CHAPTER I

INTRODUCTION

A. Background of the problem

Grammar is onecomponent which supports all skills in learning English. It is one aspect in learning English explaining about the rule how to make the sentence or to arrange the words to be a sentence. It is a feature of language which describes about the sentence formation of language. According to Harmer,Grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language.[1] This statement means that grammar can influence the meaning of the words. It consists of structures that are possible in a language and it can be undestantood by the people.

It is one of the essential skill should be mastered by students. They think that it is a difficult subject especially in teaching tenses. According to Weaver, Grammar is a set of perscriptions or rule for using language.[2] It means, it can help how to create and arrange a sentences become paragraph. In fact, students really need it to improve their English skill.

Teaching grammar is one of most difficult features of language to teach well. Teaching grammar rules often make frustrated for students because it is boring activity. In teaching grammar the teacher should manage the suitable technique for students.

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[1]Harmer, Jeremy, *The Practice of English Language Teaching* (Pearson Longman, New York 2011), p. 12

[2]Constance, Weaver, *teaching grammar in contecs*. P. 2

There are many techniques to teach grammar one of them is EGRA. It is a technique to create a sense of discovery and application in learning grammar. Kardi and Nur said that in teaching grammar or structure it can be done with EGRA step.[3]

EGRA stand for experience or exposure, generalization, reinforcement and application. It has some advantages in teaching grammar mastery. Firstly,students have motivation to talk and to listen the sentences in English that was taught by teacher. Secondly, the teacher teach the students with simple sentences in daily activity. The last, the students have life experience and practice the language.

EGRA technique had four easy procedures to make students understand and can improve their grammar mastery. The first procedure is experience activity, the teacher gave easy form to students. The second procedure is generalization activity, the students is making groups and discusses the material. The third procedure is reinforcement activity, the teacher chek students' understanding. The last procedure is application activity, the students identify the sentences and made their own sentences. It gave good effect for the students in learning grammar mastery. It also helped the teacher to make the learning process more interesting than before.

Based on preliminary observation and interview on 27th and 28th November 2016 in MTsN Padang Tarab especially for first grade, the

[33] Suparman Kardi And Muhammad Nur, *Pengajaran Langsung*, Pusat Sains Dan Matematika Sekolah, Program Pasca Sarjana Unesa, Surabaya, 2000

researcher found some problems about teaching grammar; the first, the students were still confused to identify tense rule in a sentence. The students said that they were difficult to differentiate subject, object and verb in an English sentence.The second, the students were not interested in English class. Some of them hit their hand on the table and did another activity rather than pay attention to the teacher. Besides, the students are also passively involved in teaching and learning process. When the teacher gave question to them, they are dominantly silent and look at the book. In fact, they did not get the point of the teacher's explanation. They got low grades and only two students got high grades. Low grade means a grade under the criteria completeness minimal 70 and high grade means a grade on criteria completeness minimal 70 it can be seen in appendix 1 until 4.

The last, the teacher just used traditional technique in teaching grammar at the classroom. In teaching learning process the teacher just used whiteboard and marker to teach grammar. The teacher wrote the meterial on whiteboard, wrote the definition of the material, wrote the formula and gave examples to students and asked students to memorize the formula of tenses. Than, asked the students to wrote the material on their notebook, after that the teacher asked students did some exercises. It is only teacher center.

Based on the problems above, the reseacher interested to conduct a research under the tittle "**The Effect of Using EGRA Technique Toward**

Students' Grammar Mastery at the First Grade of MTsN Padang Tarab in Acadmic years 2016/2017".

B. Identification of the Problem

Based on the background above, the researcher identified there were several problems found in the class:

1. The students were still confused to identify tense rule in a sentence.
2. The students were not interested and bored in English class.
3. The teacher just used the traditional technique.

C. Limitation of the problem

By considering the problem identified above, the researcher limited on the effect of using EGRA technique toward students' grammar mastery especially on simple present tense. The reseacher use simple present tense in this research because the students were still confused to identify tense rule and they were difficult to differentiate subject, object and verb in English sentence. This research is conducted in the first grades of MTsN Padang Tarab.

D. Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the research problems in the form of question:

1. Is there any significant effect of using EGRA technique toward students' grammar mastery?
2. Is there any significant difference between students who are taught by using EGRA and who are taught by using traditional technique?

3. Is EGRA better than traditional technique toward students' grammar mastery?

E. Purpose of the Research

The purposes of this research were:

1. To find out whether there is significant effect of using EGRA technique toward students' grammar mastery;
2. To find out whether there is significant differences between students who are taught by using EGRA technique and who are taught by traditional technique;
3. To find out whether EGRA technique in better that traditional technique toward students' grammar mastery.

F. Significance of the Research

The resultof this research hopefully gives contribution to as follows:

1. For students

   The result of this research can give solution for the students that have difficulties in learning English especially grammar. The students can uses this techniqueto make them easy in learning grammar and help them to improve their grammar mastery.

2. For researcher

   This research also give the contribution to the researcher in getting experience in teaching grammar and it could be applied by the researcher later in the field.

3. For teacher

The result of study can give solution for the teacher, especially the English teacher at MTsN Padang Tarab, to improve students' grammar mastery by using EGRA technique.

4. For college

It would be used to add the literature for the library and as the reference for the next researcher.

G. Definition of the Key Terms

To avoid misunderstanding in this research, the key terms were defined as follows:

1. The effect is a change by an action or a cause, a result, and outcome.[4] In this research, effect is the changing of students grammar mastery after they are taught by using traditional technique.
2. In teaching grammar or structure it can be done with EGRA step. In this research EGRA defined as the appropriate technique in creating and sense of discovery and application in learning grammar.
3. Grammar is the way in which words are orginizes in a language in order to make a correct sentence.[5] In this research, grammar is defined as one aspect in learning English explaining about the rule how to make the sentence or to arrange the word to be a sentence.

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[4] *Oxford Learner's Pocket Dictionary 4nd* (Oxford Unifersity Press)

[5] Heawings, Ann and Hewings, Martin, *grammar an context an advanced resource book* (london and New York) p. 2

CHAPTER II

REVIEW OF RELETED LITERATURE

A. Review of related theory

1. The nature of the grammar

a. Definition of Grammar

Grammar is a set of rules to build sentences in a language. As stated by Brown, grammar is a system of rules governing the conventional arrangement, and relationship of word in a sentence.[6]It is describes the formation of sentences. In other words, it concers about the structure of words that can construct the sentences.

It tell us the possible forms of sentences. Thornbury states that grammar is the study both of the way words are chained together in a particular order, and also what kinds of words can slot into anyone link in the chain.[7]It attemps to explain why the sentences are acceptable or unacceptable in language. Futuremore, Ur says that grammar is the ways words put together to make correct sentences.[8]Thus, it explains about how to make the correct sentences in language.

It is not only about the sentence formation but also sheres the meaning. According to Thornbury, grammar is a process for making a speaker's or writer's meaning clear when contextual information is

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[6]H. Doughlas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy* 2nd, (NY: Pearson Education, 2001), p. 362

[7]Scott Thornbury, *How to Teach Grammar*, (UK: Bluestone press, 2004) p.2

[8]Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambrige Universty Press, 1991), p.87

lacking.[9] When someone want to express meaning but they use of simple word is not enough or the contexs lacking, he needs rules to convey that meaning clearly. From this view grammar can be seen as a tool to make meaning because it can overcame the diffculties that might happen when someone shares his thought to other in less situational context.

As disscused before, grammar describes the formation of possible sentences in a language. These sentences can be used by people to share their feelings and ideas to make other clearly. According to Weaver, grammar as functional command of the sentence structure that enable us to comprehend and produce language.[10]It is an essential aspect of language, however it does not exit alone but itr carry out communicative language.

b. The Principle of Teaching Grammar

In teaching grammar, a teacher has to understand the principle for teaching grammar. The principle for teaching grammar will guide a teacher to teach grammar appropriately.

Thornbury illustrated several basic of thumbs for teaching grammar[11], as follow:

1. The E-factor: Efficiency

This rules focused on efficiency of the teaching. It has three factors such as economy, ease, and effecacy. Economy is a key factor

[9]Scott Thornbury, *How to Teach Grammar*, (UK:Bluestone press 2004), p.4
[10] Contance weaver, *teaching grammar in context*, p. 2
[11] Scott thornbury, *How to Teach Grammar*.....p.25

in training of technical skill. The ease factor requires the simplicity of the activities which should be easy enough for the teacher to set up. The effecacy is a grammar activity can be measured by the degrree of attantion aroused.

