



The Influence of EGRA Technique on Students' Grammar Mastery in Simple Present Tense at the Eighth Grade Students of MTs Istiqlal Delitua

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Abstract*

This study was aimed to see the Influence of EGRA technique on students' Grammar Mastery at the eighth grade students of MTs Istiqlal Delitua. The objective 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 consists of 126 students. The sampling process of this research is cluster random sampling technique. The researcher took two classes, VIII D as experimental class consisted of 32 students and VIII C as control class consisted of 31 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 research findings demonstrate that the t-test value is 10.83, which is significantly higher than the t-table value of 1.670 ($3.925 > 1.670$). This signifies that the use of the EGRA technique is effective in enhancing students' grammar mastery among the eighth-grade students of MTs Istiqlal Delitua. Consequently, the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected.

1. Introduction

In this era of globalization, the available technology makes it very easy to access information as internationally, to communicate people must understand the language that used in international. It is commonly known that in the international world, English is the primary language spoken, even in many different countries, English is the second language. Indeed, a wide variety of information is presented in English, covering educational, economic, politics, culture and other aspects, it is necessary to be fluent in English. The acquisition of English is of great significance as it facilitates global communication, enabling people from different parts of the world to interact more easily. Effective communication is built on a solid understanding of

the rules and norms that govern interaction. To attain this objective, it is imperative to master a set of skills, including listening, reading, speaking, and writing. In addition to these core skills, proficiency in spelling, vocabulary, and grammar is essential, as they form the foundation for achieving competence in each of the aforementioned language skills.

Before mastering the four language skills, students need to acquire a solid understanding of the rules governing the use of the English language. These rules are collectively referred to as grammar. Grammar holds a position of utmost importance across all language skills, as it plays a crucial role in enhancing our abilities. Without proper grammar, words lack clarity and meaning. This implies that the information conveyed through words or sentences may fail to effectively reach the listener or reader. When words are used in isolation, their meanings may be unclear, but when they are structured coherently within sentences, their intended meaning becomes evident and is easily comprehensible to both the listener and reader. In this research, the researcher's primary focus lies on the examination of grammar, specifically the simple present tense. The researcher believes that grammar plays a significant role in the context of teaching and learning. Following interviews conducted with eighth-grade students at MTs Istiqlal Delitua, several issues related to grammar learning were identified. These issues include students struggling to distinguish between V1, V2, and V3 verb forms, frequent misunderstandings and misapplications of tenses, and a common perception among students that learning grammar is challenging.

Teaching grammar does indeed require suitable techniques to enhance students' mastery of grammar. There are numerous approaches and methods for teaching grammar, and one of these techniques is known as "EGRA." EGRA, which stands for Experience, Generalization, Reinforcement, and Application, represents an instructional method created to empower students in autonomously recognizing sentence structure and usage. This strategy, proposed by Brown, seeks to nurture students' inner drive by allowing them to uncover grammatical principles independently, instead of furnishing them with explicit rules. It promotes active participation and involvement in the grammar comprehension and application process.

The researcher found several related studies that support the effectiveness of EGRA (Exposure, Generalization, Reinforcement, Application) technique in improving students' grammar mastery. Dwi Wulandari (2020) conducted research on the implementation of the EGRA technique with tenth-grade students at SMA Negeri 7 Pinrang. The study used a t-test to analyze the data and found that EGRA significantly improved students' grammar mastery. The calculated t-test value (t_o) was much higher than the critical t-table value (t_t) at a significance level of 0.05 (5%), indicating the acceptance of the alternative hypothesis (H_a) and rejection of the null hypothesis (H_o). The other study from Ary Sasmitha (2018) focused on teaching the simple present tense to second-year students at SMAN 2 Palopo using EGRA. The research demonstrated that EGRA was highly effective, as shown by the substantial increase in students' mean scores. In the first cycle, the mean score was relatively low, with only 10.34% of students achieving a score of ≥ 70 . However, in the second cycle, the mean score significantly improved, with 90% of students scoring ≥ 70 . Then, Fia Renny Syahara, A Dahlan Raism, and Dewi Sri Wahyuni (2012) studied the impact of EGRA on students' grammar mastery. The findings revealed a significant improvement, with mean scores increasing from 56.7 in the pre-test to 91.8 in the post-test 2. EGRA not only enhanced students' understanding of grammar but also promoted active discovery of sentence structures during the Generalization stage, making it a motivating tool.

