SKRIPSI

**USING EGRA TECHNIQUE TO IMPROVE STUDENTS`
GRAMMAR MASTERY AT THE TENTH GRADE
STUDENTS OF SMA NEGERI 7 PINRANG**

By

**DWI WULANDARI R
Reg. Num. 15.1300.093**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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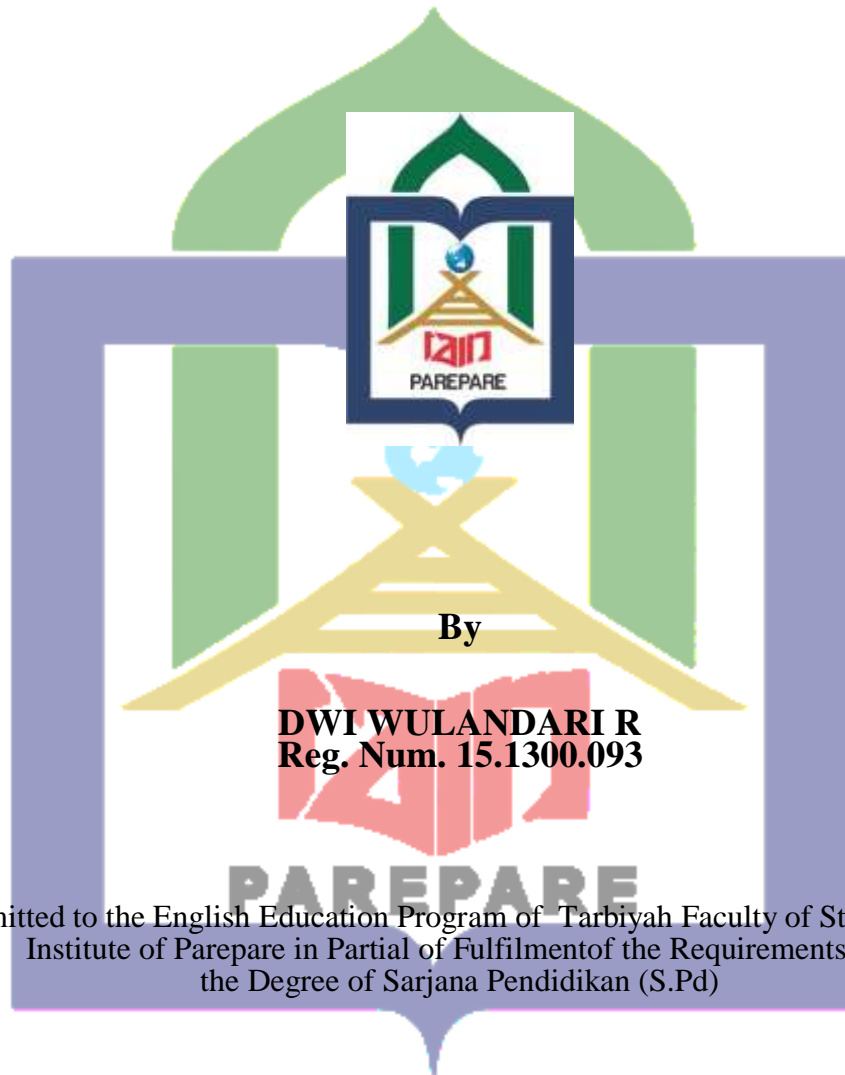**DWI WULANDARI R**
Reg. Num. 15.1300.093

