

ARTICLE

**THE TEACHING OF WRITING A RECOUNT TEXT THROUGH EGRA
TECHNIQUE**

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THE TEACHING OF WRITING A RECOUNT TEXT THROUGH EGRA TECHNIQUE

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ABSTRACT

This paper aims to give contribution to the teacher. They can use EGRA technique to make students understand easily the given subject and enjoy the teaching learning process. Writing is a kind of process in which the students should always consider the choice of words and sentences, sequence of words and sentences, and so on. When we are writing, we must notice the structure of our sentences. Grammar is very important in writing. A good grammar makes the reader understand our writing. For the tenth grade of senior high school students, recount is categorized as a text that should be mastered by students in this grade. EGRA is a shortened form of the term Experience, Generalization, Reinforcement, and Application. Experience: The teacher tries to stimulate the student's interest in the lesson by giving some questions and showing the teaching aids, such as pictures, living objects of things which are related to the materials. Generalization : The teacher expects the students to have a special interest in the lesson and then gives a short explanation. Reinforcement: The teacher intends to check the students understanding. Application : The students must be able to apply the pattern of the materials in real situations. EGRA is one of the techniques which are effective in teaching learning process. It is easy to make the students try to practice English.

Keywords: *teaching writing, recount text, EGRA technique*

A. INTRODUCTION

English is an international language and it becomes an important subject in Indonesia. Most of the Indonesian students have gotten English lesson beginning from junior high school until university level. Students have to master English orally and in written form. There are four skills in

English, such as listening, speaking, reading, and writing. Writing is a kind of process in which the students should always consider the choice of words and sentences, sequence of words and sentences, and so on. Barnet and Stubbs (1987:3-4) in Lestari (2004:4) say writing as an activity that is physical and mental in nature. It means that the writer should first

think of the ideas that he/ she wants to write, and then he physically writes down his/ her ideas on the paper. Haris (1979:68-69) in Lestari (2004:5-6) says that there are some aspects of writing. They are content, grammar, vocabulary, mechanics and organization.

For the tenth grade of senior high school students, recount is categorized as a text that should be mastered by students in this grade. Recount is a kind of text which has purpose to retell past experience. Recount text has three generic structures; orientation, sequences of events and re-orientation. Recount text uses past form tense. Based on the writer's experience during teaching practice at senior high school, the students faced problems in writing a recount text.

Based on my experience above, the writer gives solutions that can overcome this problem by using EGRA technique. EGRA is a shortened form of the term Experience, Generalization, Reinforcement, and Application. Moses (2001:1) in Helena

(2004:2) says that EGRA technique is an effective way to create lively interaction among the students, EGRA technique will make students active. The active students will be more active, and the passive students will be active.

Writing

There are four skills in English, such as: listening, speaking, reading, and writing. Oshima and Hogue (2007:3) state that academic writing is a kind of writing that we use in high school and college. Writing is one of skills that we can express our ideas in it. Because writing is a tool to communicate information, we should write carefully. So that, the message can be understood well by the teacher.

Criteria of Good Writing

Oshima and Hogue (1991:18) state that a good writing has important element. They are as follows:

a. Unity

An important element of a good writing is unity. It discusses only one main idea in one paragraph. The position of main idea in one paragraph. The position of main idea

may be at beginning, in the middle or the end of the paragraph.

b. Coherence

According to Oshima and Hogue (1991:18), another element of good writing is coherence. The Latin verb *cohere* means hold together. It means that the paragraph is easy to read and understand because (1) supporting sentences are in some kind of logical order and (2) ideas are connected by the use of appropriate transition signals.

Kinds of Writing

Writing has three kinds, they are writing a sentence, writing a paragraph, and writing an essay.

1. Writing a Sentences

As we know, a sentence can be called sentence if it has subject and verb and it also has a meaning. Sentence is generally defined as a group of words that begin with capital letter and end by full stop, exclamatory mark,

understandable, have a meaning and real.

2. Writing a Paragraph

Oshima & Hogue (2007:38) say a paragraph is a group of related statements that a writer develops about a subject. There are three parts of paragraph:

a. Topic Sentence

Topic sentence states the main idea of the paragraph. It is not only the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph.

b. Supporting sentences

Supporting sentences develop the topic sentence. That is, they explain the topic sentence by giving reasons, examples, facts, statistics and quotations.

c. Concluding sentence

Concluding sentence signals the end of the paragraph and leaves the reader with the important points to remember.

3. Writing an Essay

According to Oshima & Hogue (2007:148) describe an essay has three main parts, they are: an introductory paragraph, a body paragraph, and a concluding paragraph.

Teaching Writing

As we know, in teaching writing the teacher should guide and help the students in doing writing exercise. So, they have a clear purpose why they are writing. Harmer (1983:11) in Sari (2006:8) describes teaching writing needs consideration which includes the organization of ideas into a coherent piece of discourse.

Recount Text

According to Wadiman (2008:61), recount text is a text that tell the reader about one story, action or activity. Its goal is to entertain or inform the reader. A recount is the unfolding of a sequence of events overtimes. It is used to tell past events for the purpose of informing or entertaining. Its focus is on a sequence of events. It is generally begun with an orientation. Then,

the recount unfolds with a series of events (ordered in a chronological sequence). At various stages, there may be some personal comments on the incident. We call it re-orientation.

The Generic Structure of a Recount Text

Wadiman (2008:61) says that recount text has a generic structure or text organization and language feature.

