

USING EGRA TECHNIQUE TO IMPROVE STUDENTS' GRAMMAR MASTERY

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Abstract

Grammar is the study of rules that cover the combination of words to form meaningful and grammatically correct sentence. This study use Experience, Generalization, Reinforcement, and Application (EGRA) technique to improve students' grammar mastery. By using this technique, the students try to find out the form and function of the sentence by themselves. Besides that, EGRA technique has various instructions to help students understand the material; giving picture, vocabularies and quiz in experience step, analyzing the text in generalization step, providing in reinforcement step, and giving a task in application step. This study was aimed to see the *Improving Grammar Mastery* at the tenth grade students of SMA Negeri 7 Pinrang. The aim of this study is to get the empirical data of the differences between students' score grammar test that were taught by using EGRA technique and the students were not. The population of this study comprises 273 students. This research uses a random sampling technique. The researcher took two classes, X MIPA 2 as the experimental class comprised 36 students and X IPS 2as control class comprised 34 students. The design of this study is a quantitative method using quasi-experimental design (non-equivalent control group) with two group classes, namely experimental class and control class. The data was collected through pretest and posttest. It aimed to know whether the EGRA technique in teaching grammar can improve students' grammar mastery. The result of this research shows that students' grammar mastery significantly improves. Based on the calculation, the result of the data analysis by using t-test showed the value of $t_{test}(t_o)$ was higher than $t_{table}(t_t)$, $t_o > t_t = 9.11 > 1.667$, in a significant degree of 0.05 (5%). As the statistical hypotheses shows, if $t_{test}(t_o) > t_{table}(t_t)$ in a significant degree of 0.05 (5%), it means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. In conclusion, EGRA technique can improve the students' grammar mastery.

Keywords: *Grammar Mastery, Students' Grammar, EGRA Technique.*

Introduction

In the era of globalization, learning English is very important because English makes people easily to communicate each other in the world. In building a good communication, we should understand the rules or the way to interact. To achieve that goal, we need to master some skills, such as listening, reading, speaking, and writing. In addition, those skills we must master spelling, vocabulary, and grammar as the basis for accomplishing each skill.

Before mastering four skills, the students have to master the rules in using English language. The rules in language are called grammar. Grammar is the highest important thing in all skills because it has a role to improve our skills. Without grammar, the words do not have a good meaning. It means that the information of the words or sentences does not reach the hearer or reader. When the word stand-alone the meaning is not clearly but when the

words organized together, it will have the good meaning and it is easy to understand to the hearer or reader.

In this research, the researcher focuses her attention on grammar. The researcher thinks that grammar is play important role in based teaching and learning. Based on the interview by the students at the tenth grade of SMA 7 Negeri Pinrang, the researcher finds students` problem in study grammar such as the students felt difficult to recognize the change of V₁ to V₂ and V₃, students often misunderstand and misapply the tenses, and students always think that study grammar is difficult. In addition, the teacher in teaching grammar just uses traditionally method, like speech method to explain the material until finished. It makes the students bored. In other hand, the teachers do not use media and they never changed the technique or method. Then teacher just gives a test to the students without explaining the first. Those are the factors that influence the students` grammar mastery.

Teaching grammar needs to have technique to improve the students` grammar mastery. There are many techniques to teach grammar. One of them is called Experience, Generalization, Reinforcement, and Application (EGRA). EGRA stands for experience, generalization, reinforcement, and application. By using this technique, the students will try to find out the form and the function of the sentence by themselves. Brown states it is built more students` intrinsic motivation by allowing them to discover rules rather than being told them.

Every step of EGRA has particular aim. The aim of experience is to subconsciously expose students to a particular structure item in use. Students need to remember the conclusion about form and function they make on their own. The aim 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 previous interview, the researcher concluded that the students` grammar mastery at the tenth grade of SMA Negeri 7 Pinrang needs to be improved because it is still low. The teacher stated that from 36 students, only 20% who got score above standard score (77) while the rest of 80% students got score below 77 in English subject. Thus, the researcher is interested to implement EGRA technique to improve students` grammar mastery at SMA Negeri 7 Pinrang.

Method

The research design of this research was quasi-experimental. In this design, a popular approach to quasi-experiments, the experimental group A and control group B. Both groups took a pre-test and post-test. Only the experimental group received the treatment by using EGRA technique, while the control group was not. The location of the research took a place at SMA Negeri 7 Pinrang. The researcher used the quantitative research that has several times to collect and analyze data. Therefore, the researcher used round one month for collecting the data.

