

The Implementation of Exposure, Generalization, Reinforcement, and Application (EGRA) Technique to Develop Writing Skills of the Eighth Grade Students

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Abstract

The objective of this research is to prove whether the implementation of (EGRA) Technique can develop the students' writing skills or not. This research applied a pre-experimental method research design. The population of this research was the eighth-grade students of SMP Negeri Model Terpadu Madani Palu. The sample was selected by using a purposive sampling technique. The sample of this research was the students of VIII Raden Saleh (experimental group). The participants were 20 students. The technique of data collection was a writing test (pre-test and post-test). The experimental group was treated by applying EGRA technique. The data were analyzed statistically and descriptively. The lowest score on the pre-test was 38 while the highest score was 77 and the number of students who were successful in the pre-test was 2 students. The mean score of the pre-test was 43.6. The lowest score in the post-test was 63 while the highest score was 88 and the number of students who were successful in the post-test was 16 students. The mean score of the posttest was 62.6. The result of the data analysis shows that there is a moderate difference between the pre-test and post-test of the experimental group. It was proved by applying the testing hypothesis. The researcher found that the t-counted 9.3 is higher than the t-table 2.101. It can be concluded that the hypothesis is accepted. In conclusion, the implementation of EGRA technique can develop the writing skills of the eighth-grade students of SMP Negeri Model Terpadu Madani Palu.

Keywords: EGRA Technique; Writing Skill; Developing

1. INTRODUCTION

Writing is an effort of the writer to produce the written message and to express the ideas in the written text. To determine what should be written becomes an essential and meaningful thing conveyed to readers, she or he must understand how to master a writing process. (Pradnyadewi, Manik, Dewi, & Marsakawati (2022) stated that Writing is considered as one of the essential language competencies that should be mastered by the students because it is highly valued in the academic context. Also,

Khalifa (2021) said “writing texts in English is a complicated process as the writer has to move repeatedly backward and forward between his/her opinions and the written manuscript.” Writing skill is people's ability to describe his/her thoughts into words in a meaningful form and to interact mentally with the message and it also aids learners to gain independence, comprehensibility, fluency, and creativity in written form. According to Hasanah (2020), writing is also the most difficult skill to master by foreign language learners because it involves not only generating and organizing ideas of our mind but also exchanging their ideas from their mother tongue into readable text. Amin and Nappu (2022) add as one of the important skills for language learning, writing skill teaches English foreign language learners to communicate and acquire knowledge in the era of information technology.

Developing writing skill is good way to learn English because it covers two from three English components, namely vocabulary and grammar. Teaching writing skill is not easy because the students feel difficult to develop their idea. Also, the students sometimes get bored because they lack of motivation to write. Sartika, Khairinisaak, & Asmara (2022) also explain that writing has a procedure requiring ideas, thinking, vocabulary, grammar, punctuation, and expressing those ideas. Teacher must get a good technique or method to overcome the students' problems. If learners properly master this skill, they will be able to improve their writing from constructing a draft to a final version. Thus, the result of writing can not only be read by them but also by other speakers of that language can easily read and understand it. Writing is easier if the idea comes from the writer's experience. In Junior High, there are three kinds of texts which are taught by the teacher. They are descriptive text narrative text, and recount text. From those kinds of texts, the researcher chose to recount text as the object of this study.

Based on the preliminary observation conducted by the researcher eighth-grade students of SMP Negeri Model Terpadu Madani Palu, there were some problems faced by the students. First, the students did not know the function and generic structure of recount text. Their writing did not contain orientation, events, and re-orientation. Second, they lack vocabulary and motivation in writing. When the students wrote a recount text, they mixed their writing with the Indonesian language. Last, the students had problems with mechanisms such as spelling, capitalization, and punctuation. Most of the students sometimes were incorrect when they wrote the names of places, and people, the vocabulary, the use of commas, and full stops. To minimize the problems above, the researcher offered a solution which is EGRA technique. The use of EGRA technique can help the students in developing writing skills. The EGRA technique motivates and enhances the students' self-confidence of hesitant and also can stimulate students' curiosity in learning English structures since they are trained to discover the rules of the sentence and apply them in some language skills. The EGRA technique also provides a boarder chance for students to train their understanding in identifying the forms of the tense and constructing the form. Based on the statement above the researcher formulated a research question as

follows: Can the implementation of EGRA Technique develop the Writing Skills of the Eighth Grade Students of SMP Negeri Model Terpadu Madani using Recount Text?

