

**STUDENT'S GRAMMAR MASTER OF SIMPLE PRESENT TENSE BY
USING EGRA EXPOSURE, GENERALIZATION, REINFORCEMENT,
AND APPLICATION METHOD AT SENIOR HIGHT SCHOOL
MUHAMMADIYAH JAYAPURA**

Yanti Diana

Papua Muhammadiyah University, Indonesia
yantidiana22@gmail.com

Keywords

Grammar, Simple
Present Tense,
EGRA Method.

Abstract

Nowadays English send to be the crucial language in the word. The existence of English subject should be focus on the grammar. Because grammar stated as the complication thing in English. This study focused on simple present tense, teaching English subject especially in simple present tense generally make students felt bored because they did not feel confidence and felt difficult in understanding the material Here, EGRA method to be alternative of the problem in which the EGRA method can make students more enthusiastically in learning and confident in simple present tense. EGRA is an acronym of four major learning styles for student's confidence and confidence, namely Exposure, Generalization, Reinforcement, and Application. Many researcher found that teaching by using EGRA method give well understanding for students in learning a new language. It can be shown that students become more creative, active and communicative in the class. The success of learning also depend on the method use by the teacher. Here the EGRA method used to fulfil the needed of students.

INTRODUCTION

English is the important language in the word. In Indonesia, English is considered as foreign language that is taught in a formal education setting only (Halimah Halimah, Ninuk Lustyantie, and Gufran Ali Ibrahim, 2018). In the framework of English education, especially in the teaching and learning an English teacher have to develop interactive forms in order to cultivate students capacities and skills, as well as their language proficiency (Angelianawati, 2019). English is important for students because it is an international language in the world, that is notcover the fact that although English is important but most of the students do not like the subject for various reasons (Syahrul Munir, Emzir Emzir, and Aceng Rahmat, 2019). The general purpose of English language learning is so that students can

obtain English language skills and can use the skill in well communicating both orally and in writing (Seli Royani and Sari Sadiyah, 2019). The success of foreign language process in a classroom largely depends approaches, methods, and techniques. These methods and approaches are many according to students' mental level and age group, enabling different applications (Mustafa Yildiz and Mulfid Senel, 2017). Some methods in exploring grammar are applied in school. One of them is EGRA, this methods give the students chance of finding both the form and function of sentences. Students experiences more meaningful and practical learning if they know how to learn (B. Kumaravadivelu, 2005). Today the foreign language learners at school are rather heterogeneous not only as far as their proficiency grade is concerned but also when it comes down to their interests and some learning strategies (Lutfiansyah, 2018). The Focus here students will know more about how to write in a good grammar about simple present tense by using EGRA method. A various multimedia inteaching the tenses will be easier for learners to understanding well the tense without hard thinking and it will fun in studying tense because there is no stress in every studying. They will have good process both as individual or team work, becausethis method need a team discussion. Teachers are required to maintain integrated soft skill in learning thoroughly, effectively and efficiently (Sugito et al., 2017).

Grammar

Grammar is formula. How to make a good sentence in a good arrangement. It is supported by (Ningtyas Orilina Argawati, 2017) who state that, a formula of language used in which it had well arrangement to create a sentences voice, and deliver large meaning. They are kind of tenses, Kind of passive voice, kind of sentences, kind of parts in speech, kind of conditional sentences, and many else. Grammar is one of making of the essential skill should be mastered by students. In English grammar, it has the rules of making sentence which contains subject, predicate, object and time signal (Nurjanah Nurjanah, Doni Anggoro, and Nina Dwiastuty, 2019). The skill deals with knowing how to forms sentences, and use it in appropriate way. Prior to mastering the competence, the students' need to control the ruler for English language. Grammar is the rule in language. It is the essential thing in all competence, the students' need to control the rules for English language. Grammar is the rule in language. It is the essential thing in all competence as a tool to development skill (Mayang Kusumastuti, Mega Pratiwi, and Hendra Husnussalam, 2019). Even grammar seems to be important but the case of failed in grammar often exist. Students make errors because of the lack of grammatical knowledge (ReniHeryanti, Muhammad Hadi Sucipto, and Makmur, 2017). The weakness of learners are lack of motivation and enthusiasm to learn and pursue goals for using target grammar in authentic contexts relevant to their lives (Chi Jen Lin et al., 2020). The role of grammar instruction has been considered as crucial thing to the ability to use language (Rahma Fithriani, 2019).

