (Post-teaching Activities)	• The researcher asks the students' understanding about the lesson learned. • The researcher and the students summarize the lesson have been learned. • The researcher leads the students to pray. • The researcher ends the activities.	15 minutes

I. Instruments:

First meeting:

1. Identify the social function and the generic structure of the text below!

MY HOLIDAY

(…   ……   ……   …….)

Last school holiday, I, my mother, and my father went to Medan. We went there by a car and we arrived at Maimon Palace in the morning.

(…   ……   ……   ……)

In the morning we took our breakfast in a small warung near the Maimon Palace, after that we walked to Maimon Palace and visited many of Melayu

heritages. In the afternoon we visited the Great Mosque of Medan and we prayed noon praying together there. In the evening, we visited Medan Zoo, I saw many of wild animals in the cage. I and my father fed them gently. Finally, in the night we went back to home and I felt asleep in the car.

(…   ……   ……   ……)

That moment was very short but it will be unforgettable to me. I really love my mother and father.

Homework:

1. Identify the social function and the generic structure of the text below!

THE BEAUTY OF MOUNT BROMO

(   )

Last wek, I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

(   )

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on hourse back. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

(   )

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

Key Answer:

1. The social function of the text above is to entertain.

MY HOLIDAY

(Orientation)

Last school holiday, I, my mother, and my father went to Medan. We went there by a car and we arrived at Maimon Palace in the morning.

(Series of Event)

In the morning we took our breakfast in a small warung near the Maimon Palace, after that we walked to Maimon Palace and visited many of Melayu heritages. In the afternoon we visited the Great Mosque of Medan and we prayed noon praying together there. In the evening, we visited Medan Zoo, I saw many of wild animals in the cage. I and my father fed them gently. Finally, in the night we went back to home and I felt asleep in the car.

(Re-orientation)

That moment was very short but it will be unforgettable to me. I really love my mother and father.

Homework

Key Answer:

1. The social function of the text is to entertain the readers.

THE BEAUTY OF MOUNT BROMO

(Orientation)

Last wek, I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

(Series of Events)

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on hourse back. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

(Re-orientation)

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

Second Meeting:

Multiple Choice:

Choose the correct answer for the questions below!

1. Below is the definition of some genre of the texts. What is the definition of recount text?

A. The text that used to amuse, to entertain, and to deal with actual or various experiences in different ways.

B. The text that used to retell events, actions, or activities in the past chronologically for the purpose of informing or entertaining

C. The text used to explain the process involved in the information or workings of phenomena

D. The text that used to present at least two points of view about an issue.

2. Which is the correct generic structure of recount text?

A. In series of events, introduction, orientation

B. Events, reorientation, introduction

C. Orientation, series of events, reorientation

D. Orientation, reorientation, events

3. **Which is the part of generic structure that telling who involved, what happened, where the events took place, and when it happened?**

A. Reorientation

B. Series of events

C. Orientation

D. Application

4. **Which is the part of generic structure that consists of optional-closure of events /ending?**

A. Reorientation

B. Orientation

C. Introduction

D. Series of events

5. **Which is the part of generic structure that tells in series of what happened in the past?**

A. Orientation

B. Series of Event

C. Re-orientation

D. Introduction

6. **Recount text can be used to?**

A. Biography book

B. Lesson plan

C. Advertisement

D. Procedural Text

7. Why does recount text use verb two?

A. It tells the past event

B. It tells the next event

C. To entertain the reader

D. To inform the reader

8. Where can we usually find the orientation?

A. In last paragraph

B. In all the paragraphs

C. In the first paragraph

D. In the last paragraph

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa, and Wisnutemples. They are really amazing. We visited only brahmana and syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then, we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

9. The text above is written in the form of?

   A. Recount

   B. Narrative

   C. Report

   D. Anecdote

10. The text above mainly discuss about?

   A. The writer's trip to Yogyakarta

   B. The writer's first visit to Prambanan

   C. The writer's impression about the guide

   D. The writer's impression about Borobudur

   Key Answer: **1. B 2. C 3. C 4. A 5. B 6. A 7. A 8. C 9. A 10. A**

J. Assessment Guidance for Answering Questions:

$$S = \frac{n}{10} \ x \ 100$$

Description:

S: score

n: total amount of the correct answers.

10: the amount of questions.

