



THE IMPLEMENTATION OF EGRA (EXPOSURE, GENERALIZATION, REINFORCEMENT AND APPLICATION) TECHNIQUE TO REDUCE STUDENTS' GRAMMATICAL ERRORS

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Abstract

This study aimed to address the challenge of English grammar learning for eighth-grade students at SPNF SKB SIKKA, employing the EGRA technique in a classroom action research (CAR) format. Data, gathered through observation sheets, interviews, and tests, were analyzed quantitatively and qualitatively. In the initial cycle, students demonstrated low engagement and reported difficulties with unclear explanations. Quantitative analysis revealed significant grammatical errors, notably in Mis-formation (26.11%). Following the EGRA technique in the second cycle, improvements were observed, with the highest error in Mis-formation (31.43%) and an increased average score of 70.33. Qualitative findings indicated enhanced classroom conditions and student understanding. The study concludes that the EGRA technique effectively reduces grammatical errors, suggesting its viability as an innovative tool for teaching the simple present tense.

Key terms: *media, speaking skills, video blog (VLOG)*

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INTRODUCTION

For the eighth-grade students of SPNF SKB SIKKA, English becomes one difficult language to learn and the hardest part is grammar. Based on the result of a preliminary interview with the English teacher of SPNF SKB SIKKA, it was found that there were many problems made by students. First, they were confused in determining the right grammatical rules and how to apply them to the sentences. Second, they found difficulty in answering questions because of a lack of vocabulary. Next, they were not able to distinguish which tenses should be used based on the time and change V_1 to V_2 . Fourth, they are still influenced by their local language.

Consider this situation, the English teacher must be creative in the teaching and learning process, for example by using a particular technique. Each material may use a different technique. There are many techniques that can be used by teachers to teach grammar. One of them is Exposure, Generalization, Reinforcement, and Application Technique (EGRA). This technique is very effective to give students the opportunity to find out the form and function of the sentences by themselves. EGRA technique can help students to understand the material through 4 steps, namely Exposure, Generalization, Reinforcement, and Application. According

to Adrian (1998) cited in Rayu et al. (2017), EGRA's steps have each objective. Experience has aimed to expose a particular item in use. The objective of generalization is that learners better remember conclusions about the form and function they make by themselves. Reinforcement helps the students to check or revise their generalizations. While the application is to apply the structure items learned in the previous stage to communicate information or messages.

Based on the research background above, the researcher tried to apply the EGRA technique in her research. The aim of this research is to reduce students' grammatical errors for the eighth grade students of SPNF SKB SIKKA in the academic year 2022/2023.

The Basic Concept of EGRA Technique

Grammar plays very important role in English structure because it is the one of element to support basic skill besides vocabulary and pronunciation. Learning English demands the students to mastery grammar as the rule of English its own, because grammar is a rule to write correctly and important in communication. EGRA technique is a way that teacher do to motivate their students in learning grammar as one element to support basic skills in English. Marpudin (in Aini, 2016) EGRA stands for E, which is experience; G is generalization; R is reinforcement, and A is application. He assumed that EGRA technique must lead students to learn active, creative, effective, and fun. Here are the following stages in learning grammar using EGRA technique.

The first one is Exposure. It is the teacher giving leading question to the students about the lesson that will be taught such as showing pictures, giving brain storming, giving keyword, drilling, and reading sentence or text. Exposure also called Experience that ais a learning stage where students are subconsciously expose to the meaningful use of particular structure item. They are provided by activity that can explore their knowledge. The second one is Generalization, where the teacher asks students to make a group at least 4-5 members for each group. Then, teacher gives them a task such as a text, question, quiz that the point must be guiding the students to find the function, and the form to build up the sentences that has been taught. After that, they were asked to discuss in group and write down the answer in the white board. Teacher gives praise (appreciation) what the students have done, and sometimes pronounce the answer in the white board. The third one is Reinforcement.

After finishing the generalization stage, teacher explain some students' answer in the white board again, then gives explanation as reinforcement about the function and the structural form that has been thought. Teacher also gives example as a model, and drill continuously about the pronunciation. To get students' comprehension, teacher gives reinforcement back by giving oral task to students. Then, the teacher and students discuss about the answer with their couple. The last one is Application. Application is the student do the task individually. The teacher gives task card to students about situations and cases. Then the students are asked to make their own answer to respond the situation and cases that it has been given and the teacher give homework for explaining in the next meeting.

