

**EFFORTS TO INCREASE STUDENTS' GRAMMAR
ACQUISITION USING THE EGRA TECHNIQUE (EXPOSURE,
GENERALIZATION, REINFORCEMENT, AND APPLICATION)
AT SMPN 1 METRO**



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KATA PENGANTAR

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ABSTRACT

The objective of this research was finding out whether or not the use of EGRA (Exposure, Generalization, Reinforcement, Application) method can improve the students' grammar ability at SMPN 1 Metro. This research employed test design. There were two variables, namely independent variable EGRA (Exposure, Generalization, Reinforcement, Application) and dependent variable grammar. The problem statement was that how is the grammar ability of the students before applying EGRA "exposure, generalization, reinforcement, application, and application method in SMPN 1 Metro. To answer the problem statement, which is related to the objective of the research, the writer applied pre-experimental method which is one group pre-test and post-test design. The writer collected data by giving pre-test and post-test which are formulated in multiple choice items. The data collected through pre-test and post-test were firstly tabulated and the analyzed in percentage. The sample of the research was the second year students of SMPN 1 Metro. They consisted of 40 students. The writer used total sampling technique in this research. In means that the sample in that class was all taken. The instrument of this research was a test used in pre-test and post-test. The result of the data indicated that, there was difference between students' pre-test and post-test. The mean score of post-test (5.64) was greater than the mean score of pre-test (3.28). from t-observed, the researcher found that, the value of t-observed (9.37) was greater than t-table (2.021) at the level of significance 0.05 degree of freedom (df) = 39. Based on the finding and discussion of the research, the researcher concluded that, the use of EGRA (exposure, generalization, reinforcement, application) method had good improvement the students' grammar ability of SMPN 1 Metro.

Keyword: EGRA Technique, Grammar, Grammar Mastery

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A. INTRODUCTION

1. Background of the Problem

The result of learning a second language involves some skills and elements. The skills are listening, speaking, reading, and writing.¹ Besides, the English elements are pronunciation, translation, and grammar. Grammar is the fundamental element in language. It connects among the meaning systems to the other parts. Grammar is defined as a study on what forms or patterns that are probable in a language. Devoid of grammar, words cannot be united and there will be only a disorganized compilation of separate words. Grammar is a thing that shall be understood and understand correctly in process depends language ability, particularly English language. If we do not understand grammar, we are cannot use English language well. Because of that is very necessary to understand about grammar very well. Grammar also defined as “the way words are put together to make correct sentence.”² Grammar is mechanism for putting words together, but we have said little about sound of meaning.

Grammar is a rule to create a sentence, it can influence the way of communication can be delivered and received. It is supported by Argawati that in conclusion, grammar is a rule of language which has conventional arrangement to make sentences and convey larger meaning.³ Some of them are tenses, passive voice, sentences, parts of speech, conditional sentences, and many more. According to Kolln & Funk, grammar is certainly a common word. Such as stated by Ingemann & Crystal, grammar is seen as an inherently meaningful (or ‘symbolic’) component of the theory, linking semantics (viewed in conceptualist terms) and phonology. grammar is a set of formal rules which projects a finite set of sentences upon the potentially infinite set of sentences that constitute the language as a whole, and it does this in an explicit manner, assigning to each a set of structural descriptions.

In this research, the researcher focuses on grammar. The researcher thinks that grammar is an important role in teaching and learning process. Based on the interview is done by the students at the seventh grade of SMPN 1 Metro, the researcher finds students` problem in study grammar such as the students felt difficult to recognize the change of V_1 to V_2 and V_3 , students often misunderstand and misapply the tenses, and students always think that study grammar is difficult. Some of the students think learning English are very difficult because they did not know the meaning of the words. They feel difficulty to make a good sentence in English because of the grammar especially tenses. In addition the teacher in teaching grammar just uses lecturing method in teaching and learning grammar.

Teaching English as Foreign Language (TEFL) is really challenging for the teachers because English is not used at home, market, and daily activity for the students.⁴ Teaching grammar needs to have appropriate method 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 that it is built more students` intrinsic motivation by allowing them to discover rules rather than being told them⁵.

¹ Novriyani, (2023). An Analysis of Students` Difficulties in Essay Writing at Sudents` of University, *Al-Akmal Journal Studi Islam* 2(1), 29-36

² Penny Ur, *A Course in Language Teaching* (New York: Cambridge University Press, 1996), p. 75

³ Argawati, N. O. (2017). Think-Pair-Share: Its Implementation To Improve Students` Capability On Understanding Grammar On The Second Semester Students Of Stkip Siliwangi. *Journal Of English Pedagogy, Linguistics, Literature, And Teaching*, 5(1).

⁴ Ema Puspitasari, (2022), The Positive Impact of Internet Based Resources to Encourage Students` Vocabulary, *Tapis: Jurnal Penelitian Ilmiah* 6 (2), 166-175

⁵ Brown, H. Douglas, *Teaching by Principles: an Active Approach to Language Pedagogy* (Toronto: Prentice Hall, 2000), p. 339.

In teaching and learning English as a foreign language it needs grammar to speak and write correctly. The students need grammar in order to make good sentence. Grammar is one of the components of language that must be mastered by the students to learn English. Because the grammatical rules of Indonesian language are different from English. That is why, learning English grammar is very important to understand English teacher. Brown says that grammar is a system of rules governing the conventional arrangement and relationship of words in sentence. In other word grammar is one kind of language component that give explanation or rule about how to join the words become a good sentence based on grammatical rule.

The statement indicates that grammar is a set of rules derived from language rules that most of its native speaker rarely care about. However, this is enable them to communicate each other without creating misunderstanding and misinterpretation. They commonly do not realize, that when they express themselves through writing or speaking, what they write or speak have patterns and they keep subconsciously applying the patterns in their communication.

Meanwhile in the context of education especially in the learning and teaching of foreign language, grammar is usually considered one of the language components other that vocabulary and sound system which students should acquire. As foreign language learners commonly do not have much direct exposure to the language mastery.

EGRA is a shortened form of the term Experience, Generalization, Reinforcement, Application. Experience is a learning where students are subconsciously expose to the meaningful use of particular structure item. The students are not aware that they are to find a particular grammar structure. The students are provided by activity that explores their knowledge. Generalization is in this phase, the students are guided through tasks to find the form, meaning and function of a structure they have been exposed to. The learner or the students will get experience about the structure rules by themselves. It means that they can get the pattern of sentence by themselves and it will effect on their understanding about it. Reinforcement is a phase where the students give correct knowledge and aware about of the form and functions of the structure item that they have been exposed to. At this phase, the teacher explains again what the students have discovered. The teacher gives feedback to the students work so that they get reinforcement. After the students get understand about a particular structure rules, the teachers provides tasks again to make them more understand about the form and function of a certain structure rules. Application is the learning stage when students are given opportunities to use or apply the structure item that they have learned in communication either receptively or productively.

