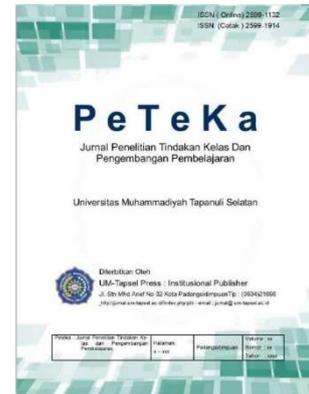# THE EFFECT OF USING EGRA TECHNIQUE IN READING DESCRIPTIVE TEXT AT THE GRADE XI OF SMA NEGERI 1 ANGKOLA BARAT

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Abstrak. Penelitian dilakukan di SMA Negeri 1 Angkola Barat. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada Pengaruh yang signifikan dari penggunaan teknik EGRA terhadap teks deskriptif Siswa. Penulis melakukan pendekatan kuantitatif dengan menerapkan metode eksperimental. Populasi penelitian ini adalah kelas XI. Mereka berjumlah 178 siswa, penulis menggunakan teknik cluster sampling untuk mendapatkan sampel. Sampel tersebut adalah 32 siswa. Teks deskriptif bacaan diaplikasikan sebagai instrumen, penulis menggunakan rumus uji "t". Berdasarkan data yang dianalisis, dapat ditemukan bahwa (1 deskripsi data menunjukkan bahwa nilai rata-rata siswa dalam membaca teks deskriptif tanpa menggunakan teknik EGRA cukup dalam kriteria, (2) deskripsi data menunjukkan bahwa nilai rata-rata siswa dalam membaca teks deskriptif dengan menggunakan teknik EGRA berada dalam kriteria yang baik, dan (3) Terdapat pengaruh yang signifikan dari penggunaan teknik EGRA dalam membaca teks deskriptif pada Kelas XI SMA Negeri 1 Angkola Barat atau t0 lebih besar dari skor tt. Itu berarti bahwa hipotesis itu diterima.

Kata Kunci: Teknik EGRA, Membaca, Teks Deskriptif.

Abstract. The study was conducted in SMA Negeri 1 Angkola Barat. The aims of this research was to find out if there a significant Effect of Using EGRA technique on Students' descriptive text. The writer carried out in quantitative approach by applying experimental method. The population of this research was the grade XI. They were 178 students, the writer used cluster sampling technique to get the sample. The samples were 32 students. The reading descriptive text was applied as the instrument, the writer used "t" test formula. Based on the data analyzed, it can be found that (1 data description showed that the mean scores of students in reading Descriptive text without using EGRA technique was in enough criteria, (2) the data description showed that the mean scores of students in reading descriptive text by using EGRA technique was in good criteria, and (3) There was a significant effect of using EGRA technique in reading descriptive text at the Grade XI of SMA Negeri 1 Angkola Barat or t0 was greater than the score of tt. It meant that the hypothesis was accepted.

Keywords: : EGRA Technique, Reading, Descriptive Text.
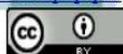
INTRODUCTION

Reading is one of the important aspects in English that should be mastered by all of people in general and especially for all of students who wanted to get more information and deepen their knowledge. As we knew that reading can be a bridge for seeing the world. By doing reading activity, we could get so many new things. There are so many benefits that could be gotten from reading if we know the right strategy in getting reading comprehension.

In this case, teacher had main role in making students being interest to read book. By finding appropriate strategy, it helped the teacher taught reading activity easily. If reader could comprehend the reading text, they would got so many new knowledge and new things. The goal of reading could be reached if the reader could gotten deep comprehension from the text they have red. If the students" reading just fluent, it could not be categorized as successful reading.

Unfortunately, reading was still being complicated problem in Indonesian students right now. The using strategy that teacher used in teaching reading is giving influence to students' reading comprehension directly. Almost of teacher who taught reading just focus on students' reading fluency without noted students' reading comprehension. Because of this case, almost of students being less interest in doing reading activity.

