

CHAPTER I

INTRODUCTION

A. Background of the Study

There are a lot of kinds of method, strategy and technique in teaching English such as discovery learning, project based learning, scientific approach, probing prompting and so on. In learning English, students not only need much theory but students also need to practice its language with several case. According to Michael West in Broughton's book entitled *Teaching English as a Foreign Language* that the goal of foreigner who studying English is to express idea rather than emotion, and to express that they has the mother tongue¹. Therefore teacher needs to know the appropriate method and technique in teaching English for students.

EGRA is one of many kind of learning technique. This learning technique is trying to students to get understanding the material well taught and prioritizing activeness and students' activity². EGRA is the technique that show in the first step teacher

¹ Geoffrey B, Christoper B, Roger F, Peter H, *et.al. Teaching English as A Foreign Language. Second Edition.* (London: Routledge, 1980) P. 8

² Besse N. Muhlisyah and Hasmawati. "Penggunaan Model Pembelajaran Egra (*Exposure, Generalization, Reinforcement, Application*) dalam Keterampilan Menulis Karangan Sederhana Bahasa Jerman". *Jurnal Penelitian Pendidikan Insani*. Vol. 20. No. 2. P. 80.

exposure the material or giving the example based on students experience, show the general material, giving reinforcement about the subject and the last steps students should be apply the subject through several media as the assignment.

EGRA technique was used by Heriyanti Tahang to observe whether the implementation of EGRA (Experience, Generalization, Reinforcement, and Application) technique was able to improve the students' ability in understanding the use of present perfect tense in London School English Center. The data in this study showed the significance score was lower than α : 0.05, it was 0.000. It meant that there was a significant difference between the post-test result in the experimental and control class. Besides that, Fitrah and Ika was discuss the using EGRA technique by qualitative descriptive approach to observe the implementation of EGRA technique helping and motivated students to produce ideas in simple present tense, and students observe their way in studying grammar. This study showed improvement student's social relations, such as generalization, reinforcement, communication and giving respect for other students' ideas. In this case, the use of EGRA technique was believed to be effective enough in ability of student's simple present tense.

As we know that there are four skills ability in learning English: speaking, listening, reading, and writing. Four of them are as macro skills. Beside on macro skills, in English also has some language components, such as: grammar, pronunciation, and vocabulary. Grammar is one of basic in learning English. Grammar is the thing that has role to sustain other skill³. Grammar tells about the rules of English language. Grammar helps someone to give information structurally and build the accuracy communication. Grammar used by people while they write and speak in English. Grammar tells about part of speech such as noun, pronoun, verb, preposition, conjunction, interjection, adjective, and adverb,.

Adverbs are important part of speech as a section of daily conversation. Adverbs are adding the description of information. Beside that, conversation impressed interest and the text also looked be completed. In fact, many students try to avoid adverbs when they were speaking or writing. They thought that using adverb is difficult. Actually, students still make a mistake to select which one the appropriate adverb with the sentences and students feel difficult to distinguish between adverb and adjective. In learning English, many

³ Dwi Wulandari R.,” Using EGRA Teachnique To Improve Students’ Grammar Mastery At The Tenth Grade Students of SMA Negeri 7 Pinrang”, Tarbiyah Faculty. IAIN Parepare. 2020. p. 1

students are not feel released to express the subject, lack of students some interesting in English subject, and the lack of working in group.

Based on first observation, the researcher has been do an interview with seventh grade teacher in SMPN 1 Majasari. Teacher said that students' ability and knowledge about English tends to be middle to low, can be compared that from six classes that has been taught which each class has amount of 30 students only three students were understand and qualified in English language. Teacher told that this case caused there is no English lesson in Elementary School and Covid 19 pandemic as long as two years where students studied in their place. These factors are made students hard to study and loving English. Furthermore, teacher told that students knew a few of vocabularies, the students knew a few of vocabularies around them.