Based on the explanation above, the researcher wants to conduct a research about the effort to improve grammar ability especially simple past tense using EGRA method. The researcher chooses simple present tense because the first grade students confused to understand about tenses especially simple present tense, students did not know to change positive, negative, and interrogative sentence. The students say that it is hard for them to master about tenses simple present tense. The researcher using EGRA method in teaching simple present tense because it has learning stage that can make students more understand about tenses especially simple present tense and make students active in class

2. Formulation of the Problem

Based on the background of problem above, the researcher formulates some problems. They are as follows;

1. How is the grammar mastery of the seventh grade students before applying the EGRA method at SMPN 1 Metro?
2. How is the grammar mastery of the seventh grade students after applying the EGRA method at SMPN 1 Metro?

3. Objective of the Research

Relating to the problem statements above, the objectives of the research is to find out the significant differences of the improvement tenses mastery of the seventh grade students before and after applying EGRA method at SMPN 1 Metro.

4. Significance of the Research

a. For students

The students understand how make a good sentence and difference between present, past, and future by using EGRA method.

b. For teacher

The teacher can improve his or her ability and creativity in teaching and learning grammar by using EGRA method.

c. For Institution

The research can give inspiration and supporting in teaching and learning grammar by using EGRA method.

B. REVIEW OF RELATED LITERATURE

1. Grammar

A. Definition of Grammar

All languages have its grammar. People who speak the same languages are able to communicate because they know the grammar system of that language. Because the use of the language is to communicate presuppose a grammar, it follows that all speakers and writers of a language must have a knowledge of its grammar. James E. Purpura states that as a systematic way accounting for a predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language.⁶

Harmer states that 'grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language'.⁷ Grammar is concerned with analysis of the sentence which is described the rules how language sentences are formed. From the statement above, we know that grammar is explicit. It does not only explain how the utterances are formed, but also provides a tool to generate some possible structures that have never been used before, which might be useful for people who prefer to use the language in a creative way so that they can communicate easily. It helps us to write new kind of sentences that are more effective and more persuasive. English Grammar discusses a lot of aspects, such as tense, word order, conditional sentence, modal auxiliary, noun, preposition etc. one of the English grammar in which Indonesian students tend to make error is "tense". Here the researcher will discuss about tense.

Grammar is concerned with how sentences and utterances are formed. In typical English sentence, there are two most basic principles of grammar, the arrangement of items (syntax) and the structure of items (morphology).⁸ In addition grammar as system of rules (or patterns) which describe the formation of a language's sentences. Grammar is not a simple thing.

According to Widdowson cited in Chodija, grammar is not a constraining imposition but a liberating force: it frees us from a dependency on context and a purely lexical categorization of reality."⁹ Based on this definition, many learners and teachers tend to view grammar as a set of restrictions on what is allowed and disallowed in language use.

Learning grammar is need for understanding Genre (certain grammar such as tenses). Learning grammar must make the students be more active, creative, effective, and fun. So, based on this statement, the researcher takes EGRA method (exposure, generalization, reinforcement, application) to cover all the students' needed in understanding grammar as well.

Aman found that teachers believe that grammar consists of rules for sentence formation and the use of appropriate tenses, and that grammar should focus on both form and meaning.¹⁰ Explicit instruction and discussion of grammar rules in the classroom is considered extremely important in helping students acquire English and develop their skill in writing. In addition to the necessity of grammar, a number of problems are also found in grammar teaching and learning, such as teachers spending a lot of time to give explicit grammar instruction in their classrooms; the teachers' belief that despite extensive grammar instruction, students were unable to transfer their knowledge of grammar to communicative use; the teachers faced difficulty in finding authentic and relevant teaching materials; some teachers mentioned that the technicality of some grammar rules

⁶ James E. Purpura, *Assesing Grammar*, (United Kingdom: Cambridge University Press, 2004), p. 6

⁷ Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition*, (London: Longman., 2001), p.12

⁸ Ronald Carter and Michael McCarthy, *Cambridge Grammar of English* (New York:Cambridge University Press, 2006), p. 1.

⁹ Intan Trine Chodija. (2022). Teacher's Perception towards Difficulties Teaching and Learning EFL Grammar, *Al-Akma, Jurnal Studi Islam*, 1(1), 64-80

¹⁰ Aman, N. (2020). Teaching grammar: issues and challenges. *Journal of English Language Teaching Innovations and Materials (JELTIM)*, 2(1), 1-13.

makes it very difficult to teach English grammar to elementary students.

Grammar is also called as organization words that combination into sentences to express thought and feeling or to express the idea in written. In teaching English as foreign language, the students need to master grammar because by mastering grammar students will be able to speak and write English correctly, it is fact that different countries have different language and every language has system which is called grammar. It also happened in translating, in order to competence in translating we should know of the language structure. In English grammar, tenses play an important role in sentence formation, the tense of a verb shows the time of an even or action.

Savignon says that person demonstrates grammatical competence not by stating the rules, but by using rules. According to her, grammatical competence is mastery of linguistics codes, the ability to recognize the lexical, morphological, syntactic and phonological feature of a language and to manipulate these features to form words and sentences. It involves the ability to apply the grammatical rules in order to form grammatically correct sentences.

Souisa & Yanuarius found that teachers used certain methods such as teaching grammar deductively, inductively, explicitly, implicitly, focused on form, and focused on meaning, and they still faced challenges in teaching grammar.¹¹ The challenges faced by English teachers are the characteristics of students in terms of learning styles and attitudes, limitations in the reference of English teaching methods and trainings. Therefore, this study aims to find out the difficulties faced by teachers and students based on teachers' perceptions. By finding the difficulties in teaching and learning English grammar can hopefully help the teachers and curriculum designers in selecting appropriate teaching options or techniques especially in Lampung region since the previous research has not been done yet here.

B. Definition of Tense

In learning English as a foreign language, there is component called grammar. When we learn grammar, the tenses will be automatically correlated. Tense means time. However, it should be pointed out that time in relation to action is a concept that exists in the mind of speaker, reader, or listener. Tense, in actual usage, refers consistently only to grammatical forms. Often tense and time do not correspond at all.⁷ It means that tense is the linguistic indication of the time of an action. In fact, tense establishes a relation: it indicates the time of an event in respect to the moment of speaking, reading or listening.