Grabe and Stoller (2018) stated that reading is dynamic and complex process that implicates a service of activities such as apprehending, remembering, interpreting, differentiating, comparing, analyzing, getting up, discovering and implementing message sent over black and white language in aims to comprehend it is content. As a result of this condition, the teachers are not pay attention in students' reading comprehension and students do not get any comprehension from the text that they have read.

This problem also happened in SMA Negeri 1 Angkola Barat. Based on pre research and some interview that had done by researcher, the students' reading ability is still low. Indeed some of them are having no interest in reading activity. They think that reading activity is really boring. Besides of that, their teacher often asks them to translate the text then read it aloud with it is translation. The teacher do not gave pay attention to students' reading comprehension.

Because of the students low in reading ability, their score also became low. It is proved that if the teacher was not finding the appropriate method as soon as possible, it will gave more bad impact. If teacher still cannot find the method, as the other ways, they can change how the way they teach reading. For the example, the teacher can gave some motivation or explain some benefits of reading before beginning reading activity or may be teacher draw on students' prior knowledge relates with the material that will be learned.

Reading ability needed to have appropriate technique to improve the students` descriptive text. There were many techniques to teach reading called Experience, Generalization, Reinforcement, and Application (EGRA). Brown (2020:339) said, EGRA stood for experience, generalization, reinforcement, and application. By using this technique, the students would try to find out the form and the function of the sentence by themselves. Brown stated that it was built more students` intrinsic motivation by allowing them to discover rules rather than being told them.

Every step of EGRA had particular objective. The objective of experience is to subconsciously expose students to particular structure item in use. The objective of generalization is that students better remember conclusion about form and function, they make by themselves. The objective of reinforcement is to help students to revise their generalization, and application is to apply the structure items they studied in the previous step to communicate information or message.

According to the result of the pretest in this research, the researcher concluded that the students` reading descriptive text at the XI grade of SMA Negeri 1 Angkola Barat needed to be improved because it was still low. The research showed that the score was 64.38. It meant that the score did not reach the minimum standard meanwhile their minimum standard was 75 in English subject. Thus, the researcher was interested to implement EGRA technique to improve students` reading descriptive text at the Grade XI of SMA Negeri 1 Angkola Barat.

Furthermore, the students' perception are needed to make sure that the strategy is able to improve students; reading ability and motivate the students. The researcher chose a descriptive text as the material because it is stated in the syllabus of SMA Negeri 1 Angkola Barat. Beside, the previous research had not yet observed about descriptive text.

Based on the description above, the writer concluded that it needed a special effort to make the students understand the meaning of writing. The students not only learn the forms of language but also practice it directly in the class. EGRA stands for Experience, Generalization, Reinforcement and Application technique. It is one of the communication approach techniques derived from the subject of teacher's discussion (MGMP). The goal of EGRA is too accurate the students' ability in communication, not only in linguistics skill but also in communicative skill. This meant by giving communicative approach, the students have the ability in four language skills.

The reason of the researcher using EGRA is that the students are widely gaven an opportunity to express their individual ideas by having them share their ideas and language with their own personality. For this reason, the researcher is interested in doing a research based on the existing problems. Besides, the researcher also found some symptoms indicating students' ability in reading descriptive text.

Sometime, they may find from pre-questioning and it is important for them to comprehend a reading text with having knowledge in general view of the text. Theoretically, pre-questioning itself can build the students' interest and motivation before the students read whole text. Moreover, the students can predict what will be discussed on the text. In line with the study, students may improve their reading if they know about EGRA technique an it is very important to understand about pre-questioning in order to get good understanding in reading.

Based on the explanation above, the researcher is interested in finding out the use of EGRA technique on students' reading descriptive text at the Grade XI of SMA Negeri 1 Angkola Barat

METHOD

This research was conducted at the SMA Negeri 1 Angkola Barat, exactly at the grade X students of SMA Negeri 1

Angkola Barat. The reasons why the writer takes this school as location of the research, because: First, data of the research, namely data of reading comprehension and the using Question and answer relationship can be found in the location. Second, the location had large number of students it was possible to get valid data.

