TEACHING SIMPLE PRESENT TENSE BY USING EGRA TECHNIQUE

TO THE SECOND YEAR STUDENTS OF SMAN 2 PALOPO

IAIN PALOPO

A THESIS

Submitted to the English Study Program of S1 Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Education

ARY SASMITHA

REG. NUM. 14.16.3.0015

ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHERS TRAINING FACULTY STATE ISLAMIC INSTITUTE OF PALOPO

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2018

THESIS APPROVAL

This thesis entitled **"*Teaching Simple Present Tense by Using EGRA Technique to the Second Year Students of SMAN 2 Palopo.*"**, which is written by **Ary Sasmitha**, Reg. Num.14.16.3.0015, S1 English Study Program of Tarbiyah and Teacher Training Faculty of Institute For Islamic Studies (IAIN) Palopo, and has been examined and defended in Munaqasyah session which is carried out on Monday, **28th of January 2019**, coincided with **22nd Jumadil Awal 1440 H**, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

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Di-
Tempat

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سَيِّدِنَا مُحَمَّدٍ وَعَلَى اَلِهِ وَاَصْحاَبِهِ اَجْمَعِيْنَ

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LIST OF CONTENTS

TITLE PAGE i

CONSULTANTS APPROVAL ii

ACKNOWLEDGMENT.....iii

LIST OF CONTENTS iv

ABSTRACT.....v

CHAPTER 1 INTRODUCTION

A. Background of the Study.....1
B. Problem Statement 3
C. Objective of the Research 3
D. Scope of the Study 3

CHAPTER II LITERATURE REVIEW

A. Previous Studies 4
B. Grammar 5
    1. Definition of Grammar 5
    2. Importance of Grammar 6
    3. Techniques in Teaching Grammar 7
C. Simple Present Tense 8
    1. Definition of Simple Present Tense 8
    2. The Pattern of Simple Present Tense 9
    3. The Function of Simple Present Tense 10
D. EGRA Technique 13
    1. Definition of EGRA Technique 13
    2. The Procedure of EGRA Technique 17

CHAPTER III RESEARCH METHOD

A. Research Design 19
B. Setting Up and the Subject of the Study 20
C. The Procedure of the Study 20
    1. Planning 21
    2. Implementation the Action Plan 24
    3. Observing 25
    4. Reflecting 25
D. Data Sources 25
E. Techniques and Instruments of Collecting Data 26
F. Technique of Collecting Data 26

CHAPTER 1V FINDING AND DISCUSSION

A. Finding 27
B. Discussion 42

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion 45
B. Suggestion 45

BIBLIOGRAPHY …….. 46

APPENDIX

ABSTRACT

Ary Sasmitha, 2018. Teaching Simple Present Tense by Using EGRA Technique to the Second Year Students of SMAN 2 Palopo. Thesis English Study Program Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo. Supervised by: (1) Dr. H. Dahlan, M.Hum. and (2) Amalia Yahya, SE.,M.Hum.

Keywords: ***EGRA Technique, Simple Present Tense***

The problem statement of this research as follow: What are the appropriate ways in teaching simple present tense by using EGRA technique? The objective of this research was to measure the students' understanding in learning simple present tense.

The research design used in this research was classroom action research. The sample of this research was the second year students of SMAN 2 Palopo. The object of the research was XI IPS 1 that consist of 29 students. The population of this research was all the second grade students of SMAN 2 Palopo. The sample technique of this research was XI IPS 1.

The descriptive analysis used SPSS 22 in calculating the mean score. Besides, researcher also analyzed the percentage of students who got score ≥70 and ≤70 in cycle 1 and 2 by using formula. Based on the calculation of the data, after using EGRA technique in teaching simple present tense, the mean score of students was increased. The mean score of students in cycle 1 was 40,68, the the percentage of students who got score ≥70 was 10.34% and the percentage of students who got score ≤70 was 89.7%. Meanwhile, the mean score of students in cycle 2 was 87,24, the percentage of students who got score ≥70 was 90% and the percentage of students who got score ≤70 was 6.9%. It means, there is a significant effect of EGRA technique on students' understanding in simple presennt tense. In other words, using EGRA technique was effective in teaching tenses, especially simple present tense.

CHAPTER I

INTRODUCTION

A. Background of the Study

Grammar is an important thing of language. It is the basic aspects which must be mastered to produce and arrange words into correct sentences as well as to encourage the students to understand English sentences in learning activity. English as the second language that should be understood by people. The main reason of why learning grammar is important because it can help people to communicate in English orally and writing form. Another reason, grammar can help students to understand how to speak, to share, to express, or write their ideas to other by using correct grammatical. Especially in simple present tense, they will be able to tell about their daily activity, and know about the general truth; for example the sun rises from the east.

In grammar, there are many tenses that can be mastered by students, such as simple present tense, simple present continuous tense, simple past tense, simple future tense, and simple perfect tense. In this research, the researcher focus on simple present tense. Because it can help the students to speak or write about their habitual or daily activities by using simple present form. Students who have good competence in grammatical will be easy to understand about English, such as make a sentence, speak with others and etc.

Based on the observation that conducted in SMAN 2 Palopo, researcher concludes that there are many problems that faced by students in learning grammar, especially in simple present tense. The first, students feel bored to learn

English because they still difficult in identifying tenses rules and its application in a text. Second, they difficult to use verb in English, difficult to recognize the change of V1 to V2 and V3. Third, they difficult to distinguish verbs which one is added ‘s/es’ or without ‘s/es’ and auxiliary verbs. Fourth, they difficult to change from positive to negative or interogative sentence, and difficult to make a difference between verbs and complement; adjective, noun, and adverb.

However, those problems must be solved because it can be more difficult when students continue their level or grade if they lack of competence in grammar. Based on the problem, the researcher will give a strategy to teach grammar, especially simple present tense by using EGRA technique.

EGRA stands for Experience, Generalization, Reinforcement, and Application. The students are given opportunity to find out the form and function of the sentences by themself with this technique. EGRA’s steps have their own objective. Experience is aimed to exposure a particular structure item in use. Generalization is aimed to make the sentence by themself and remember conclusion about form and function. Reinforcement helps the students to check or revise their generalization and Application is to apply the structure items learned in the previous steps to communicate information or message.

Based on the problems identification above, the researcher would like to conduct a research to know whether student could mastery on simple present tense by using EGRA technique.

B. Problems Statements

Based on the background, the researcher formulated a research question: What are the appropriate ways in teaching simple present tense by using EGRA technique?

C. Objective of the Study

The objective of the study is to find out the appropriate way in understanding simple present tense by using EGRA technique at the second year of SMAN 2 Palopo.