2. REVIEW OF LITERATURE

In writing skills, we should know writing components. The components are important to produce a good paragraph. They can make our writing understandable so the reader can know what we write. Afterward, the components of writing make the writer construct the paragraph that will be written. There are four components of writing, namely: organization, grammar, vocabulary, contents, and mechanics.

Organization refers to the rhetorical steps or the generic or schematic structure of the text written. According to Purnamasari and Argawati (2020), organization writing is a process of moving back and forth from general statements to specific details and arranging them in the most effective order. It means that the students have to learn not only how English sentences are formed but also how paragraphs are constructed. The students should follow them when constructing their text writing.

Grammar and writing cannot be separated from each other. In writing, grammar is very important because it will help to construct sentences in the right way. Normawati and Tidar (2023) stated that grammar is a fundamental component of communication, both in written and spoken form, to express thoughts, ideas, and feelings. It is a language's set of rules for modifying words' forms and linking them together to make sentence. Grammatical aspects are like tense, regular, and irregular verbs that the writer needs here among others. Without knowing them, of course, the students will have difficulties in writing.

Vocabulary is a core component of language proficiency and becomes the most important thing to provide everybody to be a good writer in writing performance. Vocabulary is essential in language instruction. It means that when we learn a language, of course, we learn the vocabulary of that language. Clara (2021) said that in English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills, i.e., listening, speaking, reading, and writing. Based on that definition, vocabulary is one basic component of language. It is a foundation on which all skills of language develop. It means that, the more vocabularies that the people know it will be easier for them to select the words to express what they have in mind.

Content refers to the idea which relates to the topic, the development of them is through personal experiences, illustrations, facts, and opinions. Rahmat (2023) states that the writers' experience and observations, the former require writers to think and plan before they can begin writing. The written information should not only be presented in detail but also have a close relation to the text type.

Mechanism covers spelling, punctuation, and capitalization. Lincoln (2015) says teachers need to take a middle approach that deals with global and some organizational errors in the first stages of the writing process, such as errors in

paragraph organization. Also, teachers should involve ESL students in a self-editing process to correct errors, such as punctuation and surface linguistic, that do not block understanding of students' messages. It is needed by the students to develop their writing skills. To make the writes can extend their message to the reader in a clear and understandable.

A writer should understand some elements of sentences to write a good paragraph. Among them are topic sentences, supporting sentences, and concluding sentences. A topic sentence is the central idea of the paragraph. To support it, several supporting sentences or relevant information must be included. This is intended to control the topic. The writer ought to conclude what has been expressed in the writing.

The topic sentence of the paragraph is what the paragraph is about. It is the 'thing' that which paragraph discusses. Rahman (2022) states that unity in a paragraph it begins with the topic sentence and continues till the terminator. It means all the sentences will be coherent to the main idea. From this statement, the researcher can say that in constructing the paragraph, the writer first determines accurately what topic to be discussed. The supporting sentence goes after the topic sentence. They function to develop or support the topic sentence. The concluding sentence refers to the important point at the end of the sentence. According to Feti (2022), a concluding sentence summarizes the main points or restates the topic sentence in different words. So paragraph writing can help readers understand the information in the main idea and relate it to other paragraphs.

Since writing is important, some types of text are stated in the syllabus for junior high school students. One of them is recounting text. Recount text has been taught at junior high school and senior high school. Recount text is a text which tells about experience or events. It can be based on the author's personal experience or historical events. Sulaiman (2023) states that it reconstructs past experiences by retelling events and incidents in the order in which they have occurred. It tells about the experiences that happened in the past event. Most recounts begin with some form of orientation, where there are who, what, when, where, and why of the text are introduced. This is followed by a chronologically-ordered set of events. There can be some form of concluding statement or reorientation at the end.

EGRA's term stands for Exposure, Generalization, Reinforcement, and Application. EGRA is a technique to teach structure communicatively. It is developed for teachers at secondary schools and high schools in Indonesia based on presentation, practice, and communication. Wulandari (2021) stated that every step of EGRA has a particular aim. The experience aims to subconsciously expose students to a particular structure item in use. Students need to remember the conclusions about form and function they make on their own. Reinforcement aims to help students revise their generalization, and application is to apply the structure items they studied in the previous step to communicate information or message. Also Kusumastuti, Pratiwi, & Husnussalam (2019) explain:

1. Exposure stage

In this stage, the teacher gives leading questions to the students about the lesson that will be taught such as (picture show, brain storming, and giving key word).