Understanding of Grammar

Grammar plays very important role in English structure because it is the one of the elements to support basic skill besides vocabulary and pronunciation. According to Ba'dulu (in Islam, 2010) grammar is a structure of language form or a verb phrase used to express a time relationship. The function of grammar is can affect students' performance in all four basic skills namely listening, speaking, reading, and writing. In addition, students are expected in comprehending English either written or spoken, so that, they need to understand the grammatical rule of the target language they have learned acceptably and fluently because grammar is a tool in creating meaning. Then, Leech (in Nurbianta, et all. 2019) define that grammar is a mechanism for putting words together. It is a central part of language which

relates sound and meaning. The meaning must be converted into word and put together to grammatical rules. Therefore, students must comprehend the grammar in order to avoid misunderstanding towards the intended meaning.

The Concept of Grammatical Error

As English language learners, we make mistakes and grammatical errors in our daily communication. According to Stumpf and Douglass (2004 in Sadiyah & Royani, 2019) argued “We study grammar then we may speak and write in a clearer and more effective manner”. According to Khairunisa (2018) said “grammar is the rule that says how words are changed to show different meanings, and they combine into sentences”. Learning the right grammar and using them in our daily life is very important. Batstone (1994) in Imansyah, and Rarasani (2021) states, “Language without grammar would be chaotic and cause the same communication problem, such as grammatical errors in writing and also speaking.” We need to understand that mistake and grammatical errors are two different things.

Error and Mistake

Making errors and mistake are commonly done by the second language learners and foreign language learners. Without deep understanding, the learners usually tend to see the errors and mistakes similarly. According to Simbolon (2015) the different between “mistake and errors” are as follows: a mistake is a performance error that is either a random guess or a “slip”, in that it is a failure utilize a known system correctly. Brown (2007) cited in Choubane (2021) claimed an error as a deviation which can be noticed from the adult grammar of a native speaker. It reflects the Interlingua competence of the learner. Based on the definition above, the writer concludes that a mistake is something made by someone unconsciously, and the learner can fix it. While, error is something that is made by someone unconsciously, and the learner don't know the rules, so they cannot fix the error.

Types of Error

Sari and Putri (2016) and Selong and Faridha (2019) suggested that the Taxonomy errors of surface structures is divided into four general categories. Firstly, Omission that is characterized by the loss of something that should be raised in the form of correct speech. Secondly, Addition. It is the opposite of omission which characterized by the presence of something that should not be present in a properly arrange speech. Mubasyira (2017) categories Addition in three namely, *double marking* which is an elemental error that is stated twice when a language requires only one expression. *Regularization* i.e., errors of applying regular or irregular rules, and the last is *simple addition*, i.e., the misuse of an element that is not in the correct utterance. Thirdly, Mis-formation which is characterized by using forms that are not acceptable morphemes or sentences. Fourthly, Mis-ordering, namely the placement of morphemes or a collection of morphemes that are not right on the utterance.

Review of Related Literature

There has been a lot of research on the implementation of EGRA technique. The first research was conducted by Maaliah and Aziz (2018). In this research, the researchers employed the qualitative and quantitative methods with covered two cycles. Each cycle consisted of planning, acting, observation and reflecting. The researchers found that the implementation of EGRA technique made students be more active in answering the questions, enthusiastic, and very good in responding the topic. Based on the result, the researchers concluded that EGRA technique can improve students' grammar mastery.

The second research was conducted by Kumala (2019) who studied the experience, generalization, reinforcement, and application (EGRA) techniques in students' writing abilities. The study in this research was True-experimental research where the students were divided into control class and experimental class. She found out the difference between EGRA technique and Conventional technique towards students writing ability. The result of the study that had been analysed shows the use of EGRA technique was proven in students learning outcomes than conventional technique.

The third research is by Regina and Arifin. In this research, the researchers wanted to test the effectiveness of using EGRA technique in teaching writing and the topic was chosen is Narrative text. The students were chosen by cluster random sampling technique, which divided into one-group pre-test-post-test design. The participants of this research are the eleventh-grade students of SMA St. Fransiskus Asisi Pontianak in academic year 2017/2018 that consists of 181 students who are divided into 5 classes. Those classes are XI-IPA and XI-IPS-1 to XI-IPS-4. The result shows the implementation of EGRA technique was highly significantly effective in teaching writing narrative text. It was proven by the result differences between pre-test and post-test. The students score in pre-test was lower than post-test.