The step in EGRA method has an aim. The first is aim of exposure in which this is to cover the learners have good grammar item; the second is aim of generalization in which is let learners to remember the conclusion both about form and function (ss); the third is aim of reinforcement which is to give a time for learners to edit or revise the generalization; the fourth is aim of application which is to apply a grammar items that learner have in the previous step for communicate information or transfer message. The form in English language need to be understand, how to create a good sentence in correct arrangement and how to have a solution and well grammar in communication (Achmad Nurdianto). Grammar is the basic part of language for anyone, every language has it owns grammar, rules of grammar depend on language used to express and describe an idea represented in a sentence. Understanding the grammatical rules means well arranged sentence with clear meaning (TagorPangaribuan, Elisa Haddina, and Sondang Manik, 2018).

Simple Present Tense

Simple Present Tense is a form of formula that is crucial for learners. This formula is a tense describe an action happening in/at this time. It is used to show about things universal. Time happen is not only about now, but it is also to say something is true (in the past, at present, and in the future), Hinkel in (Fadilla Taslim, 2016):

Usage

Focus on the word or phrase or sentence. The rules of usage in simple presenttense are:

Auxiliary verb + main verb
Do/Does Base

There are exceptions:

1. For sentence in positive form, we cannot use the auxiliary.
2. He, she, it used for the 3rd person singular, must add-s or -es for main verb and -es for auxiliary in the form of negative and questions.
3. For the verb to be, don't use an auxiliary, even for a negatives and question.

Meaning

The three meaning are:

1. **A Present State**

This tense indicates a state that exists now and refers to a fact (always true).For example:

The earths round

The sun rises in the eastFire

is hot

Air is free

Rabbit eats vegetables

This tense refer to state that change the meaning of sentence. For example: *Where does your brother work? I'm sorry, I don't know. I think he works in ahospital.*

2. A Present habit

This tense refers to an action that repeated regularly in habit or custom.For

Example:

He walks

Dodi plays footballAyu

likes milk

This formula can also used with frequency adverbs for *always, usually,sometimes, often, seldom, never, rarely etc.*

For example:

Ira usually speaks English Kamal

never goes to BandungAyu often

dreams on me

My father always reads a newspaper

Mary sometimes comes late to schoolShe

seldom sleeps late at night

They rarely watch TV a night

3. A Present event

The meaning of Simple Present Tense is easy to understanding. It refers forevent which happens in the moment of talking.

For example:

I am excited about this good newsCat

has 4 legs

She is so beautiful

You regret that you made a mistakeYou

beg us to be more careful

Swan in (Siswoyo Siswoyo, 2016) said that the simple forms of the simplepresent tense is as follows: Forms of the Simple Present Tense

| Affirmative | Question | Negative |
|-------------|-------------|-----------------|
| I walk | Do I walk | I do not walk |
| You walk | Do you walk | You do not walk |
| We walk | Do we walk | We do not walk |

| | | |
|-----------|---------------|-------------------|
| They walk | Do they walk | They do not walk |
| She walks | Does she walk | She does not walk |
| He walks | Does he walk | He does walk |
| It walks | Does it walk | It does walk |

Why EGRA method?

To answer this, the definition of items must be analysed. Increasing students' understanding about learning structure is one goal in teaching English. In the learning process the students often get difficulties, the English teacher must be able to choose good method and technique. One of learning methods is EGRA (Exposure, Generalization, Reinforcement, Application). The implementation of the EGRA method makes the students apply their knowledge, equate their knowledge in general, provide reinforcement and apply it in practice.

EGRA is the method used in the classroom to make it easy for the students to understand of grammar (the brief explanation of each stage of the EGRA method as follows (Reski Pili, Hardianto, and Ardhy Supraba, 2020):

1. Exposure

Exposure is an opening stage for students to expose the meaningful use in a universal structure item in sentences. It is also effective to present previous taught structure, which has very benefit.

2. Generalization

The generalization is the central of EGRA methods where students are expected to make a discovery language structure. Learning stage to make a discovery language structure. Learning stage for students using tasks to discover form, meaning and function of a structure (grammatical rule) they have been exposed.

