

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents background of study, research question, objective of study, assumption, significance of study, scope and limitation and definition of key terms.

#### **A. Background of the Study**

Learning a language means learning to use that language to communicate both in oral or written form. To reach the goals of good communication, it deals by knowing the form and the use of grammar. Organizing ideas in English is also necessary to understand grammar because it involves the ability to apply the grammatical rules in order to form grammatically correct sentences (Savignon, 1997 cited by Syahara, 2012:1). The importance of grammar is to use it more flexibly to refer to the right conditions or ideas also build the conceptual map of the structure of English. What we say and write is not only out but also structured. To improve our ability to use effective styles is to practice our expressions in speaking and writing (Savignon, 1997:40). The use of grammar is to show the meaning of our message to other people correctly. The use of correct grammar is able to reduce misunderstanding in communication.

In addition, language skills and language aspects cannot be separated. Language aspects can complete the language skills. To learn English, the students should be able to use appropriate basic structural patterns and master grammar and vocabulary. Grammar is an important aspect for forming words and building English sentences. (Kusumastuti, 2019:325). Grammar is a model (systemic description) of those linguistic abilities of native speakers of a language which enable them to speak. In addition, grammar is the most important aspect to communicate with other people, because grammar can show our meaning in communication so that other people can understand our message. Grammar includes phonological (sound), morphology (word composition), and syntax (sentence composition) (Savignon, 1997:40). Based on previous explanation, grammar is important component that students should master.

Some students agree that grammar is difficult to understand (Nurrahmatiah, 2010:2). Grammar is central to the teaching and learning of language that also becomes one of the more difficult aspects of language to teach as well as to learn well. In understanding English, the students should know the form of using English, how to write a good sentence and how to communicate in a good way and good grammar. The core of sentence is grammar because it can help the students to understand how to build up the sentence and to communicate especially tenses. Knowing tenses is the way to know the function of verbs and to differentiate when the event is happened.

Based on Nurrahmatiah's thesis stated that students are usually confused of rules and the use of tenses. The students sometimes get bored with the teaching-learning process that is employed by the teacher in teaching grammar (Brown, 1994 cited by Nurrahmatiah, 2010:2). In another case, the students fear of the grammar, so they neglect it. As a result, a lot of students have low scores on English caused by the failure in mastering grammar. The previous problems are faced by the students in SMAN 1 Papar. The students who have low score in English test are mostly coming from the tenth students. It is usually faced by the tenth students because in the year before, they found difficulties in understanding grammar particularly simple past tense and present perfect tense. Moreover, the teacher uses Teacher Center Approach in teaching English. In Teacher Center Approach, the teacher takes all the role in the class, while the students only pay attention to the teacher. The students feel bored during the learning program.

The teacher needs a technique to make different atmosphere in learning grammar. There are some techniques to teach English grammar, one of them is EGRA (Experience, Generalization, Reinforcement, and Application). By using this technique, the students are given opportunity to find out the form and function of the sentence by themselves. Every stage of EGRA has a particular objective. The objective of the experience is to exemplify the certain structure in use. The objective of generalization is to train the students in making sentence by themselves. In generalization the students should

remember and make conclusion about form and function of the sentence. The objective of reinforcement is to help the students in revising and checking from their generalization. Application is to apply the form of structure item on the stage before for communicating or having message (Ratna, Rita, Hasyim 2016:2).

Ratna, Rita, Hasyim (2016) conducted the research on “Teaching Passive Voice to The Grade X through EGRA Technique”. The objective of this research was to prove that the use EGRA technique was effective in teaching passive voice to Grade X of SMA Negeri 5 Palu. The researcher used quasi experimental research. The research samples were XMIPA1 which consisted of 27 students and XMIPA3 which consisted of 28 students. XMIPA1 was the experimental group and XMIPA3 was the control one. The experimental group was given treatment, while the control group was not. Based on the result, the researcher concludes that EGRA gives significant difference in teaching passive voice. In other words, the use of EGRA techniques is effective in teaching passive voice to Grade X of SMA Negeri 5 Palu.

Based on the problem, the researcher conducts a research on “The Use of EGRA to Improve Students’ Grammar Mastery at High School Students”. the researcher will use EGRA technique in SMAN 1 Papar to overcome the student’s problem in learning grammar.

**B. Statement of the Problem**

Through this study, the researcher would like to state the problem of student's grammar ability. The question is stated as follow: "How is the implementation of EGRA technique in improving students' grammar mastery on High School students?"

**C. Objective of the Study**

EGRA technique is to know the improvement of students' grammar mastery in simple past tense and present perfect tense at SMAN 1 Papar.

**D. Assumption**

Simple past tense and present perfect tense has been learned at the tenth grade of students in SMAN 1 Papar. It is assumed that EGRA is able to improve the students' grammar mastery.

**E. Significance of the Study**

The result of the research by using EGRA technique is hopefully to be useful for teacher as an information to guide the students in learning grammar and to give additional technique with its implementation. Also, the result of this research can be used as a feedback and science in teaching English.

**F. The Scope and Limitation of the Study**

This research scope of this study is EGRA (Experience, Generalization, Reinforcement, and Application) in teaching grammar. The reason to use EGRA technique is to overcome the students' problem in learning grammar especially in understanding simple past tense and present perfect tense as every stage of EGR

A has its own objective. The objective of the experience is to exemplify the certain structure in use. The objective of generalization is to train the students in making sentence by themselves. In generalization the students should remember and make conclusion about form and function of the sentence. The objective of reinforcement is to help the students in revising and checking from their generalization. Application is to apply the form of structure item.

The researcher conducts a research in SMAN 1 Papar because the school is the place of researcher's internship. The researcher chose tenth grade because this grade is the first stage of high school level which the students must have a good preparation and mastery in grammar before they go on the next stage.

The English teacher of SMAN 1 Papar teaches grammar in conventional way which is Grammar Translation Method. The material that will become treatment in this research is limited in one genre and the researcher will use this strategy to teach grammar especially simple past tense and present perfect tense. In addition, the limitation of this study is the research design. This study uses a Classroom Action Research design. CAR is one of the efforts made by the teacher / educator in order to improve the work of the teacher. Many argue about the meaning of the CAR itself. While this research design only implicates one class.

## **G. Definition of Key Terms**

### **1. Grammar Mastery**

Concurring to Barbara Dykes (2005: 5) language structure could be a dialect to conversation approximately dialect or it can be translated as linguistic use is language for learning dialect. To encourage clarification, we will learn how to communicate with dialect that cannot be isolated by learning linguistic use, beginning from the lexicon, it's work, and sentence design.

Grammar dominance is caught on as information of and capacity to utilize the linguistic structures of a dialect and utilize them viably in communication. Brown (2007: 420) concurred that linguistic competence possesses a conspicuous position as a major component of communicative competence.

2. EGRA technique (Experience, Generalization, Reinforcement, Application)

Concurring to Marpudin (2008: 1) experience implies giving driving address to the understudies approximately the lesson that will be instructed such as picture appear, brain raging, and giving key word. Generalization implies to gotten to be more comprehensive as the understudies' progress in knowlegde of dialect and it is able to recognize characteristics highlight of the dialect structure. Reinforcement implies to create a structure or a fabric more grounded, by including another fabric to it. Application implies Application is the activity or occasion of putting or spreading something onto something else.