Medan, January 18th, 2021

Knowing,

Headmaster of MAs Madinatussalam

Drs. H. M. Royanta, S.Pd.I., M.Pd.
NUPTK : 42074464200053

English Teacher   Researcher

Erni Munthe, S.Pd.   Aula Adnin Ritonga
                                                               0304162119

APPENDIX VI

INTERVIEW SESSION WITH THE STUDENTS

After the post-test session has finished (Feb 02nd, 2021), the researcher asked two female students to be as informants in the interview* the interview was running in Indonesian language, below was our conversations:

*the researcher had told the students the purpose of the interview briefly.

Researcher : "After the learning process for the last two meetings, how is your opinion about that meeting, especially in teaching technique?"

Yothia (student) : "In my opinion, the technique was good, I could understand the lesson better, because there is the test at the end of meeting to measure our understanding, so it helps me to know how far the knowledge that I have understood from the learning"

Researcher : "Yes, that's right. There will always be the test at the end of each meeting, the test is as the last step of EGRA technique, it's known as "application stage" actually the test can be multiple choices, essays, or identify the texts, but the first we did identify the text and the second was a multiple choices"

Yothia (student) : "That's true, we did it. I am happy to learn such that new way"

Researcher : "Thanks Yothia, I am also happy heard it"

Cantika (student)	: "You're welcome, Abi"
Researcher	: "How about you, Cantika? Are you thinking the same opinion with Yothia?"
Cantika (Student)	: "Hmmm, actually I agree that those two previous meetings were good and new, I also understand the lesson like others students, but sometimes I could not hear your voice as well and also the projector screen was not wide enough for me who has seat at the corner of class"
Researcher	: "You're absolutely right, this technique was new and good because it is engaging the students to acquire the lesson, this technique mostly entangled the students to participate in the learning process instead of the teacher. I agreed that my voice is low enough even though I have tried to make it louder, and about the projector, the cable was not too long so the projector can be placed far away from the blackboard"
Cantika (Student)	: "Oo, I see, and that's all my opinion, Abi"
Researcher	: "Thanks Cantika, it's helpful for me, thanks Yothia. Thanks for spending your time in my interview, I hope both of you will be success"
Yothia and Cantika	: "Thanks Abi, Abi too"

APPENDIX VII

DIARY NOTES

January 05th, 2021

At this first meeting, the researcher entered the class with Mrs. Erni as the English teacher of the tenth grade students. The teacher was introduced researcher to the students. After that, the teacher let me to introduce myself and tell my purpose coming to the class. At that I gave the class being controlled by the teacher.

January 12nd, 2021

At the second meeting, after prepared and explained about the information needed about the pre-test, the researcher shared pre-test to all the 31 students of the tenth grade. The researcher observed all the students while they were doing the pre-test and answered their questions about the pre-test questions. After several minutes they collected the pre-test to the researcher, than the researcher closed that second meeting by praying together and thanked to them because had worked hard in answering the pre-test questions.

January 19th, 2021

At this third meeting, the researcher's aim was to teach the students with the new technique of teaching that was EGRA technique. So, the researcher taught the students about the recount text by applying EGRA technique which had been planned before and was written in the lesson plans. The students were active and felt engaged, they follow EGRA steps which were instructed by the researcher. That learning was run well.

January 26th, 2021

This fourth meeting was like the third meeting where the researcher taught the tenth grade students by applying EGRA technique. The class atmosphere was not different from the third meeting, the researcher could handle the class and also applied the lesson plans had make.

February 02nd, 2021

This was the last meeting, in this last meeting the researcher's main purposes was to distribute a test which known as post-test. This test was the second test after the pre-test. After all the students had the test, the researcher observed the students in answering the questions. The atmosphere was quiet because all the students were focusing on the questions of the test. In this meeting also the researcher interviewed some students concerning the two previous meetings particularly about the teaching technique. At the end of this meeting, all the tenth grade students, Mrs. Erni, and researcher took picture together.

APPENDIX VIII

DOCUMENTATIONS

Picture 1: The first meeting between the researcher and the tenth grade students

Picture 2: The students were focusing in answering pre-test questions

Picture 3: The researcher was observing and following the pre-test section

Picture 4: The researcher was showing a video as one of the steps of EGRA technique.

Picture 5: The researcher was asking some questions to lead the students' thinking heading to the learning material.