Scott stated that to put it simply; are time and resources spent on preparing and executing a grammar task justified in terms of its probable learning outcome.[12]

2. The A-Factor: Appropriacy

Lerner are differntiate each other in term their needs, interest, level and goals. it is consider the following main factors.

a. The age and level
b. The size of group learners
c. The constitution of the group (monolingula or multilingual)
d. Their need and interest
e. The available meterial and resources
f. Lerner prior knowledge
g. The learners' previous learning experience expectation
h. Culture factor that affect their attitude (namely, status, perception of the role and status of the teacher)
i. Educational context (example private school or state school)[13]

Nunan also mention that there are some principles in teaching grammar.[14]

[12] Scoot Thornbury, *How to Teach Grammar*.....p.26
[13] Scoot Thornbury, *Tow to Teach Grammmar*.....P.27

1. Integrate both inductive and deductive method into grammar teaching.

   In deductive method, the teacher gives the formulations of the language and it is followed by the example. However, in inductive teaching, teacher presents the examples of language to students and guides them to find out the rules of the language. In classroom activities, teacher must try to combine these methods by considering the grammar point, the learning style of students, and also the weakness and strengthens of each method.

2. Use tasks that make clear relationship between grammatical form and communicative knowledge

   Nunan said that "Many grammar-based courses are relatively infective because they teach grammar as an abstract system, present the language as isolated sentences, and fail to give learners a proper context for the grammar point."

   The teaching was largely limited to the form ofnew grammatical item.The solution is to present grammar in

   a context that makes clear relationship between grammatical forms and communicative function.In grammar teaching, students must get opportunities to use and practice the forms that they have learnt based on the context.

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[14] David Nunan, *The Practice English Language Teaching 1st ed*, (NY, Mc Graw-Hill Compenies, 2003), p. 158

3. Focus on the development of procedural knowledge rather than declarative knowledge.

Declarative knowledge is the students just know the rules of language. They are not able to use the languge rules in communication. Procedural knowledge is the students able to use the knowledge for communication. Most of students only know rules of language but they fail to use it in communicatively. Students need to develop mastery of target language items, not by memorizing the rules, but by using the target item in communicative context.

In summary, it can be concluded that teaching grammar must consider about the use of language rules accurately and communicatively. In teaching grammar, classroom activities must give students opportunities to use the language rules for communication.So, teacher must create a classroom activity that facilitates the practicing grammar.

c. Testing Grammar

Testing of grammar is one of the mainstays of language testing. According to Harris, the test should include the full range of structures that were taught in the course, and each structural type should recived in the classroom.[15] It means the test must valid and can uses in classroom. There are some types of test:

[15] David P. Harris, *Testing English As a second Language*, p. 25

1. Multiple choice

   It is one in which test makes and give the testee a sentence with a blank and four or five choices of a word or phrase which complete the sentence correctly.

2. Sentence alternatives

   The item altogether simply presents several sentences form the examinee chooses the acceptable version. Some test writer and users have expressed an preference for this item type that less confusing for examinee to work in complete sentences.

3. Sentence interpretation

   This item present a stimulus and then asks for interpretation. This become a kind of reading comprehension task in which the crucial clues are structural.

4. Scramble sentence

   The exeminee rearranges a sentences. This item has several drawbacks: firstly, it tends to be easy unless the sentences are made rather long and complex. Secondly, the simplest sentences it it is to avoid scramble word groups that cannot be assembled in a variety of acceptable way.

5. Supply

   It uses the competion item types as a fill in exercise. this otem type is extremely useful in informal classrooom situation.

6. Conversion

Another popular type of shrot-answer structure test requires the examinees to convert or transform a series of sentences in a specified manner with change the form.

Scott also mention that the testing of grammar: Grammar is typically tested by means of what are called discrate-item test, that is, the individual components of the learner's knowledge. There are two kinds of testing grammar:

1. Testing grammar using descrete-item test

   It test uses to differences of position and kind of the verb structure that combine in sentences.

2. Testing grammar using in an oral performence test

   It is practicing activity and performence in classroom. Such as, role, play, simulation, discussion event informal chat may provide useful in test.[16]

Based on explanation of testing grammar above, the researcher used multiple choice in test students grammar and there are 35 item. It has the advanteges of being to score and being able to cover grammartical point quickly.

[16] Scott Thurnbury, *how to teach grammar*, p. 144

2. The nature of Tense

a. Definition of tense

Tense is an aspect of verb which tell the time of an action. There are mainly three kinds of tenses: present tense, past tense, and future tense. Each of present, past and future is further divided into four kinds: indifinite, progressive, perfect and perfect progressive.

In this way, there are twelve kinds of tenses: simple present tense, present continous, present perfect tense, present perfect continous, simple past tense, past continous, past perfect, past perfect continous, simple future, future continous, future perfect and futere perfect continous.[17]

b. Simple present tense

Simple present tense is talk about daily activity. According to Betty, simple present tense is used to express habitual or everyday activities.[18] Simple present is express about real action in life. Simple present also talk about routine. According to Fuad, there are some function of simple present:

1. It can be used to explains an habitual.
2. It can be used to express the common truth.
3. It can used to express the event for today

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[17] Fuad Mas,ud, *Essential of English Grammar A Praticial Guide 2nd* (Yogyakarta, juli 1996) p. 13

[18] Betty Schrampfer Azar, *Understanding and Using English Grammar* 3nd (Logman:1999) p. 13

4. It can be used as the chang of present continuous if the verb can not used in present continuous, like : agree, believe, consider, expect, like, know, prefer, remember, wish, want and other.
5. The simple present is often used with adverbial of time, adverbial of frequensi and adverbial of place and others. Like:

   Always = selalu at night = pada malam hari

   Usually = biasanya on Sunday =di hari ahad

   Often = sering twice a week =2 kali seminngu

   Ect.[19]

   In simple present tense there are some form. It is if subject she, he, it add s or –es the end of verb. And there are any verb ending –ch, -sh and -ss add –es, like: wacth, wash, miss and others.

   Formula of simple present tense: s + v1 + (o/adv)

   Example: I go to school everday.

   I do not go to school everyday.

   Do you go to school everyday?[20]

In conclusion, tense is an aspect of verb which tell the time of an action. There are twelve kinds of tenses on of them is simple present tense. It can be used to express an habitual and the commont truth. It also

[19] Fuad Mas,ud, *Essential of English Grammar A Praticial Guide 2nd* (Yogyakarta, juli 1996) p. 13

[20] Fuad Mas,ud, *Essential of English Grammar A Praticial Guide 2nd* (Yogyakarta, juli 1996) p. 13

talk about daily activity. In this research, reseacher used simple present tense based on syllabus in the school and material that was taught by teacher at firts grade of MTs N Padang Tarab.

3. The nature of EGRA Technique

a. The Definition of EGRA Technique.

Direct method is pay attantion to the students and the caracteristic of material that will be thaught. According to Kardi and Nur, direct method is a method teacher centered approach.[21] It means direrct method only focuses on teacher center. There is a technique in direct method.

It is EGRA technique. It is a technique that views language to communicate, so that the activities of language learning have to guide students to communicate. According to Brown technique is any of a wide variaty of exercises, activities or devices used in language classroom realizing lesson objectives in learning and teaching process, teacher must master some certain technique.[22]The technique also determine when the process transefering knowledge is effective and efficient.

According to Rezkia, EGRA is exposed the knowledge, compare the general knowledge,reinforcement and application the knowledge with real condition.[23] EGRA stands for E, which experience, G is

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[21] Suparman Kardi And Muhammad Nur, *Pengajaran Langsung*, Pusat Sains Dan Matematika Sekolah, Program Pasca Sarjana Unesa, Surabaya, 2000

[22]Douglas. H. Brown, *Teaching by Principle: An Active Approach to Langauge Pedagogu 2nd ed* (NY Pearson Education). P.51

[23]Elok Rezkia, *Laterne Jurnal Pendidikan Bahasa Jerman*, (Surabaya, September 2014),p.120

generalization, R is reinforcement and A is application. The following of explanation of egra technique.

1. Experience

   Experience is a learning stage where the students expose to the meaningful of particular structure item.

2. Generalization

   In this stage students are led through tasks to discover form, meaning and function of structure they expose the rational for the generalization.

3. Reinforcement

   Reinforcement is a learning stage where students are provided with the correct and consious knowledge of the form and function of the structure item that they have been exposed.

4. Application

   Application is learning stages where students are given opportunities to use or apply the structure of item.

In conclusion, EGRA as an appropriate technique in creat and sense of discovery and application in learning grammar. It stands for E, which experience, G is generalization, R is reinforcement, and A is application.

b. The procedure of teaching grammar by using EGRA Technique

There are four steps for teaching grammar by using EGRA technique as stated by Kardi and Nur:[24]

1. Experience (E)

Experience is a learning stage where students expose to the meaningful use of particular item. The activity in this stage:

1. The teacher give some examples based on students daily activity and their experience.

   For example, in teaching simple present:

   a. The sun rises in the east. The sunsets in the west.

   b. Alek goes to collage on foot.

   c. We go to the party by bus.

   d. The boys are in the library.

   e. The girl is in the canteen.

2. Generalization

In this activity, the students are led through tasks to discover form, meaning and function of structure they have been exposed. The students will get experience about the structure rules by themselves. It means that they can get the the pattern of sentence by themselves and it will effect on their understanding about it.

The activities which can be done in this step are:

[24] Suharsimi Kardi and Muhammad Nur, *Pengajaran Langsung.* 2000

1. The student to make groups consists of 3 or 4 person.
2. The students discuss about examples of material and write the answer in each group.