D. Scope of the Study

There were many approaches which can be used in learning grammar. In this research, the researcher limited the scope of the study in simple present tense which is focus on verbal and nominal sentences form and EGRA Technique as the technique of language teaching.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents about previous literature, the concept of teaching grammar, the simple present tense, and EGRA technique.

A. Previous Studies

There have been a number of researches related to the topic of teaching simple present tense by using EGRA technique.

One of such studies focused on students' grammar mastery through EGRA technique was conducted by Fia Renny Syahara entitled *Improving the Students' Grammar Mastery Through EGRA Technique.* The findings showed that the improvement of students' grammar mastery and classroom situation can be found by implementing EGRA technique in the class.

The next research focused on teaching passive voice to the grade X through EGRA technique was conducted by Ratna entitled *Teaching Passive Voice to the Grade X through EGRA Technique.* The findings showed that EGRA technique is one of the effective technique in teaching passive voice. By using this technique, the students are given opportunity to find out the form and function of the sentence by themselves.

The other research focused on students' ability in comprehending recount text was conducted by Sari Muharfah entitled *The Implementation of EGRA Technique to Improve Students' Ability in Comprehending Recount Text at MTSN Hamparan Perak.* The findings showed that using EGRA technique in teaching

recount text was effective, and the students' ability in comprehending recount text have been improved through the implementation of EGRA technique.

This research is different from other research. Researcher focused on teaching simple present tense by using EGRA technique to the second year students at SMAN 2 Palopo and chose Class Action Research.

B. Grammar

1. Definition of Grammar

In learning English as a foreign language, grammar is one of the important thing that students need to understand beside vocabulary and pronunciation. Understanding about grammar means that understand about the meaning of the text. According to Stewart and Vailette, the word grammar means the short of thing they learned in English class or in other language class, when they were taught about subjects and predicates and part of speech, ...[1] The statement means that student were taught about the rules of grammar in learning English. As a foreign language learners, they need to learn about the rules of grammar that nattive speaker uses in speaking or communication. Then, understanding about grammar can help the students to get the meaning of the text in English, to communicate their emotions and purpose more effectively.

[1] Septiani, Reni, *The Correlation Between Grammar Mastery and Writing Ability.* (State Islamic University Syarif Hidayatullah. Jakarta 2014) p. 6

Grammar is not only used in speaking, but also gives effect in writing. If the students understand about grammar, they can use words to produce a written in English correctly. In thesis of Reni Septiani, Peat states that "Grammar is about knowing why something reads badly and knowing how to fix it. It is impossible to write well without using words correctly".[2]

It means that, when people want to write something, they need to know about the rules of grammar because there is relation of each word in sentence.

2. Importance of Grammar

The importances of grammar are as follows:

a. Grammar is important to be taught because it affects students' performance in all four skills reading, writing, listening, and speaking.

b. Students are expected in comprehending English either written or spoken, for that reason, students need to know the system rules of grammar of a target language fluently and acceptably since grammar is a tool for making meaning.[3]

[2] Septiani, Reni, *The Correlation Between Grammar Mastery and Writing Ability.* (State Islamic University Syarif Hidayatullah. Jakarta 2014) p.7

[3] Pratiwi, Dina, *The Teaching of Simple Past Tense for Junior High School Students through Task-Based Learnin.* (Semarang State University. 2009) p. 15

C. Simple Present Tense

1. Definition of Simple Present Tense

According to Evi Fitria, the Simple Present Tense refers to action or situation that to do not change frequently. It is used to describe habits or routines, to express opinions, or to make general statements of fact, the simple present can also to refer to the future.[4]

From the definition, the researcher can concludes that Simple Present Tense is the tense that can be used to express the things that we do everyday or habitual and fact which are formed with base of verbs, except for the third singular subject such as he, she, and it by adding –s or –es in the end.

2. The Pattern of Simple Present Tense

The patterns of simple present tense:

a. Non-Action Sentence

Non-action sentence is the sentence that used to describe an event that is going on or describe about something. It is called non-action sentence because there is no 'verb' in the pattern.

(Positive):

S + To Be (am, is, are) + Complement (Adjective/Adverb/Noun)

Example: He is a teacher.

(Negative):

S + To Be (am, is, are) + Not + Complement (Adjective/Adverb/Noun)

[4] Fitria, Evi, *The Correlation Between Students' Simple Present Tense Mastery and Their Ability in Writing Descriptive Text.* (Institute of Islamic Studies Raden Intan Lampung. 2016) p. 16

Example: He is not a teacher.

(Interrogative)

To Be (am, is, are) + S + Complement (Adjective/Adverb/Noun)

Example: Is he a teacher?

b. Action Sentence

Action sentence is a sentence that has an action (verb). It used to describe an action or habit that we do continuesly.

(Positive):

S + (V1(s/es) + Object/Adverb

Example: I play football.

He plays football. She studies English.

(Negative):

S + do/does + not + V1 + Object/Adverb

Example: I do not study English.

He does not play football.

(Interrogative)

Do/does + S + Object/Adverb?

Example: Do you study English?

Does he play football?

3. The Function of Simple Present Tense

According to I. Didimus Manulang, S,S. The function of simple present tense are:

a. To describe an action or event that we do continuesly. Also, the habibual things. There are many adverb of time that can be used in simple present tense such as everyday, everyweek/month/a year/, sometimes, always, often, seldom, usually, habitually, generally, rarely, etc.

   Example: I visit my grandmother every week.

b. To describe the general truth.

   Example: The sun rises on the east.

   The taste of sugar is sweet.

   The sky is blue.

c. To describe about characteristic of people or things.

   Example: Thomas is friendly.

d. To describe an action or planning that will be done soon.

   Example: The train leaves at 4:30 p.m

   The meeting begins at 9 o'clock.

e. To be used by commentator of football, and etc.[5]

The statement above is similar with the statement of Hornby. He states that the usage of simple present tense divided into five kinds:[6]

---

[5] Manulang, Didimus, S,S. *Program Cerdas Kuasai 16 Tenses* (Tangerang Selatan-Indonesia: Scientific Press).

[6] A. S. Hornby, *Guide to Patterns and Usage in English,* (Oxford: Oxford University Press, 1975), p. 82-85.

a. To describe an activity that is actually in progress at the moment of speaking, e.g. in demonstration, explanation, step by step the way to cook something. Example: I sift the flour, salt, and baking powder into a bowl. I mix them.
b. To used in commentaries, e.g. as broadcast during a sporting event such as a football match. Example: Green passes the ball to Brown. Brown passes it to Black who heads it past the goalkeeper and scores!
c. To used in exlamatory sentences beginning with here and there. Example: Here he comes!
d. In the general statement of what was true in the past time, is true now, is likely to be true in future time. Example: The sun shines during the day.
e. To used for references to what was communicated in the past. Example: The newspapers say it's going to be cold today.