METHOD

The research design used in this research was classroom action research (CAR). The researchers applied the research in SPNF SKB SIKKA at the eighth grade students. Harmer (2003:414) stated that Action Research is the name given to a series of procedures teacher can engage in, perhaps, because they wish to improve aspects of their teaching, or alternatively, because they wish to evaluate the success and/or appropriacy of certain activities and procedures. Based on the definitions above, the researchers conclude that classroom action research is the process by which participants systematically and carefully examine their own teaching practices using research techniques. In Classroom Action Research, each cycle of the research has four steps, namely planning, implementing, observing, and reflecting. This research was conducted in two cycles and each cycle had two meetings. Cycle 1 was in October, 4th and 11th while cycle 2 was in November 1st and 8th. In collecting the data, the researchers used observation sheets, tests and interviews. Meanwhile, in analyzing the data, the researchers used a mixed data method. In quantitative data analysis, the researchers identified the mean score of the class and the percentage of error. While, qualitative data analysis, was analyzed from observation sheets, and interviews.

FINDINGS AND DISCUSSIONS

Cycle One

This cycle consists of planning, implementing, observing, and reflecting. Firstly, planning. In this stage, the teacher and the researcher made the lesson plan based on the problems faced by students in understanding grammar in the pre-cycle. The researchers list the selected material and exercises in the lesson plan using the EGRA technique. There were also observation sheets to observe the classroom situation in the teaching process. The researchers also provide a test to find out the student's ability in the simple present tense by using EGRA technique. Secondly, the implementation of the plan using EGRA technique, which consists of two meetings. In the first meeting, the teacher started to convey the material have been prepared in the lesson plan. In the second meeting, students were given a test to measure their understanding of the material. Thirdly, in the initial learning cycle, observation sheets were utilized to assess the teaching and learning dynamics. This involved evaluating the classroom environment, student engagement, and the teacher's approach in delivering the material. Findings indicated that some students were inattentive during explanations, lacked active participation by not asking questions or providing answers, and neglected to jot down key

points. This suggests a lack of readiness for the lesson. Moving on to the fourth stage, reflection, the researchers and the teacher analyzed the outcomes of implementing the EGRA technique.

Table 1. The recapitulation of students' grammatical error cycle 1

N	S	Types of Error				Score (X)	Criteria of Success
		Omission	Addition	Mis-formation	Mis-ordering		
1.	AK	10	9	8	7	50	Unsuccessful
2.	DP	6	1	3	3	75	Successful
3.	EB	4	11	8	7	50	Unsuccessful
4.	FS	6	10	6	9	50	Unsuccessful
5.	JBN	2	0	5	1	80	Successful
6.	MCN	1	10	8	8	50	Unsuccessful
7.	MEK	6	1	8	7	60	Unsuccessful
8.	MNY	4	8	7	6	50	Unsuccessful
9.	MLG	8	6	7	9	50	Unsuccessful
10.	MYW	4	1	6	2	75	Successful
11.	PAB	9	8	9	10	40	Unsuccessful
12.	RYW	10	7	8	6	20	Unsuccessful
13.	YOSM	8	9	10	9	30	Unsuccessful
14.	YJJ	10	5	9	10	60	Unsuccessful
15.	JST	9	9	8	6	50	Unsuccessful
	T	97	95	110	100	790	
	T				402		

Data Analysis

After the writer divided the error into each type of error based on the surface strategy Taxonomy, she would like to discuss about the presentation that students got from the tests in cycle 1.

Omission

The first type of error is omission. Omission error is expressed as missing elements that should be appear in a well-formed utterance. Omissions may occur morphologically. Learners often omit third-person singular morpheme -s, progressive -ing, plural marker -s, and past tense inflection -ed, or forgot to include a subject or predicate in a sentence. The example of this error is:

Students 2: my father work as a doctor.

The word work must be **works** because in simple present tense, the form of the verb is verb⁽¹⁾, but changes occur with adding the ending -es, or -s to the ending of the verb, if the subject in a sentence is a single subject or singular subject.

The sum of the students' missed errors (Omission) is 97 from the total numbers of errors encountered are 402. The data can be represented by the following formula:

$$P = \frac{F \times 100 \%}{N} = \frac{97 \times 100 \%}{402} = 24.12 \%$$

Addition

The next type of error is addition, which is the presence of an element that must not appear in a well-formed utterance. The example of this error is: **Students 11: what they play football every day?**

The sentence must be: Do they play football every day?

We use the form “what” to ask about things related to someone. It is also used to ask for repetition or confirmation. While we use “do” when the subject is used are I, you, we, they, and another plural subjects. Total of students’ errors in addition is 95, from the total number of errors are 402. The data can be percentage by the formula:

$$P = \frac{F \times 100 \%}{N} = \frac{95 \times 100 \%}{402} = 23.63 \%$$

Mis-formation

The term mis-formation is the use of the wrong form of morpheme or structure. The error of the type can be seen in the example of the test:

Student 14: Miss Afilla is a ticher.