2. Generalization stage

- a. Teacher asks the students to make a group of at least 4-5 students for each group.
- b. Teacher gives a task such as text, question, or quiz that the point must be guiding the students to find the function and the form to build up the sentence that has been taught.
- c. Teacher asks the students to discuss the answer in the group.
- d. The teacher writes down the answer on the whiteboard.
- e. The teacher gives praise (appreciation) for what the students' have done.
- f. The teacher gives examples of how to pronounce the answer on the whiteboard.

3. Reinforcement stage

- a. The teacher explains some students' answers on the whiteboard.
- b. The teacher explains reinforcement about the function and the structural form that has been thought.
- c. The teacher gives an example as a model.
- d. The gives drill continuously about the pronunciation.
- e. The teacher gives reinforcement back by giving tasks and questions to the students'.
- f. The teacher asks the students to do the task with their couple.
- g. The teacher discusses the answer with the couple.
- h. The students discuss the answer classically with their teacher.

4. Application stage

In this stage, the students do the task individually, the teacher gives a task card to the students about situations and cases, and the students are asked to make their answer to respond to the situation and cases that have been given and the teacher gives homework for explaining in the next meeting.

3. METHOD

3.1 Design

This research applied a pre-experimental research design. It used one group pre-test and post-test design. The sample of the research namely the experimental group. The experimental group was given the treatment in the learning process. The pre-test was given at the first meeting while the post-test was given at the end of the meeting. The design of this research proposed by (Sugiyono, 2014) is as follows:

01 X 02

Where:

- O1 : pretest for experimental
- O2 : posttest for experimental
- X : treatment

3.2 Population and Sample

3.2.1 Population

The Population of this research was the eighth-grade students at SMP Negeri Model Terpadu Madani. The eighth-grade students are divided into five classes. They are Kihajar Dewantara Class, Gajah Mada Class, W.R. Supratman Class, Raden Saleh Class, and Suratin Class. The total of the grade eighth students is 115 students.

3.2.2 Sample

The researcher applied EGRA technique to the sample of this research. The sample is VIII Raden Saleh. In determining the sample of this research, the researcher used a purposive sampling technique. Furthermore, the English teacher at SMP Negeri Model Terpadu Madani advises the researcher to conduct this research in VIII Raden Saleh. The reason is the students do not know the function of and generic structure of recount text, lack vocabulary and motivation in writing, and have problems with mechanisms such as spelling, capitalization, and punctuation. The researcher assumes that EGRA technique was an appropriate technique to curtail the students' matter.

3.3 Instrument

This research applied a test as an instrument. There are two kinds of tests; pretest and posttest. The pretest was given before the treatment while the posttest was given after the treatment. In testing the students' writing skills, the researcher evaluates the students' writing skills in recount text. The researcher applied the scoring rubric for each test. Each scoring rubric has its criteria, especially in writing tests. The scoring rubric used is listed below:

Table 1
Scoring Rubrics of Writing test

Aspect of Scoring Writing Ability	Score	Level	Criteria
Content	30 – 27	Excellent to very good	Extensive development of the topic, strong support of main ideas with details
	26 – 22	Good to Average	Good development of the topic
	21 – 17	Fair to	Adequate development of topic, and

		poor	listing of detail.
	16 – 13	Very poor	Weak development of the topic .
	20 – 18	Excellent	Completely organized with a generic structure of recount text
		to very good	
Organization	17 – 14	Good to average	Fairly well organized with a generic structure of recount text.
	13 – 10	Fair to poor	Sparsely organized with a generic structure of recount text.
	9 – 7	Very poor	Not organized
	20 – 18	Excellent	No mistakes in spelling and meaning.
		to very good	
Vocabulary	17 – 14	Good to average	Very few mistakes in spelling and meaning. (1-5)
	13 – 10	Fair to poor	Some mistakes in spelling and meaning. (6-10)
	9 – 7	Very poor	Many mistakes in spelling and meaning. (over 10)
	25 – 22	Excellent	No errors in verb usage of recount text.
		to very good	
Grammar	21 – 18	Good to average	Good in verb usage of recount text
	17 – 11	Fair to poor	Fair in verb usage of recount text.
	10 – 5	Very poor	Poor in verb usage of recount text.
	5	Excellent	Error-free
		to very good	
Mechanism	4	Good to average	Very few errors in punctuation and capitalization (1 – 5)
	3	Fair to poor	Some errors in punctuation and capitalization (6 –10)
	2	Very poor	Many errors in punctuation and capitalization (over 10)