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilmentof the Requirements for
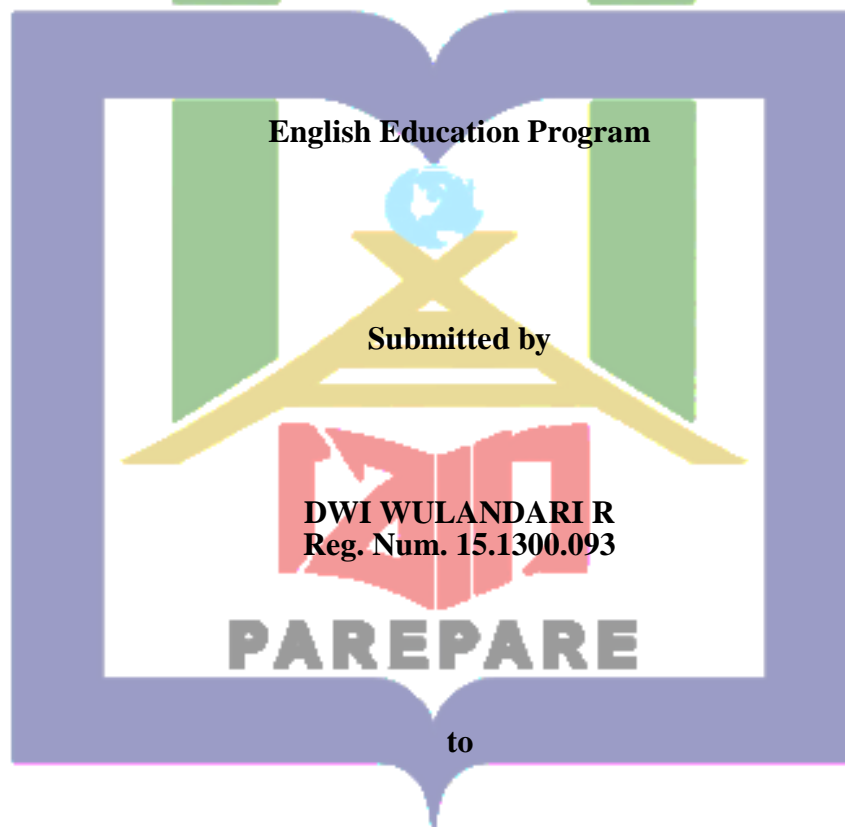the Degree of Sarjana Pendidikan (S.Pd)

ENGLISH EDUCATION PROGRAM
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USING EGRA TECHNIQUE TO IMPROVE STUDENTS` GRAMMAR MASTERY AT THE TENTH GRADE STUDENTS OF SMA NEGERI 7 PINRANG

Skripsi

As Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd)

English Education Program

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to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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PAREPARE**

2020

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ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the Student : Dwi Wulandari R

The Title of Skripsi : Using EGRA Technique to Improve Students'
Grammar Mastery at the Tenth Grade Students of
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Student Reg. Number : 15.1300.093

Faculty : Tarbiyah

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By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty Certificate
No. B.382/In.39/FT/4/2019

Has been Legalized by

Consultants

Consultant : Drs. Anwar, M.Pd (.............................)

NIP : 19640109 199303 1 005

Co-Consultant : Drs. Amzah Selle, M.Pd. (.........................)

NIP : 19671231 200312 1 011

Approved by:

Tarbiyah Faculty
Dean,

Dr. H. Saepudin, S.Ag., M.Pd
NIP. 19721216 199903 1 001

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SKRIPSI

USING EGRA TECHNIQUE TO IMPROVE STUDENTS' GRAMMAR MASTERY AT THE TENTH GRADE STUDENTS OF SMA NEGERI 7 PINRANG

Submitted by

DWI WULANDARI R
Reg. Num. 15.1300.093

Had been examined on March 6th, 2020 and had been declared
that it fulfilled the requirements

Approved by

Consultant Commissions

Consultant	: Drs. Anwar, M.Pd.	(............................)
NIP	: 19640109 199303 1 005	
Co-Consultant	: Drs. Amzah Selle, M.Pd.	(............................)
NIP	: 19671231 200312 1 011	

State Islamic Institute Parepare
Rector,

Dr. Ahmad Sultra Rustan, M.Si.,
NIP. 19640427 198703 1 002

Tarbiyah Faculty
Dean,

Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199902 1 001

v

ENDORSEMENT OF EXAMINER COMMISSIONS

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Name of the Student : Dwi Wulandari R

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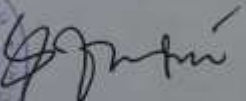By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty Certificate No. B.382/In.39/FT/4/2019

Date of Graduation : March 6th, 2020

Approved by

Examiner Commissions

Drs. Anwar, M.Pd.   (Chairman)

Drs. Amzah Selle, M.Pd.   (Secretary)

Drs. Ismail Latif, M.M.   (Member)

Dr. Magdahalena, M.Hum.   (Member)

Cognizant of:

State Islamic Institute Parepare

Rector,

Dr. Ahmad Sultra Rustan, M.Si.

NIP. 19640427 198703 1 002

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Parepare, February 11th, 2020

The Writer,

Dwi Wulandari R
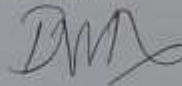Reg. Num. 15.1300.093

DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration below:

Name : Dwi Wulandari R

Student Reg. Number : 15.1300.093

Place and Date of Birth : Pinrang, January 28th, 1998

Study Program : English Education

Faculty : Tarbiyah

Title of Skripsi : Using EGRA Technique to Improve Students' Grammar Mastery at the Tenth Grade Students of SMA Negeri 7 Pinrang

Stated this skripsi is her own writing and if it can be proved that it copied, duplicated or complied by any other people, this skripsi and degree that has been gotten would be postponed.