The types of this research belongs to quantitative research. It means that all data in this research will describe quantitatively. Quantitative approach was kind of approach that focused on data or score in explaining the result of the research. This approach gave explanation or description by showing data or score in the research.

Griffee (2019) said, "A population may be persons or things, but more often than not in education and applied linguistics it comprises persons." It indicated that population can be filled by the human in the education field. It is often filled data of applied linguistics for language research. But, the population may be filled by certain phenomena in the linguistics field. The population are targeted to be generalizing. Thus, the writer chooses the X grade students of SMA Negeri 1 Angkola Barat as population with 178 students. The writer takes the grade XI because reading descriptive text is taught in this grade. Therefore, sample in this research is taken by cluster sampling. Therefore, the numbers of sample are 32 students.

The instruments of this research is test, it means to get the data accurately from the students in the field, the writer uses an instrument. Arikunto (2008:141) says that instrument of the research is a tool or facility which is used by the researcher in collecting the data in order to get the easier process and the better result, in brief definition, complete and systematic so it will be easier to be analyzed. It means that instrument is used by the researcher in collecting or gathering the data in a research. They are the instrument for Y variable and X variable. Where the Y variable is reading descriptive text by using EGRA Techniques and X variable is reading descriptive text before using EGRA technique.

To analyze the data the writer uses descriptive analysis formula or descriptive method. Descriptive analysis, it will describe the central tendency (mean, median, and mode). After the data are collected, it is important to analyze the data by using statistical analysis; the formula that will be used is t-test formula.

RESULTS AND DISCUSSION

A. The Nature of Reading Descriptive Text

1) Definition of Reading

Reading is one of important skills in English which need to understand the meaning that provide in text. The reader needed to be able to figure out the author's purpose presenting in the material, comprehending some valuable information stated in the passage in relation to comprehending the overall content of reading materials. Reading is about understanding written texts, it is a complex activity that involves perception and taught.

Reading is defined as an active process of understanding print and graphic texts involving a thinking process. According to Pang, et al (2022:6) mention that reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition

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referred to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentence and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

According to Brown (2018) defined that reading is likewise a skill that teachers simply expect learners to acquire, basic, beginning level textbook in foreign language presuppose a student's reading ability if only because it is a book that is the medium. Furthermore, Silberstein (2019) stated reading is a complex information processing skill in which the reader interacts with text in order to re (create) meaningful discourse.

According to Patel and Jain (2018) mentioned that reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading isthat which keeps students regular in reading which provide him both pleasure and profit.

Johnson (2020) said that "Reading integrates visual and non-visual information". During the act of reading, the visual information found on the page combines with the non-visual information contained in your head to create meaning. Reading is normally linked with writing. This is a fundamental characteristic of the target academic situation in which students' are typically reading books and journal, noting, summarizing, paraphrasing, and the writing essay. Reading is an interactive process that take place

between the text and the reader's processing strategies and background knowledge. according to the definition above, reading is an important skill which process the readers to be active in understanding the meaning of what they read, understand written text or not and interpret the information into the reader's understanding appropriately

McKee (2022) stated that reading is a very important part of an individual's personal and educational growth, it is the concept of comprehension that may be even more important. Reading in and of itself is not enough: in addition, an individual needs to be able to breakdown, to analyze, and to re-organize ideas and information. Students need the ability to understand what the researcher is attempting to communicate.

Based on the expert opinion above, the researcher concluded that reading is important activity in life especially for student to access their knowledge in learning process in the classroom. On the other hand, reading as an active process of understanding the text involving thinking process

2) **Reading Ability**

Reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page. It involves various and mixed activities. Student had their own purposes why they read. It is also more than recognizing words within a sentence; it includes whole ability of thinking process to evaluate the information.

Ability is a trait which is defined by what an individual can do. According to Grabe and Stoller (2022)

mention that reading as the ability to draw meaning from the printed page and interpret this information appropriately. From the explanation above, reading ability meant someone's ability to communicate or make sense of written or printed symbolsand to extract information in the text by using his knowledge, skills, and strategies to achieve the purpose of reading activity itself. Readingability is to enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency.