3. Reinforcement

Reinforcement is a activity where the students are provide with correct and conscious knowledge of the form and function of the structure item that they have been exposed. It aimed at helping the students to cheks or revise their generalization.

The activities which can be done in this phase are:

1. The students discuss again their answers.
2. The teacher provides in an explanition as reinforcingthe function and form of language structure they had before.

4. Application

Application is a learning stage when students are given opportunities to use or apply the structure item that they have laerned in communication.

The activities in this activity are:

1. The students identify a text or sentences.
2. The students make their own sentences based on structures that they have laerned before.[25]

[25] Suharsimi Kardi and Muhammad Nur, *Pengajaran Langsung.* 2000

In conclusion,in this research, researcher uses Kardi and Nur procedures in teaching grammar in MTsN Padang Tarab aspecially at the firtst grade.

c. The Advantages of EGRA technique

In EGRA technique, there are some adventages that students will get. As stated by Kardi and Alek:

1. Students have motivation to talk and to listen the sentences in English that was taught by teacher.
2. The teacher is teaching the students with simple sentences or examples that easy to know and understand in daily activities.
3. The students have life experience and practice the language.[26]

Anna also mention that the advantages of EGRA technique.[27] Those are can supports and improve students' learning activities. The students have motivation and active participant in classroom.

Based on the advantages of EGRA technique above, it is assumedthat students will be motivated in learning process because the classroom activities is based on students experience in daily activities, and also they can exposed their experience.

[27] Amber Gove and Anna Wetterberg, *The Early Grade Reading Assesment*, RTI International 2011, p. 48

B. Review of related studies

To support this research, there are some relevant researches related to EGRA technique by some researchers. The first was done by Fia Renny Syahara (2012) the title of her research "Improve the Students'Grammar Mastery Through EGRA Technique AtSecond Grade of SMP N 01 JatenKarang Anyer In Academic Year of 2011/2012.(A Classroom Action Research)"

This research aims at finding out grammar mastery of second grade students of SMP N 01 Jaten Karang Anyer before being taught by using EGRA; finding out there is any significant differences between grammar mastery students of SMP N01 Jaten Karang Anyer before and after taught by using EGRA. This research was quantitative data using descriptive technique. The result pre-test and post-test. EGRA technique make situation more fun, alive and the students become more active.

Second by Seri Wahyuni NST "The Use EGRA Technique Toward Recound Text Writing Ability at Eleven Year of Students SMA N 04 Pekanbaru In Academic Years 2012/2013." Find out that EGRA implamentation in teaching of writing can improve writing ability on recount text an easy contextual and appropriately. In teaching writing classroom they are more enthusiastic, active, strategic, participative, resposible, self-directid, and reflected on the result of their learning.

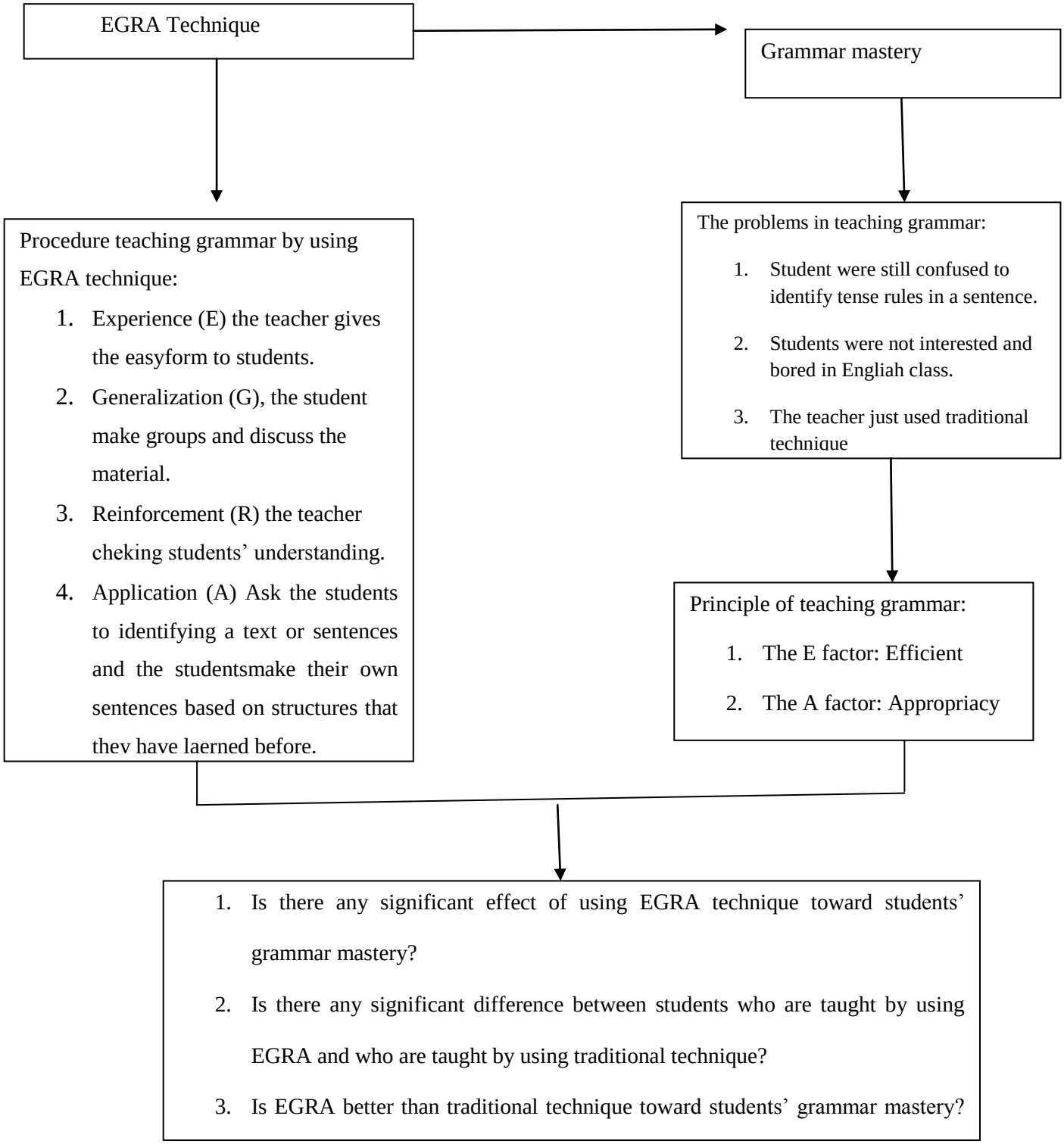
The last by Ririn Yuni Nuramala “The Effectiveness Teaching Passive Voice Using EGRA Technique to Increase Grammar Mastery of Second Year Students of SMA Muhammadiyah Tambak Banyumas In Academic year 2011/2012.” Her researchis a pre-experimental research. The aim of the study was to increase thestudents’ grammar mastery in teaching passive voice the researcher used EGRA asa technique to increase students’ grammar mastery in teaching passive voice. The researcher applied one-group pre test-post-test design in conducting the research The researcher used saturated sampling. EGRA technique can change the students grammar concept, and also can be a tool of motivator to build the students awareness in learning grammar.

Based on the research before, EGRA had been research in grammar and writing skill. In that research EGRA technique can improve students skill.In this research the researcher also used EGRA technique, the research with the tittle “the effect of using EGRA technique toward students grammar mastery: an experiment research at the first grade students MTsN Padang Tarab in Academic Year 2016/2017. This research was experimental-research which used; quasi-experimental method, with pre-test and post-test design. It is conduct toward two groups; the experiment

class and control class. The research will used purposive sampling technique to take a sample.

C. Conceptual fremwork

Conceptual fremwork of this research can be created as below:



The schema above describes that the relationship between two variable used in this research; students grammar mastery on simple present tense and EGRA technique. Grammar mastery is the ability to apply the grammatical rules to grammatical correct sentences. In teaching grammar mastery there are some problems: the first, the students are still confused to identify tense rule in a text. The second the students are not interested and bored in English class. The last the teacher just uses traditional technique. Grammar also have two pinciples: firstly, the E factor: efficient, it means how the teacher menage the time in teaching grammar. Secondly, the A factor: Appropriacy, it means teacher should know the students characteristic.

Actually there is a technique can uses in teaching grammar mastery. That is EGRA technique. It has four procedure: firstly experience, the teacher gives the famous form to students. Secondly genralization, the students make groups and discusses the material. Thirdly reinforcement, the teacher chek students' understanding. Lastly application, the studentsidentify a text or sentences and make their own sentences based on structures that they have laerned before.

In this research, the reseacher will conduct wheter the use EGRA technique gives a significant effect to students test in result gramar on simple present tense is show by the post test result or not. Besides, this research also conduct to know wheter any significant difference between students who are taught by using EGRA and who are taught by using

traditional technique. And also to know students' grammar mastery by using EGRA technique is better than traditional technique.

