

ABSTRACT

Setyawati, Nanik Ika. 2016. *“Teaching Writing Using EGRA of The Seventh Grade Students at Mts. NU TRATE GRESIK.”* A thesis submitted as partial fulfillment of requirement for the Degree of Strata One in English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. Advisor : (I) Slamet Asari, M.Pd (II) Candra Hadi Asmara, M.Pd.

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Writing is one of the important skills in teaching English because it is needed to academic purpose. In writing, students must make a text or essay with several skills such as; use vocabulary, grammar, punctuation and etc. However, most of the students can't do it in the same time. It evokes their difficulty to write. While, teaching writing is an activity to help the students to communicate through writing. In this case, using appropriate teaching method is very important procedure in giving instruction to the students that aims to increase student's ability. Therefore, English teacher must use a method to make a good atmosphere, improve student's writing skill, and make the teaching and learning writing more exciting. For this reason the researcher conducted the research about teaching writing using EGRA.

EGRA is a writing activity which asks students to take turns in writing sentences until it becomes a story. This method includes collaborative writing which is feasible in teaching writing because the teacher is only asked to prepare the topic which will be discussed and responded. Thus, the research questions in this study are : (1) How is EGRA applied in teaching writing? (2) What are the problems faced by the teacher in applying EGRA? (3) How are the students responses to EGRA?

This study was descriptive qualitative research. The researcher described and analyzed the existing phenomena during the teaching learning process. The subject of this study was the English teacher of VIIA class in Mts. NU TRATE GRESIK. Moreover, there were 3 research tools used in this study. They were observation form, depth interview and open-ended questionnaire. The research was conducting in 3 meetings. The result of this study were; asking the students to write key word based on the topic, writing a sentence which connected with the others, discussing and evaluating. The questionnaire result showed that most of students gave positive responses to EGRA. In the teacher depth interview gave a clear visualization that the problems faced by the teacher there are; the students were noisy that they did not focus on the teacher's explanation, any sentence which is written by students did not connect with the others, most of the students

were difficult to understanding in using grammar and the solution by the teacher to solve problems were; the teacher called the student's name, gave a signal, asked the students to keep silent in a strong voice and did interactions conducted vocabularies game, the teacher asked the students to write a key word first one by one in order that the sentence which is written could connect with the others, and the teacher decided the grammar which would be used so that the students would focus on one of tense or grammar.