3) Types of Reading

In the previous section, the researcher had introduced the definition of reading from the experts. For further information about it will show the explanation below:

As Brown (2018) stated that reading can be defined into 4 types, they are:

a) Perceptive

Perceptive reading tasks involve attending to the components of letters, words, punctuation, and other graphitic symbols. In this case the learners are expected becoming literate in both of their native speaker or in language that they have learned. By doing this task they will get a lot benefits, one of it is student able to write and read.

b) Selective

This category is largely an artifact of assessment formats. In order to ascertain ones reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued task, matching, true/false, multiple-choice, etc. It meant that the learners are expected to understand more detail about the language that they have learned.

c) Interactive

Included among interaction reading types are stretches of language of several paragraphs to one page or more in which the reader must in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning: the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. So the reader or listener have to make the text into graph or schemata in order to make simple and more easier in understanding it without reading the whole text. Hence the reader can understand immediately by looking the schemata with a little note in the below of it

d) Extensive

Extensive reading, applies to text of more than a page, up toand including professional articles, essay, technical reports, short stories, and books. The learners must understand the whole text that they have read and the last they can answer the question based on the text.

From the explanation of reading types above, the researcher concluded that extensive reading is very useful for increasing student because by extensive reading student will know lots of vocabulary. In the other hand, extensive reading is one of the best and simple ways to learn foreign language in all levels of learners especially in reading.

4) Purposes of Reading

The way of read determines the purpose of reading process. The purpose of reading can be different based on the goals of readers in

reading. Then according to Grabe and Stoller (2022) claimed that purposes of reading had been classified into four purposes such as follow:

a) Reading to search simple information and reading to skim

That is common reading ability, here the reader scan the text to find out a specific piece of information or a specific word. Meanwhile, reading to skim is the strategy to form the general idea using basic reading and guesses the important point.

b) Reading to learn from the text

That is happen in academic and professional context. That also requires remembering main idea and the supporting idea, making a relation with the reader's knowledge. This activity could bring stronger inference because it is to help remember information.

c) Reading is integrate information, write and critique text

This skill needs critical evaluation where the reader integrates and decide the information that she/he want. Then, that is involved abilities such as composing, selecting, and making critique from the material.

d) Reading for general information

That can be done by fluent readers very fast and automatically in the processing word and effective coordination in many processes of the text.

From many purposes of reading above, reading had function to get information with different ways. Students as the readers will use one of that purpose in reading a text. Briefly, the purpose of reading had correlation with types of reading.

5) **Indicators of Reading**

As same as the other skill, in reading ability there are also some indicators that can be used to measure the students' reading ability. It meant that those indicators are important to be learned by the students in order to make them well in reading skill. According to Turlington (2023) mentions that there are five indicators of reading as follows:

a) Question of fact or detail

Question of fact or detail requires readers to scan specific details in a paragraph. Questions of fact or detail are generally prepared for students and those, which appear with WH question word. They also mention that there are many types of questions: reason, purpose, result, time, comparison, etc. in which of the answer can be found in the text.

b) Best Title or Main Idea

Chesla (2021) stated that the main idea is what the researcher wants to say about the subject. According to Duffy (2019) mentioned that main idea is what the author wants readers to understand is important about locomotives. While it relatively easy to identify topic, it is harder to determine what the authors thinks is important. To determine the main idea, readers must understand that authors write because they have some important ideas to convey. Consequently, determining the main idea meant readers must question where the author is placing value, or emphadis.

c) Interpretation

Interpretation is referred to pronoun. Interpretation is type of

question asks you what the selection meant, not just what I said. Recognizing interpretation words and being able to identify the words to which they refer to will help the reader understand the reading passage. Interpretation could be to something which already been mentioned or to something which is going to mentioned.

