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EGRA Technique to Improve Students Ability in Using Simple Past Tense

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ABSTRACT

The objective of this research was find out whether or not the use of EGRA (Experience, Generalization, Reinforcement, Application) technique was able to improve students ability in using simple past tense of the third grade students of MTs Terpadu Manba'ul Ulum Sukosewu. It was experimental research. The resulf of the data indicated that, there was difference between the value of students pre-test and post-test. The finding of this research was the use of EGRA (Experience, Generalization, Reinforcement, Application) Technique were effective in teaching grammar efficient and had good improvement the students grammar ability in using simple past tense of MTs Terpadu Manba'ul Ulum Sukosewu.

Keywords : Simple Past Tense, EGRA Technique, Writing Skill.

INTRODUCTION

Grammar is an important aspect for forming words and building English sentences. By having knowledge of grammar, they can arrange sentences correctly so that people can show our meaning in communication and understand our message. Moreover, tenses are a part of grammar and the function of the tense is to explain the time when even happened. According to Grain in Susanti (2017:3), tenses is a tool that English speaker use to express time in their language so you learn to think like a native speaker. According to Martin Parrot (2010:218), learners mastering about the forms of the past simple often have difficulty. They often need opportunities to study and practice; question and negative forms, irregular past tense forms, and the spelling of regular past tense forms. Thus, students have to understand how to use past verb in past tense. This tense explains the accident that happened in the past time. According to Betty Azar (2003:39), simple past is used to talk about activities or situations that began and end in the past.

Based on the pre – observation with the English teacher and some students at MTs Terpadu Manba'ul Ulum Sukosewu. It was found that students of third grade had spirit to study English, felt confused to understand about lesson of English especially simple past tense. Some of the students think learning English are very difficult because they did not know the meaning of the words. How to

make a good sentence. They feel difficulty to make a good sentence in English because of the grammar especially tenses. The other students said they were still confused about the differences between regular verb and irregular verb or they did not know the change from verb one to verb two.

The problems above could be solved by using Experience, Generalization, Reinforcement, and Application (EGRA). It is one of the techniques in teaching grammar. According to Brown in Ratna et al (2016: 13), students are given more motivation to find or mastering the material themselves rather than explain. In using this technique, the teacher gives the students opportunities to find out the form and function of the sentences by themselves. EGRA can make students more active from the beginning of teaching process. Research about EGRA technique have been finish by (Ratna et al: 2016) the result shows the use of EGRA technique is effective and more active.

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 In this phase, the students are guide 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. I choose simple past tense because the the students third grade confused to understand about tenses especially simple past tense, students did not know the change from from verb I to verb II. The students say that it is hard for them to master about tenses simple past tense. The researcher using EGRA technique in teaching simple past tense becauses it has learning stage that can make students more understand about tenses especially simple past tense and make students active in class.

METHOD

The design of this research was quasi-experimental design. This design involves two classes of the same level. One class is taught by using EGRA technique and another one was provided without using EGRA (Experience, Generalization, Reinforcement, Application) technique. At the end of treatment, the experimental class and the control class received a post-test, and the result of the two test was compared to find the significant difference between the experimental and control group Gay (2006:225). It represented by the following diagram:

E	O1	X1	O2
C	O1	X2	O2

Where :

O1	= Pre-test
O2	= Post-test
X1	= Treatment by using EGRA technique
X2	= Treatment without using EGRA technique
E	= Experimental Group
C	= Control Group

1. Population

The researcher choose third grade students of MTs Terpadu Manba'ul Ulum Sukosewu as the population of the research. There were 48 students and they were divided in two classes. The distribution is in following table.

Table 1 Distribution of Population

No	Classes	Number of students
	IX A	26 students
	IX B	22 students
	Total	48 students

Source : Data Processing

2. Sample

The researcher used total sampling. Total sampling is a sampling technique where the number of samples is the same with population (Sugiyono: 2011). The reason for taking total sampling is because according to (Sugiyono: 2011) the population is less 100, all of population all research samples. The researcher are chooses two classes as sample namely IX A as control group the sample of and IX B as experimental group. The total numbers of the sample are 48 students. The researcher chose both classes because the English teacher

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suggested to choose them. The two classes had problems in grammar, especially simple past tense.

Test was used as instrument in this research. There were two kinds of tests: pre test and post test. The pre test was conducted before the treatment, and the post test was given after the treatment. The pre-test was going to be administered before the treatment to get data on the students prior knowledge, while post test given after the last treatment to get data on the impact of EGRA technique (Experience, Generalization, Reinforcement, Application).

3. Variables

This research worked on two variables, namely Independent and dependent variable.

The two variables as defined below:

1) Independent variable : Experience, Generalization, Reinforcement Application (EGRA)

technique that helped the students to improve their ability in using simple past tense.

2) Dependent variable   : The students ability in using simple past tense.

4. Instrument _of the Research_

The instrument use in this research is test that are given as pre-test and post-test. The test consists of 20 items and 5 items , which are formulated in multiple choice item ang 5 question essay. The pre-test is give before the treatment and post-test after treatment. The test consist of pre-test and post-test. The pre-test will be administered before the treatment to get data on the students prior knowledge, while post test given after the last treatment to get data on the impact of EGRA technique (Experience, Generalization, Reinforcement, Application)

5. Treatment

The students will be taught by the researcher using EGRA technique, the treatment is given for five times after conducting the pretest. The procedure of treatment were:

In the first meeting, the researcher will ask the students previous knowledge about tenses. In the second, the researcher shows some sentences on the slide or whiteboard and invite students to find verb I / verb II. After that, the researcher explains how to identity about verb. Next, the researcher will divides students into groups of four groups. One group are five to six students. Each groups is heterogen. In the third, the researcher gives a questions each group. Each students must participate in working on the questions given by the researcher. After finishing the exercise, the researcher asks each group to discuss his/her in front of the class, the researcher is just a facilitator. In the

fourth, The researcher writes the answer to the results of the students discussion on the whiteboard, such as about the problems or questions including input or opinion that appear during the discussion without helps the students to answer or providing for problem disccused by students in the discussion.