Without teaching English in elementary school, students doesn't interested in English and the lack of understanding in English. Then, because students got a few of things vocabularies, certainly gave the impact to part of speech, one of them is adverb. Students might listen or spoke the adverb word such as *always*, *now*, *today*, and *yesterday*. Several adverb words found and knew by students when they write a daily activity. However, they have not find out the meaning and need more explore about adverb. Beside

that, students feel difficult to distinguish between adverb and adjective, the lack information about adverbs, and students hard to find the differences from each kinds of adverbs.

In the scope of junior high school students, adverb is one of the important things in starting a piece of writing. Besides that, as previously mentioned, adverbs are a part of speech which is a basic thing in the structure of language. So to help students on adverb mastery, a teacher can do this by using the right learning method.

Then, to overcome these problems, the researcher use EGRA technique in teaching adverb to students in SMPN 1 Majasari, Pandeglang. The researcher will use EGRA technique to observe students' adverbs mastery because EGRA aims to explore the function and the form of the sentences. In the implementation of EGRA technique was apply in working group to build students teamwork and exchange of ideas, then it hope to motivate students in learning and find out the form of sentence or adverbial word appropriately. Therefore, researcher interested in conducting this research with the title "The Effectiveness of EGRA (Exposure, Generalization, Reinforcement, and Application) Technique on Students' Adverb Mastery".

B. Identification of Problem

This following are some issues regarding to the background of this study:

1. Most students thought that using adverb is difficult. Students feel difficult to distinguish between adverb and adjective, the lack information about adverbs. Students also hard to find the differences from each kinds of adverbs and still make a mistake to select which one the appropriate adverb with the sentences.
2. Most students feel bored in learning grammar, especially the part of speech is adverb, because the learning strategy doesn't prioritizing students activity. Students doesn't feel apply the subject material in their life.

C. Limitation of the Research

Based on the identification of the problem, researcher needed to limit this research due to limited the time and limited the chance. Thus, this research focused on teaching adverbs of time, adverbs of place, adverbs of manner, and adverbs of frequency through EGRA technique to measure the students' adverb mastery. In this research, the researcher took the sample of two classes in seventh grade of SMPN 1 Majasari, Pandeglang.

D. Research Question

Based on the background of study above, the researcher formulated the research question: How is the effectiveness of EGRA (Exposure, Generalization, Reinforcement, and Application) technique on students' adverb mastery?

E. The Aims of the Study

Based on the research question above the objective of the study is as follows: To measure the effectiveness of EGRA (Exposure, Generalization, Reinforcement, and Application) technique on students' adverb mastery

F. Significance of the Study

In this research, the researcher expected to have both academic and practical contributions:

1. For students

Students feel enjoy in studying adverb and will more enthusiasm in studying English. Students can be more explore and apply the lesson in real life

2. Academic use

The researcher hopes this research will be useful to the readers. Especially for the teacher, the researcher hope this

method will be more help and efficient to teach students of grammar in language components.

G. Previous studies

There are some previous studies that conducted by several researchers:

First study, entitled “*Understanding the Function of Present Perfect Tense through EGRA Implementation in EFL Classroom*” by Heriyanti Tahang (2020). This study aims to observe whether the implementation of EGRA (Experience, Generalization, Reinforcement, and Application) technique was able to improve the students’ ability in understanding the use of present perfect tense in London School English Center. This research methodology was use true experimental method with a pretest and posttest control group design and the researcher use a writing test as an instrument of this study. After doing the pretest and posttest were knowing the result that show the normality test was normal because the significance score is higher than α : 0.05. While the t-test calculation result showed that there was a significant difference between the students’ achievement after implementation EGRA and Conventional Technique (Explanation & Practice). The data in this study showed the significance score was lower than α : 0.05. it was 0.000. It meant

that there was a significant difference between the post-test result in the experimental and control class. Following the data, this study has conclude that he implementation of EGRA (Experience, Generalization, Reinforcement, Application) technique was effective enough to improve students' ability in understanding the usage of the present perfect tense⁴.