Tense is one of the important parts of structure in English. In teaching learning English the teacher should make the students understand about tenses which are used to make them able to make sentence because tenses are a verb form that are used in certain time. So it must be mastered by the students. According to Lado, tense is form of the verb that refers to change the time.⁸ It means that information of time that difference can influence form of the verb used in the sentences.

According to Bybee, he states that tense refers to the grammatical expression of the time of the situation described in the proposition, relative to some other time.¹² Tense is a grammatical category referring to the time of the situation; the tense is indicated by the form of the verb.¹³

Tense commonly refers to the time of the situation which relates to the situation of utterance or at the moment in speaking. For example, the commonest tenses found in languages are present, past and future: a situation described in the present tense is related as simultaneous with the moment of speaking (John is

¹¹ Souisa, T. R. & Yanuarius, L. (2020). Teachers' strategies on teaching grammar: Facts and expectations of senior high school teachers at Ambon. *International Journal of Evaluation and Research in Education (IJERE)*, 9(4):11- 21. <http://doi.org/10.11591/ijere.v9i4.20643>.

¹² Paul R. Kroeger, *Analyzing Grammar An Introduction*, (Cambridge: Cambridge University Press, 2005), p. 148.

¹³ Sidney Greenbaum and Gerald Nelson, *An Introduction to English Grammar 2nd Ed*, (London: Pearson Education Limited, 2002), p. 55

singing); the situation described in the past as related prior to the moment of the speaking (John was singing); while the situation described in the future as relates subsequent to the moment of speaking (John will singing).

Since tense refers to the time of the situation which relates to the situation of the utterances, it can be described as 'deictic'.¹⁴ In other words, deictic refers to an interval or period of the time which contains the moment of utterance. It can be expressed by some words: yesterday, now and tomorrow. English verbs have only two simple tenses, the tenses called the simple present (e.g he writes) and the simple past (e.g he wrote).

According to Ba'dulu, Grammar is a structure of language form or a verb phrase used to express a time relationship.¹⁵ Cook and Sutter says that tense refers to the form that verb take in order to communicate information. Usually, this information related to time.¹⁶ Thus, a grammar is structure if language a form verb expresses time.

Structural grammars, associated with linguists such, offered a fairly rigorous method for describing the structure of a language in terms of both its morphology and its syntax. In these grammars each word in a given sentence is categorized according to how it is used, and the 'patterns' or 'structures' are said to constitute a unique systems form that language.

C. Simple Present Tense

a. Definition of Simple Present Tense

Simple Present Tense is the most popular tense in using. According to Azar, simple present tense is generally used to express event or situations that exist, always, usually, habitually.¹⁷ It means that if we will express situation that exist, always, usually, habitually we should using the simple present tense. The simple present tense is one of tenses which is we should master if we will make a descriptive paragraph.

According to Hewings, we use the present simple to describe things that are always true, or situation that exist now and, as far we know, will go on indefinitely. We use the present simple to talk about habits or things that happen on a regular basic. We often use the present simple with verb that performs the action they describe.¹⁸ From the definitions above, it can be concluded the simple present tense is a tense used to describe habits, to express event or unchanging situations, general truths and fixed arrangements, and to give instructions or directions.

Tenses are verb forms that show time. It means that tense is a way language expresses the time at which an event described by a sentence occurs. In addition according to Andrew and Rudy, tenses are change form verb in sentence cause times'form and adverb of time.¹⁹

The Simple Present Tense refers to action or situation that to do not change frequently. It is used to describe habits or routines, to express opinions, or to make general statements of fact, the simple present can also be used to refer to the future.¹⁰

In English grammar, the *simple present tense* is a form of the verb that refers to an action or event that is ongoing or that regularly takes place in present time (for example, "He *cries* easily")

Another statement by Merriam in Suharman defines tenses divide into three definitions. The first is as distinction of form in a verb to express present, past, or

¹⁴ Bernard Comrie, *Aspect: An Introduction to the Study of Verbal Aspect Related Problem*, (Cambridge: Cambridge University Press, 1995), p. 2.

¹⁵ Ba'dulu, Abdul Muis. 1997. *Basic Sentence Pattern of English*. Ujung Padnang. Penerbit IKIP Ujung Pandang.

¹⁶ Cook, Stanley J. and Suter, Ricard W. 1980. *The Scope of Grammar: A Study of Modern English Grammar*. New York: Mc. Graw-Hill Publishing, Co.

¹⁷ Ibid

¹⁸ Martin Hewings, *Advanced Grammar in Use: A Self-Study Reference and Practice Book for Advanced Learning of English with Answer*, (Jakarta: Erlangga, 2001), p.2

¹⁹ Andrew McCarthy and Rudy Haryono, *English Grammar Accurate, Bright, and Clear*(Surabaya: Gita Media Press, 2008), p. 406.

future time or duration of the action or state it denotes.²⁰ The second is a set of inflectional forms of a verb form that express distinction of time. The last is the part of the meaning of a verb form that consists of the expression of a time distinction. A lot of kinds of tenses, but in this research, the researcher will focus to some tenses; simple present tense, present continuous tense, present perfect tense, simple past tense and simple future tense.

b. Function of Simple Present Tense

According to Riyanto, the function of simple present tense is used for:²¹

a) An action that happens all the time or habits.

Example: - Rose always comes on time

- Hassan and I are classmates

b) A thing that is true in general

Example: - Ice is cold

- The sun rises in the east

c) A schedule/time table or plan

Example: - The bus arrives at 5:30 a.m

- The bank opens at 8:30 and closes at 4:00

d) A description and definition

Example: - A doctor works in a hospital. He examines the sick people. He gives medicine too.

c. Sentence Pattern of Simple Present Tense

a) Verbal Sentence

According to Suryadi verbal sentence is sentences that predicate a verb.

The function of the verbal sentences:

1) To express a general truth.

2) To express the activities

Formula:

a) Positive

S + V1 (s / es) + O/C

Example: - He goes to school every day

- They bring my book

- Ita plays volley ball

b) Negative

S + do/does + not + V1 +

Example: - Ita does not sit on the floor

- They do not listen to the radio

c) Interrogative

Do / does + S + V1 + O/C

Example: - Does she eat rice?

- Do you lend them a book?

- Does Ita go to school?

d. Adverbs of Frequency in Simple Present Tense

Adverbs of frequency is an adverb that describes how frequently a job is completed. Riani explained that adverbs of frequency are commonly utilized in the simple present tense to describe repeated actions. A few of them are always, usually, often, sometimes, seldom, rarely, never, and so on. They are also known as mid-position adverbs because they are typically placed before verbs. and they are

²⁰ Suharman Syamsir, "Improving Grammar Mastery of The Second Grade Students of SMAN 3 Parepare by Using Think Pair Share Technique" (State Islamic College Parepare Skripsi; Faculty of Tarbiyah: Parepare, 2008), p. 6

²¹ Slamet Riyanto, Leila N H and Emilia N H, *A Complete Grammar for TOEFL Preparation*, (Bandung: Pustaka Pelajar, 2009), p. 98

frequently used in the simple present tense. The following table shows how often a job is done starting from the level of always, usually, often, sometimes, rarely to never.