There are some spelling rules in simple present tense:

a. The verb ending –ch, -o, -sh, -ss, -x, or –y that begin with consonant, so that the verb will be added –es.

   Examples: catch-catches, search-searches, touch-touches, watch-watches, do-does, go-goes, dry-dries, and etc.
b. The other verbs which not ending with consonant will be added –s.

   Examples: agree-agrees, arrive-arrives, build-builds, cut-cuts, dream-dreams, play-plays, talk-talks, walk-walks, and etc.[7]
c. If the simple form of a verb ends in –y after consonant, change the –y to –i and add –es.

[7] Manulang, Didimus, S,S. *Program Cerdas Kuasai 16 Tenses* (Tangerang Selatan-Indonesia: Scientific Press).

Example: -Study – Studies

We study in the classroom.

He studies in the classroom.

-Try – Tries

I try to sing. Ani tries to sing.

But verbs that have a vowel before the –y do not change from –y to –i and not add –es.[8]

Example: Buy – buys

-I buy a handphone.

-My mother buys a handphone.

Play – plays

d. If the simple form of a verb ends in –s, -z, -sh, -ch, -x, or –o (after consonant), add –es.

Example: -Teach: I teach English in school.

-Teaches: Mr. Brown teaches English in school.

-Go: They go to the market.

-Goes: He goes to the market.

-Wash : I wash my clothes.

-Washes: My mother washes the clothes.

-Fix: Richard fixes breakfast in hurry.

[8] Patricia K. Werner, et.al., *Interaction Access Grammar* (New York: McGraw-Hill Companies, 2002) fourth edition, p. 60.

D. EGRA Technique

1. Definition of EGRA Technique

According to Heri Irfan, EGRA stands for E, which is exposure; G is generalization; R is reinforcement; and A is application. The following is the explanation each stage of EGRA technique.

a. Exposure

Exposure is the learning stage where students are subconsciously expose to the meaningful use of particular structure item. It is also effective for presenting previously taught structures, which have some functions. It can be used by giving guided question, showing picture, brainstorming and etc.

In thesis of St. Nurrahmatiah, Eyring and Brown said that "what experiential learning highlights for us giving students concrete experiences though which they discover the language principles by trial and error, by processing feedback, by building hypothesis about language and revising this assumption to become fluent".[9] This learning experience makes the students more active from the beginning of the teaching process where they will come into a great discovery that activity involving direct experiences highly inquiry oriented.

The student here is an active participant rather than the passive observer of the teacher. The experience in this research is refers to guide the students to learn every element of writing for example, content organization and the structure used in writing.

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[9] Nurrahmatiah, St., *Improving the StudentsGrammar Ability Through EGRA Method of the Second Year Students of SMP Moncoloe Makassar.* (Alauddin State Islamic University.2010) p.22

b. Generalization

In this stage, the students are led through takes to discover form, meaning and function of a structury they have exposed. The rational for the generalization is the learner better remember the conclusion about the form and function(s) they make for themselves. The best way to insure learning was for the student to work out the rule himself. This stage focus on grammatical item themselves.

In this stage, the teacher will not tell them the meaning, and function of the sentence but let them to do it by themselves. Learning is facilitated if the learners discovers or creates rather than remember and repeats what is to be learned.

The central of EGRA technique is the Generalization where students are expected to make a discovery of language structure. Generalization becomes more comprehensive as the students are advanced in knowledge of language and are able to recognize characteristics feature of the language structure.

c. Reinforcement

This stage is a learning process where students are provided with correct and conscious knowledge of the form, and functions of the structure item that they have been exposed to. The objective of this stage is to help learners to check or revise their answer in generalization stage.

In this step, the teacher explains again what the students have discovered so that they get reinforcement, giving full attention to the classroom situation. After the students have got self confidence through teachers' reinforcement or

explanation, they will do task again. Reinforcement practices also tend to help individual focus on special activities.

From the statements, the researcher concludes that in reinforcement stage is a process giving taks to the students. By giving taks, it can measure the students' understanding in material that they have learned.

d. Application

Application is the stage where students are given opportunities to use or apply the structure item that they have learned. The objective of the application is to determine whether the students know how to apply grammatical forms that have previouly been presented.

A period for the practical application of what has been learnt may involve reading a passage for which previous has prepared the class; it may be a neccesity for some forms of writing exercises, or it may take the form of a dramatization in front of the class. This stage is important to measure the sudents' understanding about the material.

Also, in learning the target language, it must be applied in speaking or writing.[10] Based on the explanation of EGRA, the researcher thinks that this technique will be useful. It will help the student to undersand the material and will lead them to improve their grammar skill.

[10] Irfan, Heri *Teaching Recount Text to Improve the Writing Ability of the Second Year Students of MTs Ma'had Ponpes DDI Pangkajene through EGRA Tehnique.* 2010

The Procedure of EGRA Technique

The main procedures in EGRA are:

A. Exposure

The structure is presented to the students before they learn the form of its rules. Example: the students read a text about daily activity that inside it, there are some examples of its structure.

B. Generalization

1. Teacher asks the students to make a group at least 3-5 students for each group.
2. Teacher gives a taks such as text, question, quiz that the poin must be guiding the students to find the function, and the form to build up the sentence that has been taught.
3. Teacher asks the students to discuss about the answer in group and do it by themselves.
4. The teachers asks the students to write their answer on the white board.
5. The teacher gives appreciation what the students have done.
6. The teacher gives example how to pronounce the answer on the white board.

C. Reinforcement

1. The teacher explains back the students' answer.
2. The teacher gives explanation about the function and the structural form that has been thought.
3. The teacher gives example as a model.
4. The teacher gives drill continuously about the pronunciation.
5. The teacher gives reinforcement back by giving task and questions to the students.