Second study, entitled “*Student’s Grammar Mastery of Simple Present Tense by Using EGRA (Exposure, Generalization, Reinforcement, And Application) Method*” by Fitrah Yuliawati and Ika Nuriyanti (2020). This study focused on simple present tense, in order to students didn’t felt bored and did not feel difficult in understanding the material. This study was use qualitative descriptive approach, that carried out by reviewing several online books and journals that discuss the implementation of EGRA method in English class. This study told the implementation of EGRA method helping and motivated students to produce ideas in simple present tense, and students observe their way in studying grammar. This study showed improvement student’s social relations, such as generalization, reinforcement, communication and giving respect for other students’

⁴ Heriyanti Tahang. Understanding The Function of Present Tense Through EGRA Implementation in EFL Classroom. Qalam: Jurnal Ilmu Kependidikan. 2020. Vol, 9. No, 1. Page, 26-35.

ideas. In this case, the use of EGRA method was believed to be effective enough in ability of student's simple present tense⁵.

The third study, "*Using EGRA Technique to Improve Students' grammar Mastery At The Tenth Grade Students of SMA Negeri 7 Pinrang*" by Dwi Wulandari R (2020). This study aims to find out the use of EGRA technique was able to improve students' grammar mastery at the tenth students of SMA Negeri 7 Pinrang. In this study, the researcher used quasi experimental design, with two group classes are experimental class and control class. The findings of this research spell out with the students' score in pretest and posttest, the students' score classification, mean score, the significant differences between the score of pretest and posttest, and hypothesis testing of the faired samples. This study showed that t-test higher than t-tab then it can be concluded that the students' grammar mastery is better after getting the treatment. The researcher told both method in experimental and control class was good to improve students grammar mastery although there was the different between

⁵ Fitrah Y and Ika N. Students' Grammar Mastery of Simple Present Tense by Using EGRA (Exposure, Generalization, Reinforcement, and Application) Method. Fikrotuna: Jurnal Pendidikan dan Manajemnt Islam. 2020. Vol 12. No 02. Page, 1700-1708

experimental class was higher than improvement of students in control class ($9.11 > 9.03$)⁶.

Unfortunately, based on previous studies above, the researcher distinguished the similarity and the differences between this study and the previous studies. The researcher found the similarity was in the research methodology was quantitative research design, then the difference was one of the used true experimental design. Next, the researcher of previous studies above told the EGRA technique in observing students' tenses mastery. Specifically, they told about the function of sentences in grammar. Then, based on previous studies above in the future research, the researcher used EGRA technique to observe and measure students' adverb mastery. Specifically, the researcher told about adverb of time, place, manner, and frequency. This study also found out the strength and weakness of EGRA technique based on the students, place and the subject.

⁶ Dwi Wulandari R., "Using EGRA Technique To Improve Students' Grammar Mastery At The Tenth Grade Students of SMA Negeri 7 Pinrang", Tarbiyah Faculty, IAIN Parepare, 2020, p. 64-66.

H. Research Hypothesis

Research hypothesis are expressed as follow:

1. H_a = There is a significant effect between EGRA (Exposure, Generalization, Reinforcement, and Application) technique and students' mastery adverb
2. H_0 = There is a no significant effect between EGRA (Experience, Generalization, Reinforcement, and Application) technique and students' mastery adverb

I. Organization of Writing

In this section, the researcher will explain about the chapter of this research. This researcher has five chapters, as follow:

CHAPTER I : INTRODUCTION. Introduction which consist of the background of the study, identification of the problem, limitation of the research, research question, the aims of the study, significance of the study, previous studies, research hypothesis and organization of writing.

CHAPTER II: THEORETICAL FRAMEWORK. This chapter consist of the theorist from some experts we have conducted the research to this research are the

definition of adverb, kinds of adverb, definition of adverb mastery, definition of EGRA technique, the implementation of EGRA technique, advantages of EGRA technique, and disadvantages of EGRA technique.

CHAPTER III: RESEARCH METHODOLOGY. This chapter consists of research method, research time and place, population and sample, research variable, research instrument, data collection and data analysis technique.

CHAPTER IV: The research findings, result and analysis.

CHAPTER V: The conclusion and suggestions.