Their primary purpose is to inform readers approximately how frequently the sentence's action takes place. They are commonly located before the verb if they are indefinite adverbs of frequency and they may be commonly positioned after the verb if they are precise adverbs of frequency. In short, adverbs of frequency must be placed before the verb. If there is to be, then the adverb is placed after to be.

2. EGRA Technique

Teaching technique is high important in teaching English. Richard said that technique is implementation that which takes place in a classroom. It is particular trick, stratagem, or contrivance used to accomplish an immediate objective.²² Further, Brown states that technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.²³

There are 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 competence. In addition students able to develop their critical thinking in discovery activity also understand the way to apply structure rules they learn before in application activity.

The objective of generalization is that learners better remember conclusion about form and function, they make by themselves. Reinforcement helps the students to check or revise their generalization and Application is to apply the structure items learned in the previous stage to communicate information or messages

In addition statement, Widiati and Cahyono in Belita state that EGRA is an example of grammar presentation technique that suggests a sequence of instructions moving from giving examples in Experience, drawing Generalization, providing Reinforcement, and assigning tasks to the students for Application.²⁴

There are 4 steps in the classroom by using EGRA technique. It refers to Experience, Generalization, Reinforcement, and Application. The detail explanation of those steps as follow:

a) Experience

Experience is a learning stage where students are subconsciously expose to the meaningful use of particular structure item. The students are not aware that they are led to find a particular grammar structure. The students are provided by activity that explores their knowledge. In this step, the teacher can also give leading question related to the material will be taught to the students. The activity of this phase can be conducted in:

1. Showing a picture.
2. Giving key word.
3. Giving brain storming.
4. Drilling.
5. Reading sentence or text.

b) Generalization

²² Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (America: Cambridge University Press, 2001), p. 15.

²³ Brown, H. Douglas, *Teaching by Principles: an Active Approach to Language Pedagogy* (Toronto: Prentice Hall, 2000), p. 16.

²⁴ Christianus Belita, "Designing a Set of Writing Materials Using EGRA Technique" (Published Thesis; Faculty of Teachers Training and Education, Sanata Dharma University: Yogyakarta, 2016), p. 13.

In this phase, the students are led through tasks to discover form, meaning, and function of a structure they have been exposed. To learner will get experience about the structure rules by themselves. It means that they can get the pattern of sentence by themselves and it will effect on their understanding about it. In this phase, students will focus on the rules of the structure. The activities which can be done in this step are:

1. The teacher asks the students to make groups consists of 4/5 students for eachgroup.
2. The teacher gives tasks like question, quiz, text, which is aimed at leading thestudents to find the functions and form of sentence`s structure will be taught.
3. The teacher asks the students to discuss the answer in groups.
4. The students discuss the answer in class guided by the teacher.
5. The teacher writes the answer of the students on the whiteboard.
6. The teacher give praises to the students for their hard work in answering.
7. The teacher gives examples of the correct pronunciation of the students` answeron the whiteboard.

c) Reinforcement

Reinforcement is phase where the students are `provided with correct and conscious knowledge of the form and functions of the structure item that they have been exposed to. It is aimed at helping the learners to check or revise their generalization. The students have right to know the right form and function of a certain structure rules. At this phase, the teacher explains again what the students have discovered. The teacher gives feedback to the students` work so that they get reinforcement. The activities at this phase are:

1. The teacher discusses again the students' answer on the whiteboard.
2. The teacher provides an explanation as reinforcing the function and form of language structure they had before.
3. The teacher gives some examples of sentences as the model.
4. The teacher repeats about the pronunciation of sentences correctly.
5. The teacher asks the students to work in pairs.
6. The teacher asks the students to discuss the answer with their partner.
7. The students discuss their answers classically led by the teacher.

d) Application

Application is the learning stage when the students are given opportunities to use or apply the structure item that they have learned in communication either receptively or productively. This step also shows about the importance of the application in learning and teaching process especially in teaching English structure. The activities that can be done are:

1. The students are asked to work individually.
2. The teacher gives the students the task card that contains the situation or case.
3. The students are required to make their own answers to respond the situations orcases provided.
4. The teacher gives the students homework to discuss in the future learning.

The Advantages of EGRA Technique Helena cited in Afriani states that there are some advantages of using EGRA technique in teaching recount text. The advantages as follows:

- a. EGRA technique helps the teacher make the students active by giving challenging question to get the use and form of recount text.
- b. EGRA technique can be useful to the language teacher.
- c. EGRA technique makes students learn by themselves before the teacher explain the use and the form of the structure.

Procedure of EGRA Technique There are some procedure of EGRA technique that should do by teacher, as follows:

- a. Experience Stage In this stage the teacher begins the class by asking the students some leading questions related to the material that is going to be taught.
- b. Generalization Stage In this stage, the students are led through task to discover form, meaning, and function of recount text. The teacher does not need to correct students' answer, letting their creativity freely to express their ideas.
- c. Reinforcement Stage In this stage the students will do tasks again as