D. Application

1. The students do the task individually.
2. The teacher gives tasks to the students about situation and cases.
3. The students are asked to make some their answer to respond the situation and cases that it has been given and the teacher gives homework for explaining in the next meeting.[11]

[11] Marpudin, (2008:1)

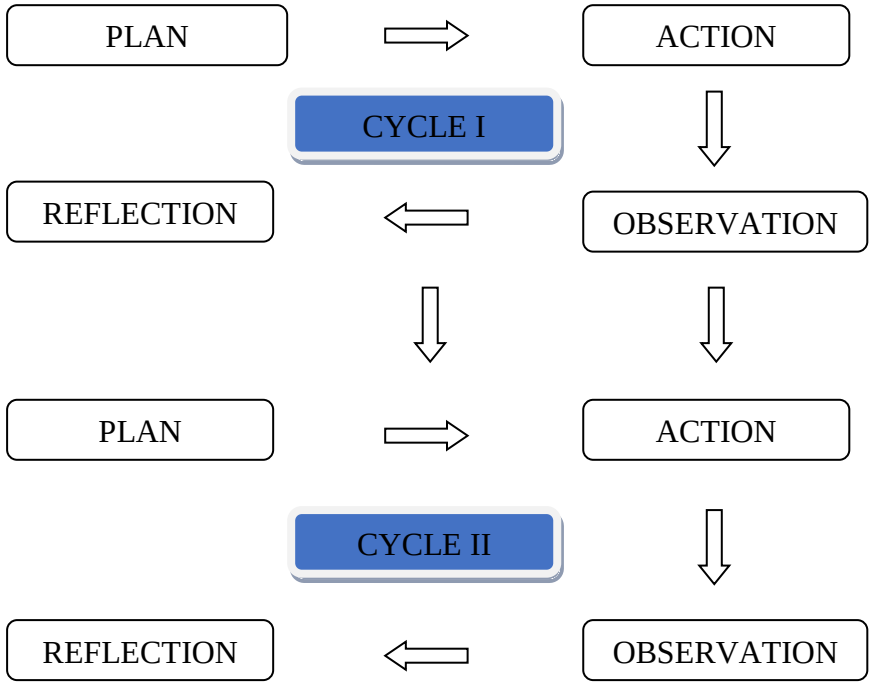
CHAPTER III

RESEARCH METHODE

This chapter presents the research design, setting and the subject of the study and the procedure of the study.

A. Research Design

In this research, the researcher uses classroom action research. There are four steps in the procedure namely planning, implementing, observing and reflecting.



Picture 1. General Structure by Kemmis and Taggart. In Mulyadi Hamid, SE., M.Si. In thesis of Rahmi, H.S., S.Pd.[12]

[12] H.S., Rahmi, *Teaching Past Tense Through Cooperative Learning at MAN Palopo*. (2013)

B. Setting Up and the Subject of the Study

The subject of the research was the second year students in class XI IPS 1 of SMAN 2 Palopo. The total numbers of them were 29 students, consisting of 13 boys and 16 girls. The researcher conducted the research in two cycles. The first cycle on 21 September 2018 and the second cycle on 5 October 2018.

C. The Procedure of the Study

There are four steps that usually used in this action research. They are planning, implementing the action plan, observing, and reflecting.

1. Planning

There are two steps:

a. Designing EGRA Technique

Stage	Step
Exposure	• Gave the students some guided question (what do you do everyday?, What do you know about simple present tense?), showing picture, and give a text. The structure is presented to the students before they learn the form of its rules. Example: the students read a text about daily activity that inside it, there are some examples of its structure.
Generalization	• Asked the students to make groups consists of 4 or 5 students • Gave the task like discourse, questions, quiz which in essence that lead the students to find the functions and forms of structure that will be taught • Asked the students to discuss the answers in groups • Guided the students in discussing the answer • Wrote the answers of the students on the whiteboard

	• Gave applause to the students for their effort in answering questions • The teacher gave examples of the correct pronunciation of the students's answers on the whiteboard.
Reinforcement	• The researcher discussed again about the students's answers on the whiteboard • The researcher provided explanation as streghtening of the function and form of language structure is being taught explicitly • The researcher gave some examples of sentence as a model • The researcher repeated over and over about the pronunciation of sentences correctly • The teacher provided reinforcement in the form of tasks or questions for the students do The objective of this stage is to help learners to check or revise their answer in generalization stage.
Application	• The students are asked to work individually • The teacher gave the student a paper of test • The students are required to answer the test by themselves. The objective of this stage is the students be able to understand about simple present tense form.

b. Preparing Lesson Plan

In this part, the researcher made a lesson plan for teaching.

Example: Lesson Plan for Cycle 1.

- Indicators

1. The students are expected to know about the mean, form, and function of grammar especially simple present tense.
2. The students are expected be able to understand the sentences of simple present.

- Material

  Grammar: Simple Present Tense

- Class Activity

1) Pre Activity

   a. Greeting, Good Morning, students.
   b. Checking the students attendance
   c. Checking their readiness, are you ready to study?
   d. Introducing the topic.
   e. Motivation.

2) Main Activity

a. Exposure Stage

Gave the leading question, brainstorming, and asked the students to read a text. The structure is presented to the students before they learn the form of its rules. Example: the students red a text about daily activity that inside it, there are some examples of its structure.

b. Generalization

a) The teacher asked the students to make a group at least 4-5 students for each group.

b) The teacher gave some exercises of simple present (verbal and nominal).

c) The teacher let the students to find the function by themself

d) The teacher asked the students to discuss about the answer in group.

e) The teacher asked the students to write their answer on the white board.

c. Reinforcement

a) The teacher asked the students to check or revise their answer

b) .The teacher explained the correct and incorret answer

c) Reminded them to be more creative and do better

d. Application

a) The students did the task individually.

b) The teacher gave tasks to the students about situation and cases.

c) The students are asked to make some their answer to respond the situation and cases that it has been given and the teacher gives homework for explaining in the next

- Media

a. Worksheet c) Marker

b. Whiteboard

2. Implementation the Action Plan

The action of this research was implementation of the planning. There were some activities in the class, such as:

a. Researcher entered the class and gave greeting to the students. Researcher opened the class by reciting *Basmalah*, checked the students attendance and then explained her purpose in the class.

b. Teaching learning process in cycle 1 by using EGRA technique;

   a) Exposure stage, the researcher gave some guided question (what do you do everyday? What do you know about simple present tense?) and then gave a text about daily activity to the students.

   b) Generalization stage, the researcher divided students into groups. Each group consist of 5-6 students. Then, teacher gave an exercise for each group and let them to discuss and answer by themselves. After that, a member of each group wrote their answer on whiteboard.

   c) Reinforcement stage, researcher rechecked the students' answer then gave the explanation about the result of task. In this stage, student knew whether their answer is true or false.

   d) Application stage, researcher gave an exercise for each student and asked them to do it individually. This stage aimed to know whether student already understand or not about the material.

3. Observing

In this step, the researcher observed all the activities that happen in the class, such as class condition, learning situation, students' response, and participation. The researcher doing the observation in class XI IPS 1 of SMAN 2 Palopo and used exercise to find out the data.