According to the explanation in the background above, this study examines the influence of EGRA technique on students' grammar mastery in simple present tense at the eighth grade students of MTs Istiqlal Delitua. So, the purpose of this research is to analyze the influence of

EGRA Technique on Students' Grammar Mastery in Simple Present Tense at the Eighth Grade Students of MTs Istiqlal Delitua. The primary research objectives involve determining the influence of the EGRA technique on students' mastery in grammar.

2. Research Methods

In this study, a quasi-experimental design was employed by the researcher. This design involved the formation of two groups: the experimental group (Group A) and the control group (Group B). Data collection consisted of two rounds of observations, conducted both before and after the treatment. The observations conducted prior to the treatment are referred to as pre-tests, while those carried out after the treatment are termed post-tests, following the approach outlined by Arikunto (2013). The population of the research was the second year students of MTs Istiqlal Delitua academic year 2023/2024. The totals of population were 126 students. The researcher used a cluster random sampling technique to select the sample for this research. In this process, two classes from the second year of Mts Istiqlal Delitua were randomly chosen without considering their ability or any special characteristics. These selected classes were VIII D, which served as the experimental class, and VIII C, which was designated as the control class.

Table 1
The Sample of the Research

No.	Group Class	Male	Female
1.	VIII D (Experimental Class)	16	16
2.	VIII C (Control Class)	15	16
Total		63	

(Source: Administration of MTs Istiqlal Delitua)

The researcher utilized a grammar test as the research instrument to assess the students' fundamental skills and accomplishments, as suggested by Arikunto (2013). This grammar test was administered as both a pre-test and a post-test. The test comprised 20 items, including 10 multiple-choice items with four alternatives each and 10 essay questions. The pre-test was administered before the treatment, while the post-test was conducted after the treatment.

In this research, data refers to all the information collected directly from the research subjects. The data collection procedure is outlined as follows:

1) Pre-test

In the initial meeting, the researcher administered a test to evaluate the students' fundamental abilities. This test included 20 items, with 10 of them being multiple-choice questions, each with four alternatives, and the remaining 10 items were essay questions. The students were given 40 minutes to complete the test.

2) Treatment

The researcher provided the treatment to the students during the second meeting. During this session, the researcher implemented the EGRA technique for teaching grammar, the procedure of the treatments are Experince, Generalization, Reinforcement, and Application.

3) Post-test

In this phase, the researcher administered a post-treatment test to the students during the final meeting. The primary aim of this phase was to assess the extent of the students' progress in grammar achieved through the use of the EGRA technique. The test comprised 20 items, including 10 multiple-choice questions, each with four alternatives, and 10 essay questions. Students were allotted 40 minutes to complete the test.

After the data was collected, then subjected to quantitative analysis involving statistical calculations to test the hypotheses consist of normality test, homogeneity test, and hypotheses test using SPSS 16.0.

3. Discussions

1) The Students' Grammar in Using EGRA Technique as Experimental Class

This section provides a detailed description of the results obtained from the data analysis of the pre-test and post-test scores in the experimental class (Class VIII D) when using the EGRA technique at MTs Istiqlal Delitua.

Table 2
The Rate Percentage of the Students' Score in Experimental Class

N o.	Classifications	Score	Experimental Class			
			Pre-Test		Post-Test	
			F	Percentage	F	Percentage
1	Excellent	86-100	-	-	8	25%
2	Good	71-85	8	25%	18	56,25%
3	Fair	56-70	20	62,5%	6	18,75%
4	Poor	41-55	4	12,5%	-	-
5	Very Poor	≤40	-	22%	-	-
Total			32	100%	32	100%

(Source: Administration of MTs Istiqlal Delitua)

Table 2 shows that the average scores of the students before the application of the EGRA technique indicated that most students had a fair level of grammar mastery. This suggests that the students' grammar achievement was at a standard level; however, they still struggled with tense forms and lacked motivation in learning English. After receiving treatment through the EGRA technique, none of the students were classified as having very poor or poor grammar skills. This was different from the distribution of students' classifications before treatment, as their grammar achievement improved significantly after using the EGRA technique. It demonstrates that teaching grammar through this method increased the students' interest in learning English and underscores the significance of using the EGRA technique in improving grammar skills.

2) The Students' Grammar in Using Conventional Way as Control Class

This section provides an overview of the results obtained from the data analysis of the pre-test and post-test scores in the control class (Class VIII C) when using a conventional teaching approach at MTs Istiqlal Delitua.