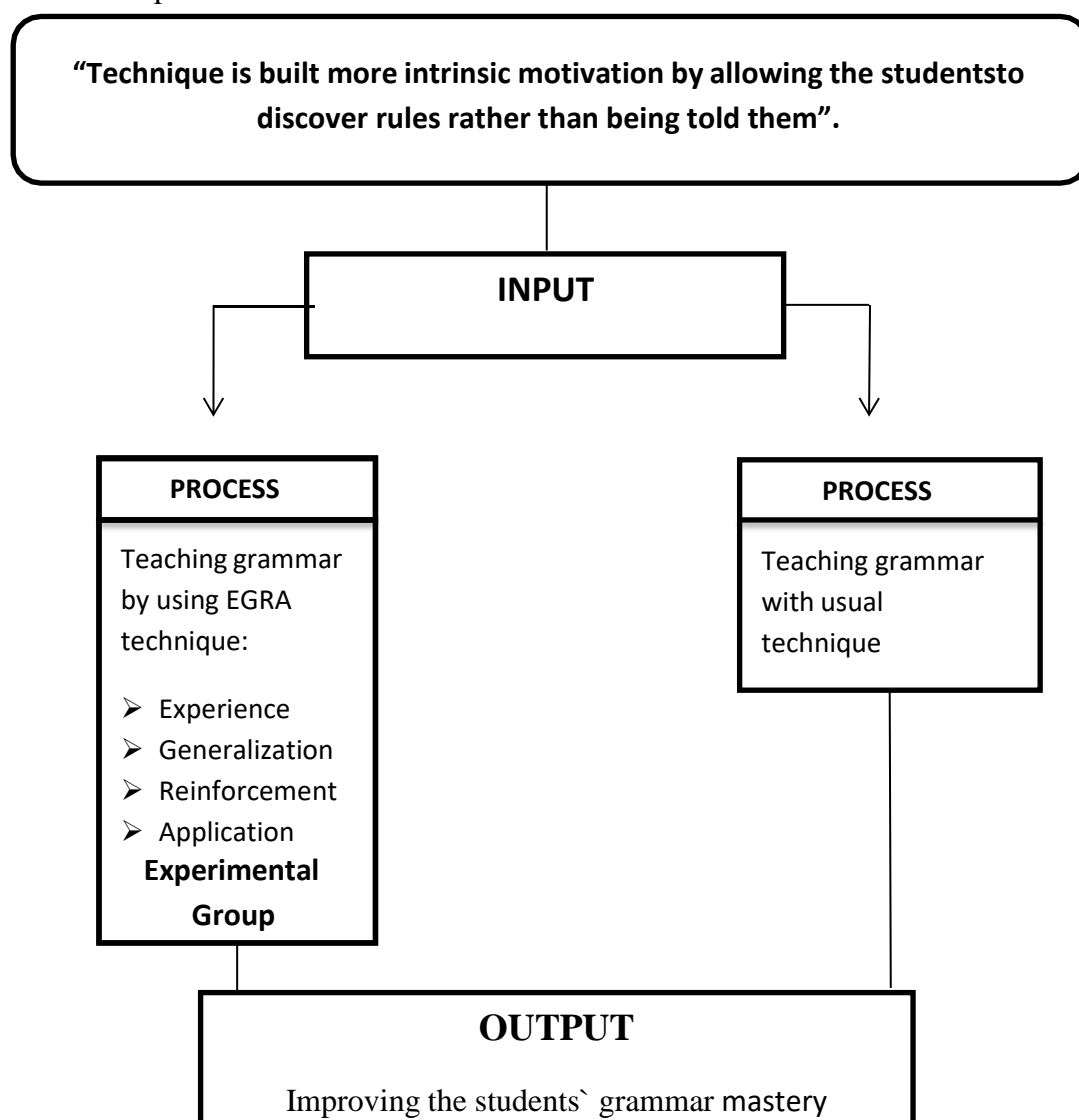
strengthening their understanding.

d. Application Stage In this stage, the students are expected to be to apply the pattern of recount text in real situation.

Based on the explanation of the procedure of EGRA, the writer conclude that every stage of EGRA will give a detail activity for what the teacher and the students has do from the beginning of the learning process until the end. So, the learning process can run as well as the teacher want.

3. The Conceptual Framework

Conceptual framework of this research as follow:



Based on the conceptual framework above, there are three elements to explain as follows:

1. Input: This variable refers to grammar as focus to improve the students` mastery.
2. Process: Process divided into two groups. The first was an experimental class. In the experimental class, the researcher will implement EGRA technique to improve students` grammar mastery. The second was a control class, the researcher will implement teacher usual technique. The researcher will give the different treatment both experimental and control class to compare the students` improvement in grammar mastery.
3. Output: This variable refers to find out the implement of students` grammar mastery

4. Hypothesis

Based on the previous literature and the problem statement above, it can be formulated the hypothesis as follows:

1. Null Hypothesis (Ho): there is no improvement of the students at the seventh grade students at SMPN 1 Meto in learning grammar by using EGRA technique.

2. Alternative Hypothesis (Ha): there is improvement of the students at the seventh grade students at SMPN 1 Metro in learning grammar by using EGRA technique.

C. RESEARCH METHOD

1. The Research Design and Variable

a. Research Design

The design of the research uses pre-experimental design in which do the pre-test, get treatment, and post-test. It aims to know whether EGRA method (exposure, generalization, reinforcement, application) can improve part of speech of student or not, this can be presented as follows:

Where: E = experimental
group
01 is pre-test
02 is post-test
X is treatment

b. Variables

There are two variables this research: independent variable EGRA Method, and dependent variable the student comprehension in grammar.

2. Population and Sample

a. Population.

The population of this research was all of the second year of SMPN 1 Metro in academic year o 2022/ 2023 which consist of 5 classes. The total number of the population was 220 students.

b. Sample

The sampling technique that used in this research was purposive sampling. The researcher took one class from the target population. The total number of the sample was 40 students.

3. Instrument of the Research

The instrument used in this research was test that was given as pre-test and post-test. The test consists of 30 items, which are formulated in multiple choice items with four alternatives. The pre-test was given before the treatment and post-test after treatment.

The test consists of pre-test and post-test. The pre-test will be administered before the treatment to get data on the prior knowledge students, while post-test was given after the last treatment to get data on the impact of EGRA method (exposure, generalization, reinforcement, and application).

4. Procedure of Collecting Data

In collecting data, the researcher would use some procedures as follows:

a. Giving the pre-test.

Pre-test was given the students before they got treatment. It was intended to find out the basic knowledge of the students.

b. Giving the treatment.

The students were given treatment by using EGRA technique. This treatment went on eight times meeting and each meeting spent 90 minutes. The following

steps were undertaken:

1. The teacher gave listening pr reading text and introduced the new grammatical patterns.
 2. The students found out the form, meaning, and function of the new grammatical items.
 3. The students did exercises related to the new grammatical items.
 4. The students used the new grammatical pattern in their own sentences.
- c. Giving the post-test.
 After presenting certain topic of the structure by using EGRA method, the students were given post-test the result of the test was analyzed toprove whether the H1 or H0 is received.
- d. Distributions the pre-test to the sample.
 - e. Treatment by applying Multimodal, EGRA method (exposure, generalization, reinforcement, application).
 - f. Distribution the post-test to the sample
 - g. Comparing the result before and after applying EGRA method in the class

5. Technique of Data Analysis

All the data were finding through this research would be analyzed quantitatively by conducting the following steps:

1. Scoring the students' answer.

$$Score = \frac{Students\ Coorrect\ Answer}{Number\ of\ item} \times 100$$

2. Tabulating the scores of the students' test result
3. Calculating the mean score of the students' test by using the formula:
4. The mean score of the students would be classified into seven levels as follows:
 1. 9,6 – 10 is classified as excellent
 2. 8,6 – 9,5 is classified as very good
 3. 7,6 – 8,5 is classified as good
 4. 6,6 – 8,5 is classified as fairly good
 5. 3,6 – 5,5 is classified as fair
 6. 3,6 – 5,5 is classified as poor
 7. 0,0 – 3,5 is classified as very poor

(Depdikbud in Mardin, 2007)

5. Calculating the rate percentage of the students' score by using the formula

$$\% = \frac{F}{N} \times 100\%$$

Where F = frequency

N = the number of sample

6. Finding out the significant difference between the score of the pre-test and post-test by calculating the value of t-test by using the formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

\bar{D} = the mean of the difference score

$\sum D$ = the sum of the difference score

N = the total number of subject

(Gay, 1981)

D. FINDINGS AND DISCUSSION

This chapter particularly presents the finding of the research and discussion. The finding of the research covers the description of the result of the data collected thorough the test. In the discussion, the writer described the interpretation of the findings.