D. Hypothesis

A researcher hypothesis is a formal question that intends to resolve. Based on background, formulation and purposes of the problem above, the hypothesis of this research are:

1. Ha: there is significant effect of using EGRA technique towards students' grammar mastery.

   Ho: there is no significant effect of using EGRA technique towards students' grammar mastery.

2. Ha: there is significant difference between students who are taught by using EGRA and who are taught by using tradisional technique.

   Ho: there is nosignificant difference between students who are taught by using EGRA and who are taught by using tradisional technique.

3. Ha: students' grammar mastery by using EGRA technique is better than tradisional technique.

   Ho: students' grammar mastery by using EGRA technique is same as tradisional technique.

   In conclusion, the first hypothesis states that Ha there is a significant effect of using EGRA technique towards students grammar mastery. On the other hand, Ho means using EGRA technique does not give a significant effect toward students'

grammar mastery. Besides, the second hypothesis is Ha means there are any significant differences of the students grammar mastery between the students who are taught by EGRA technique and those who are taught by traditional technique, and Ho means there are not significant differences sof the students' grammar mastery between the students who are taught by EGRA technique and those who are taught by traditional technique.

The third hypothesis is Ha means the students' grammar mastery that uses EGRA technique is better that students' grammar mastery who are thaugh that do not use EGRA technique, and Ho means the students' grammar mastery that uses EGRA technique is not better that students' grammar mastery who are thaugh that do not use EGRA technique.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

The design of this research was experimental research because it was proposed to know the effect of using EGRA technique toward students' grammar mastery. Gay states that experimental research is the one of research method that can truly test the hypothesis concerning cause and effect relationship.[28] The researcher used pretest and posttest control design.

In this design there are two groups, each of them were selected at purposive sampling where the first group was given treatment or experimental group and the other group is not or control group[29]. Experimental group was treated by using EGRA technique and the control group which is treated without using EGRA technique. Related to experimental and control, Gay states,"The experimental group usually gets new treatment or treatment under investigation, while the control group gets different treatment or treated like usual".[30] Moreover, he adds that the control group is needed to know whether the new treatment under investigation is more effective than the use the unusual one. These two groups gave the same length of the time

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[28] L. R. Gay, *Educational Research*, (Republic of Singapore: Merrill Publishing Company, 1990), p.261

[29]Sugiono, *Metode Penelitian Pendidikan (Pendekatan, Kuantitatif, Kualitatif, dan R&D,,,,,,* p.112

[30] L. R. Gay, *Educational Research*, (Republic of Singapore: Merrill Publishing Company, 1990), p.261

and the same grammar materials in teaching. This research used the pretest and posttest to know differences of the students' grammar mastery. Furthermore, the two classes gave the pretest, different treatments, and posttest.

Table1. The design of the research

Class	pre-test	Treatment	post-test
Experimental class	T1E	X	T2E
Control class	T1C	-	T2C

Where:

TIE = The pre-test experimental class

T2E = The post-test experimental class

X = The treatment

T1C = The pre-test for the control class

T2 C = The post-test for the control class

- = N o treatment

Based on the research design above, the pretest was give at the beginning for control class and experimental class. Than,gave EGRA technique as the special treatment only for the students in the experimental class. The posttest conduct after giving the treatment to the experimental class and it gave in order to observe students' grammar mastery. In control class also gave posttest after teach students using traditional technique without treatment.

B. Population and sample

1. Population

Population and sample are two important elements in doing a research. Sugiono states that the population is the whole data which become our focus in the certain place and time.[31] The population is all students at the first grade of MTsN Padang Tarab.

Table 2. The population of first grade

No	Class	Students totality
1	1^1	30
2	1^2	25
3	1^3	30
4	1^4	25
	Total	110 Students

Source: English's teacher of MTsN Padang Tarab 2017.

From this table, the population from this research is 110 students that are the totality of the students in the first grade in MTsN Padang Tarab 2016-2017 academic years.

2. Sample

The sample of this research was determined by using purposive sampling. According to Sugiono, the purposive sampling was the selection of a group based on certain of students characteristic are deemed have a close relation with the

[31]Sugiono, *Metode Penelitian Pendidikan (Pendekatan, Kuantitatif, Kualitatif, dan R&D,,,,,,* p.112

characteristics of the population that has been previously known. In other words, the sample unit adapted to be contacted with certain criteria that are applied based on objective research sample.[32] The researcher choose 1^2 and $1^4$of MTsN Padang Tarab as sample with concerning some consideration. The first, they had some problems with grammar. The second, both of the classes had the same characteristics, level, and condition. The last, both were taught by the same teacher. Thus, one of two classes is chosen to be a control class and one class to be experimental class, the researcher followed the steps below.

a. Collect the score of student's English daily test in the first grade of MTsN Padang Tarab in academic 2016-2017 years.

   Before doing the experiment, the researcher collected the score of students grammar test to test the normality and homogeneity of the data.

b. Test the normality of the data.

   The purpose of testing the normality of the data is to know whether the data spreads out normally or not. Normality of the data is tested by using Liliefors test. It can be done in these steps below:

[32]Sugiono, *Metode Penelitian Pendidikan (Pendekatan, Kuantitatif, Kualitatif, dan R&D,,,,,,* p.112

1) Arrange the data from the lower to the higher
2) Find the mean score ($\bar{x}$) and the standard deviation (SD)

$$(\overline{X}) = \frac{\Sigma X}{N}$$

$$SD = \sqrt{\sum \frac{(xi\ \bar{x})^2}{n-1}}$$

3) Find the score of Zi by using this formula : Zi = $\frac{Xi-\bar{X}}{S}$
4) Find the score of P (Zi) by consult the score of Zi with Z_{table}
5) Find S (Zi)
6) Find the absolute score of P (Zi) – S(Zi)
7) Determine the higher score of obsulute mark F(Zi) – S (Zi). It is named with Lo (Liliefors)
8) Test the Lo score with Liliefors table with the certain degree of freedom (α): 0,05.
9) Take the conclusion, if Lo<Ltab or if Ltab>Lo it can be concluded that the data is distributed normally with the degree of freedom in (α) 5%.

c. Test the homogeneity of the data

The purpose of homogeneity test is to know whether the population is homogeneous or not. This test is done

by using F test. The homogeneity test by using F test was done by following step:

1) Find the mean score ($\bar{X}$)

$$(\overline{X}) = \frac{\sum X}{N}$$

2) Find the Standard Deviation (SD)

$$SD = \sqrt{\sum \frac{(Fx)^2}{n-1}}$$

3) Find the Variant (S^2)

$$S^2 = \frac{\sum(fX)}{n-1}$$

4) Find the F- obtained = $\frac{the\ higher\ variant}{the\ lower\ variant}$

5) Find the score F–table with the certain of level significance (α) 0,05

6) Take the conclusion, if the F- obtained <F –table, the data is homogeny.

C. Instrumentation

In this research there were two kinds of instrument that was used:

1. Test.

Test is a method of measuring person's ability knowledge, perfomence and given domain aspect. According to Brown, test is

a particular criterion to be measured.[33] It means the process of measuring how well the student have mastered in learning material.

In this research, researcher used test in testing grammar. The test was appropriate with multiple choice there are 35 items.

In order to make that test become valid and reliable; the researcher have done the validity and reliability of the test. According to Sugiyono, a valid research results is if there are similarities between the data collected with the data actually happened on the object under study, furthermore research is reliable, if there is equality of data in a different time.[34] As explained below:

a. Validity

Test is true if it measures accurately what is intended to be measured. As Gay stated validity is the most important quality of any test. Validity is concerned with what a test measures and for whom it is appropriate.[35] He also stated, for any test it is important to seek appropriate type of validity. It means the teacher considered the purpose of test and chose the appropriate validity that were be used in order the test can be evaluated based on lesson objective.

To measure the validity of the test, the researcher used product moment with the deviation formula.

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[33]H. Doughlas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy* 2nd, (NY: Pearson Education, 2001), p. 390

[34]Sugiono, *Metode Penelitian Pendidikan (Pendekatan, Kuantitatif, Kualitatif, dan R&D……. p.172*

[35] L.R. Gay, Educatinal Research, Competencies for analysis and Application,…p.161

$$r_{xy} = \frac{n\sum x1y - (\sum x)(\sum x)}{\sqrt{[n\sum x2 - (\sum x)2][n\sum y2 - (\sum y)2}}$$

Where:

r_{xy} = correlation coefficient between X variable and Y variable, these two variables are correlated

N =total of students

$\sum XY$ = total of multiple score item and total score

$\sum Y$ =total score

$\sum X$ =total item

b. Reliability

Test is reliable if it gives the constant result if the test is given to the some individual in another time. According to gay, reliability is the degree to which a test consistently measure whatever it measures.[36] In other hand, if a test can give the current result as same as the previous test that had been conducted, that means that the test has a high reliability. This research was reliable because the test was scored by the researcher directly

The reliability of items using K-R 20 Suggested by Arikunto as follows:[37]

[36]L.R. Gay, Educatinal Research, Competencies for analysis and Application,…p.161

[37]Suharsimi Arikunto, *Metode Penelitian Pendidikan (Pendekatan, Kuantitatif, Kualitatif, dan R&D…… p.172*

$$r_{ii} = \frac{n}{n-1}\left[\frac{s^2 - \Sigma pq}{s^2}\right]$$

Where:

r_{ii} = Reliability s^2

n = Number of items

p = proportions of the number of students answer correctly

q = proportions of the number of students answer incorrectly (q=1-p)

Σ_{pq} = total number of p items to q

S = standard – deviation

General description of coefficient correlation as follows:

0.80 <r_{ii}1.00 : Very high

0.60 <r_{ii}0.80 : High

0.40 <r_{ii}0.60 : Moderate

0.20 <r_{ii}0.40 : Low

0.00 <r_{ii}0.20 : Very low

c. Index Diffculty

In arranging a good test, the researcher also considered about the diffculty index of test. As stated by Brown, item facility of diffcult index is the extent to which an item is easy or diffcult for the

proposed group of test-taker.[38] So, a good test must have a propotional diffcult index to measure students' ability.