Parepare, February 11th, 2020

The Writer,

Dwi Wulandari R
Reg. Num. 15.1300.093

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ABSTRACT

Dwi Wulandari R. 2020. *Using EGRA Technique to Improve Students` Grammar Mastery at the Tenth Grade Students of SMA Negeri 7 Pinrang* (Supervised by Anwar and Amzah).

Grammar is study of rules that cover the combination of words to form meaningful and grammatically correct sentence. This study use Experience, Generalization, Reinforcement, and Application (EGRA) technique to improve students` grammar mastery. By using this technique the students try to find out the form and function of the sentence by themselves. Besides that, EGRA technique has various instructions to help students understand the material; giving picture, vocabularies and quiz in experience step, analyzing the text in generalization step, providing in reinforcement step, and giving a task in application step.

This study was aimed to see the *Improving Grammar Mastery* at the tenth grade students of SMA Negeri 7 Pinrang. The objective of this study is to get the empirical data of the differences between students` score grammar test that were taught by using EGRA technique and the students were not. The population of this study consists of 273 students. The sampling process of this research is cluster random sampling technique. The researcher took two classes, X MIPA 2 as experimental class consisted of 36 students and X IPS 2 as control class consisted of 34 students.

The design of this study is a quantitative method using quasi-experimental design (non-equivalent control group) with two group classess, namely experimental class and control class. The data was collected through pretest and posttest. It aimed to know whether the EGRA technique in teaching grammar can improve students` grammar mastery.

The result of this research shows that students` grammar mastery significantly improves. 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 (Ha) is accepted and the null hypothesis (Ho) is rejected. In conclusion, EGRA technique is able to improve the students` grammar mastery.

Keywords: Improving Grammar mastery, EGRA technique.

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CHAPTER I

INTRODUCTION

1.1 Background

In the era of globalization, learning English is very important because English make people easily to communicate each other in the world. In building a good communication we should understand the rules or the way to interact. To achieve that goal we need to master some skills such as listening, reading, speaking, and writing. In addition those skills we must master spelling, vocabulary, and grammar as the basis for accomplishing each skill.

Before mastering four skills, the students have to master the rules in using English language. The rules in language are called grammar. Grammar is the highest important thing in all skills because it has a role to improve our skills,[1] without grammar the words do not have a good meaning. It means that the information of the words or sentences do not reach the hearer or reader. When the word stand-alone the meaning is not clearly but when the words organized together it will have the good meaning and it is easy to understand to the hearer or reader.

In this research, the researcher focuses her attention on grammar. The researcher thinks that grammar is play important role in based teaching and learning. Based on the interview done by the students at the tenth grade of SMA 7 Negeri Pinrang, the researcher finds students` problem in study grammar such as the students felt difficult to recognize the change of V_1 to V_2 and V_3, students often misunderstand and misapply the tenses, and students always think that study grammar is difficult. In addition the teacher in teaching grammar just uses

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[1]Mayang Kusumawati, Mega Pratiwi, and Hendra Husnussalam. "Improving Grammar Skill Using EGRA Technique for the Students` Eight Grade at SMPN 5 Cimahi," *Project* 2, no. 2, (May: 2019), p. 325.

traditionally method, like speech method to explain the material until finish. It makes the students bored. In other hand the teachers does not use media and they never changed the technique or method. Then teacher just gives test to the students without explains the first. Those are the factors that influence the students` grammar mastery.

Teaching grammar needs to have appropriate technique to improve the students` grammar mastery. There are many techniques to teach grammar, one of them is called Experience, Generalization, Reinforcement, and Application (EGRA). EGRA stands for experience, generalization, reinforcement, and application. By using this technique, the students will try to find out the form and the function of the sentence by themselves. Brown states that it is built more students` intrinsic motivation by allowing them to discover rules rather than being told them.[2]

Every step of EGRA has particular objective. The objective of experience is to subconsciously expose students to particular structure item in use. The objective of generalization is that students better remember conclusion about form and function, they make by themselves. The objective of reinforcement is to help students to revise their generalization, and application is to apply the structure items they studied in the previous step to communicate information or message.

According to the previous interview, the researcher concluded that the students` grammar mastery at the tenth grade of SMA Negeri 7 Pinrang needs to be improved because it is still low. The teacher stated that from 36 students, only 20% who got score above standard score (77) while the rest of 80% students got score below 77 in English subject. Thus, the researcher is interested to implement EGRA technique to improve students` grammar mastery at SMA Negeri 7 Pinrang.

