

The Effectiveness of EGRA (Exposure, Generalization, Reinforcement, Application) Method in Teaching

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Abstract

The research aims at finding out the appropriate way to increase grammar ability in learning simple past tense of the eleventh year students of *SMA Negeri 1 Larompong*. The population of this research is the eleventh year students of *SMA Negeri 1 Larompong* consists of IPA which is distributed into 4 classes and IPS into 2 classes. So, total number of population is 244 students. The sample of this research is 30 students from 5 students of each class XI IPA and IPS to the eleventh year students of *SMA Negeri 1 Larompong*. In this research the researcher used pre experiment method. Based on the data analysis, the researcher can conclude that teaching structure simple past tense by applying EGRA method was effective to increase the students' understanding. It was supported by the achievement of the ideal score in the pre test 53.00. In this case, the mean score in the post test 86.00. It means that, the students had a good understanding in learning structure simple past tense by used EGRA method. So, it could be concluded that the applied of EGRA method in teaching simple past tense is effective.

Keywords: *effectiveness, grammar, simple past tense, EGRA*

Introduction

Increasing students' understanding about learning structure is one goal in teaching English. In the learning process the students often get difficulties in learning English grammatical rules. To minimize the difficulties, the English teacher must be able to choose good method and technique. One of the learning methods is EGRA (Exposure, Generalization, Reinforcement, Application) method. Application of EGRA method made the students apply their knowledge, equate their knowledge in general, provide reinforcement and apply it in practice.

In this research, the researcher chooses *SMA Negeri 1 Larompong* because based on the researcher's observation at the school, most of the students are still confused to construct the correct sentences in past time, especially when using irregular verbs. Besides that, the researcher wants to give motivation to the students and to increase their grammar mastery. That is why, the researcher is interested to do a research about grammar especially simple past tense. The researcher conducted the research with the title "The Effectiveness of EGRA (Exposure, Generalization, Reinforcement, Application) Method in Teaching

Grammar

Oxford Advanced Learner's Dictionary (1995:517) stated that grammar is the rules in a language for changing the form of words and combining them into sentences. Coghill et al (2003:16) stated that the grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units. Nunan (2005:2)

stated that grammar is description of the structure a language and the way in which unit such as words and phrases are combined to produce sentences in the language. Swan (2005:19) states that grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning. So, it can be concluded that grammar is the study about all the rules in English.

Tenses

Types of Tenses

Based on the definitions above, the researcher concluded that tenses verbs are used to indicate the time.

Ba'dulu in Marmanintias (2008:6) classified there are three verb forms usually used to express time relationship. They are:

- 1) Present tense is used to express habitual action, general truth and series of action. This tense does not tell us whether or not the action is being performed at the moment of speaking.
- 2) Past tense is used for action completed in the past at a definite time. It is used for a part action when the time is gave, or when the time is asked about, or when the action clearly took place at a definite time even though this time is not mentioned.
- 3) Future tense is used to express the speaker's opinion, assumptions, and speculations about the future. The future can be used with or without the time expression.

Based on the definitions above, the researcher concludes that type of tenses are the time of forms that it use to express the activity or action that happen un present time, in the past time, and the future time.

Definiton of Simple Past Tense

Arsyad (1996:2) stated that simple past tense is used to express many things, activities or events done or happened in the past and it has not happened now.

Table 1. Expressing Past Time

Expressing Past Time: The Simple Past	
a. Mary walked downtown yesterday b. I slept for eight hours last night	The simple past is used to talk about activities or situations that began and ended at a particular time in the past (e.g. yesterday, last night, two days ago, in 1999)
c. Bob stayed home yesterday morning d. Our plane arrived on time last night	Most simple past verbs are formed by adding -ed to a verb, as in (a), (c), and (d)
e. I ate breakfast this morning f. Jessica took a taxi to the airport yesterday	Some verbs have irregular past forms, as in (b), (e), and (f)
g. I was busy yesterday evening h. They were at home last night	The simple past form of "be" are "was" and "were".

(Azar, 2003:25)

Lou (2004:13) stated that simple past tense is sentence which changes verb to state a condition or situation that happen in the past. Rahman (2010:200) stated that simple past tense is a tense that talked about a completed action/event in the past especially about expressing the activity that began and ended in the past time.

Pattern/Form of Simple Past Tense: Verbs

Table 2. Pattern/Form of Simple Past Tense

Form of the simple past: Verbs	
Positive statement	I-You-We-They-He-She-It worked yesterday
Negative statement	I-You-We-They-He-She-It did not (didn't) work yesterday
Interrogative statement	Did I-You-We-They-He-She-It work yesterday?
Short answers	Yes, I-You-We-They-He-She-It did
	No, I-You-We-They-He-She-It did not (didn't)

(Azar, 2003:25)

Verbal sentence: I/You/We/They/He/She/It + Past Tense

- (+) S + V2 + O/C
- (-) S + Did + Not + V1 + O/C
- (?) Did + S + V1 + O/C
- Ex: (+) Yusuf studied English yesterday morning
- (-) Yusuf did not study English yesterday morning
- (?) Did Yusuf study English yesterday morning?