The formula that was used to measure the difficulty index of each item test was:

DI=$\frac{sum\ of\ failure\ student}{N\ (Sum\ of\ student)} \times 100\%$

Table 3: The Criterian of Diffcult Index

Diffculty Index	Item Evaluation
27%	Easy
28%-72%	Moderate
>72%	Diffcult

D. The Procedure of Experimental Research

The procedure of experimental research was as follow:

1. Pre-test in experimental class and control class

   The researcher gave the pre-test to the sample class before teaching that consisted of 35 Items. This pre-test was given for the first grade of MTsN Padang Tarab. The researcher done the following instruction:

   a. Accumulate the items and the answer sheet to the students

   b. Limiting the time while the student answer the items

   d. Collecting the answer sheet after test.

   e. Correct the student's answer sheet and giving score.

2. Treatment for two meetings

[38] H. Douglas Brown, *Language Asssement : Principle and Classroom Practices, (*NY: Longman, 2004)p. 58

1) Experimental class

The researcher used an unusual treatment (EGRA technique) towards students' grammar mastery through their lesson material in syllabus program in the learning process. In this activity:

Table 3: Procedure Teaching Grammar by Using EGRA Technique.

Experience	1. The teacher gave some examplesof simple present tense based on students daily activity. 2. The students exposed where the subject, verb, object and compliment in nominal and verbal sentences.
Generalization	1. The students made group consists of 5 person. 2. The student discussed about examples of simple present tense in descriptive text and wrote the answer. 3. The teacher cheks the students understanding.
Reinforcement	1. The student was discuse again their answer teacher. 2. The teacher provides in explanation the function of simple present tense.
Application	1. The students identify a text or sentence. 2. The students made their own sentences.

2) Control Class

The researcher did a usual treatment (traditional technique that use by teacher) towards students grammar mastery through their lesson material in syllabus program at learning process.

Table 4: Procedure Teaching Grammar by Using Traditional Technique.

1) The teacher wrote the definition, form and example of simple present tense and a text on whiteboard. 2) Teacher asked the students to read and notetaking on their notebook. 3) The teacher asksed the students the function of form simple present tense. 4) The students did exercises. 5) The teacher collected their exercises. 6) The teacher asked them to do homework.

3. Post test in experimental and control class The following instruction:

1) Arranging the students seat and giving the items and answer sheet
2) Asking the students to answer the items
3) Collecting the answer sheet
4) Giving the score. The formula that is used in this step in same with formula used in pre-test.

E. Technique of the Data Collection

The researcher gave try out to 1^3 class and than reseacher collected the score and did velidity, reability and index difficulty. That

reseacher gave pre test and post test to both experimental and control groups. The pre test was given in order to know the students' grammar mastery at the beginning and the post test wasgiven in order to know the significant effect after giving the treatment to the experiment group.

The result of the test was used as the data of this research. The researcher examined and analyzed the students' answer sheet one by one. The maximum score is 100 and minimum score is 0 the score of each correct item was 2,8 and score for wrong item was 0. So, each student was scored by dividing score of correct with total items. Then the researcher compared the result of the test gained by the experimental and control groups in order to know whether the using of EGRA technique can gave significant effect or not in improving the students' grammar mastery.

F. Technique of the data analysis

The data was analyzed by using statistic analysis. To know the result wheter it was statically significant or not, it was analyzed by using t-test steps. There were four formulas that used to analyze the data in this research. The first used to find the average score of each group. The second was sum of square. The third calculate standard deviation. The last calculate t-test formulate. Gay says that it uses to

see significance of the different mean square between the two groups.[39] The t-test is used as suggested by Gay:

The formulas are as follows:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(SS_1 + SS_2)}{n1+n2-2}\ \frac{(1\ +\ 1)}{n1\quad n2}}}$$

Where:

For Hypotesis 1

t = the score of t- calculated (obtained)

X1 = mean score of the posttest of the experimental class

X2 = mean score of the pretest of the experimental class

SS_1 = Sums of squares of the posttest of the experimental class

SS_2 = Sums of squares of the pretest of the experimental class

n1 = Number of experimental class in posttest

n2 = Number of experimental class in pretest.

[39] L. R. Gay, *Educational Research*, (Republic of Singapore: Merrill Publishing Company, 1990), p.399

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(SS_1 + SS_2)}{n1+n2-2}\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

Where:

For hypothesis 2

T = the value of t-calculated (obtained)

X1 = mean score of the posttest from experiment class

X2 = mean score of the posttest from control class

SS1 = the sum of squares of experimental class

SS2 = the sums of squares of control class

n1 = number of experiment class

n2 = number of control class

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(SS_1 + SS_2)}{n1+n2-2}\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

Where:

For hypothesis 3

T = the value of t-calculated (obtained)

X1 = mean score of the posttest from experiment class

X2 = mean score of the posttest from control class

SS1 = the sum of squares of experimental class

SS2 = the sums of squares of control class

n1 = number of experiment class

n2 = number of control class.

pretest score was analyzed by using the t-test to see the students grammar score at the beginning both two classes. Posttest score was analyzed by using the same formula to see whether there is or there is no significant difference of students' grammar mastery result between students who taught by using EGRA technique and students who did not taught by EGRA technique by comparing mean scores both of classes.

To test the hypothesis to indicate a significant effect and significant difference between mean scores of two classes, it will compared between $t_{obtained}$ with t_{tab} at degree of freedom ½ α 0.05=0.025. Then to test the hypothesis to indicate students reading comprehension by using EGRA technique is better than traditional technique or not, it compared between $t_{obtained}$ with t_{tab} degree of freedom α 0.05. The condition was the alternative hypothesis (H_a) is accepted if $t_{obtained} > t_{tab.}$, While the null hypothesis (H_o) was accepted if $t_{obtained} < t_{table.}$

CHATER IV

FINDINGS AND DISCUSSING

A. Findings

This chapter described the data analysis of the data collected to answer the research question:

1. Is there any significant effect of using EGRA technique toward students' grammar mastery of the first grade of MTsN Padang Tarab?
2. Is there any significant difference between students who are taught by using EGRA and who are taught by using traditional technique the first grade of MTsN Padang Tarab?
3. Is EGRA better than traditional technique toward students' grammar mastery the first grade of MTsN Padang Tarab?

The findings above would be explained below:

1. Description of the Data

The data of the research was gotten based on the research done by the researcher at the first grade of MTsN Padang Tarab on 13th on May, and 17th until 20th on July 2017. The scores of students' grammar mastery in simple present tensewere collected after conducting the try out in the first grade, pretest at the beginning of the research and the postest at the end of the research. Both the classes score were used as the data of the research. The lowest score 0 and the higest score 100.

The data describe in this research was the data gotten from the three classes. The total samples were 67 students; 17 students were

from try out test class, 25 students were from control and 25 students were from experimental group. The description of the data in both experimental and control classes would be explained below:

a. Try out test

table 6: the Try Out Result of 1^3 class

N0	SAN	Scores
1	**1**	**90**
2	2	80
3	3	55
4	4	80
5	**5**	**90**
6	6	60
7	7	32.5
8	8	87.5
9	9	55
10	10	60
11	11	20
12	12	5
13	**13**	**22.5**
14	14	52.5
15	**15**	**22.5**
16	16	87.7
17	17	77.5

The highest score of the try out test class was 90, and the lowest score was 22,5. To measure the validity of try out test, the researcher used product moment the deviation formula. There are 5 number of item did not valid for Df=n-i, Df= 17-1= 16, and got r_{table} =0,468 with α= 0.05 (5%). This try out was realeble because the test was scored by the researcher direcly using K-R 20 formula. Difficulty index of try out test there are 7 easy number of items and there are 2 diffcult number of item.

b. Control class

1) Pre-test of control class

Table 7: Pre-test Score of the Control class.