3. Reinforcement

Reinforcement is a main stage for students to provide the correct knowledge both of the functions and form of the formula item that learners have been exposed to.

The objective here is to help learners to check it or revise their generalization in corrected and consciousness both of the function and form of a certain formula item.

Application

Application is the crucial learning stage for students to use directly or applying the structure item opportunities learned to communicate in English either receptively or productively.

The implementation of EGRA method

Action is the process while doing. It is the implementation of planning before doing. So, in this phase, everything that will be planned was done clear. There are many activities in the class. By using (EGRA) according to (Nurrahmatiah, 2010) are:

1. Exposure is a set of question by the teacher to learners in lesson that will be taught in simple present tense, include (showing picture, brain storming, and giving keyword). Here the teacher told the fact that always happen.

For example:

Tina watch TV every night

2. Generation stage are:

- a. Ask to create a group for learners at least 4-5 member for one group in the class.
- b. Offer a task by teacher for text model, question model, quiz model to guiding the learners finding the function, and the form to develop the sentence. Here some of sentences in simple present tense show and students have to find both about the function and the form according to the sentence: Tina watch TV every night (Tina is Subject, watch is V1, TV is object, and every night is adverb of time)
- c. The student are asking to asking to analyse the answer in each group.
- d. The students' answer write by the teacher in board.
- e. The students get praise (appreciation) from teacher for what the students' done in group.
- f. The students pay attention to the model of how to say and read the discuss inthe white board.
- g. Reinforcement:
 - 1) The teacher in the white board explain some students' answer to refresh them.
 - 2) Both the function and the form of structural was given by the teacher to make clear the material.
 - 3) The teacher used another example as a modal.
 - 4) The teacher sound continuously about how to pronounce.
 - 5) Reinforcement was giving the students still in the present tense form.
 - 6) Students do the exercise with their partners.
 - 7) The teacher share more about the students' answer with their partners.
 - 8) The students together with their teacher discuss the answer classically.

3. Application is describe the students here to do the task for simple present tense individually, the students use the correct grammar in sentences by applying in the classroom, the teacher gives task card and the students are asked to respond the situation and cases, at end the teacher gives homework related to simple present tense for explaining in the next meeting.

CONCLUSION

The use of EGRA method was believed to be effective in mastery of student's simple present tense. The EGRA method encouraged student to generate ideas in simple present tense. The implementation of (EGRA) method helping learners observe their way in studying grammar, exclusively is studying Simple Present Tense. Star of simple present tense because it is simple grammar of study. Next competence is the (EGRA) method also create learners in explore a good cooperation in team discussion to analyse the exercise (discuss) and divisible their competence and the background about the lesson. The method can also help teacher to offer opportunities for the students to discuss. In this case it Improve that using EGRA method really help Students problem in facing the grammar. Here the role of teacher become a guider and observer. Because the EGRA simple students in motivation, and interesting activities. It also Improve student's social interaction, such as generalization, reinforcement, communication and respect for the other people's ideas. So that, applying (EGRA) method as a method in teaching grammar skill is success for students. In this case, the teacher have to provide the students with kind of activities that are motivate them, especially by using an appropriate method such as the of EGRA method. School should seek educational and training on the method and motivation in learning for teachers to be able to support the implementation of learning so that learning can be achieved as expected.