1. Orientation

Orientation tells who involved, what happened, where the events took place, and when it happened.

2. Events

Events (event 1 and 2) tell what happened and in what sequence.

3. Re-orientation

Re-orientation consist of optional-closure of events/ending.

The Language Feature of Recount Text

Wadiman (2008:61) points out that language features of recount text focuses on use noun or pronoun (i.e. I, a magazine) and uses past tense (i.e. I took, I saw).

Moreover, puguhulianto (2011:1) the language features which are usually found in recount text are: introducing personal participant (i.e. I, my group, etc), use chronological connection (i.e. then, first, etc), simple past tense (i.e. he painted, she smiled, etc).

The Example of a Recount Text

Earthquake

I was driving along the coast road when the car suddenly lurched to one side .

You know what happened? At first I thought a tire had gone flat but then I saw telegraph poles collapsing like matchsticks. It's terrible, isn't it?

Next, guess what! The rocks came tumbling across the road and I had to get out of the car.

When I got back to town, well as I said, there wasn't much left.

My God, that was a nightmare.

Source: "Look Ahead for grade X"

1. Generic structure of this text:

- Orientation : I was driving along the coast road when the car suddenly lurched to one side .
- Events 1 : At first I thought a tire had gone flat but then I saw telegraph poles collapsing like matchsticks. It's terrible, isn't it?
- Events 2 : Next, guess what! The rocks came tumbling across the road and I had to get out of the car.
- Reorientation : My God, that was a nightmare.

2. The Language Features

a. Simple Past Tense

→ Was, lurched, thought, saw, came, had, got, said.

b. Chronological Connection

→ First and next.

EGRA Technique

EGRA is a shortened form of the term Experience, Generalization, Reinforcement, and Application. EGRA is one of the techniques which are effective in teaching

learning process. It is easy to make the students try to practice English.

The Concept of EGRA Technique

- a. Experience: The teacher tries to stimulate the student's interest in the lesson by giving some questions and showing the teaching aids, such as pictures, living objects of things which are related to the materials.
- b. Generalization : The teacher expects the students to have a special interest in the lesson and then gives a short explanation. The teacher expects his/her students to master the materials by giving some drills or task.
- c. Reinforcement : The teacher intends to check the students understanding. The students are expected to master the pattern. The drills and the task given must reinforce the material.
- d. Application : The students must be able to apply the pattern of the materials in real situations. By doing this activity the students will feel free to

do what they want related to their daily activity.

The Advantages of Using EGRA Technique in Teaching a Recount Text

According to Helena (2000:14), there are some advantages of using EGRA technique in teaching recount text. First, EGRA technique can be useful to the language teacher. Second, EGRA is a shortened form of the term Experience, Generalization, Reinforcement, and Application. Third, EGRA technique helps the teacher make the students active by giving challenging question to get the use and form of the recount text. Fourth, EGRA technique makes students learn by themselves before the teacher explains the use and the form of the structure.

THE PROCEDURE OF THE TEACHING OF WRITING A RECOUNT TEXT THROUGH EGRA TECHNIQUE

Pre-Teaching Activities

Pre-teaching procedures include:

1. The teacher greets students
2. The teacher checks the students' attendance
3. The teacher prepares all materials for teaching.
4. The teacher asks the students about the previous lesson that they have studied
5. After finishing the exercise, the teacher asks each group to discuss his/her exercise in front of the class (starting from this step, the teacher is just a facilitator). She walks around the classroom to observe the discussion and helps the students if it is necessary.

(Generalization)

Whilst-Teaching Activities

1. The teacher starts the lesson by asking the students to write their experience on the paper. It is used to motivate the students to learn the new lesson.
2. The teacher asks the students some guided questions to build knowledge of the field.
(Experience)
3. The teacher gives the recount text to the students to read loudly.
(Experience)
4. The teacher asks the students to look at the sentence and make conclusion in groups.**(Generalization)**
6. If one group has finished reported their discussion, the other group may give question or comments.
(Generalization)
7. The teacher asks students to make conclusion from they have discussed before. **(Generalization)**
8. Do the steps above for the next group.
(Generalization)
9. Give them the best conclusion for their notes. **(Generalization)**
10. The teacher offers the example of recount text, the students will analyze it. **(Reinforcement)**

Post-Teaching Activities

1. The teacher may ask the students to make summary of the text if the time is still available. **(Application)**
2. The teacher reviews and concludes the lesson together with the students. **(Application)**
3. The teacher gives homework to the students about the text. **(Application)**
4. The teacher asks the students to submit the homework in the next session. **(Application)**

Conclusion

EGRA technique has some advantages. For example, it makes the teacher easy to guide the students to the topic of teaching and to arrange the steps of teaching process. It helps the teacher to active the students by giving challenging questions to get the use and the form of the recount text. It also makes the students learn by themselves before the teacher explains the use and the form of a recount text.

Suggestions

There are several suggestions for the teacher and the students who want to use EGRA technique in teaching a recount text, they are as follow:

1. The teacher should give the opportunity for the students to answer some questions directly and to express their idea freely.
2. The teacher should advise the students to be more creative in teaching learning process.
3. The teacher must be creative to make a good atmosphere in order to make the students understand in learning process.
4. The students should do the exercise given by the teacher and ask some question if they are still confused about teaching material discussed.
5. Teacher should implement the EGRA technique in writing a recount text.

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