d) Vocabulary

Vocabulary in context meant that the students could develop his/her guessing ability to the word which is not familiar with him/her by relating the meaning of the unfamiliar word to the context in the text. Hiebert and Kamil (2020) state thatvocabulary is knowledge of words and words meaning in both oral and print language and in productive and receptive forms. According to Karen (2021) mentions that vocabulary is a vital foundational thread in the tapestry of reading; it should be woven into the fabric of everything that is being studied

e) Inference

Inference is a skill where the reader had to be able to read between lines. Snowling and Hulme (2020) stated that inferences are necessary in constructing the text base, and they play a crucial role in forming a coherent situation model. Texts are almost never fully explicit, so there are always gaps left to be filled in by the reader.

It can be summarized that indicators of reading are very important to develop students' reading and to know characteristics, traits, signs or response actions performed by the students, to indicate that the students had to have certain basic competencies. In this research, the researcher only used the indicator such as, main idea and question of fact or detail because of students' problem in reading ability and the researcher found the students that come from grade XI of SMA Negeri 1 Angkola Barat, they got some problems in reading ability of descriptive text.

6) Descriptive Text

a) Definition of Descriptive Text

Descriptive text is one kind of texts that must be mastered by students in learning English. In the syllabus of the first grade in senior high school, descriptive text is one of the materials that should be taught by the teacher in the teaching learning process. According to Anderson and Anderson (2018), descriptive text described particular person, place and things. It meant that it is specific of explaining person, place or things.

Descriptive text is a text that describes how things, persons, animals, and places look like. It aims to explain an object in detail. Besides, Wardiman in Hanafiawi, et.al. (2020), said that the definition of descriptive text is a text that describes something, place, thing, or someone. The structures of descriptive text there are two structures. In addition, according to Pardiyono, Pardiyono (2007) cited in Sumarsih and Sanjaya (2023) said that description paragraph is a type of written text paragraph in which had the specific function to describe about an object (living or non-living) things and it had the aim that is giving description of the object to the reader clearly. Therefore, Descriptive text is a

kind of text that describes a person, place, thing or animal clearly and specifically. Moreover, the purpose of descriptive text is to describe something in a specific way Moreover, Clouse added that descriptions gave a significant point of view because it transforms our feeling and extends our experiences.

b) Generic Structure of Descriptive Text

According to Harmenita and Tiarina (2018) the generic structures of descriptive text are as follows:

(1) Identification

Identification explains about the topic or identifying what or who want to be described. In short, identification is introducing the first part in this text initially. Another term of identification explained by Sudarrwati and Grace (2019) mention that it contains name, occupation, profession and career. It meant that in this part indicated and stated initial information what is being described.

(2) Description

Description explains about details of the topic: describing parts, qualities and characteristic. Description occurs about the explanation or delineation about something. Sudarwati (2019) stated that this section explained about physical features, the personality and the way she/he dresses. This part sets the description itself about any features of the object. In addedition, according to Wardiman et al (2020) explained that the part of description is to describe the character. It meant that this part contains the real figure that the researcher describes about. It is such as gave brief explanation about someone or something being described.

In another side, Pardiyono (2017) proposes that language features combining descriptive text have purpose to realize the information or effective message based on the use of grammar. It works to make the idea delivers to the reader properly. The language feature included in the descriptive text as following:

(a) Phrase formation: noun, verb, adjective and adverb.

(b) Tense, using present tense in giving descriptions.

(c) Conjunction is to added information, to compare or to contradictory.

(d) Sentence, the appropriate sentences gave more information about thing being described.

(e) Pronoun, to show that something is in particular.

(f) Passive, sentence using passive verb is also to reveal the information

c) Language Features of Descriptive Text

Kemendikbud (2017) stated the language features of

descriptive text are:

(1) Using simple present tense.

This point will be the important language feature in descriptive text. Students should master the using of simple present tense to have good writing, especially in descriptive text writing. Murphy (2022) said that we use the present simple to talk about things in general. We are not thinking only about now. We use it to say that something happens all the time or repeatedly, or that something is true in general.