4. Reflecting

This is the step for processing the data which the researcher finds when doing observation. The researcher and observer discuss the strategy and evaluation to do next cycle needs to be accomplished.

D. Setting Up the Criteria of Success

In this research, the researcher determined the criteria of success that is 80%. If there is 80% of students could pass the test score ≥ 70 based on the minimal mastery level criterion-*Kriteria Ketuntasan Minimal* (KKM) which is adapted from the school agreement (SMAN 2 Palopo).

E. Data Sources

a. Students

b. Teacher

c. Observer

F. Techniques and Instruments of Collecting Data

1. Techniques

The collecting data in this classroom action research were:

a. Exercise: to find out the students' ability about tenses, especially simple present tense.
b. Observation: to find out the students' participation during learning process by using EGRA technique.

2. Instruments

The instruments that used in collecting data of this research was exercise. In every cycle: researcher gave an exercise to find out the students' abilily about simple present tense during learning process by using EGRA technique.

G. Technique of Data Analysis

In this research, the data were analyzed from observation during the teaching and learning process and the result of the exercises. The researcher analyzed the students' score from exercise with SPSS 22. In this research, the researcher determined the criteria of success that was 80%. If there was 80% of students could pass the test score ≥ 70 based on the minimal mastery level criterion-*Kriteria Ketuntasan Minimal* (KKM) which is adapted from the school agreement (SMAN 2 Palopo).

The researcher analyzed the percentage criteria of success by using formula:

$$P = \frac{F}{N} \times 100$$

Where: P= Percentage

F= The cumulative frequency of subjects

N= Total number of subject[13]

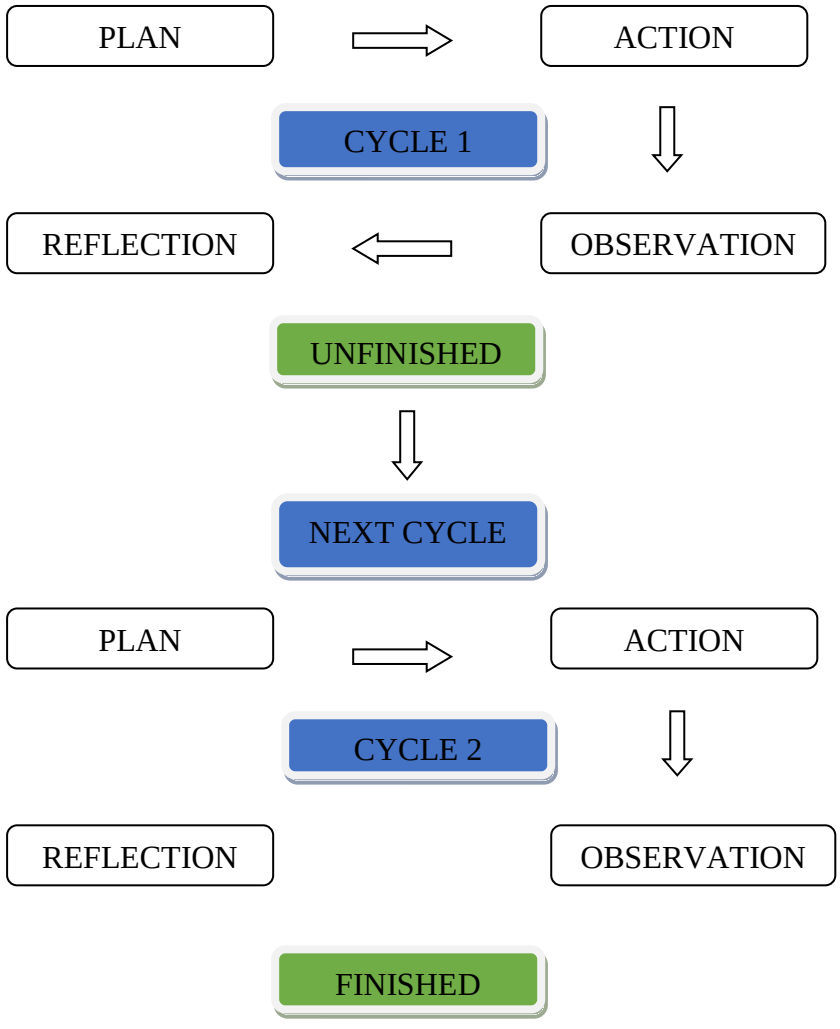
[13] Sudijono, Anas, *Pengantar Statistik Pendidikan.* (Jakarta,2010) p.43

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research explained the cycle of teaching and learning process. There were two cycles that conducted in this research. It can be seen in general structure below:



Cycle 1.

Based on the procedure of Classroom Action Research (CAR), this cycle consist of planning, implementing, observing and reflecting.

1. Planning

Before doing the research, the researcher made a lesson plan (RPP) for the first cycle about simple present tense to make a good management of learning process in the classroom. The researcher also provided exercise to find out the students' ability about simple present tense by using EGRA technique.

2. Implementing

In this action, the first meeting researcher entered the class accompanied by teacher. The situation of the class was crowded and there were students still out side, came late, even there was student who entered the class with her drink and snack. Then, the teacher asked her to go out and eat out of class. After the situation was condusive, the chief of class led the students to greet the teacher and pray before study. Then, the teacher asked the researcher to introduce her self and explain her purpose in the class. Before start the research, researcher introduced her self and said that she would conduct the research in the class and teaching about grammar especially simple present tense by using EGRA technique. The researcher gave leading question to the students for example, what do you do everyday? "are you still remember about simple present tense?". But, most of students were silent. The

teacher tried to remind the students that she ever taught the simple present tense in X grade. But, there were forget and there was no answer.

Then, the researcher gave a clue that it is used to tell our daily activity for example: I go to school, I take a bath in the morning and so on. Directly, the students said, “ooooh yeeeaaah. I remembered, miss.” Then, researcher tried to ask; what is the rule of simple present tense? There was a student answer the correct answer about one of the rule of simple present tense. She said that the rule is S + V1 + O. Then, researcher asked the students to give applause for the student.

There were four steps in teaching simple present tense by using EGRA technique. EGRA stands for Exposure, Generalization, Reinforcement and Application. In Exposure stage, researcher gave some guided question to the students, then gave them a text about daily activity without explain the denifition and function of simple present tense. The researcher asked the students to read the text. Indirectly, they have seen the sentence of simple present tense. Then, in Generalization stage, researcher divided students into 7 groups. Each group consist of 5-6 students. Then, researcher gave an exercise for each group and asked them to discuss and answer by themselves. After that, one of members of each group wrote their answer on whiteboard. In Reinforcement stage, researcher checked the students’ answer and explained how to find the answer. In this stage, students have known their mistakes. The last, Application stage. In this stage, researcher gave an exercise individually. She asked the students to do the exercise by themselves. It used to

know whether they understand or not about the function of simple present tense during learning process.