Adapted from Weigle Assessing Writing Series (2007)

3.4 Data Collection

The researcher did the treatment to prove her research. He conducted it for the experimental group only. He applied the EGRA technique in teaching recount text. The

researcher committed this research for six meetings, but not included the pretest and the posttest. The experimental class was taught through the EGRA technique.

3.5 Data Analyses

After collecting data through the test, the researcher calculated the individual score. Afterward, the researcher computed the mean score of pre-test and post-test. Then, the researcher counted the square deviation. After determining students' scores, the score of the students put on the rating scale. This aims to find out the students' successfulness in doing the pretest and posttest. Last, to measure the significant difference among those groups, the researcher computed t-counted to know whether the hypothesis was accepted or rejected.

4. FINDINGS AND DISCUSSION

4.1 Finding

In collecting the data, the researcher used a test as the instrument of the research. It meant the collected data of the research were in the form of numeric data. There were two kinds of tests in this research; pretest and posttest. The pretest was administered before the researcher applied the treatment to know the students' achievement. The treatment was only applied in the experimental group. The treatment was conducted from April 3rd, 2023 to April 18th, 2023. The post-test was administered after the researcher applied the treatment. The result of each test was compared to measure whether the use of EGRA technique could improve the writing skill of the eighth-grade students of SMP Negeri Model Terpadu Madani in making recount text.

4.1.1 Result of pre-test, posttest, deviation, and squared deviation

The pre-test was conducted before the treatment to measure the prior knowledge of the students while the post-test was to show the students' improvement after the treatment. It is also used to prove whether the treatment is successful or not. The researcher used the same type of test as in the pretest but different questions to find out whether there was any impact after the researcher applied the treatment or not. After getting the mean score of the pre-test and posttest, the researcher continued to mean deviation and squared deviation to find out the significant difference between the students' deviation scores in pre-test and post-test. It can be seen in table 2.

Table 2
Deviation and Square Deviation

No	Initial	Pre-test (O1)	Post-test (O2)	Deviation (D) (O2-O1)	Squared Deviation (D ²)
1	AAM	40.0	68.0	28.0	784.0
2	AAI	37.0	70.0	33.0	1089.0
3	AFe	51.0	73.0	22.0	484.0
4	AZa	75.0	87.0	12.0	144.0
5	Aka	60.0	77.0	17.0	289.0
6	BDP	50.0	78.0	28.0	784.0
7	COk	54.0	77.0	23.0	529.0
8	DAL	55.0	73.0	18.0	324.0
9	DSR	77.0	80.0	3.0	9.0
10	GAM	54.0	82.0	28.0	784.0
11	GMP	57.0	80.0	23.0	529.0
12	GOI	64.0	84.0	20.0	400.0
13	JFa	65.0	76.0	11.0	121.0
14	MRP	53.0	81.0	28.0	784.0
15	MSA	43.0	76.0	33.0	1089.0
16	NHa	58.0	79.0	21.0	441.0
17	Ra	53.0	79.0	26.0	676.0
18	SNu	46.0	83.0	37.0	1369.0
19	TFH	41.0	83.0	42.0	1764.0
20	ZNA	56.0	80.0	24.0	576.0
Total Score		1089.0	1566.0	477.0	12969.0
Average		43.6	62.6	19.1	518.8

Based on the table above, it can be seen the highest score was 77 and the lowest one was 38 in the pre-test. Next, the highest score in the post-test was 87 and the lowest one was 68. The result indicates that there is a development of the students' writing skills in writing recount text after applying treatment. It can be seen that the highest deviation (d) score was 42 and the lowest deviation was 3, while the higher square deviation (d²) was 1764 and the lowest square deviation was 9.