1. Finding

a. The Description of the Data

The data were collected from the pre-test and post-test. The pre-test was given before the treatment and post-test after the treatment. Based on the scoring system, the frequency and the rate of percentage of the students' score is presented in below:

Table 1. The students' score from the result of the pre-test and post-test

No	Classifications	Pre-test		Post-test	
		Frequency(F)	Percentage(%)	Frequency(F)	Percentage(%)
	Excellent	0	0%	0	0%
	Very good	0	0%	1	2.50%
	Good	0	0%	1	2.50%
	Fairly good	0	10%	6	15.00%
	Fair	0	0%	13	32.50%
	Poor	0	10%	12	30%
	Very poor	0	80%	7	17.50%
	Total	40	100%	40	100%

The table 1 above, the writer can see the students' score from the result of the pre-test and the post test. In the pre-test, there were 4 (10%) students got fairly good score, 4 (10%) students got poor score, and 32 (80%) students got very bad score. And in the post-test, 1 (2.50%) students got very good score, 1 (2.50%) students got good score, 6 (15.00%) students got fairly good score, 13 (32.50%) students got fairly score, 12 (30%) students got poor score, 7 (17.50%) students got very bad score. Therefore, it can be concluded that the students' scores in the post-test is higher than their scores in the pre-test. It means that their ability in grammar was improved.

After calculating the result of the students' pre-test and post-test, the means score were presented in the following table:

Table 2. The Mean Score of the Students Pre-test and Post-test

Type of Test	Mean Score
Pre – test	3.82
Post – test	5.64

The table above shows that, the mean score obtained by the students in pos-test (5.64) was the higher than the score obtained in the pre-test (3.82). it means that, the means score of the pre-test and the post-test obtained by the students was different.

In order to know whether or not the mean score statistically pointed out a significant difference, the statistical t-test applied. As t-test which have been calculated found out the t-observed score was 9.37 while the degree of freedom (df) was 39 consulted to the t-table shows that the value of t-table, either in significant level 5% (2.021) or in those 1% (2.704). this means that the t-observed was higher than t-table, either in level 5% or 1%.

The following table shows the result of the calculation.

Table 3. The t-test and t-table.

Variable	t-observed	t-table	
		5%	1%
$X_1 - X_2$	9.37	2.021	2.704

The table above shows that, the observed is higher than the t-table. It can be concluded that is a significant difference between the mean score of the students pre-test and post-test.

The data and the table above, it was calculated that there is a significant difference in using EGRA method to improve the students' ability in grammar, and its effect is that EGRA Method can facilitate and simulate the students in learning English grammar, so that they can understand and master the grammar that was taught to them.

2. The Effectiveness of Teaching Process in Experimental Class and Control Class

To find out how effective using EGRA technique and conventional way to improve grammar mastery, the researcher got some information from students' activities in learning process.

There were six meetings in experimental class and five meetings in control class and two meetings for gave the test. To know the knowledge of students before and after treatment, the researcher gave the test namely pretest and post-test. The kind of test was grammar test especially simple present, present continuous, present perfect, simple past and simple future. The test consisted of 40 numbers of multiple choice questions which are formulated in multiple choice items with four alternatives for pre-test and post-test. The researcher gave the students to do the test in 1 hour.

a. Experimental Class

The first treatment: the researcher opened the lesson by greeting, checking attendance, and asking the students' feeling. After opening, the researcher showed flash cards about daily activities as Experience. It was done for attracting the students to follow the lesson. Then, the researcher asked the English of the pictures. After that, the researcher distributed dialog text about daily activities. The students looked serious in reading the text. Many of them asked about difficult vocabularies. Five minutes later, the researcher asked the students about the tense used in the text. One of students answered the question, she said that "Simple present, Miss" and it was correct. Next in Generalization, the researcher divided the class into six groups. Each group consisted of six students. In the group, the students were asked to find simple present tense as many as possible in dialog text they had learnt before and determined the word class of the sentence. The students had to find five sentences at minimum in 10 minutes. At the same time, the researcher walked around the class to make sure that all students were involved in discussion. The students looked confused to find the simple present tense in the text. It was reflected from their lots question about it. Fifteen minutes later, the researcher invited the representative each group to write one of the sentences they found and its word class on the whiteboard. After the students finished writing their answer, the researcher corrected their answer. From six sentences written, there were four groups who made mistake. Some of them forgot to write the subject and wrong to determine the word class of the sentence. For Reinforcing, the researcher gave explanation about simple present tense, included the definition, functions, verbal and nominal form, also examples.

The last step, the researcher divided the groups according to the seat. The researcher asked the students to make dialog text about their daily activities with their partner. The students looked serious discuss with their partner. Some of them asked the researcher about the vocabularies. On ten minutes remaining, the researcher was choosing two groups to read their task with their partner. The researcher revised the students' mistake orally. Finally, the researcher closed the lesson with praying guided by the leader of the class.

The second treatment: the researcher opened the lesson by greeting, and checking attendance. After opening, the researcher showed vocabularies related to the text as Experience. It was done for attracting the students to follow the lesson. Then, the researcher asked the meaning of the vocabularies. After that, the researcher distributed text with the title “How marriages are made.”

In five minutes, the researcher asked the students to read and learn the text. The students looked serious in reading the text. Many of them asked about difficult vocabularies. Five minutes later, the researcher asked the students about the tense used in the text. No one of students answered the question. The researcher told the students that the text used present continuous tense. Next in Generalization, the researcher divided the class into six groups. Each group consisted of six students. In the group, the students were asked to find present continuous tense as many as possible in text they had learnt before. The researcher instructed the students to break down each sentence into subject, auxiliary, verb, and object. Here, the students still looked confused to differentiate about the position of words in a sentence. It was reflected from their lots questions about it. After the students finished their task, the researcher invited the representative each group to write one of the sentences they found and placed on the table that had been made by the researcher on the whiteboard. The table consisted of four columns including subject, auxiliary, verb, and object. After the students finished writing their answer, the researcher corrected their answer. From six sentences written, there were five groups who made mistake. They placed words in the wrong category. For Reinforcing, the researcher gave explanation about present continuous tense, included the definition, functions, verbal form, and examples.