3. Observation

In the first cycle, there were several students came late. The learning process was noisy and still not condusive because there were problems that happened in the class, such as; student who disturbed his friend, played with their phone and some of them did not pay attention to the researcher's explanation. Beside that, most of students in group still confused with the exercise and asked the researcher to explain how to find the answer. But reseracher did not give explanation. She asked them to do it by themselves. After did the exercise, researcher asked one of members in group to write their answer. After that, researcher rechecked the answer and gave explanation about the wrong answer. From the explanation, students knew their mistake in answering the exercise. For example: Change into negative form of "The student studies well." Most of students answered: "The student does not studies well." That is why almost all of group got low score. Then, researcher gave an explanation again about the pattern of simple present tense. From the result of exercise, reseracher found that most of students did not know the use of s/es for subject, the change of verb in negative sentence and interrogative nominal sentence. Based on the result of exercise, students' mean score was 40,2. It was low score. Therefore, researcher explained all of the problem they have and gave the correct answer of the exercise.

4. Reflection

In this stage, researcher and observer discussed about the students' responses and participation during learning process. Then, researcher asked the students to say how they feel during the learning process. Most of them said that, researcher too serious in teaching, the class was boring because there was no game. Based on the reflection, researcher and observer discussed and prepared the strategy to solve the problems for the next cycle by applying ice breaking and game in the classroom.

Cycle II.

The procedure of this cycle still similar with the first cycle which is consist of planning, implementing, observing and reflecting. But researcher redesigned the strategy of teaching by using some ice breaking and game to make students be more active.

1. Planning

In the second cycle, researcher made a lesson plan (RPP) about simple present tense to make a good management of learning process in the classroom. The material was describing picture. The researcher also prepared the strategy, games and ice breaking in learning process to solve the students' problems of the first cycle.

2. Implementing

In this cycle, the procedure of research still similar with the first cycle, which is teaching simple present tense by using EGRA technique. But, there was a new strategy with ice breaking and game. Before start the lesson, researcher started the lesson by giving ice breaking (throw and catch marker). The rules of the ice breaking was if researcher throw the marker, students need to clap hands. If researcher catch the marker, students need to stop. When researcher applied the ice breaking, students felt excited because most of them still not focused. Researcher did it continuously until students be focused.

In Exposure stage, researcher applied a game by using marker and showed a picture of public figure (*Christian Jonathan; badminton player of ASIAN Games)* to the students. The rule of the game; researcher gave marker to the student and then the student offer it to the next student and so on after researcher said stop. The student who got the marker should describe about the picture. Most of students were so excited to write on whiteboard about their opinion of the picture. Next, in Generalization stage, researcher gave an exercise to the students based on their group. In Reinforcement stage, researcher checked the students' answer and explained the correct answer. From the result of the exercise, most of them answer the question correctly. Then, researcher gave explanation about the pattern and function of simple present tense. The last, Application stage. In this stage, researcher gave an exercise again to the students and asked them to do it individually.

3. Observation

In this cycle, the learning process was condusive. The students pay attention and did the exercise seriously. In group activity, students discussed the answer with their group and wrote it on whiteboard. The situation was condusive and each group discussed the answer with their members. The researcher let them to answer by themselves and asked them to write the aswer on whiteboard. After done the exercise, most of students were excited to write their answer on whiteboard. Because they have known their mistakes in the first cycle and they already knew how to use s/es for subject in sentence, change verbs in negative sentence and use to be in interrogative nominal sentence. Based on the result of exercise, the researcher found

that the students' ability in simple present tense was improved. It can be seen from the result of the exercise. In the first cycle students' mean score was 40,7 and the second cycle was 87,24.

4. Reflection

Based on the learning process in the second cyle, researcher found that most of students enjoyed the class. They were more active than at the previous cycle. When researcher applied a game and ice breaking in learning process, students enjoyed the class and could be focused on the material. Then, students more active and easy to understand the material when researcher using a picture of public figure (*Christian Jonathan*; a badminton player in SEA Games) as media to teach the material about describing people. Also, researcher found the students' score was improved. In other words, there was an improvement in cycle 2. It can be seen from the result of the exercise. Therefore, researcher decided to conduct the research in two cycles because the students already understand and passed the standardization score (70).

B. Discussion

The analysis students of SMAN 2 Palopo in teaching simple present tense, researcher found that most of students had less motivation to study and felt hard to master grammar, especially simple present tense. Because still difficult to understand the used of simple present tense. They did not know the subject third person singular (use of s/es for subject), the verb should be used in negative sentence and the use of to be (am, is, are) in interrogative nominal sentence. Example: change into negative form of the sentence "*The student studies well*." and most of students answered: "*The student does not studies well*." But the correct answer was "*The student does not study well*." Then researcher said to the students that the mistake of the answer was the word "*studies"* because negative sentence of verbal form use V1. That is why almost all of group got low score. Then, researcher gave an explanation again about the pattern of simple present tense. They had less motivation to study and felt hard to master grammar, especially simple present tense.

In teaching English, teacher need to be more creative in designing the learning process to make students feel interested and enjoy the lesson. Because, most of students are easy to be bored if there is no something new in learning process. Therefore, the researcher applied one of techniques in teaching grammar, that was EGRA technique. It stands for Exposure, Generalization, Reinforcement and Application.

In Exposure stage, researcher gave a guided question to the students like "What do you know about simple present"? What do you do everyday?". The researcher also showed a picture (*Jonathan Christie; badminton player of ASIAN Games)* then asked the students to give their opinion about the picture. In this stage, researcher did not give explanation about simple present tense and let the students to answer the exercise by themself.

In Generalization, researcher divided the students in to small group. There were 7 groups and each group consist of 5-6 students. Then, researcher gave an exercise about simple present and asked the students to discuss and answer it by themselves. After that, a member of each group wrote their answer on whiteboard based on their discussion.

In Reinforcement, researcher checked and revised the students' answer on the whiteboard. The situation was crowded and students was excited to write their answer because they already knew their mistakes in previous cycle, such as question what verb should be used, and subject third person singular. In Application, researcher gave an exercise to the students. It was an individually sesion. The students asked to do the exercise by themselves. Through this stage, researcher be able to know whether the students understand about the use of simple present tense.

This research was conducted in two cycles. To get to know the students' ability in simple present tense, researcher compared the students' score in the first cycle and the second cycle. In calculating the score, researcher used SPSS 22 to get the score of each cycle.