References

- Achmad Nurdianto. "The Effectiveness of Using EGRA (Exposure, Generalization, Reinforcement, Application) Strategy Toward Students' Achievement In Writing Skill Recount Text of 8th Grade At Junior High School 2 Pakel. "State Islamic Institute (IAIN) of Tulungagung, 2019. <http://repo.iain-tulungagung.ac.id/id/eprint/14096>.
- Angelianawati, L."BEING AN ENGLISH TEACHER IN INDUSTRIAL REVOLUTION 4.0 ANOVERVIEW ABOUT ROLES CHALLENGES, AND IMPLICATIONS. "*Jurnal Dinamoka Pendidikan* (2019).
- Argawati, Nigtyas Orilina. "THINK-PAIR-SHARE: ITS IMPLEMENTATION TO IMPROVE STUDENTS' CAPABILITY ON UNDERSTANDING GRAMMAR ON THE SECOND SEMESTER STUDENTS OF STIKP SILIWANGI. "*Journal JOEPALLT (Journal of English Pedagogy, Linguistic. Literature, and Teaching* (2017).
- Fithriani, Rahmah." COMMUNICATIVE GAME-BASED LEARNING IN EFL GRAMMAR CLASS: SUGGESTED ACTIVITIES AND STUDENTS' PERCEPTION. "*JEEL (Journal of English Education and Linguistic Studies)* (2019).
- Halimah, Halimah, Ninuk Lustyantie, and Gufran Ali Ibrahim. "STUDENTS' PERCEPTION ON THE IMPLEMENTION OF ORAI APPLICATION IN CLL METHOD TEACHING SPEAKING. *JEELS (Journal of English Education and Linguistic Studies)* (2018).
- Heryanti, Reni, Muhammad Hadi Sucipto, and Makmur Makmur." THE ANALYSIS OF COMMON GRAMMATICAL ERRORS IN WRITING NARRATIVE ESSAY OF ENGLISH STUDY PROGRAM STUDENTS AT JAMBI UNIVERSITY." *Edukasi :Jurnal Pendidikan dan Pengajaran* (2017)
- Kumaravadivelu, B. *Understanding Language Teaching: From Method to Postmethod. Understanding Language Teaching: from Method to Postmethod, 2005.*
- Kusumastuti, Mayang, Mega Pratiwi, dan Hendra Husnussalam." IMPROVING GRAMMAR SKILL USING EGRA TECHNIQUE FOR THE STUDENTS' EIGHT GRADE AT SMPN 5 CIMAHI." *PROJECT (Professional Journal of English Education)* (2019)
- Lin, Cin Jen, Gwo Jen Hwang, Qing Ke Fu, and Yan Han Cao."Facilitating EFL, Students' English Grammar Learning Performance and Behavior: A Contextual Gaming

- Approach.” *Computers and Education* (2020).
- Lutfiansyh, Lutfiansyah.”Teaching Speaking to Senior High School Through Movie Discussion.” *Scope: Journal of English Language Teaching* (2018).
- Munir, Syahrul, Emzir Emzir, and Aceng Rahmat. “The Effect of Teaching Methods and Learning Style on Students’ English Achievement (An Experimental Study at Junior High School 1 Pasangkayu).” *JETL (Journal of Education, Teaching and Learning)* (2018).
- Nurjanah, Nurjanah, Doni Anggoro, and Nina Dwiastuty.” Error Analysis of the Use of Question Words in Sentence.” *Scope: Journal of English Language Teaching* (2018).
- Nurrahmatiah.”Improving the Students’ Grammar Ability Through EGRA (Exposure, Generalization, Reinforcement Application) Method of The Second Year Students of SMP Moncoloe Makassar.” *UIN Alauddin Makassar Vol.9* (2020).
- Pangaribuan, Tagor, Elisa Haddin, and Sondang Manik.” The Students’ Error in Using Conjunction (Because, Since, as, in Case) in the Sentences.” *English Language Teaching* (2018).
- Pilu, Reski, Hardianto, and Ardhy Supraba.”The Effectiveness of EGRA (Exposure, Generalization, Reinforcement, Application) Method in Teaching.” *Jurnal Studi Guru dan Pembelajaran* (2020).
- Royani, Seli, and Sari Sadiyah. “AN ANALYSIS OF GRAMMATICAL ERRORS IN STUDENTS’ WRITING DESCRIPTIVE TEXT.” *PROJECT (Professional Journal of English Education)* (2019).
- Siswoyo, Siswoyo.”Students’ Error in Using Simple Present tense Mastery.” *English Education: Jurnal Tadris Bahasa Inggris IAIN Raden Intan* (2016).
- Sugito, Sugito, Sri Mulyani Endang Susilowati, Hartono Hartono, and Supartono Supartono. “Enhancing Students’ Communication Skill through Problem Posing and Presentation.” *International Journal of Evaluation and research in Education (IJERE)* (2017).
- Taslim, Fadilla.”Improving Students’ Mastery on Simple Present Tense Through Climbing Grammar Mountain Game.” *Al-Ta Lim Journal* (2016).
- Yildis, Mustafa, and Mufit Senel.”Teaching Grammar through Task-Based Language Teaching to Young EFL Learners,” *Reading Matrix, An International online Journal* (2017).