By applying a 0.05 level of significant with the degree of freedom (df) $N_x + N_y - 2 = 38$, the research found that t-counted (9.3) is higher than t-table (2.101). It means that the research hypothesis was accepted. In other words, the use of EGRA

technique can develop the writing skills of the eighth-grade students of SMP Negeri Model Terpadu Madani Palu in making a simple recount text.

4.2 Discussion

This research aimed to find out whether the use of EGRA technique of the eighth-grade students of SMPN Model Terpadu Madani Palu can develop the students' writing skills or not. This research was formulated after conducting the preliminary observation of the teaching and learning process. The result indicated that the students had some problems in writing recount text. First, the students did not know the generic structure and language features of recount text. Second, the students lacked vocabulary and motivation in writing. Third, the students had problems dealing with mechanisms, especially using commas and full stops, capital letters, and spelling.

Based on the data, it showed that there is an improvement in the class of the research. The researcher used tests to find out the students' achievement. The tests are pre-test and posttest. The pre-test is used to know the students' knowledge of writing recount text before EGRA technique is applied in the class. The writing's criteria are divided into 5, namely content, organization, vocabulary, grammar, and mechanism. The total score of the test is 100.

The researcher conducted the pre-test on April 3th 2023. In the pre-test, most of the students got low scores. Only two students had reached the minimum criteria of the successful. Some problems caused the students to get low scores in the pre-test such as; they did not know the generic structure and language feature of recount text, lacked vocabulary, errors in using commas, full stop, spelling, and capitalization.

After conducting the pre-test, the researcher applied the EGRA technique in six meetings. The researcher teaches recounting text in every meeting. The researcher focused on writing recount text. In every meeting, they faced different topics. They identified generic structure and language features from the text. Also, they wrote a simple recount text with topics that were given by the teacher. By doing this, the researcher assumed that the students' writing skills would slowly develop in every meeting.

After applying the technique, the researcher conducted the post-test. The post-test is conducted to find out the progress of students' writing. The researcher conducted the post-test on April 18, 2023. The result of the post-test indicated that there is development in students' writing skills. The result of the post-test is different from the pre-test with sixteen students who passed the post-test. It shows that the students have development in writing recount text by using EGRA technique. By looking at the result of the post-test, the researcher concluded that EGRA technique can develop students writing skills of the eighth-grade students of SMP Negeri Model Terpadu Madani Palu.

After conducting the research, the researcher found the strength of the EGRA technique which makes the students achieve the development of writing recount text.

First, the students can work together to identify and analysis the recount text from the text. It provoked students' interest in learning recount text. Harmer (1991) states that the best way to ensure learning for the students is to find out the rules by themselves. Second, the students can learn new vocabulary with this technique. They get new words in the form of meaning when they write simple recount text. Also, their spelling in vocabulary is better than before. Third, the students' grammar can improve with this technique since they do writing activities. Fourth, recount text allows students to express feelings more freely than they might do in public. Last, students' writing mechanisms improved especially in using commas, full stops, and capitalization.

Some problems were faced by the researcher when he applied the EGRA technique. The first problem is some of the students have difficulty starting and developing their writing. It makes them lack of motivation in writing. The second is the students need more time to write recount text, so few of the students did not finish their writing. Last is verb change. Some of the students used simple present in their writing recount text.

This research result is in line with previous studies conducted by Rezeki and Sagala (2022) explaining EGRA technique was effective enough to enhance the students' understanding of writing recount text. Wahyu et al. (2022) also state that with the application of the EGRA technique in classroom learning, the student's grammatical ability increases, and students are more active and enjoyable in the learning process. Among these two previous researchers they all have similar problems to this study: constructing the sentence, lack of vocabulary, and grammar. The challenges faced by the students from SMPN Model Terpadu Madani Palu, such as the student's lack of motivation to study, simply not knowing the generic structure of recount text, the use of punctuation and capitalization, and lack of vocabulary.

5. CONCLUSION

The implementation of EGRA technique can develop students' writing skills. The result shows that there are developments in the students' successful from the results of the tests. The result of the test shows that the mean score improves from 43.6 to 62.6. It means that EGRA technique minimizes the students' problems of writing recount text. The students know the generic structure and language features of recount text, get new vocabulary, and their writing mechanisms are developed because they know how to use capitalization, commas, and full stops. The findings also imply that the technique increases some students' motivation in writing but only the students still lack motivation in writing.

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