6. Technique *of Data Analyis*

To find out the students ability, the data will be analyze quantitatively using the data result from test. For analyzing the data, the researcher uses these following procedures.

1. Tabulating the scores of the students will be classify into seven levels as follows:

Score	Calssification
96 – 100	Excellent
86 – 95	Very good
76 – 85	Good
66 – 75	Fairly good
56 – 65	Fair
36 – 55	Poor
0 – 35	Very poor

Source : Depdikbud in Mardin, 2007

2. Calculating the seven components of students ability of using simple pasttense by using SPSS 20.

3. Classifying the score of the students pretest and posttest.

The data then classified by referring to the scoring system based on the guided provided by ESL. Composition profile which propose by Depdikbud in Mardin, 2007, as follows:

Level	Score	Calssification
A	96 – 100	Excellent
B	86 – 95	Very good
C	76 – 85	Good
D	66 – 75	Fairly good
E	56 – 65	Fair
F	36 – 55	Poor
G	0 – 35	Very poor

4. Computing the frequency and the rate percentage of the students score byusing SPSS 20.

5. Calculating the mean score of the students achievement by using SPSS 20.

6. Calculating the standard deviation of students pretest and posttest both ofexperimental and control group by using SPSS 20.

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Finding the significant difference between the score of pretest and posttest both experimental and control group by using SPSS 20.

RESULTS AND DISCUSSION

Based on the research method, the study was done into six steps. First step was preliminary study where the researcher wants to know the students ability in using simple past tense by administering a pretest. Second to fifth steps were given treatment to the experimental group. The treatment was constructed four meetings. The researcher applied EGRA Technique as treatment. To compute the mean of the pre-test and the post-test of the experimental and the control group using SPSS.

Table 2 The Mean Score and Standard Deviation

Type of Test	Experimental Group		Control Group	
	Mean	**Standard Deviation**	**Mean**	**Standard Deviation**
Pre-test	19.90	15.46	19.58	16.68
Post-test	73.81	27.97	20.66	18.13

Source : Data Processing

The table above in experimental group showed that the mean score obtained by the students in pre-test (19.90) and post-test (73.81). It meant that value of post-test (73,81) was the higher than the score obtained in the pre-test (19.90). In control group showed that the mean score obtained by the students in pre-test (19.58) and post-test (20.66). It meant that value of post-test (19.58) was the higher than the score obtained in the pre-test (20.66). Based on the table above two classes there were differences in value of pretest and posttest, but in the experimental group the change in value was very significant.

After calculating the result of the mean score and standard deviation students in the pretest and posttest. Then, to prove whether the difference was really significant or not, the table below presented "Paired Sample t-test result" was found in the output table.

Table 3 Interpretation the Output Table Paired Sample Test

Paired Samples Test									
Paired Differences									
			Std. Deviatio	Std. Error	95% Confidence Interval of the <u>Difference</u>				Sig. (2-tailed)
		Mean			Lower	Upper	t	df	

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			n						
Pair 1	Pretest Posttest	-53.909	33.814	7.209	-68.902	-38.917	-7.478	21	0.000

Source : Data Processing

Based on the output table "Paired Sample Test" the value of Sig. (2 tailed) (0.000) < 0.05, it meant that H0 was rejected and H1 was accepted. It was able to be concluded that there were differences between the value of pretest and posttest. So there was effect of using the EGRA technique to improve students ability in using simple past tense.

The output table paired sample test was found mean paired differences (-53.909) . This value showed the differences between pretest and posttest (19.90 – 73.81 = - 53.909 and difference between -68.902 to -38.917 (95% confidence interval of the difference lower andupper). It was known that the value of t-counted was negative (-7.478). t-counted was negative because the value of pretest was lower than the value of posttest. The value of t table, based on df (degree of freedoom) and Sig. (2 tailed). From the output above the value of df was 21. This value was used as the basic of reference in finding the value of t-table in the value of statistical table. Based on the table statistic df 21 was 0.4132. It was able to concluded t-counted -7.478 > t-table 0.4132, H0 hyphothesis was rejected and it meant H1 was the alternative hyphothesis was accepted.

CONCLUSION

Based on the data analysis, the researcher concludes that the result of data analysis indicated that the research hyphothesis was accepted. It was proven by comparing the score between the t-counted and t-table. Where the result of t-counted (7.478) was higher than t- table (0.4132). The experimental group has been give treatment this method can facilitate applying EGRA technique. It meant, the use of EGRA technique were effective and efficient for students in using simple past tense at the third grade of MTs Terpadu Manbaul Ulum Sukodewu to build awareness in learning English because every step of this method requires students to be active.

Finally, at the end of this research, the researcher wants to give suggestion to teachers, students and further research. First, English teachers need to use EGRA technique in teaching grammar especially simple past tense. Second, do not be shy to ask when they get difficulties in particular topic. Third, further research the researcher gives to the next researcher to do deep research on the use of EGRA

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technique in teaching English related to the other language skill of English such as speaking.

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