

CHAPTER II

LITERATURE REVIEW

This chapter describes the theoretical framework relevant to this study. This chapter is devoted to reviewing the relevant literature dealing with this topic. This chapter provides some theories on Grammar, EGRA Technique, and Previous Study to support the study.

A. Grammar

1. Definition of Grammar

Grammar is an important part that must be learned in English. Grammar is the rules for using English. Grammar is the most important of all skills because it plays a role in improving our skills (Wulandari & Anwar, 2021. p. 16-17). When we want to speak properly and correctly with other people, we must master grammar first. Grammar plays an important role in writing English so that it is easy to understand.

Grammar can be defined as the way language manipulates and combines words in order to form longer units of meaning (Penny, 1988. p.4). 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. Therefore, without grammar, the words we say or write will not have a good and correct meaning. It means that listeners or readers will not be able to find clear information from these sentences without grammar.

Based on these definitions above, we can conclude that grammar is the study of regulation and principles covering the arrangement and combination of words to form grammatically correct and meaningful sentences.

2. The Teaching Grammar in English Language Teaching

Richard and Renandya (2002. P. 145) states that if we know the grammatical rules of a language, we would be able to use it in our communication. The success rate of students learning English can be seen by increasing students' ability to communicate both in written and spoken form. There are four aspects of language skills that students must master, namely receptive skills (listening and reading) and productive skills (speaking and writing). However, these skills can be acquired if students can understand several elements of language, namely vocabulary, grammar, and pronunciation. Of the three elements, the most important for students to learn is grammar. Grammar is the basis of language learning, when grammar can be mastered by students, students will also easily understand other elements.

Grammar is an important material that students must learn, by mastering grammar rules students can use the language in communicating well and easily understood. When reading, grammar allows students to understand the context of paragraphs, passages, and sentences in a text. In the context of writing, grammar allows students to organize their thoughts into understandable sentences, enabling them to communicate successfully through writing. And as for vocabulary, grammar gives students a way to combine multiple vocabulary items into appropriate sentences so that they can form meaningful and communicative statements and expressions.

B. EGRA Technique

1. Definition of EGRA Technique

Teaching techniques are an important part in teaching English. Techniques are used to make it easier for teachers to convey learning material so that it can be understood easily by the students. there are so many techniques in teaching, therefore teachers are challenged to choose the right technique so that students can easily understand the material. (Brown, as cited by, Wulandari, 2020) states that a technique is one of many exercises, activities, or tasks used in language teaching to achieve learning objectives.

There are many techniques that can be used to teach grammar in English, one of them is the EGRA technique. The EGRA technique is a technique that consists of 4 stages namely Experience, Generalization, Reinforcement, and Application. These four stages can make learning more effective and students more active in class (Helfah, 2018. p. 1-2). With this technique students will be involved in every stage so that students will not be passive like the leatoring method.

Every step in EGRA technique has particular purposes. The purpose of Experience 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).

2. Steps of Teaching using EGRA Technique

There are four steps in teaching-learning at the classroom using the EGRA technique. It relates to experience, generalization, reinforcement and application. A detailed description of these steps follows :

a. Experience

Experience is the learning stage where students are unconsciously confronted with the meaningful use of certain constructs (Wulandari, 2020). At this phase, students do not understand that they are being made to find certain grammatical structures. Students are offered activities that test their knowledge. In this phase, the teacher can also ask students the leading questions about the topic.

The objective : To give chance for the students to recoqnize a new pattern through a Reading Passage. Activities in this stage can be carried out :

- (1) Divide class into a group of four and one student becomes a leader of group
- (2) Distribute a passage with some questions followed related with the new pattern to the students

- (3) Ask the students to check the questions when they find a difficulty or they don't understand the questions they can ask the teacher and lead them to understand it
- (4) If the students understand all the questions , the teacher asks them to answer the questions with long answers (Subject + Verb + Object + adverb) in group for about thirty minutes
- (5) Give a chance to the group to present in front of the class and write the answer of the questions on the board one group with one number of question
- (6) Discuss the answer of the questions together with all groups
- (7) When there is a mistake of the student's answer the teacher leads them to find the correct one according the passage

After being given some of the activities above, students are expected to be able to guess or explain what they know about one of the activities above based on the students' own experiences.

b. Generalization

At this stage students are divided into several groups and the teacher asks students to find and discuss sentence patterns based on the pictures or stimuli given. This section provides a broad understanding of the material to be presented to students (Muhlisyah & Hasnawati. 2017. p. 82). After conducting discussions with their groups, students are asked to come forward and write their answers on the blackboard. At this phase, the teacher must not justify or blame student answers, the teacher must allow students to be creative and free to distribute their thoughts. Teachers also have to give appreciation to students.

