

STATEMENT OF ORIGINALITY

Herewith I declare that the research paper I wrote as a partial fulfillment of the requirements for the Sarjana degree and submitted to the English Education Department, the Faculty of Education and Letters wholly constitutes my own original scientific writing.

As for the other persons' works whose ideas are quoted in this paper have been referred to appropriately accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, November 24th, 2023



Erna Erawati
SRN. 191230164

ACKNOWLEDGEMENT

In the name of Allah, the Merciful, the Compassionate

Because of his blessings and guidance, the writer is able to complete this paper in accordance with the requirements of the English Education Department, Faculty of Education and Teacher Training, State Islamic University of Sultan Maulana Hasanuddin Banten.

This paper may also not be completed without the support of various parties. Therefore the writer would like to express her highest gratitude and appreciation especially to:

1. Prof. Dr. H. Wawan Wahyudin, M. Pd, as the rector of State Islamic University of Sultan Maulana Hasanuddin Banten.
2. Dr. Nana Jumhana, M. Ag, as the Dean of the Faculty of Education and Teacher Training.
3. Dr. Hj. Anita, S. S, M. Pd, as Head of English Education Department
4. Dr. Hj. Fitri Hilmiyati, M. Ed, as the first advisor, who has given corrections, advice, and support in writing this paper.
5. Afif Suaidi, S. S, M. Hum, as second advisor, who has given corrections, advice, and support in writing this paper.
6. All the lectures of English education department.
7. Special thanks to writer's beloved parents, Mr. Ali Rahman and Mrs. Mintarsih for their love, prayers, and support that always give encouragement to the writer.

Finally, the writer knows that this paper needs to be revised in order to get the best result. The writer also hopes that this paper will be useful for the researcher.

Serang, October 9th, 2023

Erna Erawati
SRN. 191230164

ABSTRACT

Erna Erawati. SRN. 191230164. The Effectiveness of EGRA (Exposure, Generalization, Reinforcement, and Application) Technique on Students' Adverb Mastery. (*A Quasi Experimental Research at Seventh Grade of SMPN 1 Majasari*).

This research investigates the use of EGRA technique in adverb lesson. This research aims to measure the effectiveness of EGRA (Exposure, Generalization, Reinforcement, and Application) technique on students' adverb mastery. This research used quasi experiment method and data observation sheet during applying the EGRA method. The instrument used in this research was tests (pre-test and post-test) and observation sheet. This research involves 60 students as sample among first grade of SMPN 1 Majasari year 2023 as population. The research result showed 0.00 smaller than 0.05 ($0.00 < 0.05$) and $t_{\text{observation}}$ is higher than t_{table} both at degree of significance 0,01 and 0,05 based on the data analysis used independent sample t-test. Degree of significance 0,01 was obtained $t_o : t_t = 3,858 > 1,671$ and in degree of significance 0,05 was obtained $t_o : t_t = 3,585 > 2,001$. In addition, the result of observation showed that the students more enthusiastic in learning English especially in learning adverb. Based on the result above, it can be concluded that the students taught by EGRA technique have improving students' adverb mastery that the students taught without EGRA technique.

Key words: EGRA technique, Adverb Mastery

THE ADVISORS' APPROVAL

This is to certify that the **undergraduate research** paper of Erna Erawati SRN. 191230164 entitled “**The Effectiveness of EGRA (Exposure, Generalization, Reinforcement, and Application) Technique on Students’ Adverb Mastery**” has been approved by the research **paper advisers** for further approval by the board of **Examiners**.

Serang, October 9th, 2023

Advisor I,



Dr. Hj. Fitri Hilmiyati, M. Ed.
NIP. 197006141997032001

Advisor II,



Afif Suaidi, S.S., M.Hum.
NIP. 198712282019031003

Acknowledge by:

The Head of English Department,



Dr. Hj. Anita, S.S., M.Pd.
NIP. 197704102003122001

**THE EFFECTIVENESS OF EGRA (EXPOSURE, GENERALIZATION,
REINFORCEMENT, AND APPLICATION) TECHNIQUE ON
STUDENTS ADVERB MASTERY**

By:

Erna Erawati
SRN. 191230164

Under the supervision of:

Advisor I



Dr. Hj. Fitri Hilmiyati, M. Ed.
NIP. 197006141997032001

Advisor II



Afif Suaidi, S.S., M.Hum.
NIP. 198712282019031003

Acknowledge by:

The Dean of Education and
Teacher Training Faculty



Dr. Saiful Jumhana, M. Ag.
NIP. 197110291999031002

The Head of English
Department



Dr. Hj. Anita, S.S., M.Pd.
NIP. 197704102003122001


THE BOARD OF EXAMINERS' APPROVAL

This is to certify that the undergraduate research paper of Erna Erawati has been approved by the board of examiners as a partial fulfillment of the requirement for the degree of Sarjana in English Education


Serang, November 24th, 2023

The Board of Examiners:


Dr. Hj. Eneng Muslihah, Ph.D.
NIP. 196811171991032001

Chair person 


Wulan Fauzia, M.Pd.
NIP. 198806252019032007

Secretary 


Dr. H. Moh. Nur Arifin, S.Ag., M.Pd.
NIP. 197102212002121002

Examiner I 

Dr. Tatu Siti Rohbiah, M.Hum.
NIP. 198302052011012009

Examiner II 

Dr. Hj. Fitri Hilmiyati, M. Ed.
NIP. 197006141997032001

Advisor I 

Afif Suaidi, S.S., M.Hum.
NIP. 198712282019031003

Advisor II 

DEDICATION

This research paper is dedicated to the writer's beloved parents, Mr. Ali Rahman and Mrs. Mintarsih for the love, prayers, and support in every situation.