After that, the researcher divided the groups according to the seat. The researcher asked the students to make two present continuous sentences with their partner. The students looked serious discuss with their partner. Some of them asked the researcher about the vocabularies. On five minutes remaining, the researcher invited representative each pair to write one of the sentences they made before on the whiteboard. The researcher revised the students` mistake orally. Finally, the researcher closed the lesson with praying guided by the leader of the class.

The third treatment: the researcher opened the lesson by greeting, asking the students` feeling, checking attendance, and asking the students what the last materials they got. They still remembered the materials given in the previous meeting. After that, the researcher showed action verb flash cards as Experience. It was done for attracting the students to follow the lesson. Then, the researcher asked the V₃ of the pictures. Some of them answered it correctly, while other answered the V₁ of the pictures because they did not know where irregular verb and regular verb. After that, the researcher showed the V₁, V₂, and V₃ of the pictures by using projector also gave a little explanation about irregular and regular verb. Next, the researcher showed text with title “A letter to next-door neighbour” by using projector. In five minutes, the researcher asked the students to read and learn the text. The students looked serious in reading the text. Many of

them asked about difficult vocabularies. Five minutes later, the researcher asked the students about the tense used in the text. No one of students answered the question. The researcher told the students that the text used present perfect tense. Next in Generalization, the researcher divided the class into six groups. Each group consisted of six students. In the group, the researcher gave worksheet and instructed them to answer it in twenty minutes. The students looked serious in doing the tasks. Many of them asked about difficult vocabularies. Twenty minutes later, the students were little bit noisy and the researcher decided to invite the representative each group to write two sentences they had written on the whiteboard. After the students finished writing their answer, the researcher corrected their answer. There were five groups who made mistake. They were wrong in using have/has and used the wrong verb. For Reinforcing, the researcher gave explanation about present perfect tense, included the definition, functions, verbal and nominal form, also examples.

After that, the researcher divided the groups according to the seat. Each pair was given task to make two present perfect sentences with their partner. The researcher instructed the students to break down each sentence into subject, auxiliary, verb, object, and complement (adjective, noun, and adverb). The students looked serious discuss with their partner. At the same time, the researcher walked around the class to make sure all students were involved in discussion and help the students about vocabularies. On ten minutes remaining, the researcher was invited representative each pair to write one of the sentences they found and placed on the table that had been made by the researcher on the whiteboard. There were two pairs who made mistake about the verb and the researcher revised their mistake orally. Finally, the researcher closed the lesson with praying guided by the leader of the class.

The fourth treatment: the researcher opened the lesson by greeting, asking the students` feeling, and checking attendance. After opening, the researcher showed pictures of irregular and regular verb as Experience. It was done for attracting the students to follow the lesson. Then, the researcher asked the meaning of the pictures. All of the students answered correctly. After that, the researcher distributed text with title “A trip to the zoo.”

In five minutes, the researcher asked the students to read and learn the text. The students looked serious in reading the text. Five minutes later, the researcher asked the students about the tense used in the text. No one of students answered the question. The researcher told the students that the text used simple past tense. Next in Generalization, the researcher divided the class into six groups. Each group consisted of six students. In the group, the researcher gave worksheet and instructed them to answer it in twenty minutes. The students looked serious in doing the tasks. Many of them asked about difficult vocabularies. Twenty minutes later, the students were little bit noisy and the researcher decided to invite the representative each group to write two sentences they had written on the whiteboard. After the students finished writing their answer, the researcher corrected their answer. There were four groups who made mistake. They were wrong in using was/were and used the wrong verb. For Reinforcing, the

researcher gave explanation about simple past tense, included the definition, functions, verbal and nominal form, also examples.

After that, the researcher divided the groups according to the seat. The researcher asked the students to make two simple past sentences with their partner. The students looked serious discuss with their partner. Some of them asked the researcher about the vocabularies. Five minutes remaining, the researcher invited representative each pair to write one of the sentences they made before on the whiteboard. All the groups wrote correct sentence. Finally, the researcher closed the lesson with praying guided by the leader of the class.

The fifth treatment: the researcher opened the lesson by greeting, asking the students` feeling, and checking attendance. After opening, the researcher showed several pictures related to the text and asked the meaning of its. They were exited to answer it. After that, the researcher distributed text with the title “Intended future occupation.”

In five minutes, the researcher asked the students to read and learn the text. The students looked serious in reading the text. Five minutes later, the researcher asked the students about the tense used in the text. Almost of all the students answered the question. They yelled “Simple future, Miss” and it was correct. Next in Generalization, the researcher divided the class into six groups. Each group consisted of six students. In the group, the students were asked to find simple future tense as many as possible in text they had learnt before. The researcher instructed the students to break down each sentence into subject, auxiliary, verb, object and complement. Here, the students still looked confused to differentiate about the position of words in a sentence. It was reflected from their lots questions about it. After the students finished their task, the researcher invited the representative each group to write one of the sentences they found and placed on the table that had been made by the researcher on the whiteboard. The table consisted of five columns including subject, auxiliary, verb, object and complement. After the students finished writing their answer, the researcher corrected their answer. From six sentences written, there were one group who made mistake. They placed words in the wrong category. For Reinforcing, the researcher gave explanation about simple future tense, included the definition, functions, verbal form, and examples.

After that, the researcher divided the groups according to the seat. The researcher asked the students to make two simple future sentences with their partner. The students looked serious discuss with their partner. Some of them asked the researcher about the vocabularies. On five minutes remaining, the researcher invited representative each pair to write one of the sentences they made before on the whiteboard. All of pairs answered the questions correctly. Before closed the lesson, the researcher informed the students to study about five tenses they had learnt because in the next meeting we will focus in application phase. Finally, the researcher closed the lesson with praying guided by the leader of the class.

b. Control Class

The first meeting: the researcher opened the lesson by greeting, asking the students` feeling, checking attendance, and starting the objective of the lesson. Then, the researcher asked the students about simple present tense and its function they know. Almost all the students said “Tenses yang di gunakan pada masa sekarang” and it was correct. Next, the researcher gave explanation the form of simple present tense and several examples about it.