The objective : To lead the students to formulate a pattern. Activities in this stage can be carried out :

- (1) The teacher reminds the students about part of speech such as : Subject, verb, object, adverb ,etc
- (2) Ask the students to focus to the answers written on the board

The teacher point the answer number one or two

- (3) Lead them to formulate a pattern
- (4) When the students have found the pattern correctly the teacher can emphasize it by writing the pattern on the board.

c. Reinforcement

Reinforcement is the stage where students get the right thing and knowledge basic about the form and function of the structure of the objects they encounter. The goal is to help students check or revise their generalizations. Students have the right to know the exact form and function of some structural rules. At this stage, the teacher re-explains what students have learned. The teacher provides feedback on student work so that they can understand the material that has been taught.

The objective : To give reinforcement to the students about the pattern. The activities of this stage are :

- (1) Distribute Exercise to the students
- (2) Ask them to do it individually but still in group
- (3) When they finish it , discuss the answer in group
- (4) Discuss the students' answers together
- (5) When they still have a problem, help them.

d. Application

This phase is the part where the teacher gives assignments to students individually based on the material that has been obtained. The goal is to find out how far students understand the material that has been taught (Sari. 2017. p. 35).

The objective : To give a chance for the students to apply the pattern in a real life. The activities that can be done are:

- (1) Ask the students to write a simple activity in family or in a real life related to the pattern individually

- (2) Present it in front of the class . It can be two or three students .
- (3) Ask them to submit the task to the teacher
- (4) The teacher check the students' work

C. Previous Study

The researcher takes previous related study as a comparison to this research. The first previous research is “**The Implementation of EGRA Technique to Improve Students' Ability in Comprehending Recount Text at MTsN Hamparan Perak**” by M. Sari (2017).

This thesis focused on improving students' ability in comprehending recount text by using EGRA technique at the eight grade of MTsN Hamparan Perak. The problem statement of this thesis are : 1) Can EGRA technique improve students' ability in comprehending recount text ? 2) How are the obstacles of applying EGRA technique in comprehending recount text ?. The objective of the reasearch were to know EGRA technique in improving students' ability in comprehending recount text and to know the obstacles of applying EGRA technique in comprehending recount text. The researcher applied Classroom Action Research (CAR) that consist of qualitative data. The researcher used observation sheet, diary notes, documentation, and quantitative data, such as pre-test and post-test to collect the data. The samples were class VIII consisted of 36 students. 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 student s' 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. Additionaly, 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%. Based on the result of this research, the

researcher concluded that EGRA technique improves students' ability in comprehending recount text.

The second previous research is **“Using EGRA Technique to Improve Students' Grammar Mastery at The Tenth Grade Students of SMA Negeri 7 Pinrang”** by Wulandari R (2020). This study aims to see the Improving Grammar Mastery at the tenth grade students of SMA Negeri 7 Pinrang. The design of this study is quantitative using quasi-experimental design (non-equivalent control group) with two group classes. The research design consisted of two groups (control class and experimental class), each of which was given a pretest and posttest. The population in this study consist of 273 students, while the sample was taken from two groups, namely class X MIPA 2 as the experimental group consisted of 36 students and class X IPS 2 as the control class consisted of 34 students. Data collection was obtained through grammar test in the form of pretest and posttest. Based on the calculation, the result of the data analysis by using t-test showed the value of $t_{test}(t_o)$ was higher than $t_{table}(t_t)$, $t_o > t_t = 9.11 > 1.667$, in significant degree of 0.05 (5%). As the statistical hypotheses shows, if $t_{test}(t_o) > t_{table}(t_t)$ in significant degree of 0.05 (5%), it means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. In conclusion, EGRA technique is able to improve the students' grammar mastery.

A journal entitled **“Improving Grammar Skill Using EGRA Technique for The Students' Eighth Grade at SMPN 5 Cimahi”** by Mayang Kusumastuti, Mega Pratiwi, Hendra Hunussalam (2019). This research aims to see the improving Grammar skill by using EGRA technique at the eighth grade of SMPN 5 Cimahi. The population of this research is eighth grade students of Junior High School 5 Cimahi in the academic year 2019/2020. For the sample of the population, the researcher taken class VIII-H of SMPN 5 Cimahi with total sample is 30 students. The average score of the test result is 40,83 for the pre-test and 71,70 for the post-test.. The researchers state that EGRA technique can develop students' Grammar skill. Besides that, EGRA technique can build a good team work in the classroom This recent study also uses EGRA technique for improving

Grammar skill, but the different is in the design of the research. Previous study used quantitative method with pre-experimental as the research design.