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

“Because the real after hardship comes ease (5). Indeed, after hardship there is ease (6)”

(QS. As – Syarh: 5-6)

A BRIEF BIOGRAPHY

The writer, Erna Erawati, was born in Soreang, Bandung, on August 21st, 2001. She is the last child of two children of Mr. Ali Rahman and Mrs. Mintarsih. She finished her elementary education at SD Islam Birru-l-Waalidain in 2013, whereas her junior and senior high school were respectively finished at Assa'adah Islamic Boarding School, Cikeusal, Serang, Banten in 2016 and 2019.

In the same year, she continued her education to the English Education Department, Faculty of Education and Teacher Training, State Islamic University of Sultan Maulana Hasanuddin Banten.

TABLE OF CONTENTS

STATEMENT OF ORIGINALITY	i
ACKNOWLEDGEMENT	ii
ABSTRACT.....	iv
THE ADVISORS' APPROVAL	v
THE BOARD OF EXAMINERS' APPROVAL	vii
DEDICATION.....	vii
MOTTO	ix
A BRIEF BIOGRAPHY.....	x
TABLE OF CONTENTS	xi
LIST OF TABLES	xiv
LIST OF GRAPHICS.....	xv
LIST OF APPENDIXES	xvi
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Identification of Problem	6
C. Limitation of the Research.....	6
D. Research Question	7
E. The Aims of the Study	7
F. Significance of the Study	7
G. Previous studies	8
H. Research Hypothesis	12
I. Organization of Writing.....	12
CHAPTER II LITERATURE REVIEW.....	14
A. Adverb.....	14
1. The Definition of Adverb.....	14

2.	Kind of Adverb.....	15
3.	Definition of Adverb Mastery	222
4.	Assessment of Adverb Mastery.....	23
B.	EGRA Technique.....	23
1.	The Definition of EGRA Technique	23
2.	The Legend of EGRA Technique.....	25
3.	The Implementation of EGRA	26
4.	The Advantages of EGRA Technique.....	29
5.	The Disadvantages of EGRA Technique	30
CHAPTER III RESEARCH METHODOLOGY		31
A.	Research Method	31
B.	Research Time and Place	32
C.	Population and Sample	32
D.	Research Variable	33
E.	Research Instruments	33
F.	Data Collection and Data Analysis Technique	35
1.	Data Collection.....	35
2.	Data Analysis Technique	36
G.	The Scoring System	39
1.	Key Answers	39
2.	Scoring the Value.....	42
CHAPTER IV RESULT AND DISCUSSION		43
A.	Data Description	43
B.	The Process of Experiment Class Score	44
C.	The Process of Control Class Score.....	52
D.	Comparison of Post-test Experiment Class and Control Class.....	59
E.	Hypothesis Testing.....	61
F.	Effect Size.....	66

G. Observation Sheet	67
H. Interpretation Data	70
CHAPTER V CONCLUSION AND SUGGESTION	74
A. Conclusion	74
B. Suggestion.....	75
BIBLIOGRAPHY	76
APPENDICES.....	79

LIST OF TABLES

Table 4. 1 Students Score of Pre-test in Experimental Class.....	45
Table 4. 2 Frequency of Pre-test Score in Experiment Class	46
Table 4. 3 Statistics of Pre-test in Experiment Class	47
Table 4. 4 Students Score of Post-test in Experimental Class	48
Table 4. 5 Frequency of Post-test Score in Experiment Class	50
Table 4. 6 Statistics of Post-test in Experiment Class	51
Table 4. 7 Students Score of Pre-test in Control Class	52
Table 4. 8 Frequency of Pre-test Score in Control Class	54
Table 4. 9 Statistics of Pre-test in Control Class	55
Table 4. 10 Students Score of Post-test in Control Class	56
Table 4. 11 Frequency of Post-test Score in Control Class	57
Table 4. 12 Statistics of Post-test in Control Class.....	58
Table 4. 13 Score of Post-test in Experimental Class and Control Class	59
Table 4. 14 The Results of T Test Students' Adverb Mastery.....	62
Table 4. 15 Guidelines for Interpreting Value Effect Size	67
Table 4. 16 Observation Sheets: Students' Activities during Learning Using EGRA Technique.....	68
Table 4. 17 Observation Sheets: Students' Activities during Learning Using EGRA Technique.....	69
Table 4. 18 Observation Sheets: Students' Activities during Learning Using EGRA Technique.....	69

LIST OF GRAPHICS

Graphic 4. 1 Pre-test Score in Experiment Class	45
Graphic 4. 2 Post-test Score in Eksperiment Class.....	50
Graphic 4. 3 Pre-test Score in Control Class	54
Graphic 4. 4 Post-test Score in Control Class.....	57
Graphic 4. 5 Comparison of Post-Test in Experiment Class and Control Class.....	61

LIST OF APPENDIXES

Appendix 1: Students Score of Pre-test in Experimental Class.....	80
Appendix 2: Students Score of Post-test in Experimental Class	81
Appendix 3: Students Score of Pre-test in Control Class	82
Appendix 4: Students Score of Post-test in Control Class.....	83
Appendix 5: Instrument of Pre-test.....	84
Appendix 6: Instrument of Post-test	86
Appendix 7: Result of Observation Sheet.....	88
Appendix 8: Lesson Plan (<i>Modul Ajar</i>) of Experiment Class	90
Appendix 9: Lesson Plan (<i>Modul Ajar</i>) of Control Class.....	101
Appendix 10: Students' Pre-test Result	111
Appendix 11: Students' Post-test Result.....	113
Appendix 12: T-Table.....	115
Appendix 13: SK Pembimbing Skripsi.....	116
Appendix 14: Surat Keterangan Penelitian Sekolah.....	118
Appendix 15: Consultation Book.....	119
Appendix 16: Documentation	123