No.	Students Attendance Number	X1	X2
1.	1.	60	3600
2.	2.	65	4225
3.	3.	80	6400
4.	4.	70	4900
5.	5.	65	4225
6.	6.	75	5635
7.	7.	70	4900
8.	8.	60	6400
9.	9.	80	3600
10.	10.	60	4225
11.	11.	65	4225
12.	12.	65	4900
13.	13.	70	5625
14.	14.	75	4900
15.	15	60	3600
16.	16.	65	4225
17.	17.	60	3600
18.	18.	75	5625
19.	19.	75	5625
20.	20.	75	5625
21.	21.	75	5625
22.	**22.**	**60**	**3600**
23.	23.	70	4900
24.	**24.**	**80**	**6400**
25.	25.	70	4900
Total		$\sum xi$**=1740**	$(\sum xi)^2$**=121475**

The highest score of the control classs in the pre-test was 80, and the lowest was 60 Score distribution had mean 69 and sums square was 1066.

2) Post-test of the control class

Table 8: Post-test Score of the Control class

No.	Students Attendance Number	X1	X2
1.	**1.**	**65**	**4225**
2.	2.	70	4900
3.	**3.**	**85**	**7225**
4.	4.	75	5625
5.	5.	75	5625
6.	6.	80	6400
7.	7.	70	4900
8.	8.	80	6400
9.	9.	75	5625
10.	10.	75	5625
11.	11.	70	4900
12.	12.	65	4225
13.	13.	65	4225
14.	14.	85	7225
15.	15	65	4225
16.	16.	75	5625
17.	17.	80	6400
18.	18.	70	4900
19.	19.	65	4225
20.	20.	70	4900
21.	21.	75	5625
22.	22.	70	4900
23.	23.	70	4900
24.	24.	85	7225
25.	25.	70	4900
Total		**$\sum xi$=1735**	**$(\sum xi)^2$=12475**

The higest score of control class in the post-test was 85, and the lowest score was 65. Score distribution had mean 71 and sum square was 23675.

c. Experimental class

Table 9: Pre-test Score of the Experimental class.

No.	Students Attendance Number	X1	X2
1.	**1.**	**60**	**3600**
2.	2.	80	6400
3.	3.	70	4900
4.	4.	60	3600
5.	5.	70	4900
6.	6.	75	5625
7.	7.	75	5625
8.	8.	75	5625
9.	9.	75	5625
10.	10.	70	4900
11.	11.	70	4900
12.	12.	75	5625
13.	**13.**	**85**	**7225**
14.	14.	80	6400
15.	15	60	3600
16.	16.	60	3600
17.	17.	65	4225
18.	18.	60	3600
19.	19.	60	3600
20.	20.	75	5625
21.	21.	65	4225
22.	22.	65	4225
23.	23.	80	6400
24.	24.	65	4225
25.	25.	65	4225
Total		**$\sum xi$=1740**	**$(\sum xi)^2$=122500**

The higest score of experimental class in the post-test was 85, and the lowest score was 60. Score distribution had mean 70 and sum square was 1296.

Table 10: Post-test Score of the Experimental Class

No.	Students Attendance Number	X1	X2
1.	1.	85	7225
2.	**2.**	**95**	**9025**
3.	3.	85	7225
4.	4.	80	6400
5.	5.	95	9025
6.	6.	95	9025
7.	7.	85	7225
8.	8.	90	8100
9.	9.	90	8100
10.	10.	95	9025
11.	11.	80	6400
12.	12.	80	6400
13.	13.	95	9025
14.	14.	90	8100
15.	**15**	**75**	**5625**
16.	16.	85	7225
17.	17.	90	8100
18.	18.	80	6400
19.	19.	80	6400
20.	20.	90	8100
21.	21.	75	5625
22.	22.	75	5625
23.	23.	95	9025
24.	24.	85	7225
25.	25.	75	5625
Total		**$\sum xi$=2150**	**$(\sum xi)^2$=185275**

The higest score of experimental class in the post-test was 95, and the lowest score was 75. Score distribution had mean 86 and sum square was 375.

The result of the pre-test and post-tet of the experimental class and control classes were presented in appendices. The following tables showed the distribution of students' grammar test scores in the pre-test and post-test of the experimental and control class.

Table 11: The Pre-test result of Experimental Class and Control

Classes	N	X_{min}	X_{max}	S	S^2
Experiment	25	60	80	7.63	58.33
Control	25	60	85	6.67	44.58

The data presented above shows that there are 50 students who are involved in the pre-test: 25 students in the experimental class and 25 students in control class. The lowest score (X_{min}) of the experimental class in the pre-test is 60 and in control class is 60 The highets score (X_{max}) of the experimental classs is 85 and in the control class is 80. The standar d deviation (S) in the experimental class is 7.63 and in the control class was 6.67. The varian (S^2) of the experimental class was 58.33and in the control class was 44.58

Table 12: The Post-test Result of Control and Experimental Class

Classes	N	X_{min}	X_{max}	S	S^2
Experiment	25	75	95	6.22	38.75
Control	25	65	85	7.05	49.71

The data presented above shows that there were 50 students who are involved in the pre-test: 25 students in the experimental class and 25 students in control class. The lowest score (X_{min}) of the experimental class in the pre-test is 75 and in control class was 65. The highets score (X_{max}) of the experimental classs was 95 and in the control class was 85 The standar d deviation (S) in the experimental class was 6.22 and in the control class was 7.05The varian (S^2) og the experimental class was 38.75 and in the control class was 49.71.

Table 13: the mean score and the sums of square of pre-test in the experimental class and control classes.

Experimental class	Control class
$\sum X_{1=}$ 1740	$\sum X_{2=}$ 1735
N1 =25	N2 = 25
$\bar{X}_1$ =70	$\bar{X}_2$ =69
SS1= 1296	SS2= 1066

The table shows that the overal score of students' grammar pre-test score in the experimental class ($\sum X_1$) was 1740 and in the control class ($\sum X_2$) is 1735 The mean score ($\bar{X}_1$) of the pre-test in experimental class was 70 and in the control class ($\bar{X}_2$) was 69. The sums of square (SS1) that was obtained in the experimentall class 1296 While for the control class (SS2) was 1066.

Table 14: the mean score and the sums of square of pos-test in the experimental class and control classes.

Experimental class	Control class
$\sum X_{1= 2150}$	$\sum X_{2=1835}$
N1= 25	N2 = 25
$\bar{X}_{1 = 86}$	$\bar{X}_{2 = 71}$
SS1= 375	SS2= 23675

The table above describe that the overal score of students' grammar post-test score in the experimental class ($\sum X_1$) was 2150 and in the control class ($\sum X_2$) was 1835 The mean score ($\bar{X}_1$) of the post-test in experimental class was 86 and in the control class ($\bar{X}_2$) was 71 The sums of square (SS1) that was obtained in the experimentall class 375 While for the control class (SS2) was 23675.

2. Analysis of the data

There were two kinds of the anaysis data in this research: students' grammar mastery pre-test and post-test. The pre-test of the two classes showed that the both experimental class and control class were equal since at the beginning of he research because the were normal and homogenous.The researcher used several step to analyze the data gotten from the students' grammar test:

a. Tabulating the data

Before analyzing the data, the reseacher tabulated all of the data that were gotten from the students grammar test for both pre-test and post-test scores. The scores of the students' grammar pre-test and post-test result can be seesn in appendix 10 until 13 on pages 76 until 79.

Where:

SAN = Students' Attandence Number

X1 = Pre-test Result

The table in appendix showhs that there were 25 students in the experimental class who were involved in the pre-test and post-test and 25 students' who were involved in the control class. Besides, the researcher also identified the students who did the grammar test both of pre-test and post-test,

were only by number (students' attandence number) not name. It was done in order as one requirment to make the test more reliable.

b. Testing the Normality Data

The normality test of the data of the pre-test and post-test from two classes was needed to find out whether the data was distributed normally or not. Lilifors test was used to find out the normality of the datawith the level of significant 0.05. To see the result of the normality test of pre-test and post-test of the experimental and control classes can be seen on the appendix 15 on pages90 and appendix on 17 pages 92,appendix 20 pages 95 and appendix 22 pages 95.

Table 15: $L_{obtained}$(Lo) and L_{table} of the Pre-test in the Experimental and Control classes

Classes	**N**	**Lo**	**L_{table}**
Experimental	25	0.1443	0.173
Control	25	0.1124	0.173

The table above showed that the score of Lo for pre-test in the experimental class was 0.1443 and in the control class 0.1124 The score of **L_{table}** was 0.173 for the pre-test in the experimental class and also in the control class. Hance, the score of Lo was lower than **L_{table}** (Lo<**L_{table}**)**.** It means the data of pre-testin the two classes were distrubuted normally.