(2) Using nouns that have correlation with people, place, and famous historical building.

(3) Using adjectives that have correlation with people, place, and famous historical building.

(4) Using spelling and handwriting clearly and orderly.

(5) Using utterances, stressing and intonation when students are asked to present their work.

(6) Word reference

B. The Nature of EGRA Technique
1) The Definition of EGRA Technique

Teaching technique is high important in teaching English. Richard (2021) said that technique is implementation that which took place in a classroom. It is particular trick, stratagem, or contrivance used to accomplish an immediate objective. There a lot of techniques in teaching grammar, one of them is EGRA technique. EGRA is a technique developed from communicative approach which views language as a mean of communication and the activities of language learning have to guide students to communicate. As we know that grammar is the best taught in communicative context. Giving text to read and understand is the simple task but it meaningful activity to do. One of the purposes of language teaching is the students able to use the language to communicate in written or spoken. The others are that the attention of the students to the grammar used will develop their communicative.

According to Zaenap (2019), EGRA stood for Experience, Generalization, Reinforcement, and Application. EGRA is an example of grammar presentation technique which focuses on students' active discovery approach. EGRA technique engages the students to acquire the knowledge or lesson is gaven (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 (Syahara, 2020).

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 (2018) paper research, it is 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.

In line with the explanation above Brown (2020) argues that by allowing the students to discover the

rules it will better and motivated them rather than being told them the rules. EGRA technique is gaven students the chance and opportunity to learn by themselves in finding out form and function of a text.

2) **Teaching Procedure of EGRA Techniques**

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. Giving the students an opportunity to work by themselves is far better than remembering and repeating 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 is for the students to work out the rule himself. Here are some activities that can be done in this second step;

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

(2) 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.

(3) Discuss the answers of all groups under the guidance of the teacher.

(4) 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. One of the activities of reinforcement is giving task, by giving the task it will strength and sharpened the students' understanding about the material is being taught. Below are the specific activities that can be done by the teacher:

(1) Discuss students' answers on the whiteboard.
(2) Teachers enhance their abilities by providing explanations about general structure, language features, social functions, etc.
(3) If necessary, the teacher can also gave an example.
(4) 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 gaven 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.

C. Reading Descriptive Text Taught without Using EGRA Technique

The data of the research for the reading descriptive text mastery without using EGRA technique was the score of the students in doing the test.

The data were collected by the researcher from the field and it was analyzed in order to make the description of the data. The writer described as follows: the lowest score was 50 and the highest score was 80, it was concluded in order to know the description of the data, from the calculation. From the calculation, it was known that the mean of reading descriptive text to the Grade XI of SMA Negeri 1 Angkola Barat was categorized "good". It meant that reading Descriptive text without using EGRA technique at the Grade XI of SMA Negeri 1 Angkola Barat was satisfied.

1) **Mean**

Mean is the numeral that represent to all the data in average. The mean was very important because to know the average of the students' value. The calculation can be seen on the following

$$M_y = \frac{\sum X}{n}$$

Where:

M = students' mean score

∑X = sum of the students' score

N = the number of students

$$.M_y = \frac{2060}{32}$$

= 64.38

2) **Median**

Median is the middle score or the center of value which was taken from the rows data. The data must have arrangement from lowest to the highest score. As showed in the previous table, it was EGRA technique in reading Descriptive text . The data were: $50 - 50 - 55 - 55 - 55 - 60 - 60 - 60 - 60 - 60 - 60 - 60 - 60 - 60 - 65 - 65 - 65 - 65 - 65 - 65 - 65 - 70 - 70 - 70 - 70 - 70 - 75 - 75 - 75 - 80 - 80$.

Median of the data was 65 - 65. Median took from divided the all data into two part. And then, took

the score in the middle. It can be seen on the following:

$$Me = \frac{65+65}{2} = 65$$

3) Mode

Mode is the most appearance score of the data. As showed in the previous table, it was reading descriptive text without using EGRA technique. The data were: 50 − 50 55 − 55 − 55 − 60 − 60 − 60 − 60 − 60 − 60 − 60 − 60 − 60 − 65 -65 − 65 − 65 − 65 − 65 -65 − 65 − 70 − 70 − 70 -70 − 70 − 75 − 75 − 75 − 80 − 80.