The population of this research was the tenth grade students of SMA Negeri 1 Pinrang in academic year 2019/2020. The totals of population were 273 students. The total number of them can be seen in the following table:

Table 1. The Total students at Tenth Grade of Senior High School Seven Pinrang.

No.	Class	Students	
		Male	Female
1	X IPS 1	12	17
2	X IPS 2	12	22
3	X IPS 3	11	21
4	X MIPA 1	12	23
5	X MIPA 2	10	26
6	X MIPA 3	11	24
7	X MIPA 4	14	22
8	X MIPA 5	13	23
Total		273	

The researcher used cluster random sampling technique that one class of the first year of SMAN 7 Pinrang. The researcher took two classes randomly without paying attention to their ability. There was no special class of them represented to other class. The sample of this research is X MIPA 2 as the experimental class and X IPS 2 will be as the control class. The sample of this research can be seen in the following table:

Table 2. The Sample of the Research

No.	Group Class	Male	Female
1	X MIPA 2 (Experimental Class)	10	26
2	X IPS 2 (Control Class)	12	22
Total		70	

The researcher used grammar test as an instrument of this research. Grammar test was given as pre-test and post-test. The pre-test was given to find out the previous ability in grammar and the post-test to know how far the students' improvement in grammar by using EGRA technique.

Results

The result of the pre-test and post-test showing in the following table:

Table 3. The Mean Score and Standard Deviation.

Class	Mean score		Standard deviation	
	Pre-test	Post-test	Pre-test	Post-test
Experimental Class	57.94	84.36	13.03	9.70
Control Class	51.41	73.62	12.21	7.26

The table showed that the students' grammar mastery in the experimental class and control class almost have the same achievement before treatment. It can be seen from the mean score gained by the students in the experimental class and the mean score in the control class was not far difference score. Although the score in the experimental class (57.94) is lower than in the control class (51.41), it showed just a little different score for both of them. But after treatment (post-test), the main score got by the students in the experimental class (84.36) is higher than the main score in the control group (73.62). The result scores both in experimental and control class before and after treatment were increased. It means after using EGRA technique and conventional way, the students' English grammar mastery found the improvement. In classifications are very poor to excellent for experimental class and for control class in classifications are very poor to excellent.

Meanwhile, the standard deviation of the students in the experimental class was higher than the standard deviation in the control group. It was apparent that the standard deviations of pre-test and post-test got by the students in the experimental class and control class were different.

To know the different improvement of students' grammar ability by using EGRA technique as experimental class and conventional way as control group, the researcher showed the mean score in the following table:

Table 4. The Differences of Students' Score.

Class	Mean score		Different score
	Pre-test	Post-test	
Experimental Group	57.94	84.36	26.42
Control Group	51.41	73.62	22.21

The table showed that there were different improvements in students' value in the experimental class and control class, although both of them exist raising score after giving treatment. As the table 4.10, it can be proven that there was a difference of grammar achievement between experiment and control class. The mean score post-test in the experimental class (84.36) was higher than the mean score post-test in the control group (73.62) or $84.36 > 73.62$. It means that the students' grammar after using EGRA technique in the experimental class was more significantly improve than the student's grammar mastery in the control class.

The following table resulted from t-test and t-table:

Table 5. The Result of t-test and t-table

T-test of Experimental Class	T-test of Control Class	T-table
9.11	9.03	1.667

Table 5 shows that t-test value of the students in the experimental class (9.11) was higher than t-table value (1.667) as the table 4.11 from the analysis after giving treatment. While t-test value of the students in the control class (9.03) was higher than t-table value (1.667) as well. According to statistical hypothesis, if t-table value was lower than the t-test value, H_a is accepted and H_0 is rejected. It meant that using EGRA technique and a conventional way can improve students' grammar mastery at the tenth grade of SMAN 7Pinrang. But there were significant differences score between the students who taught by EGRA technique and who did not. Based on the table of the t-test and t-table value above, said that t-test in the experimental class was higher than the t-test in the control class. Therefore, the researcher concludes that applied EGRA technique to improve grammar mastery was one of the good ways to lead the students more attracted to learning English especially in grammar.

Discussion

This section of this research will provides insight about the students' grammar mastery before and after treatment through EGRA technique in experimental class, then explained the students' grammar mastery before and after giving explanation in control class, and the last explained the significant different improvement of students' grammar ability between experimental class and control class.