Table 16: $L_{obtained}$(Lo) and L_{table} of the Post-test in the Experimental and Control classes

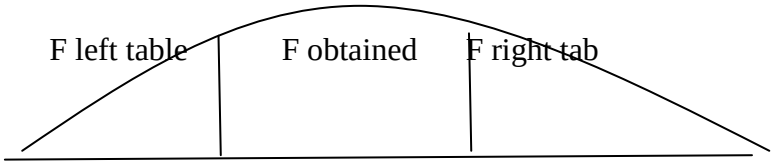
Classes	N	Lo	L_{table}
Experimental	25	0.1515	0.173
Control	25	0.0425	0.173

The table above showed that the score of Lo for pre-test in the experimental class was 0.1515 and in the control class 0.0425. The score of L_{table} was 0.175 for the pre-test in the experimental class and also in the control class. Hance, the score of Lo was lower than L_{table} (Lo<L_{table}**).** It means the data of pre-test in the two classes were distrubuted normally.

c. Testing the Homogeneity of the Data

The homogeneity of the data both of pre-test and post-test scores was used to find out whether the data were homogeneny or not. This test was done by using F-test. The result of F-test is show in the curva below:

Figure. 1: The Curve of F-test of F-test



The curve above means if $F_{obtained}$ loceted between $F_{left\text{-}table}$ and $F_{right\text{-}table}$= $F_{left\text{-}table}$<$F_{obtained}$<$F_{right\text{-}table}$. It can be concluded that the data was homogeny. Based on test seen in the table below;

Table 17: The Variant of Pre-test in the Experimental and Control Classes

Classes	**N**	**S^2**
Experimental	25	58.33
Control	25	44.35

Where:

N= total of students

S^2= variant

Based on the table above, it was obtained that the $F_{obtained}$ was 0.868 and $F_{right-table}$. Was 1.98 and $F_{left-table}$ was 0.505 $F_{obtained}$ with the level of significance 0.05. hance, if $F_{obtained}$ located between $F_{left-table}$ and $F_{right-table}$, it means the data was homogenity. It is based on appendix 18 on page 93. It is shown in the curve below;

Table 18: The Variant of Post-test in the Experimental and Control Classes

Classes	**N**	**S^2**
Experimental	25	38.75
Control	25	49.71

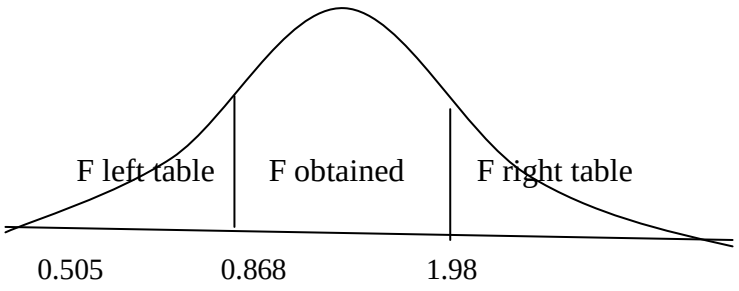
Where:

N= total of students

S^2= variant

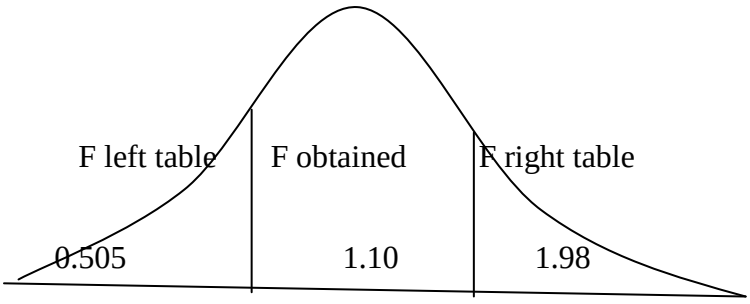
Based on the table above, it was obtained that the $F_{obtained}$ was 1.10 and $F_{right-table}$. Was 1.98 and $F_{left-table}$ was 0.868 with the level of significance 0.05. hance, if $F_{obtained}$ located between $F_{left-table}$ and $F_{right-table}$, it means the data was homogenity. It is based on appendix 23 on page 98 It is shown in the curve below:

Figure. 2: The Curve of F-test of the Pre-test in the Experimental and Control Classes



The curve above means if $F_{obtained}$ loceted between $F_{left-table}$ and $F_{right-table}$.= $F_{left-table} < F_{obtained} < F_{right-table}$, where 0.505<0.868<1.98. It means that data of the pre-test in the experimental and control classes were homogeny.It is based on appendix 23 on page 98It is shown in the curve below:

Figure. 3: The Curve of F-test of Post-test in the Experimental and Control Classes



The curve above means if $F_{obtained}$ loceted between $F_{left\text{-}table}$ and $F_{right\text{-}table}$.= $F_{left\text{-}table} < F_{obtained} < F_{right\text{-}table}$, where 0.505<1.10<1.98. It means that data of the pre-test in the experimental and control classes were homogeny.

From the explanation above, it can be concluded that the result of pre-test was found that the highest score was 85 for experimental class and also 80 for control class. The lowest scores were 60 for experimental class and control class also 60. The mean score(x1) for experimental class was 70 and maen score(x2) for control class was 69 After getting the maen score, the sum square for each class was obtained. For experimental class, the sum square(SS1) that was obtained was 1296 while for the control class, (SS2) was 1060 Then, the data of pre-test and post-test of the experimental class were calculated by using t-formula as follow:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(SS_1 + SS_2)}{n1+n2-2}\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

From the calculation that had been done by the reseacher by using the formula. It was found that value of $t_{obtained}$ of the pre-test and post-test of experimental class was 5,8. In other side, the reult of the post-test was found that the higest scores of experimental class was 95 and control class was 85, while the lowest scores for experimental class and control class were 65. The mean score (x1) for experimental class was 86 and maen score for control class was 71. The sum square (SS1) for experimental class was 375 and sum square(SS2) for control class was 23675 Then, the data was also calculated by using t-formula and the $t_{obtained}$ was 2.4. The process of the counting the $t_{obtained}$ for the pre-test can

be seen in the appendix 24 on page 99 and the $t_{obtained}$ for post-test in the appendix 25 on page 101.

3. Testing the Hypothesis

After finding the maen score, the standar deviation, and value of the $t_{obtained}$ by using t-test both two classes, the hypothesis was tested. The hypothesis of this research was test as follow:

a. The first hypothesis

The first hypothesis of this research was:

Ha: there is significant effect of using EGRA technique towards students' grammar mastery.

Ho: there is no significant effect of using EGRA technique toward students' grammar mastery.

Ha means there is a significant effect of EGRA toward students' grammar mastery. On the other hand, Ha means there is no significant effect of EGRA toward students' grammar mastery. To measure whether the researcher would accept or reject the hypothesis, the researcher used this formula:

$t_{obtained} > t_{tab}$, it means H_a accepted and H_0 rejected.

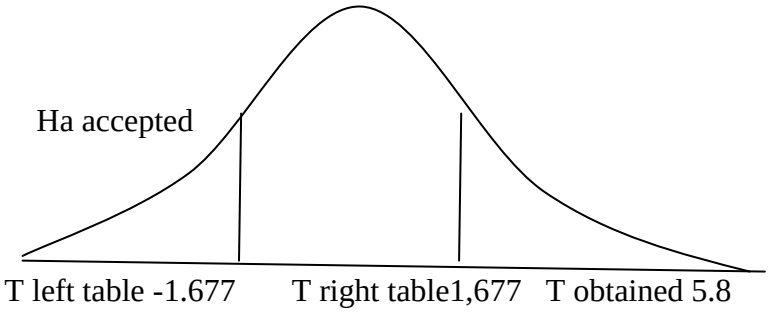
$t_{obtained} \leq t_{tab}$,it means H_a rejected and H_0 accepted.

Based on the formula above, to find whether H_a is accepted or rejected, the value of the $t_{obtained}$was compared whit the value of t_{table} if the value $t_{obtained}$5.8

was bigger than value of t_{table} 1.677 the descriptive hypothesis (H_a) was accepted. However, if the value of $t_{obtained}$ is the same or less then the value of the t_{table}, the null hypothesis (H_0) was rejected. Then, from the calculation of pre-test and post-test scores of the experimental class, the mean score of the post-test scores of the experimental class, the mean score of the post-test(X2) was 86. It was bigger than the mean score of the pre-test(X1) was 71.

Than, the standar deviation of each class was obtained and they were analyzed by using t-formula to find the valua of the $t_{obtained}$ by using t-formula. It was found that $t_{obtained}$ was 5.8 and t_{table} for degrees of freedom(df)= (na+nb-2)= (25+25-2)=48 with level of significance 0.05 was 1.677. Throught comparing the $t_{obtained}$ (5.8) and t_{table} (1.677), it was found that the $t_{obtained}$ was bigger then t_{table}. In other hand, the $t_{obtained}$ located after t_{table} it shown in the graphic below:

Figure 4: The Curve of the t-test Result



From the data, it means that the description hypothesis (H_a) was accepted or the null hypothesis (H_0) was rejected because the $t_{obtained}$ was higer than the $t_{table.}$ = -1.677 <5.8> 1.677. So it can be concluded that there is a significant effect of using EGRA technique toward student' grammar mastery.

b. The second hypothesis

Ha: there is significant difference between students who are taught by using EGRA and who are taught by using traditional technique.

Ho: there is nosignificant difference between students who are taught by using EGRA and who are taught by using traditional technique.

Ha means there is a significant effect of EGRA toward students' grammar mastery. On the other hand, Ha means there is no significant effect of EGRA toward students' grammar mastery. To measure whether the researcher would accept or reject the hypothesis, the researcher used this formula:

$t_{obtained} > t_{tab}$, it means H_a accepted and H_0 rejected.