The sentence must be: Miss. Afilla is a teacher.

The error of mis-formation occurred on the object (teacher). The object is an important part of a sentence and it is also included in simple present tense. The word “ticher” has no meaning in English. It must be “teacher” that has meaning a person who teacher or educates student.

Total of students’ errors in mis-ordering is 110, from the total number of errors are 402. The data can be percentage by the formula:

$$P = \frac{F \times 100 \%}{N} = \frac{110 \times 100 \%}{402} = 27.36 \%$$

Mis-ordering

Mis-ordering is the incorrect placement of a morpheme or group of morphemes in an utterance. The error of the type can be seen in the example of the test:

Students 9: Play do they football day every?

This sentence should be: Do they play football every day?

The data can be percentage by the formula:

$$P = \frac{F \times 100 \%}{N} = \frac{100 \times 100 \%}{402} = 24.87 \%$$

From the table in first cycle, the total score of students was 790 and the number of students who took the test was 15 students. After the authors calculated the students’ errors percentage, then she would like to know the average score that can be used by the following formula:

$$M = \frac{\sum X}{N}$$

$$M = \frac{790}{15}$$

$$M = 52.66$$

Cycle 2

In the second cycle, the authors still used the similar procedure of classroom action research that has implemented in the first cycle, they are; planning where the authors rearranged the lesson plan which used in the first cycle with some modifications. In implementing, the authors applied the plan using EGRA technique. Besides, to get students' participation on the class, in the first meeting, the authors started the class through game as a media to motivate students.

The game was Simon Says. The rule of this game was the teacher divided students into two groups. Then, choose one student out of the group as the first member as a leader who will be "Simon". Then, Simon gave commands to the group to make a sentence from the word mentioned by Simon. Those words must verb and the sentence must be simple present tense. The leader had to say "Simon says" and continue to the next word. After that those group had been divided, should make a sentence based on the command. Simon's goal when a group who didn't answer the command was failed. So, another group will be the winner. In the second meeting, there was a test given by the authors to collect the data. Therefore, in observing, the authors observed the teaching and learning process after she modified the lesson plan with adding an action like game. From the observation sheets, the authors concluded that students were ready in class. The last stage of cycle 2 is reflecting. Here, the reflection of the classroom action research was identified through observation sheet and students' result of the test. The authors and the teacher felt satisfied with the result and their efforts to reduce students' grammatical errors.

Table 3: The recapitulation of students' grammatical error cycle 2.

N	S	Types of Error				Score (X)	Criteria of Success
		Omission	Addition	Mis-formation	Mis-ordering		
	AK	3	0	7	1	75	Successful
	DP	3	0	2	0	75	Successful
	EB	2	2	7	2	65	Successful
	FS	0	2	5	2	80	Successful
	JBN	2	0	3	0	80	Successful
	MCN	1	4	5	8	65	Successful
	MEK	4	1	2	2	90	Successful
	MNY	4	8	7	6	70	Successful
	MLG	5	5	6	7	65	Unsuccessful
	MYW	3	0	4	3	80	Successful
	PAB	9	7	10	8	50	Unsuccessful
	RYW	8	10	7	8	45	Unsuccessful
	YOSM	5	8	6	8	65	Unsuccessful
	YJJ	7	5	4	5	80	Unsuccessful
	JST	7	4	8	2	70	Successful
	T	63	56	83	62	1.055	
	T				402		

Data Analysis

In this stage, the authors analysed the presentation of grammatical errors made by students from the test in cycle 2. He used the similar formula with cycle one. The errors consist of Omission, Addition, Mis-formation, and Mis-Ordering.

1. Omission

The total errors of omission that found from the test was 63 from the total number of errors 264. The example of this error is:

Student 8: I have two doll. The word doll must be dolls because it's more than one thing.

$$P = \frac{F \times 100 \%}{N} = \frac{63 \times 100 \%}{264} = 23.86 \%$$

2. Addition

Total of students' errors in addition is 56, from the total number of errors are 264. The example of this error:

Student 9: every day I am go to school. The word am should not be on that sentence because it's not appropriate. The sentence must be "everydayI go to school". The data can be percentage by the formula:

$$P = \frac{F \times 100 \%}{N} = \frac{56 \times 100 \%}{264} = 21.21 \%$$

3. Mis-Formation

Total of students' errors in mis-formation is 110, from the total number of errors are 264. Student 8: I not the student.