In the first cycle, there were 3 students obtained “very good” classification (10.34%), there was no student obtained “good” classification (0%), there were 3 students obtained “enough” classification (10.34%), there were 6 students obtained “less” classification (20.7%), and there were 17 students obtained “failed” classification (58.62 %).

Meanwhile, in the second cycle there were 27 students obtained “very good” classification (93.10%), there was no student obtained “good” classification (0%), there was a student obtained “enough” classification (3.45%), there was no student obtained “less” classification (0%), and there was a student obtained “failed” classification (3.45 %).

Based on the data above, it can be concluded that the application of EGRA technique in teaching simple present tense was good and improved the students’ ability. The researcher found that the students’ motivation in every cycle was different. In the first cycle, students felt bored and did not enjoy the learning. They said the researcher was too serious in teaching, there was no a game. Therefore, in the second cycle, researcher applied some games and something like ice breaking. In fact, students was enjoyed the class and focused on the material. Then, researcher concluded that applying a game or ice breaking is important in teaching simple present tense by using EGRA technique.

Table 4.1

(The Row Score of Students in Cycle I).

No.	Name	Score
1	Student 1	10
2	Student 2	30
3	Student 3	50
4	Student 4	10
5	Student 5	50
6	Student 6	30
7	Student 7	30
8	Student 8	60
9	Student 9	50
10	Student 10	30
11	Student 11	50
12	Student 12	60
13	Student 13	50
14	Student 14	20
15	Student 15	50
16	Student 16	10
17	Student 17	60
18	Student 18	30

19	Student 19	80
20	Student 20	20
21	Student 21	10
22	Student 22	30
23	Student 23	40
24	Student 24	100
25	Student 25	90
26	Student 26	40
27	Student 27	40
28	Student 28	30
29	Student 29	20
Total Score		1180

The table above showed that the result of students' ability in simple present tense of cycle 1 was still low. In this cycle, the highest score was 100 and the lowest score was 10. To get to know the mean score of students' ability in simple present tense of cycle 1, the researcher calculated it by using SPSS 22.

The result can be presented into the table descriptive statistic as follow:

Table 4.2

The Mean Score of Students in Cycle 1.

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	29	10.00	100.00	40.6897	23.13486
Valid N (listwise)	29				

Table 4.2 showed that the highest score of students was 100.00 and lowest score was 27.00. Besides that, the mean score of students' ability in simple present tense was 40.6897 and the standard deviation error was 23.58013.

Table 4.3

Scoring Classification of Cycle 1

NO.	Classification	Score	Cycle 1	
			Frequency	Percentage
1	Very Good	80-100	3	10,34%
2	Good	70-79	-	0%
3	Enough	60-69	3	10,34%
4	Less	50-59	6	20,7%
5	Failed	0-49	17	58,62%
Total			29	100%

Based on the table 4.3, we can see that there were many students that got low score in cycle 1. There were 3 students obtained "very good" classification (10.34%), there was no student obtained "good" classification (0%), there were 3 students obtained "enough" classification (10.34%), there were 6 students obtained "less"

classification (20.7%), and there were 17 students obtained “failed” classification (58.62 %).

Based on the data above, researcher concluded that there were many students who got low score. It can be seen on the table “failed” classification that 58,62% was the highest percentage.

Table 4.4

(The Row Score of Students in Cycle 2.)

No.	Name	Score
1	Student 1	80
2	Student 2	100
3	Student 3	100
4	Student 4	100
5	Student 5	100
6	Student 6	90
7	Student 7	80
8	Student 8	90
9	Student 9	90
10	Student 10	60
11	Student 11	100

12	Student 12	100
13	Student 13	100
14	Student 14	90
15	Student 15	80
16	Student 16	100
17	Student 17	80
18	Student 18	100
19	Student 19	80
20	Student 20	40
21	Student 21	80
22	Student	80

	22	
23	Student 23	100
24	Student 24	100
25	Student 25	80
26	Student 26	80
27	Student 27	80
28	Student 28	90
29	Student 29	80
Total Score		2530

The table above showed that result of students' ability in simple present tense of cycle 2 was improved. In this cycle, the highest score was 100 and the lowest score was 40. It was better than previous cycle. To get to know the mean score of students' ability in simple present tense of cycle 2, the researcher calculated it by using SPSS 22.

The result can be presented in to the table descriptive statistic as follow:

Table 4.5

The Mean Score of Students in Cycle 2.

	N	Minimum	Maximum	Mean	td. Deviation
ɔstest	29	40.00	100.00	87.2414	13.86067
alid N (listwise)	29				

Table 4.5 showed that the highest score of students was 100.00 and the lowest score was 40.00. Besides that, the mean score of students was 87.2414, and the standard deviation error was 13.86067.

Table 4.6

Scoring Classification of Cycle 2.

NO.	Classification	Score	Cycle 1	
			Frequency	Percentage
1	Very Good	80-100	27	93,10%
2	Good	70-79	-	0%
3	Enough	60-69	1	3,45%
4	Less	50-59	-	0%
5	Failed	0-49	1	3,45%
Total			29	100%

Based on the table 4.6, we can see that there were many students that got high score in cycle 2. There were 27 students obtained “very good” classification (93.10%), there was no student obtained “good” classification (0%), there was a student obtained “enough” classification (3.45%), there was no student obtained “less” classification (0%), and there was a student obtained “failed” classification (3.45 %).

Based on the data above, researcher concluded that there were many students who got high score. It can be seen on the table that “very good” classification was 93.10%. It means that students’ ability in simple present of cycle 2 was improved.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

One of language elements that must be taught in Junior High School or Senior High School is grammar especially simple present tense. EGRA is a technique which is suitable in teaching grammar especially in teaching simple present tense. The result of data analysis showed that EGRA technique can facilitate and motivate students in learning simple present tense so that they would be understand and master the material that was taught to them. Based on the problem statement, the appropriate ways in teaching simple present tense by using EGRA technique are applying game and ice breaking in Experience stage to make students be focus and enjoy the class, also using picture of public figure as media to make students interested in learning.

B. Suggestions

Based on the result of the research, researcher would like to give some suggestions:

1. English Teacher are suggested to use EGRA technique as one of technique in teaching grammar especially simple present tense.
2. In order to make EGRA technique more effective, the teacher must master every stage of EGRA technique and the way to apply it well.
3. The next researcher are be able to conduct this technique on different level students and different of material.

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APPENDIX

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMA Negeri 2 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI IPS 1/1

Alokasi Waktu : 1 x Pertemuan

Pertemuan : I (Pertama)

Materi/Tema : *Daily Activities*

Standar Kompetensi : Memberi informasi sangat sederhana mengenai kegiatan yang dilakukan dalam kehidupan sehari-hari.