Table 3
The Rate Percentage of the Students' Score in Control Class

No.	Classifications	Score	Control Class			
			Pre-Test		Post-Test	
			F	Percentage	F	Percentage
1	Excellent	86-100	-	-	2	6,5%
2	Good	71-85	3	9,7%	10	32,2%
3	Fair	56-70	14	45,1%	12	38,7%
4	Poor	41-55	11	35,5%	7	22,6%
5	Very Poor	≤40	3	9,7%	-	-
Total			31	100%	31	100%

(Source: Administration of MTs Istiqlal Delitua)

Five classifications as table 3 illustrate that prior to receiving explanations about tenses without using the EGRA technique, many students were categorized as having poor grammar skills. This indicated that the students' language proficiency was also low. Consequently, it was clear that the students needed a method to enhance their English skills, particularly in grammar. As a result, after explanations were provided using the conventional teaching approach, the students demonstrated improvement. There was also a noticeable difference in the percentage of students' scores before and after the explanations using the conventional method.

3) Result of Normality Test

Table 4
Table of Tests of Normality

Students' Score	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statisti	Df	Sig.	Statisti	df	Sig.
		c			c		
Students' Score	Pre-Test Experiment	.148	32	.073	.936	32	.059
	Post-Test Experiment	.127	32	.200*	.947	32	.122
	Pre-Test Control	.119	31	.200*	.953	31	.186
	Post-Test Control	.128	31	.200*	.938	31	.072

(Source: Primary Data Processing)

Based on table.4 above, the results of the normality test using the Kolmogorov-Smirnov test indicate that the distribution in this study is normal. This is evident because the p-value for the Grammar Translation Method variable is greater than 0.05. Therefore, it can

be concluded that the samples in this study are drawn from the same population with a normal distribution.

4) Result of Homogeneity Test

Table 5
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students' Score	Based on Mean	.719	1	61	.400
	Based on Median	.538	1	61	.466
	Based on Median and with adjusted df	.538	1	58.913	.466
	Based on trimmed mean	.674	1	61	.415

(Source: Primary Data Processing)

The results of the homogeneity test using the Levene Test in table 4.5 indicate that the value for the EGRA technique variable is greater than the significance level (0.05). This suggests that the data in this study is homogeneous, and it signifies that the sample data being examined have similar variances.

5) The Result of T-test and T-table

Table 6
Hypothesis Statistics Result

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' Grammar Mastery	Equal variances assumed	.719	.400	3.925	61	.000	9.496	2.420	4.658	14.334
	Equal variances not assumed			3.915	59.065	.000	9.496	2.425	4.643	14.349

(Source: Primary Data Processing)

The analysis results in Table 4.9 reveal that the Sig value is 0.000, which is less than 0.05.

Therefore, the data is confirmed by $t\text{-count} > t\text{-table}$, with a value of $3.925 > 1.670$. This suggests that the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected. This indicates that the EGRA Technique has a significant influence on students' grammar mastery. The research findings demonstrate that the t-test value is 10.83, which is significantly higher than the t-table value of 1.670 ($3.925 > 1.670$). This signifies that the use of the EGRA technique is effective in enhancing students' grammar mastery among the eighth-grade students of MTs Istiqlal Delitua. Consequently, the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected. Upon closer analysis, it is clear that a substantial difference exists in students' grammar mastery between the pre-test and post-test, with the experimental class utilizing the EGRA technique exhibiting a greater improvement compared to the control class using the conventional way. This distinction can be attributed to the active involvement and engagement of students during the learning process facilitated by the EGRA technique.

4. Novelties

The novelty of this research lies in the technique used when teaching grammar, namely the EGRA technique. This approach is used to making a new variety of teaching to improve students' English grammar mastery.

5. Conclusion

Based on the result the observation and discussion, it can be concluded that EGRA technique proves to be more effective in enhancing students' grammar mastery when compared to the conventional teaching method. The data clearly demonstrate a significant difference in mean scores between students who were instructed in English grammar using the EGRA technique. Consequently, the disparity between pre-test and post-test scores indicates a significant increase in students' performance following instruction with the EGRA technique. The table displaying the scores clearly illustrates that the t-test value (3.925) surpasses the t-table value (1.670). This leads to the definitive conclusion that the EGRA technique significantly influences students' grammar mastery. As a result, the null hypothesis (H_0) is refuted, while the alternative hypothesis (H_a) is affirmed. The discrepancy in students' improvement between the experimental and control classes further reinforces this assertion, as the experimental class displayed more substantial progress (80.63) compared to the control class (71.13). This highlights the effectiveness of the EGRA technique in enhancing students' grammar mastery.

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