(Rahman, 2010: 200)

Table 3. The simple past tense by using "Verb"

Positive statement	I	met	Him
	He/ she/ it	met	
	you/ we/ they	met	
Negative statement	I	Did not/ didn't meet	Him
	He/ she/ it	Did not/ didn't meet	
	you/ we/ they	Did not/ didn't meet	
Interrogative statement	Did	I meet	him
	Did	He/ she/ it meet	
	Did	you/ we/ they meet	
Short answers	Yes,	I	Did
		He/ she/ it	Did
		you/ we/ they	Did
	No,	I	Did not/ didn't
		He/ she/ it	Did not/ didn't
		you/ we/ they	Did not/ didn't

To make interrogative sentence, it only uses auxiliary verb "did" in front of subject, that is from the changes of the auxiliary verb "do" or "does".

Concept of EGRA Method

According to Fred Percival and Henry Ellington (1984) method was a common way to delivered lessons to students or practice theory learned in order to achieve learning objectives. Reigeluth (1983) meant that the method included the formulation of organizing materials, delivery strategy, and management activities with dueregard to objectives, constraints, and the characteristics of learners in order to obtain results that are effective, efficient, and raises the attractiveness of learning. Based on the definitions above, the researcher concludes that method relates in a way that allows learners to gain the ease in order to study the teaching material delivered by teacher.

Heri (2010) said that EGRA (Exposure, Generalization, Reinforcement, and Application) where the students were given opportunity to find out the form and function of the sentence by themselves. The following is the brief explanation each stage of EGRA technique.

Exposure

Exposure is a learning stage where students were subconsciously expose to the meaningful use of particular structure item. It is also effective for presenting previously taught structures, which have some functions.

This learning exposure made the students more active from the beginning of the teaching process where they will came into a great discovery. Wernon (1980) stated that activity involving directed exposure is highly inquiry oriented. The student here is an active participant rather than the passive observer of the teacher. The exposure in this research refers to guiding the students to learned every element of writing for example, content organization and the structure used in writing and so on.

Generalization

In this stage the students were led through tasks to discover form, meaning and function of a structure they have been exposed. The rational for the generalization is the learner better remember conclusion about the form and function they make for themselves. Harmer (1991:113) said that the best way to ensure learning was for the students to work out the rule himself.

Ramirez (1995:22) said that this stage focus on grammatical items themselves. The objective here is to move away from the context and concentrates on the rules govern the various aspects of the structure.

The teacher did not tell the students about the form, meaning, and function of the sentence but let them find out by themselves. Krashen (1987:62) stated that learning is facilitated if the learners discovers or creates rather than remember and repeats what is to be learned.

The generalization is the central of EGRA technique where students were expected to make a discovery of language structure. Rivers (1968:77) said that generalization become more comprehensive as the students advanced in knowledge of language and is able to recognize characteristics feature of the language structure.

In this step the teacher guided through leading questions to find out the generic structure of the text, for example, the form, meaning, and function of the sentence. Learning experience, which the students have gained, will facilitate them in the discovery process, which becomes the main purpose of the generalization.

Reinforcement

Reinforcement is a learning stage where students were provided with correct and conscious knowledge of the form, and functions of the structure item that they have been exposed to. The objective of this stage is to help learners to check or revise their generalization that students should have corrected and consciousness of the form and function of a certain structure item.

In this step, the teacher explains again what the students have discovered so that they get reinforcement. Alexander (1980: XXI) said that the aim behind all explanation should be to reinforce theoretically what the students has already practiced.

After the students have got self confidence through teacher’s reinforcement or explanation, they will do task again. Thomas (1984:81) said that reinforcement practices also tend to help individual focus on special activities. In other words, reinforcement sharpens the individual’s attention or concentration for the second task.

Giving full attention to the classroom situation is also very important for the teacher in order to get effectiveness of using reinforcement in learning and teaching process (Grasha 1978:82). Furthermore Kenneth (1976:82) said that reinforcement occupies a central and crucial role in the behaviorist learning strategy.

It is stated above that the real form or example of this reinforcement stage is that the researcher gave more tasks to the students so that what they have learned before can again be sharpened. This can make them better understand the material.

Application

Application is learning stage where students were gave opportunities to use or apply the structure item that they have learned in communication either receptively or productively.