Kompetensi Dasar : Menuliskan kegiatan sehari-hari dalam bentuk *Simple Present Tense.*

Tujuan : Siswa mampu memahami dan menggunakan bentuk *Simple Present Tense* dalam menulis kegiatan sehari-hari.

Langkah-langkah Kegiatan Pembelajaran:

1. Pendahuluan
   - Guru mengawali pembelajaran dengan memberi salam dan menanyakan keadaan siswa
   - Guru mengecek kehadiran siswa
   - Sebelum memulai materi, guru memberi pertanyaan mendasar terhadap siswa mengenai materi yang akan diajarkan

2. Kegiatan Inti:
   a. Pada Tahap *Exposure*
      - Guru memberi *Leading Question* untuk mengarahkan siswa terhadap materi yang akan diajarkan dan mengukur pemahaman siswa tentang *Simple Present Tense*
      - Guru memberikan teks mengenai contoh *Daily Activiy*

b. Pada Tahap Generalization
   - Guru meminta siswa untuk membuat kelompok yang terdiri dari 4-5 orang
   - Guru membagikan soal-soal latihan untuk tiap kelompok
   - Guru memberi instruksi mengenai soal dan meminta tiap anggota kelompok berdiskusi
   - Setiap anggota kelompok menuliskan jawaban di papan tulis sesuai hasil diskusi kelompoknya
   - Guru mengapresiasi jawaban tiiap kelompoknya

c. Pada Tahap *Reinforcement*
   - Guru mengoreksi jawaban tiap kelompok dan menjelaskan jawaban yang benar
   - Guru memperkuat penjelasan tentang rumus dan penggunaan *Simple Present Tense*
   - Guru mempersilakan siswa untuk menanyakan hal yang belum dimengerti

d. Pada Tahap *Application*
   - Guru memberi soal-soal latihan untuk siswa secara individu
   - Guru memberi instruksi dalam menjawab soal
   - Guru mengukur pemahaman siswa mengenai materi yang telah diajarkan

3. Penutup
   - Guru dan siswa menyimpulkan hasil pembelajaran
   - Guru meminta siswa untuk mengerjakan soal-soal latihan

- Guru memberi umpan balik terhadap siswa mengenai pembelajaran
- Guru mengakhiri pembelajaran

4. Media
    - Spidol
    - Teks *Daily Activity*
    - Lembar soal-soal latihan

Kepala Sekolah	Guru Mata Pelajaran
(.....)	**(.....)**

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMA Negeri 2 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI IPS 1/1

Alokasi Waktu : 1 x Pertemuan

Pertemuan : II (Kedua)

Materi/Tema : *Describing People*

Standar Kompetensi : Memberi informasi sangat sederhana mengenai karakteristik seseorang.

Kompetensi Dasar : Menuliskan karakteristik seseorang atau tokoh favorit dalam bentuk *Simple Present Tense.*

Tujuan : Siswa mampu memahami dan menggunakan bentuk *Simple Present Tense* dalam menulis karakteristik seseorang atau tokoh favorit.

Langkah-langkah Kegiatan Pembelajaran:

1. Pendahuluan
    - Guru mengawali pembelajaran dengan memberi salam dan menanyakan keadaan siswa
    - Guru mengecek kehadiran siswa
    - Sebelum memulai materi, guru memberi salah satu *ice breaking* dengan bermain spidol untuk melatih fokus agar tertarik dalam mengikuti pembelajaran siswa

- Guru memberi pertanyaan mendasar terhadap siswa mengenai materi yang akan diajarkan

2. Kegiatan Inti:

a. Pada Tahap *Exposure*

- Guru memberi *Leading Question* untuk mengarahkan siswa terhadap materi yang akan diajarkan dan mengukur pemahaman siswa tentang *Simple Present Tense*
- Guru memperlihatkan gambar salah satu *public figure* dan meminta kelompok untuk menuliskan karakteristik yang ada pada gambar

b. Pada Tahap Generalization

- Guru meminta siswa untuk membuat kelompok yang terdiri dari 4-5 orang
- Guru membagikan soal-soal latihan untuk tiap kelompok
- Guru memberi instruksi mengenai soal dan meminta tiap anggota kelompok berdiskusi
- Setiap anggota kelompok menuliskan jawaban di papan tulis sesuai hasil diskusi kelompoknya
- Guru mengapresiasi jawaban tiiap kelompoknya

c. Pada Tahap *Reinforcement*

- Guru mengoreksi jawaban tiap kelompok dan menjelaskan jawaban yang benar
- Guru memperkuat penjelasan tentang rumus dan penggunaan *Simple Present Tense*
- Guru mempersilakan siswa untuk menanyakan hal yang belum dimengerti

d. Pada Tahap *Application*

- Guru memberi soal-soal latihan untuk siswa secara individu
- Guru memberi instruksi dalam menjawab soal
- Guru mengukur pemahaman siswa mengenai materi yang telah diajarkan

3. Penutup
    - Guru dan siswa menyimpulkan hasil pembelajaran
    - Guru meminta siswa untuk mengerjakan soal-soal latihan
    - Guru memberi umpan balik terhadap siswa mengenai pembelajaran
    - Guru mengakhiri pembelajaran
4. Media
    - Spidol
    - Gambar *Public Figure*
    - Lembar soal-soal latihan

Kepala Sekolah	Guru Mata Pelajaran
(.....)	**(.....)**

DOKUMENTASI

PadaTahap*Generalization:*

*Guru membagikanlembarsoaluntuktiapkelompok.

*Guru memberiinstruksidanpenjelasanmengenaisoal-soal yang ada.

*Siswaberdiskusisecaraberkelompokuntukmenjawabsoal-soal yang telahdibagikan.

*Tiapanggotakelompokmenuliskanjawaban di papantulisberdasarkanhasildiskusi.

PadaTahap*Reinforcement:*

*Guru mengoreksijawabansiswadanmengajaksiswamenjawabsoalbersama-sama.

*Guru memberipenjelasanterhadapjawabansoal yang benar.Sekaligusmenjelaskantentangpenggunaan, rumusdanbentukkalimat*Simple Present Tense.*

PadaTahap*Application:*

*Guru membagikansoalkepadasiswasecaraindividuuntukmengetahuipemahamannyaterhadappenggunaan*Simple Present Tense*.

*Suasanasaatsiswamenjawabsoallatihan.

*FotoBersamaSiswa/SiswiKelas XI IPS 1 SMAN 2 Palopo.