

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher discusses : Background of the study, Research of problem, Objective of the study, Scope and Limitation of the study, significances of the study, and The definition of key term.

### **A. Background of The Study**

The development of technology forces us to interact with people in the world which have different Languages. We have to learn English as an international language in order to be able to recognize It. English is a tool to know the development of technology or to communicate with foreigners from other countries. Most books about technology or other articles are written in English. So English is needed to be learned especially for students or college students as the next generation.

The curriculum in Junior High School is located four hours of English lessons in every grade from seventh until ninth grade. They learn to communicate both spoken and written. For spoken they learn more how to pronoun words well and more vocabulary as well as listening. For writing, they learn more about structure in order to be easy to write in good order (Hanoi, 2018).

In this research, the researcher focused on teaching grammar. Researchers' think that teaching grammar is very important in teaching and learning English. Teaching grammar needs to have the right technique because grammar is sometimes ignored by students because the learning is boring. Memorizing grammar rules with serious condition often happens in class. Students may be easy to remember but also easy to forget. Therefore, the teacher's responsibility to create an interesting atmosphere in the classroom. But sometimes teachers ignore it.

The object of this research is The students of VIII-A grade at SMPN 2 Sawahan Nganjuk. It is one of remote school in Nganjuk. The students face some problems in learning to communicate both spoken or written. It happens because mostly students don't get English lesson when they were in elementary school.

Based on an interview with the English teachers at SMPN 2 Sawahan Nganjuk, the researcher found several problems in students' grammar learning such as difficulties in finding sentence patterns, compiling sentence patterns, applying the patterns that have been learned into a sentence, determining the change of verb V1, V2, and V3.

The problem which the students face is that how to make easy for them to get long memoration in their mind about the material they have studied or the teacher have explained to them. They almost have problem in all chapter. They can't understand well about the material. They are easy to forget it with the pattern.

In this research here the researcher will try to help teachers minimize student problems. The researcher going to use one technique how to make material last longer in their minds and not be easily forgotten. There are several teaching techniques but the researcher will use one of technique called EGRA (Experience, Generalization, Reinforcement, and Application). This is a simple technique and the researcher sure students will enjoy learning grammar with this technique. Using this technique, students will try to find patterns and functions of the sentences themselves. Brown declares to build students' motivation to think more when learning is to let them find their own patterns instead of telling them (Brown, 1994, P. 339).

Based on the statement above, the researcher concluded that the students' grammar mastery for class VIII-A of SMPN 2 Sawahan Nganjuk needs to be improved because it is still low. Therefore, the researcher is interested to use the EGRA technique to improve the students' grammar mastery for VIII-A grade students of SMPN 2 Sawahan Nganjuk.

## **B. Research Question**

Based on the background of the study above, there are two research problem that the researcher put forward, namely :

”How can EGRA (Experience, Generalation, Reinforcemen, and Application) technique improve the students’ grammar mastery off VIII-A grade students of SMPN 2 Sawahan Nganjuk?”

## **C. Objective of The Study**

The objective of the study are :

“Students’ grammar mastery of VIII-A grade students of SMPN 2 Sawahan Nganjuk to improve by using EGRA (Experience, Generalization, Reinforcement, and Application) technique.”

## **D. Scope and Limitation of The Study**

Based on the identification of study above, so many factors influence the students in mastered grammar. One of the factor is the technique that used in teaching-learning process. There are many techniques that can be used in teaching grammar. But, in this research, the researcher focus on the implementation of applying the EGRA technique to improve the students’ grammar mastery for VIII-A grade students of SMPN 2 Sawahan Nganjuk.

## **E. Significances of The Study**

The results of the study are expected to be able to give the following benefits:

### a. Teachers

It is hoped that the teachers should more attention to their students when teaching grammar. A solid foundation in grammar automatically deepens students' understanding of the four most important language skills. Many variations are available for teaching. EGRA technique is better applied because it is proven to create

concepts and reasons in grammatical form and function. Teachers are also expected to experiment with EGRA as a technique used to improve students' grammar mastery.

b. Students

Students need to be more aware of the importance of grammar in mastering English. Self-motivation that leads to a better desire to learn. In addition, students should not be afraid to make mistakes when using grammar. To improve their grammatical control, students should seriously study and practice the structure. Students should strive to use grammatical forms and functions both in writing and orally.

c. For the Readers

It is hoped that the readers will be motivated to choose EGRA as a means of improving students' grammatical competence through better implementation and educational media. This EGRA technique can also collaborate with other English learning techniques. In addition, other researchers can also carry out experimental or comparative techniques to compare this technique with other techniques used in grammar education.

## **F. The Definition of the Key Term**

The definition of the key terms is required to ads the reader more understand about the research:

1. Grammar

Grammar is the rules of English. Grammar can be defined as the way language manipulates and combines words in order to form longer units of meaning (Penny, 1988). The Cambridge Advanced Learner's Dictionary interprets grammar as the study or application of rules for how words change and combine with other words to form sentences.

## 2. EGRA Technique

The EGRA technique is a technique that consists of 4 stages namely Experience, Generalization, Reinforcement, and Application. The purpose of Exposure is to unconsciously expose the student to the specific structural elements being used. Students should remember their own conclusions about form and function. The purpose of reinforcement is to help students identify generalizations, and application is to apply the structural elements learned in the previous step to convey information or messages (Wulandari, 2021).