The sentence must be: I am not the student. The data can be percentage by the formula:

$$P = \frac{F \times 100 \%}{N} = \frac{83 \times 100 \%}{264} = 31.43 \%$$

4. Mis-Ordering

The total errors of Mis-Ordering that found from the test was 63 from the total number of errors 264. The example of this error:

Students 15: she not the is officer police.

The sentence must be: she is not the police officer.

$$P = \frac{F \times 100 \%}{N} = \frac{62 \times 100 \%}{264} = 23.48 \%$$

From the table the test in second cycle, the total score of students was 1.055 and the number of students who took the test was 15 students. After the authors calculated the students' errors percentage, then she would like to know the average score that can be used by the following formula:

$$M = \frac{\sum X}{N}$$

$$M = \frac{1.055}{15}$$

$$M = 70.33$$

From the data showed that the highest result of grammatical errors made by the eighth-grade students of SPNF SKB SIKKA is Mis-formation 26. 11%, and the lowest placed by addition, 23.63%. While the average score is 52.66. Only three of the fifteenth students got the maximum score. However, the researchers and the teacher felt satisfied enough because their efforts to help student in reducing their grammatical errors have been improved proven by scores they get, although not all the targets accomplished yet. After finding that the students' grammar mastery was low, which found on their first cycle test, the researchers finally decided to continue the research to the next cycle using EGRA technique, it is called the second cycle. From the students' grammar test in cycle 2, the percentage of grammatical errors can be seen as follow; Omission (23.86%), Addition (21.21%), Mis-Formation (31.43) and Mis-Ordering (23.86%). There was also better improvement from the students' average score in cycle 1 and cycle 2. The average score in cycle 1 was 52.66 and cycle 2 was 70.33.

Based on the data above, we know that the application of EGRA technique in the teaching of simple present tense significantly improves the skills of the students. The researchers found that students' motivation from two cycles have been applied was different. Maaliah and Aziz (2018) had proven that the implementation of EGRA technique made students be more active in answering the questions, enthusiastic, and very good in responding the topic. The decision to continue the research demonstrates a commitment to continuous learning and adaptation, while the positive outcomes suggest potential applicability of the EGRA technique to other grammar concepts. This study's findings hold significant value for two key groups: educators and researchers focused on effective language teaching methodologies. For educators, the study offers practical insights into the Explicit Grammar Rules Awareness (EGRA) technique, showcasing its effectiveness in improving students' grammar skills, addressing specific errors, and fostering motivation. This finding can guide teachers in enhancing their teaching strategies (Ginting et al. 2022), especially when dealing with concepts like the simple present tense. On the research front, the study contributes to the existing knowledge base in language education. It serves as a reference for researchers interested in exploring the impact of teaching methodologies, providing evidence that can be applied or adapted in different contexts (Ginting, 2018). Ultimately, the study extends beyond its immediate scope, offering valuable guidance for both the practical implementation of teaching strategies and the advancement of research in language education.

CONCLUSION

Based on the findings and discussion of the data presented in chapter IV, it can be concluded that the implementation of EGRA technique was effective in reducing students' grammatical errors at the 8th grade students of SPNF SKB SIKKA. This technique effect students to generate their own sentence about simple present tense. The EGRA competency created the learners in exploring their good cooperation in team discussion to analyze the exercise and divisible their competence and the background of the lesson. The teacher gives students opportunities to provide their own sentence so it helps them to face the grammar. The result of the test-calculation can be concluded that EGRA technique give positive impact and better results in students' grammar ability. It was proven by getting 790 for cycle 1 and 1055 for cycle 2. The students' average score for cycle 1 was 52.66 and 70.33 for cycle 2. Based on the interview, most of students said that they were too interested when the teaching and learning process is applied with the use of EGRA technique.

Based on the conclusion above, the researchers suggest the implementation of EGRA technique to reduce grammatical errors. Firstly, the English teacher should be creative in teaching English special for grammar. The researchers suggest to use EGRA as one of the techniques in teaching grammar especially simple present tense. The teacher must follow all steps when applying the technique, they are exposure, generalization, reinforcement, and application. Secondly, School should provide a various media where it can be used by teacher and students. Students can get new experience in studying English through the implementation of EGRA. Thirdly, this research is recommended as a reference for the other author who has the similar research. They can use this to get some information are needed to complete their research. Besides, the other author can use this to conduct a better improvement deals with the research by using another topic trough EGRA technique.

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