Kenneth (1976:83) said that the objective of the application is to determine whether the students know how to applied grammatical forms that have previously been presented. Rivers (1968:376) stated that a period for the practical application of what had been learnt may involve reading a passage for which previous has prepared the class; it may be a necessity for some forms of writing exercises, or it may take the form of a dramatization in front of the class.

Based on the explanation of EGRA above, the researcher thought that every stage of EGRA consists Experience, Generalization, Reinforcement, and Application will increase the students’ grammar mastery.

Method

In this research, the researcher applied the pre-experimental method. It aims to find out the effectiveness of EGRA method in teaching grammar to the eleventh year students of *SMA Negeri 1 Larompong*. Research design used one groups of students with pre-test and post-test design. The design of this experimental research is presented in the following pattern. This research was conducted from May, 18th – 30th at *SMA Negeri 1 Larompong*. Researcher used random sampling to choose the sample.

Results

In this chapter, the researcher presents the students’ raw score, the students’ score classification, the mean score, and the standard deviation of the pretest and post test. Furthermore, the researcher also presents the result of significant of test and the standard signification of students’ grammar ability.

Table 4. Raw score of students Grammar test in the pretest and the posttest

No	Sample	Value	
		Pretest	Posttest
1	AS	60	95
2	AI	60	95
3	AED	40	75
4	AL	50	85

No	Sample	Value	
		Pretest	Posttest
5	AW	55	90
6	B	65	80
7	DH	50	95
8	ES	65	90
9	NH	35	70
10	EF	55	90
11	E	60	95
12	I	60	90
13	KY	50	85
14	LH	50	85
15	MD	65	95
16	MI	70	100
17	MM	55	90
18	MSN	70	100
19	ED	65	95
20	NI	50	85
21	NA	50	85
22	R	55	80
23	RDW	45	80
24	RTW	45	80
25	S	40	75
26	SN	55	85
27	S	35	70
28	UG	40	75
29	UNH	45	80
30	WIS	50	85

Table 5. The students' frequency and percentage of the students' score in the pretest.

No.	Classification	Range	The pretest	
			Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very Good	86-95	0	0%
3	Good	76-85	0	0%
4	Fairly Good	66-75	1	3.33%
5	Fairly	56-65	9	30.00%
6	Poor	36-55	18	60.00%
7	Very Poor	0-35	2	6.67%
Total			30	100%

Based on table 5, we can see that before giving the treatment by using EGRA method, there are no students got "Excellent, very good and Good" classification. The researcher find that There is 1 student (3.33%) obtain "Fairly" classification, there are 9 students (30.00%) obtain "Fairly Good" classification, there are 9 students (30.00%) obtain "Poor" classification, and there are 2 students (6.67% obtain " Very Poor" classification. It means that the students have low ability in simple past tense.

Table 6. The students' frequency and percentage of the students' score in the posttest.

No.	Classification	Range	The posttest	
			Frequency	Percentage
1	Excellent	96-100	2	6.67%
2	Very Good	86-95	11	36.67%
3	Good	76-85	12	40.00%
4	Fairly Good	66-75	5	16.67%
5	Fairly	56-65	0	0%
6	Poor	36-55	0	0%
7	Very Poor	0-35	0	0%
Total			30	100%

Based on table 6, we can see that after giving the treatment by using EGRA method, there is no students got "Fairly, poor and very poor" classification. The researcher find that there are 2 students (6.67%) obtain "Excellent" classification, there are 11 students (36.67%) obtain "Very Good" classification, there are 12 students (40.00%) obtain "Good" classification, and there are 5 students (16.67%) obtain "Fairly good" classification. It means that the students' comprehension of simple past tense is improved after giving treatment.

Based on the clarification table 5 and table 6, there is significance differently score between the pretest and the posttest of the students' ability in teaching grammar test specially in teaching simple past tense after applied EGRA method.

Mean Score and Standard Deviation

After calculating the result of the students' the pretest and the posttest, the mean score and standard deviation presented in following table:

Table 7. Paired Samples Statistics

		Mean	N	Std. Deviation
Pair 1	The posttest	86.00	30	8.346
	The pretest	53.00	30	9.791

Table 7 shows that there are 30 sample size (N) to the pretest and the posttest. The mean score of the pretest is 53.00 with standard deviation of 9.791 and the mean score of the posttest is 86.00 with standard deviation of 8.346. The last column gave the standard error of the mean of the pretest is 1.787 and posttest is 1.524.

Test of Significance (T-test)

The hypothesis tested by using inferential statistic. In this case, the researcher use t-test (testing of significance) for independent simple test, which a test to know the significance difference between the result of students' mean score in the pretest and the posttest presented in following table:

Table 8. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	The pretest & The posttest	30	0.859	.001

Table 8 shows the sample size are 30 for the pretest and the posttest. The correlation variable (r) is .859 and ρ value for the correlation coefficient is .001. It means that if the ρ value is less than the α level then we can reject the null hypothesis. where $\alpha = 0.05$. Therefore, the researcher concludes that α is higher than p (.001 < 0.05). So, the alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected.