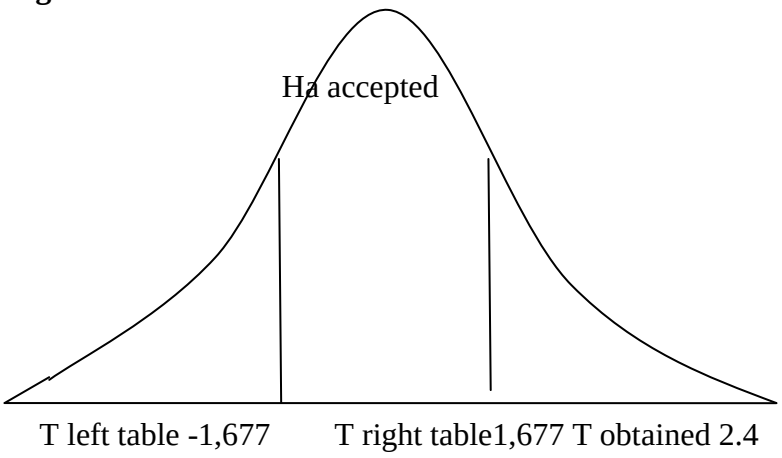
$t_{obtained} \leq t_{tab}$,it means H_a rejected and H_0 accepted.

Based on the formula above, to find whether H_a is accepted or rejected, the value of the $t_{obtained}$was compared whit the value of t_{table} if the valua $t_{obtained}$ is bigger than value of t_{table}, the descriptive hypothesis (H_a) is accepted. However, if the value of $t_{obtained}$ is the same or less then the value of the t_{table}, the null hypothesis (H_0) is rejected. Then, from the calculation of pre-test and post-test scores of the experimental class, the mean score of the post-test scores of the experimental class, the mean score of the post-test(X2) was 86. It was bigger than the mean score of the pre-test(X1) was 71.

Than, the standar deviation of each class was obtained and they were analyzed by using t-formula to find the valua of the $t_{obtained}$ by using t-formula. It was found that $t_{obtained}$ was 5.8 and t_{table} for degrees of freedom(df)= (na+nb-2)=

(25+25-2)=48 with level of significance 0.05 was . Throught comparing the $t_{obtained}$ (2.4) and t_{table} (1.677), it was found that the $t_{obtained}$ was bigger then t_{table}. In other hand, the $t_{obtained}$ located after t_{table} it shown in the graphic below:

Figure 5: The Curve of the t-test Result



From the data, it means that the description hypothesis (H_a) was accepted or the null hypothesis (H_0) was rejected because the $t_{obtained}$ was higer than the $t_{table.}$ = -1.677<2.4>1.677.So it can be concluded that there is a significant differences of the students' grammar mastery between the students who teach bu using EGRA technique and students who do not teach by EGRA technique.

c. The third hypothesis

Ha: students' grammar mastery by using EGRA technique is better than traditional technique.

Ho: students' grammar mastery by using EGRA technique is same as traditional technique.

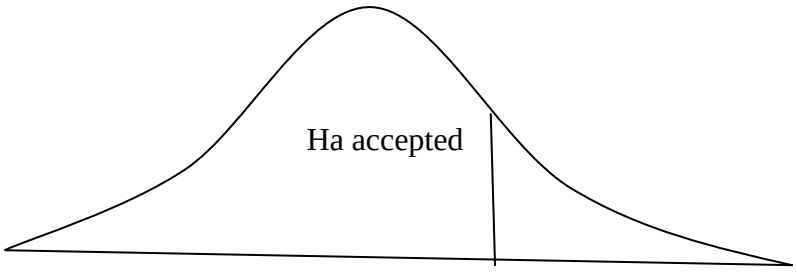
Ha means there is a significant effect of EGRA toward students' grammar mastery. On the other hand, Ha means there is no significant effect of EGRA toward students' grammar mastery. To measure whether the researcher would accept or reject the hypothesis, the researcher used this formula:

$t_{obtained} > t_{tab}$, it means H_a accepted and H_0 rejected.

$t_{obtained} \leq t_{tab}$,it means H_a rejected and H_0 accepted.

The data gotten to prove the hypothesis is same with the data to prove the second hypothesis. The differenceoccurs in the form of one-tailed or two-tailed tests and the third hypothesis is in the form of one-tailed test. The test result of the t-test shown in the following grapic:

Figure 6: The Curve of the t-test result



T left table 2,010 T obtained 2.4

The graphic above shown that the $t_{obtained}$ was higher than + t_{table} 2.4.> 2,010It means that the descriptive hypothesis (H_a) was accepted and it can be concluded that the means the grammar mastery of the students' who teach by

using EGRA technique is better than the grammar mastery of the students' who don' teach by using EGRA technique.

B. Discussion

This research was done by giving the multiple chooice test in the experimental and control classes. The test was given in order to see the students' grammar mastery based on the criteria of the grammar subject: simple present tense. In this research, the researcher had seen the increase of students score who taught by using EGRA technique. There were two classes involved in this research: experimental and control classes. The experimental research before tread by using EGRA technique, the higgest score was 85 and the lowest score was 60. The experimental class was treated by using EGRA technique, the higgest score was 95 and lowest score was 75. While in the control class was not tread by using EGRA technique in their learning activity, the higgest score was 80 and lowest score was 60.

Both two classes were given pre-test. After that, both two classes were given treatment. Then post-test to the both classes. The data of pre-test and post-test of the experimental class were test by using t-test. The mean of the pre-test of the experimental class (X1) was 70, while the mean score of the post-test (X2) was 86. It indicated that the maen score of the post-test was bigger than the maen score of the pre-test. Statistically shown that the result of the pre-test and post-test of the experimental class had found the $t_{obtained}$ value was 5.8 which was bigger than the value of the t_{table} for df= (na+nb-2)=

(25+25-2)=48 with level significant 0.05 was 1.677 or the $t_{obtained}$ located between $-t_{table}$ and $+ t_{table}$. = -1,677<5.8>1.677

Based on the data analysis, the result which was gined by the two classes were differntiate althought they got the same leght of time, and the pre-test and post-test that were given were the same, except only the differntiate technique in learning and teaching grammar. The maen score of the post-test of the experimental class (X1) was 86, while the mean score of control class(X2) was 71. It indicated that the maen score of the experimental class was bigger than the maen score of the control class. The result of the post-test had found the $t_{obtained}$ value was 2.4, which was bigger that the value of the $t_{table}$for df=(na+nb-2)=(25+25-2_=48 with level significance 0.05 was 1.677 or the $t_{obtained}$ loceted between $-t_{table}$ and$+t_{table}$, -1.677<2.4>1.677. according to Kardi and Nur in teaching grammar or structure can be done by using EGRA technique.[40]

Based on the observation, it was found that some students did not pay much attentionwhen the teacher taugh grammar. Mean while in EGRA technique students' idea was appreciated and each students also helped each other in group to solve a problem given by researcher so it created the cooperative atmosphere in the classroom activity. Moreover, when the researcher gave the pre test both two classes , some students were surprised, because the researcher came into class and asked them to do the test about simple present tense. They don't know why the researcher asked them to do that test.

[40]Suparman Kardi and Nur Muhammad, *Pengajaran Langsung*, Pusat Sains dan Matematika Sekolah, Program Pasca Sarjana Unesa, Surabaya, 2000

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research that has been discussed in the previous chapter, it can be concluded as follows:

1. The students' grammar post-test scores in the experimental class were higher than the students' grammar pre-test scores. It means that there is a significant effect of using EGRA technique toward students' grammar mastery. It was found that the $t_{obtained}$ was 5.8 which is higher than of the t_{table} 1.677In short, the first hypothesis of this research could be acccepted that there is a significant effect of EGRA technique toward students' grammar mastery. Thus, it can be said that the EGRA tecnique can improve the students' grammar mastery.

2. The students' grammar post-test scores in the experimental and control classes. It was found that the result of t-test was 2.4 which was higher than t_{table} 1.677It means that, there is a significance differencess of the students' grammar mastery between the students who are taught by using EGRA technique and the students' who are taught traditional technique.

3. The finding of t-test of post-test scores of both two classes: (experimental and control class), indicated that the $t_{obtained}$ was higer than t_{table} , 2.4>2,010 It means that the grammar mastery of the students' who were taught by using EGRA technique is better than the grammar mastery of the students who were taught by traditional technique.

In conclusion, using EGRA technique in teaching grammar can improve students' grammar mastery.

B. Suggestion

Based on the conclution above, it can be prove there is a significant effect of using EGRA technique toward students' grammar mastery. Consequence, the researcher would like to suggest as follows:

1. It is expected that the English teacher should use EGRA technique toward students' grammar mastery. It was found that it can catch the students' interest and motivate to learn grammar.
2. It also expected that EGRA technique is used in the other skill, speaking, writing and reading.
3. Since this research only a beginning research, futher research is expected to be conducted to see other issues that have not been covered by this research.