

CHAPTER II

THEORITICAL FRAMEWORK

This chapter consists of several theories, those are grammar mastery, EGRA technique which is followed by definition, concept, and procedure of EGRA technique, Grammar Translation Method including definition, advantage, procedure, and the last is previous study.

A. Grammar

1. Grammar Mastery

Grammar is the highest important thing in all skills because it has a role as a root to development our skills. According to Haussamen, Benjamin, Kolln, & Wheeler (2003) grammar is the skunk at the garden party of the language arts. It means that grammar is an art for that language itself. In *Teaching by Principles* (2007:420), Brown wrote, “Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.” It can be assumed that grammar technically refers to rules of sentence level, not to rules governing the relationship between sentences. Grammar is partly the study of what forms or structures are possible in a language.

People agree that grammar is too important to be ignored, and that without good knowledge of grammar, learners' language development will be severely constrained (Richards and Renandya, 2002:145). Sentences are acceptable and understandable if they follow the rules which are set out by the language. In English, the rule states that a subject is followed by a verb which is followed by an object. It is stated by Nunan (1995:154) that grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. Grammar can be introduced in a number of ways. It exists to enable us to mean and without grammar it is impossible to communicate beyond a very rudimentary level. Teachers can show students grammar evidence and ask them to work out for themselves how the language is constructed.

Grammar mastery is understood as knowledge of and ability to use the grammatical structures of a language and use them effectively in communication. Brown (2007:420) agreed that grammatical competence occupies a prominent position as a major component of communicative competence. On the other hand, competence in English grammar is a comprehensive text encompassing virtually all aspects of English grammar. The text examines the foundational principles of grammar and builds those principles, demonstrating the close interrelationship with all the parts of speech in both verbal and written communication.

2. Grammar Function

Functional grammar, based on structural linguistics, explores the way language spoken and written functions in different social contexts. It is especially useful to show how texts function beyond the sentence level, how different texts are organized, and how language differs according to the user's intent. This takes a concise approach and focuses on word groups that make sense. Halliday (1994) points out in his classic book *An Introduction to Functional Grammar* that functional grammar is so-called because it is functional rather than formal in its conceptual framework. It is operational in three distinct senses: in interpreting the documents, the process, and the linguistic structure components. Functional grammar is designed to take into account how the language is used in the first sense. In some sense of use, each text (everything that is said or written) unfolds. Language has developed a device that can meet human needs over tens of thousands of generations of continuous use. "Functional grammar is therefore basically a 'natural' grammar, in the sense that all in it can actually be clarified by reference to how language is used" (Halliday, 1994 cited by Feng 2013:87). In the second sense, functional elements are the basic components of meaning in language.

Both languages are structured around two kinds of definitions, the ideational (to grasp the environment) and the interpersonal (to

behave on the others in it) (Halliday, 1994). According to Halliday's study, there are third element of grammar: the textual, coupled with these two, breathes meaning into the other two. In the jargon of the FG theory, these three elements are called metafunctions. In the third sense, each component in a language is clarified in the total linguistic framework by reference to its purpose. A functional grammar is, therefore, one that construes all the units of a language—its clauses, sentences, and so on. In other words, with regard to the whole, that element is perceived as functional "(Halliday, 1994, cited by Feng, 2013:87). Based on the model of Halliday, Thompson (1994) describes in an informal manner the three metafunctions of functional grammar as follows: we use language to speak about our actual experience, including the environment in our minds, to describe events and states and the entities involved in them. We also use language for interacting with other people, for establishing and maintaining relationships with them, for shaping their behaviour, for voicing our own views on things in the world and for creating or modifying their own. Lastly, when we use words, we arrange our messages in ways that reflect that they align with the other messages around them and the broader context in which we speak or write.

Likewise, in terms of how grammar is used (Feng, 2013) described functional grammar as a way to look at grammar. In the

field of linguistics, formal grammar, which is an alternative to functional grammar, is concerned with how the shape of our grammar is limited by our genes and thus limits what a person can and cannot tell. Similarly. In this way, functional grammar is not biologically directed towards our neurophysiology. Rather, it focuses on the design of grammatical structures as a medium for people to interact with each other—functional grammar sees grammar as being influenced by, and as playing an important role in forming, the way we go about our lives. In other words, the focus is not biological but cultural (Martin, et al 1997 cited by Feng 2013:87). Therefore, functional grammar, based on cultural and social contexts, is very useful for defining and assessing how language can be used to write and speak more accurately and effectively. Using practical grammar will allow us to read more carefully and objectively.

B. EGRA Technique

1. Definition of EGRA Technique

According to Marpudin (2008:1) EGRA stands for Experience, Generalization, Reinforcement, and Application. The following is the brief explanation of each stage of EGRA technique.

The primary organize is encounter, a learning organizes where understudies are intuitively uncovering to the important utilize of specific structure thing by utilizing picture, diversion, or video. This learning

involvement makes the understudies more dynamic from the starting of the instructing process. The moment arrange is generalization, the understudies are driven through assignments in a gather to find shape, meaning and work of a structure they have been uncovered to. The level headed for the generalization is the learner superior keep in mind conclusion around the shape and function(s) they make for themselves. By comparing diverse arrangements, thoughts, and issues, everybody gets a greater understanding of the subject. The generalization is the central of EGRA strategy where understudies are anticipated to form a revelation of dialect structure.