Mode of the data was 60. Thus, the most appearance score was 60.

D. Reading Descriptive Text Taught by Using EGRA Technique

The data of the research for the reading descriptive text mastery without using EGRA The data of the research for reading descriptive text taught by using EGRAtechnique was the score of the students in doing the test. The data were collected by the researcher from the field and it was analyzed in order to make the description of the data. The researcher described as follows: the lowestscore was 65 and the highest score was 90, it was concluded in order to know the description of the data. From the calculation, it was known that the mean of reading Descriptive text taught by using EGRA technique to the XI grade students was categorized "good". It meant that reading comprehension report text taught by using EGRA technique was satisfied.

1) Mean

Mean is the numeral that represent to all the data in average. The mean was very important because to know the average of the students' value. The calculation can be seen on the following

$$M_y = \frac{\sum X}{n}$$

Where:
M = students' mean score
∑X = sum of the students' score
N = the number of students

. $M_y = \frac{2420}{32}$

= 75.63

2) Median

Median is the middle score or the center of value which was taken from the rows data. The data must have arrangement from lowest to the highest score. As showed in the previous table, it was EGRA technique in reading Descriptive text . The data were: 65 − 65 − 65 − 65 − 70 − 70– 70 − 70 − 70 − 70 − 70 − 70 − 75 − 75 − 75 − 75 - 75 − 75 - 75 − 75 - 75 − 75 − 75 − 75 − 80 - 80 − 80 − 85 − 85 − 90 − 90.

Median of the data was 75 - 75. Median took from divided the all data into two part. And then, took the score in the middle. It can be seen on the following:

$$Me = \frac{75+7}{2} = 75$$

3) Mode

Mode is the most appearance score of the data. As showed in the previous table, it was reading descriptive text without using EGRA technique. The data were: 65 − 65 − 65 − 65 − 70 − 70– 70 − 70 − 70 − 70 − 70 − 70 − 75 − 75 − 75 − 75 - 75 − 75 - 75 − 75 - 75 − 75 − 75 − 75 − 80 - 80 − 80 − 85 − 85 − 90 − 90

Mode of the data was 75. Thus, the most appearance score was 75.

Based on the previous calculation, the writer has found that the coefficient of t_0 = 5.36. It is compared with the score of t_t on degree of freedom (df) 62 or (N1+ N2 - 2) = 32 + 32 -2 = 62. The score of t_t is 2.00 at 5% significant degree. It meant that the score of t_0 was

greater than the score of t_t namely = 5.36 > 2.0. It meant, there was Significant Effect of Using EGRA Technique in Reading Descriptive text at the Grade XI of SMA Negeri 1 Angkola Barat. In other words, the hypothesis was accepted

E. Discussion

After conducting the research, the researcher found that students' reading Descriptive text taught by using EGRA technique was better than taught without using EGRA technique. It meant that making draft can help students to get more information from reading material. Furthermore, research finding can be described as below:
1) Students' reading Descriptive text taught by using EGRA technique was 75.63.
2) Students' reading Descriptive text taught without using EGRA technique was 64.38.

SIMPULAN

Based on the result of this research, the conclusion can be formulated as follows: a) The result of the data description showed that the mean scores of students in reading Descriptive text without using EGRA technique was in enough criteria. b) The result of the data description showed that the mean scores of students in reading descriptive text by using EGRA technique was in good criteria. c) There was a significant effect of using EGRA technique in reading descriptive text at the Grade XI of SMA Negeri 1 Angkola Barat or t0 was greater than the score of tt.

The result of the are expected use for: a) Teacher should activate and connect students' background knowledge in reading descriptive text. b) Teaching reading Descriptive text by using EGRA technique will be better if it was done in groups. c) Further, research applies the result of this study as ground to make other research, to improvement of teaching English.

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