

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation of the study, and definition of key terms.

#### **1.1 Background of Study**

Most of the Indonesian students have gotten English learning 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 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 not do it in the same time. It evokes they feel difficult to write. According to Brown (2007:38) “Listening and reading as comprehension competence while speaking and writing as production competence.” Listening and reading can add the understanding in speaking and writing to produce the good manufacturing competence. Because writing is production competence, it needs to practice continuously.

As we know that practice continuously is not enough to make good writing. Students still need other abilities to make their writing improved, such as ability in learning how to arrange a sentence, how to make a good paragraph, how to express their ideas and others. Based on Tan (2009:1), “Writing includes a

complex activity because it represents meaning and content that can be communicated to other people.” In teaching writing itself, process is more important than product. So, writing needs much time and energy for the students. Troyka (2010:1) states that teaching writing is an activity to help the students in communicating through a message for a purpose. The purpose of writing is to express any ideas to show information for readers. Therefore, English teacher must be creative in developing their teaching learning process to create good atmosphere, improve student’s writing skill, and make the teaching and learning writing more exciting.

In this case, using appropriate teaching method is very important in teaching writing in order that the students can produce good writing. As Harmer (2001:78) said that a method is an approach that is useful to be implemented in the teaching and learning process. A method should be appropriated in the activity, roles of teachers and learners, the material and syllabus. Method also includes procedure and techniques. Based on Richards and Schmidt (2002:330) “A method is a way of teaching which is based on principle and procedure.” From those definitions of method, the researcher concludes that a method is a procedure in giving instruction to the students that aims to increase student’s ability.

Based on the observation that was conducted by the researcher, Mts NU Trate Gresik at seventh grade is a school that implemented EGRA as a method in teaching writing. EGRA method is a good method in teaching writing because to express their ideas and build interactions. According Moses (2001:1) said that EGRA method is an effective way to create lively interaction among the students,

EGRA method will make students active. The active students will be more active, and the passive students will be active. In other words, it makes students careful to consider the effect of the problem. 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. The teacher tries to stimulate the student's interest in the lesson by giving some questions and showing the pictures. The teacher expects the students to have a special interest in the lesson and then gives a short explanation. The teacher expects his or her students to master the materials by giving some drills or task. 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. The students must be able to apply the pattern of the materials in real situation. By doing this activity the students will feel free to do what they want related to their daily activity.

Therefore, teacher uses EGRA method in teaching writing that make students success in teaching learning process. Students will be more easy to give their feeling, ideas and its can work interactively in a group to active and learn more about how write. Interesting topic given by teacher also makes students easy to understand what they learn in English.

In teaching learning, there are many methods used for english learning. Nurmala (2013) in their experimental study the teacher tries to find out the effectiveness of teaching passive voice. The objective of this study to increase teaching passive voice at the second grade students in senior high school. And the result of this study EGRA method can help the effectiveness students to increase

higher score in teaching passive voice. And the second, Syahara, et al (2013). They design qualitative and quantitative research. In her study she uses EGRA to investigate how students improve to learn English in grammar mastery. And the result shows that the method can be improve from the students higher score in grammar test and EGRA method can be a tool of motivator to build the students' awareness in learning grammar.

There was also Afriani (2014) she design a case study in senior high schools to investigate the problems and solutions in using EGRA method in recount text. In her research she found the problem less student's responses in teaching learning method availability at senior high school. Furthermore, the problem faced by teacher themselves for example teacher's less creative in implementing teaching learning method. From some previous studies above, the researchers wants to conduct EGRA method, with not only the recount text, passive voice and grammar mastery used the researcher wants to investigate the use of all material that are used by teacher in teaching writing skill at Mts NU Trate in Gresik and how the student's response the use of EGRA method for teaching writing writing at Mts NU Trate Gresik.

Based on the description above, the researcher is interested in investigating EGRA as the method of teaching writing that is applied by English teacher at Mts NU Trate Gresik. The researcher chooses this school because Mts NU Trate Gresik is not only getting "A" accreditation, but also this school has students who can improve their writing skill. EGRA method said that this method is effective in the learning process because the students become active and the

topic is interesting for them. It is proven by their score of final examination test in the previous year and now they are in the eighth grade. Their score has reached above the standard minimum score. The standard minimum score which is determined is 75. While the average of the score of final examination test in the previous year is 80. Therefore, the researcher decides to conduct the reasearch under the tittle “Teaching Writing Using EGRA Method of Mts NU Trate Gresik”.

## **1.2 Statement of the problem**

Based on the background of the study, the researcher intends to investigate:

1. How is EGRA method implemented in teaching writing?
2. What are the problems faced by the teacher in applying EGRA method?
3. How are the student’s responses to EGRA method?

## **1.3 Objective of Study**

Accordance to the formulation of the problem, the objective or the aims of the research is to:

1. To describe how EGRA method is applied in teaching writing of seventh grade students at Mts NU Trate Gresik.
2. To describe the problems which are faced by the teacher in applying EGRA method.

3. To describe how the student's responses to EGRA method in teaching writing of seventh grade students at Mts NU Trate Gresik.

#### **1.4 Significance of Study**

The writer really hopes that this research has some benefits to the writer herself and for the reader as general. The benefits of the study as follow :

1. Theoretical benefit

For the theoretical significance, this study gives discourse and knowledge for teacher about how writing class method to be interesting by implementing of EGRA method that is so students interested with writing class

2. Practical benefit

- a. For the teacher:

The writer hopes that this study can know how the teacher applied, teach and solve the problem faced in using EGRA method. This study can make the writer knows about the teacher's ability to teach the students using EGRA method.

- b. For the students

The writer hopes that this study can improve their writing using EGRA method, so that they could produce a good writing and variation in studying English.

### **1.5 Scope and Limitation of Study**

The scope and limitation of the research in this study is the implementation of the teacher in teaching writing using EGRA method including pre-teaching and whilst-teaching. In pre-teaching, teacher introduces the material and asks the students to get the idea, such as brainstorming, questioning, imagining, discussion and writing. In whilst-teaching teacher guided the students and give some suggestion to help students if they have difficult to write the paragraph.

While, the limitation of the study the researcher focus on students of seventh grade at Mts. NU TRATE GRESIK because the researcher find that the teacher teaches the students in seventh grade using EGRA method.

### **1.6 Definition of Key Terms**

Definition is intend to avoid ambiguity and misunderstanding of the terms used. To get same points of view to certain terms, the writer gives the definition of key terms. One refers to the previous and others do not. The definition of the key terms of the study are :

#### **1. Teaching writing**

Teaching writing is an teaching activity to help students to express idea, tell messages and way of sharing information in the written form.

## 2. **EGRA method**

EGRA ( *Experience, Generalization, Reinforcement, and Application*) method is one of method in teaching writing. In this method there are four steps. Experience is a process to stimulate the student's interest in the teaching writing by giving some question. Generalization is a process expects the students to have a special interest in the teaching writing. Reinforcement is a process to check the students understanding about the material. Application is a process to apply the pattern of the material.