After that, the researcher asked the students to make 3 sentences of verbal form and 3 sentences of nominal sentences. At the same time, the researcher walked around the class to make sure that all students will involve in doing the task and to help them about their difficulties. After finish their task, the researcher invited the representative of each student to write one of their sentences in verbal and nominal forms on the whiteboard. There were seven students come to forward to do it. There were volunteers and four students were chosen by the researcher. Then the researcher corrected the students` answer. Almost them confused also forgot in adding –es/s in verb. After that, the researcher asked the students to submit their writing. Lastly, the researcher will close the lesson with praying guided by the leader of the class.

The second meeting: The researcher opened the lesson by greeting, praying, asking the students` feeling, checking attendance, and starting the objective of the lesson. Then, the researcher asked the students about the last material they got. They yelled together “Simple present, Miss” and it was correct. Going to the main activities, the researcher gave explanation about definition, functions, form and example of present continuous tense. After that, the researcher divided the group according to the seat. Each pair distributed text. In the group, the students were instructed to read and learn the text. After that, the students were asked to find 5 present continuous sentences in ten minutes and determined word class each sentence. The researcher walked around the class to make sure that all students will involve in doing the task and to help them about their difficulties.

Ten minutes later, the researcher invited representative each pair to write two of the sentences they found before on the whiteboard also write their word class. Then the researcher corrected the students` answer. Almost all the students wrote the correct sentence. One pair forgot to add –ing in verb. After that, the researcher asked the students to submit their writing. Lastly, the researcher will close the lesson with praying that guided by the leader of the class.

The third meeting: The researcher opened the lesson by greeting, praying, asking the students` feeling, checking attendance, and starting the objective of the lesson. Then, the researcher asked the students about the form of present perfect tense. The students answered the question variously. Some of them said “Pakai verb ketiga, Miss” while other said “Pakai have, Miss.” All the students` answers were correct. After that, the researcher gave explanation about definition,

function, forms, and example of present perfect tense.

Next, the researcher divided the groups according to the seat. Each pair asked to make 5 present perfect sentences in 10 minutes. At the same time, the researcher walked around the class to make sure that all students will involve in doing the task and to help them about their difficulties. Ten minutes running, the researcher invited the representative of each pairs to write two of their sentences on the whiteboard. Then the researcher corrected the students` answer. Almost all the students wrote the correct sentence. Two pairs used wrong verb. After that, the researcher asked the students to submit their writing. Before close the lesson, the researcher will give information about the next meeting material to the students. Lastly, the researcher will close the lesson with praying guided by the leader of the class.

The fourth meeting: The researcher opened the lesson by greeting, praying, asking the students` feeling, checking attendance, and starting the objective of the lesson. Then, the researcher asked the students about simple past tense and its function they know. Almost all the students said “Di gunakan untuk masa lampau, Miss” and it was correct. Next, the researcher gave explanation about definition, forms, functions, and example of simple past tense.

After that, the researcher asked the students to make 3 sentences of verbal and nominal forms. At the same time, the researcher walked around the class to make sure that all students will involve in doing the task and to help them about their difficulties. After finish their task, the researcher invited the representative of each student to write one of their sentences in verbal and nominal forms on the whiteboard. There were six students come to forward to do it. Two were volunteers and four students were chosen by the researcher. Then the researcher corrected the students` answer. Three students confused in change verb₁ into verb₂. After that, the researcher asked the students to submit their writing. Lastly, the researcher will close the lesson with praying guided by the leader of the class.

The fifth meeting: The researcher opened the lesson by greeting, praying, asking the students` feeling, checking attendance, and starting the objective of the lesson. Then, the researcher asked the students about simple future tense they know. Almost all the students said “Di gunakan untuk masa depan, Miss” and it was correct. After that, the researcher gave explanation about the definition, forms, functions, and example of simple future tense. The researcher gave a chance to ask about the material they did not understand. No one raised their hand and the researcher concluded that the all students understand the material. Next, the researcher divided group according to the seat. Each pair will make dialog text about their future plan. At the same time, the researcher walked around the class to make sure that all students will involve in doing the task and to help them about their difficulties. After finished their task, the researcher invited two pairs to present their task in the class. The students` answers were correctly, but the researcher fixed the students` pronunciation orally. Next, the researcher asked to submit their task. Finally the researcher closed the meeting then the last item was taking some pictures as a complement item.

b. Hypothesis Testing

By comparing the result of the t-observed, that was 9.37, while the t-table with the degree of freedom (df) 39 was for 5% = 2.021 and 2.704 for 1%. It was concluded that the result of t-observed was higher than the t-table.

The following was the classification: $9.37 > 2.704$ because the t-observed was higher than the t-table, it was concluded that the null hypothesis was rejected and it means that the alternative hypothesis was accepted.

2. Discussion

The treatment was given fifth time by using EGRA Method and the result was the improvement of the students' ability in grammar. This fact can be seen through the mean score of pre-test and post-test, which are different. This difference was analyzed by using t-test statistical analysis. The result of t-observed (9.37) with degree of freedom (df) 39 consulted to the t-table, either in significant level 5% (2.021) or in those 1% (2.704) and its conclusion is that the result of the post-test was higher than the t-table. This result pointed out that the mean score of pre-test and post-test was significantly different.

Based on the findings of the experimental result, it can be concluded that using EGRA Method is a kind of technique which is good for teaching grammar especially.

E. CONCLUSION AND SUGGESTION

This chapter presents the conclusion based on the result of data analysis and suggestion.

1. Conclusion

One of the language elements that must be taught to SLTP or SMU students is grammar. In teaching grammar, it does not stand-alone but it should be integrated to one of the language skills. EGRA method is a method which is suitable to be used in teaching English grammar, especially in teaching tenses.

The result of data analysis showed that this method can facilitate and motivate the students in learning English grammar so that they would be able to understand and master the grammar that was taught to them. EGRA method also makes the students more active in learning because every step of this method demands the students to be active, so that learning and teaching process is more effective and efficient.

2. Suggestion

After conducting the research at the tenth grade students of SMPN 1 Metro by using EGRA technique, the researcher has found out the positive effect in learning English especially for grammar skill. There are some important things that can be suggested to readers and hopefully it can be useful to others, especially for:

- a. *English teachers.* Teaching English through EGRA technique can improve grammar skill. Therefore it is a one of suggestion to apply in classroom, because beside it is easy to learnt, it also can help students more interest to grammar, making them enjoy in learning, and it can improve their motivation to study English.
- b. *Teachers.* Study English known as difficult subject for lot beginner learners, so to become impressed of beginning, the teacher should be able smart in selecting method or technique in order to make students interest in learning and feel fun when learning process.
- c. *Students.* Students have to more struggle to memorize the form of grammar. They should always do the exercises also practices to improve their grammar mastery.
- d. *The next researchers,* this research can be used as an additional reference who conducts a research in the same topic.

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