Picture 6: The researcher observed the students' discussion.

Picture 7: After the discussion, the researcher reinforced the students about the

learning material had been discussed.

Picture 8: A student asked the researcher about the task was given, the task was

as the measurement of how the students' understanding after the

previous steps of EGRA technique.

Picture 9: Post-test section was running very well.

Picture 10: The researcher was with Mrs. Erni and her two female students during the interview.

Picture 11: The researcher, Mrs. Erni, and all the students of the tenth grade students of MAS Madinatussalam were taking picture together.

APPENDIX IX

LETTER OF RESEARCH PERMISSION

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor   : B-15046/ITK.V.3/PP.00.9/11/2020   26 November 2020
Lampiran : -
Hal   : Izin Riset

Yth. Bapak/Ibu Kepala YAYASAN PERGURUAN MADINATUSSALAM SUMATERA UTARA, MA SWASTA MADINATUSSALAM

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama   : Aula Adnin Ritonga
NIM   : 0304162119
Tempat/Tanggal Lahir : Seberang, 02 Maret 1997
Program Studi   : Pendidikan Bahasa Inggris
Semester   : IX (Sembilan)
Alamat   : Dusun Abadi Kelurahan Tanjung Sarang Elang Kecamatan Panai Hulu

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di YAYASAN PERGURUAN MADINATUSSALAM SUMATERA UTARA MA SWASTA MADINATUSSALAM Jl. Sidomulyo Pasar IX Dusun VIII Desa Sei Rotan Kec. Percut Sei Tuan, Kab. Deli Serdang, Provinsi Sumatera Utara., guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE EFFECT OF EGRA TECHNIQUE ON STUDENTS' ABILITY IN WRITING RECOUNT TEXT

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 26 November 2020
a.n. DEKAN
Ketua Program Studi Pendidikan Bahasa Inggris

Digitally Signed

Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum
NIP. 197506222003122002

Tembusan:
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

95

APPENDIX X

RESPONSE OF THE LETTER RESEARCH PERMISSION

YAYASAN PERGURUAN MADINATUSSALAM
SUMATERA UTARA
MADRASAH ALIYAH SWASTA MADINATUSSALAM
Jl. Sidomulyo Pasar IX Dusun XIII Desa Sei Rotan
Kec. Percut Sei Tuan Kab. Deli Serdang Provinsi Sumatera Utara
Telp. / HP. 0853 7037 3319 Kode Pos 20371 Email:madina.tussalam@yahoo.com

Nomor : Ma.b/1864/PP.01.1/112/02/2021   Sei Rotan, 03 Januari 2021
Lamp : -
Hal : *Riset*

Kepada Yth : Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan
Di -
    Tempat

Assalamualaikum Wr. Wb.

Dengan Hormat, menindak lanjuti surat Bapak/Ibu Nomor : B-15046/ITK.V.3/PP.00.9/11/2020 tanggal 26 November 2020, dengan ini kami sampaikan bahwa:

Nama : Aula Adnin Ritonga
NIM : 0304162119
Semester / Prodi : IX / Pendidikan Bahasa Inggris

Nama tersebut di atas telah mengadakan riset di Madrasah Aliyah Swasta Madinatussalam Sei Rotan Percut Sei Tuan guna memperoleh keterangan dan data-data yang diperlukan dalam rangka penyusunan skripsi dengan judul :
The Effect of EGRA Technique on Students' Ability in Writing Recount Text.

Demikian surat keterangan ini diperbuat dengan sebenarnya dan untuk dapat dipergunakan seperlunya.

Wassalamu'alaikum Wr. Wb.

Kepala MA Madinatussalam

Drs. H.M. ROYANTA, S.Pd.I., M.Pd

96

APPENDIX XI

CURRICULUM VITAE

Personal Information

Name   : Aula Adnin Ritonga

Place and Date Birth   : Seberang, March 02nd, 1997

Address   : Desa Tanjung Sarang Elang

Gender   : Male

Religion   : Islam

Phone Number   : 0822-9467-2863

Email   : aulaadninritonga@gmail.com

Education Background

SDN 115512	2004-2010
MTS Al-Washliyah Selat Besar	2010-2013
MAS Al-Azhar Teluk Sentosa	2013-2016
Universitas Islam Negeri Sumatera Utara	2016-2021