Students' Grammar Mastery Before Applying EGRA Technique

Before using EGRA technique based on the result of finding, it found the students' grammar mastery was low. A lot of students got poor and very poor. It has proven that grammar mastery of students is not good. Another researcher discovered the students are still misapply the tenses, also difficult to recognise the change of verbs. Those happened because besides students were still difficult to comprehend the form of tenses, they also still lack of motivation to study English, especially in grammar.

By the result of it, the alternative way to solve the problems that the students faced, the researcher gave the treatment through EGRA technique; it supposed that this technique can improve students' English skill, especially in grammar. EGRA technique is one of the way to try helping students find out the form and the functions of the sentence by themselves in Generalization phase, and it is very essential to improve their grammar.

In this treatment of experimental class, there were six meetings. In the first meeting, the researcher explained simple present tense. The second meeting was about present continuous. The third was about present perfect. Simple past tense was the fourth topic. The fifth was about a simple future. Then in the last meeting the researcher gave the students worksheet as Application phase.

By doing this technique, many students are more motivated and understand about grammar, especially in five tenses: simple present, present continuous, present perfect past, and simple future. Also, they can make its' sentence. Therefore EGRA technique improved students' grammar mastery.

Using EGRA Technique Able to Improve Grammar Mastery

It can be inter-operated that students' grammar mastery before being taught by using EGRA technique is lower if it compares with the students' grammar mastery able being taught by using EGRA technique. It is implicated that EGRA technique gives good effect on students' grammar mastery. By doing this technique, many students are more motivated and

understand about grammar, especially in five tenses: simple present, present continuous, present perfect past, and simple future. Also, they can make its' sentence. Therefore EGRA technique improved students` grammar mastery.

To make a conclusion about the effectiveness of students' grammar mastery by using EGRA technique, it can be done by analyzing the data using t-test and t-table. The result of the data analyzes showed that t-test (9.11) >t-table(1.667). It means that using EGRA technique is effective in teaching grammar at the tenth grade students` of SMA Negeri 7 Pinrang.

The Different Improvement of Students' Grammar Mastery of Experimental Class and Control Class

From the result findings above, the researcher can conclude that students were taught by using EGRA technique in experimental class and conventional way in control class there were any improvement both of them. But to know that implementation of EGRA technique better to improve students' grammar mastery than conventional way, the researcher found the different from the t-test value that exist. The score in the experimental class was higher than the score in the control class, it can be seen from the different amount of variance score for experimental was 9.11, while control class was 9.03 (26.42>22.21). Therefore, EGRA technique is more significantly improved than the conventional way.

According to the researcher, based on the observation as doing the research, there were significantly different improvement both of them. The researcher has observed the students when joined the material by using EGRA technique in the experimental class. The students were very enthusiasm and attractive to study about grammar because there were many activities, fun in Experience phase, and also they enjoy the way of technique through EGRA.

The conclusion, to find out the statistical hypothesis received between null hypothesis (H_0) and alternative hypothesis (H_a), the researcher applied the t-test formula at the level of significance with $\alpha =$ with freedom is $df = N_1 + N_2 - 2$ (36+34-2=**68**). According to Sugiyono, if t-table was lower than the t-test value, it means H_a is accepted and H_0 is rejected.

This research found that the t-test value is 9.11 higher than t-table value 1.667 or (9.11>1.667). It meant that using EGRA technique can improve students' grammar mastery at the tenth grade of SMAN 7 Pinrang or in other word H_a was accepted and H_0 was rejected. After seeing the result, it found that there was a significant difference of students' grammar mastery in

pre-test and post-test between experimental class and control class, but from the different result of t-test through EGRA technique in experimental class was higher than a conventional way in control class. It was caused by the involvement of the students` during the learning process.

Conclusion

Based on the result of the observation and discussion, it can be concluded that EGRA technique is more effective to improve the students` grammar mastery compared to the conventional way. The data show that there is a significant different in the mean score between the students who are taught English grammar by using EGRA technique. Therefore, from the difference between the pre-test and post-test shows that the students` score increase significantly after they are taught using EGRA technique.

From the table of the scores showed that t-test is higher than t-table ($9.11 \geq 1.667$). Thus, it can be concluded that the students` grammar mastery through EGRA technique is better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Implementing EGRA technique to improve students` grammar mastery better than conventional way, because there were significant different improvement of the students` grammar mastery at the tenth grade of SMAN 7Pinrang before and after using EGRA technique in experimental class and conventional way in control class. According to the researcher, teaching English especially in grammar through both method actually were the good ways to improve grammar mastery, although the improvement of students faced was not the same both of them, it has seen from the result score in t-test formula. The different improvement of students between experimental class was higher than improvement of students in the control class ($9.11 > 9.03$).

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