In addition, the next organize is fortification, a learning arrange where understudies are given with redress and cognizant information of the frame, and capacities of the structure thing that they have been uncovered to. The objective of this arrange is to assist learners to check or change their generalization that understudies ought to have rectified of the shape and work of a certain structure item. The final stage is application, it may be a learning organize where understudies independently are given openings to utilize or apply the structure thing that they have learned in communication either receptively or productively.

2. Concept of EGRA Technique

According to Marpudin (2008) stated the concept of EGRA technique as follows. At first, the teacher tries to stimulate the students' interest by

giving some questions and showing the teaching aids, such as pictures, living objects or things which are related to the material. Afterwards, the teacher expects the students to have a special interest in the lesson and then gives a short explanation. The teacher expects his/her students to master the materials by giving some drills or tasks. After giving the task, the teacher intends to check the students' understanding. The students are expected to master the pattern. The given drill and the task must reinforce the material. The last concept is the students must apply the pattern of the material in real situations. By doing this activity the students will feel free to do what they want.

3. Procedure of EGRA Technique

Here is the procedure of EGRA based on (Marpudin, 2008). The teacher gives the students leading questions of the material that will be taught, including: picture show, brain storming, give key word. In this section, the teacher should try to lead the students unconsciously about the material that will be taught by the teacher. All activities are undertaken by the teacher in the experience phase (oral practice). Experience: The structure is presented to the students before they learn the form of its rules (Lestari, 2018). Example: the students read a dialogue or text that inside it, there are some examples of its structure.

The steps of generalization will be explained as follows. The first step, the teacher asks the students to make a group of at least 4-5 students for each

group. The second, teacher gives a task such as text, question, quiz that the point must be guiding the students to find the function, and the form to build the sentence that has been taught. The third, teacher asks the students to discuss about the answer in the group. The fourth, the teacher writes down the answer in the white board. The fifth, the teacher gives praise (appreciation) what the students have done. The last, the teacher gives example how to pronounce the answer on the white board.

These are the steps of reinforcement. The first, the teacher explains to some students' answers on the white board. The second, the teacher gives explanation as reinforcement about the function and the structural form that has been thought. The third, the teacher gives example as a model. The fourth, the teacher gives drilling continuously about the pronunciation. The fifth, the teacher gives reinforcement back by giving task and question for the students. The sixth, the teacher asks the students to the task with their couple. The seventh, the teacher discusses about the answer with their couple. The last, the students discuss the answer classically with their teacher.

The teacher gives task card to the students about situation and cases the students are asked to make some their own answer to respond the situation and cases that it has been given and the teacher gives homework for explaining in the next meeting. Make sure that all steps run well to be applied well.

C. Review The Previous Research Finding

The previous researches which support this study were written by Ratna, Rita, Hasyim (2016), Kusumastuti, Pratiwi, Husnussalam (2019), Sari (2017).

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 uses of EGRA techniques effective in teaching passive voice to Grade X of SMA Negeri 5 Palu.

Kusumastuti, Pratiwi, Husnussalam (2019) conducted the research on “Improving Grammar Skill Using EGRA Technique for The Stdents’ Eight Grade at SMPN 5 Cimahi” The researcher was chosen Exposure, Generalization, Reinforcement, and Application (EGRA) technique as a method to teaching English grammar to students’ eight grade at SMPN 5 Cimahi. It was arranged with using pre-experimental method, peculiarly

one-group pre-test post-test design. The technique showed that can develop grammar skill students'. The average score of the test result is 40,83 for the pre-test and 71,70 for the post-test. From the result, it can determine that EGRA technique can improve grammar skill students'. Besides that, EGRA technique can build a good team work in the classroom.

Sari (2017) conducted the research on "The Implementation Of EGRA Technique To Improve Students' Ability In Comprehending Recount Text At Mtsn Hamparan Perak" The result of data analysis showed that EGRA technique can improve the students' ability in comprehending recount text. It was showed from the improvement every cycle as follows : a) mean of score of observation sheet in teaching English in cycle was 2.8 or in good category improved in cycle II was 3.5 or in excellent category; b) mean of score observation sheet of students' activities in cycle I was 3.0 or in enough active category improved in cycle II was 4.3 or very active category; c) students' score, pre-test was 62.5, post-test I was 70.41, and post-test II was 86.44. Additionally, The percentage of the students' score in post-test of the first cycle who got point up 80 there were still was 13 of 36 students, it was 36.11%. Then, the percentage of post-test in the second cycle who got point up 80 there were 28 of 36 students, it was 77.78%. It can be concluded that there was an improvement of the students at MTsN Hamparan Perak in

comprehending recount text. Based on the research, it suggests for the teacher who want to tech reading especially in comprehending recount text can use EGRA technique.

Based on the findings, the researcher concluded that the students need many exercises to improve their English Grammar. In this case the teachers are expected to give some tasks about grammatical structure. Concerning with that, this research tried the use EGRA technique to teach grammatical structure to improve student's grammar mastery.