From the analysis, the researcher concludes that there is a significance difference between the pretest and the posttest in teaching grammar mastery using EGRA method specially in teaching simple past tense.

Table 9. Paired Samples Test

	Paired Differences	t	df	Sig (2-tailed)	95% Confidence Interval of the Difference				
					Mean	Std. Deviation	Std. Error Mean	Lower	Upper
Pair 1 The posttest - The pretest	33.000	5.017	0.916	31.127	34.873	36.026	29	.001	

Table 9 shows that the difference of two mean is 33.000 with the difference of standard deviation is 5.017 and standard error mean is .916. Then table with labeled t is t value, the t is 36.026 and with 29 degrees of freedom (df = N-1). The last column is sig (2-tailed), it is .001. If sig (2-tailed) is less than 0.05, the null hypothesis (H_0) is rejected. Therefore sig (2-tailed) is less than 0.05, the researcher conclude that the null hypothesis is rejected and the alternative hypothesis is accepted. It means that there is difference between the pretest and the posttest or there is teaching of using EGRA method in teaching grammar especially simple past tense.

Discussion

In this research, the researcher uses pre-experimental method to know the students' ability in teaching grammar mastery. After calculating and analyzing the data and the findings, the researcher represents the discussion of students' data. This stage aims at describing the students' increase in students' grammar ability by using EGRA method. The researcher finds that EGRA stages have dominant contribution in improve grammar especially simple past tense is generalization stage because the students find out the form and function of the sentence by themselves. The rational for the generalization is the learner better remember conclusion about the form and function they make for themselves. Heri (2010) said that EGRA (Exposure, Generalization, Reinforcement, and Application) where the students are given opportunity to find out the form and function of the sentence by themselves.

There are some advantages and weakness of using EGRA method in this research, there are EGRA can enhance the students' grammar mastery, generalization stage it make the students more active learning, creative, effective, and communicatively. Therefore, it can pump up the students' discovery in learning structures of simple past tense. Otherwise, disadvantages of EGRA method in this research is it need much time in generalization stage, and there is student that is not interest with this method because the student have

understanding about the structure of simple past tense after the researcher gives treatment for the third meeting.

In this research the researcher uses the same questions in the pretest and in the posttest. The test consists of fill in the blank sentences, changing the sentences and arranging the sentences. The researcher finds that the posttest value is higher than the pretest value. In addition, the result also demonstrated that EGRA method is effective in teaching students' grammar mastery. It shows by the significance difference between the pretest and the posttest in findings. The findings show that the mean score in the pretest is 53.00 while the mean score in the posttest is 86.00.

The comparison score between the pretest and the posttest result shows that there is a great difference of scores between the pretest and the posttest. There is no students get "Excellent, very good and Good" classification. The researcher finds that there is 1 student (3.33%) obtain "Fairly" classification, there are 9 students (30.00%) obtain "Fairly Good" classification, there are 9 students (30.00%) obtain "Poor" classification, and there are 2 students (6.67% obtain "Very Poor" classification. While the score of the posttest, there is no students got "Fairly, poor and very poor" classification. The researcher finds that there are 2 students (6.67%) obtain "Excellent" classification, there are 11 students (36.67%) obtain "Very good" classification, there are 12 students (40.00%) obtain "Good" classification, and there are 5 students (16.67%) obtain "Fairly good" classification. It implies that the students' comprehension of simple past tense improves after giving treatment. This finding supports by Heri (2010) states that "there is a significant difference between the students' ability in writing recount text before and after the use of EGRA technique. EGRA method can stimulate, develop and improve the writing ability of the second-year students of MTs Ma'had Ponpes DDI Pangkajene in composing recount text".

It can be concluded that the rate percentage in the posttest is higher than the percentage in the pretest. It means that all of the students get any progress in teaching learning process and increase their grammar mastery especially in teaching simple past tense by using EGRA method.

Based on the explanation above, the researcher finds that EGRA method is effective in teaching grammar to the eleventh-year students.

Conclusion

Based on the findings and discussions at the previous chapter, the researcher concludes that there is significance difference between the pretest and the posttest. In the pretest, the students' mean score is 53.00 and the students mean score in the posttest is 86.00. The sig (2-tailed) is less than 0.05. It means that the null hypothesis is rejected and alternative hypothesis is accepted. In other word, there is significance difference between the pretest and the posttest by using EGRA Method. Based on the result of the research, the researcher concludes that EGRA method is effective in teaching grammar to the eleventh year students.

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