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[2]Brown, H. Douglas, *Teaching by Principles: an Active Approach to Language Pedagogy* (Toronto: Prentice Hall, 2000), p. 339.

1.2 Problems Statement

According to the explanation in the background above, the problem of the research can be formulated as follow:

1.2.1 How is the grammar mastery of the students before applying the EGRA technique at the tenth grade students of SMA Negeri 7 Pinrang?

1.2.2 Is the use of EGRA technique able to improve the students` grammar mastery at the tenth grade students of SMA Negeri 7 Pinrang?

1.2.3 How is the difference between the experimental and control class at the tenth grade students of SMA Negeri 7 Pinrang?

1.3 The Objectives of the Research

Based on the problem statements, the main objectives of the research as follow:

1.3.1 To know students` grammar mastery before applying EGRA technique at the tenth grade students of SMA Negeri 7 Pinrang.

1.3.2 To find out whether or not the use of EGRA technique able to improve students` grammar mastery.

1.3.3 To find out the difference between experimental and control group.

1.4 Significances of the Research

The significances of the research are:

1.4.1 English Teacher

By this research, the researcher really hopes the teacher know the important of grammar in language competence, know the using of EGRA technique to improve the students` grammar mastery, and try to apply EGRA technique in teaching grammar in the class.

1.4.2 Students

The research hopes that the students can be fun. They also can enjoy in studying and be more energetic when they study grammar.

1.4.3 Other Researchers

The researcher hopes this research can be useful for other researcher who wants to carry the topic about improving grammar mastery for students as well.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

In this part, there are some pertinent ideas that explain about the concept of the variable of the research.

2.1.1 The Definition of Grammar

To get good communication with another people, we need a good grammar. Grammar is a thing that shall be understood and understand correctly in process depends language ability, particularly English language. If we do not understand grammar, we are cannot use English language well. Because of that is very necessary to understand about grammar very well. In other definition grammar of a language is defined as the set of rules that govern its structure. Grammar establishes how words are arranged to form meaningful units.[3]

Grammar also defined as "the way words are put together to make correct sentence."[4] Grammar is mechanism for putting words together, but we have said little about sound of meaning. In addition Cambridge Advanced Learner`s Dictionary defines grammar is the study or use of the rules about how words change their form and combined with other word to make a sentence.

Based on the definition above, the researcher can achieve that grammar is study of rules that cover the combination of words to form meaningful and grammatically correct sentences.

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[3]Coghill, Jeffrey, and Stacy Magendanz, *English Grammar* (New York: Wiley Publishing, 2003), p. 80.

[4]Penny Ur, *A Course in Language Teaching* (New York: Cambridge University Press, 1996), p. 75.

2.1.2 Kinds of Grammar

There are many kinds of English grammar that should be known, but the most basic of English Grammar is tenses. In learning English, one of the general problems that are usually faced in tenses problem.

Tenses are verb forms that show time.[5] It means that tense is a way language expresses the time at which an event described by a sentence occurs. In addition according to Andrew and Rudy, tenses are change form verb in sentence cause times' form and adverb of time.[6]

Another statement by Merriam in Suharman defines tenses divide into three definitions. The first is as distinction of form in a verb to express present, past, or future time or duration of the action or state it denotes. The second is a set of inflectional forms of a verb form that express distinction of time. The last is the part of the meaning of a verb form that consists of the expression of a time distinction.[7] A lot of kinds of tenses, but in this research, the researcher will focus to some tenses; simple present tense, present continuous tense, present perfect tense, simple past tense and simple future tense.

2.1.2.1 Simple Present Tense

The simple present is a form of time we use if we want to express what is happening now, today, or in future.[8] In general, the simple present tenses express events or situation that exists always, usually, habitually, they exist now, have

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[5]Riyanto, Emila, and Leila, *A Handbook of English Grammar* (Yogyakarta: Pustaka Pelajar, 2013), p. 108.

[6]Andrew McCarthy and Rudy Haryono, *English Grammar Accurate, Bright, and Clear* (Surabaya: Gita Media Press, 2008), p. 406.

[7]Suharman Syamsir, "Improving Grammar Mastery of The Second Grade Students of SMAN 3 Parepare by Using Think Pair Share Technique" (State Islamic College Parepare Skripsi; Faculty of Tarbiyah: Parepare, 2008), p. 6.

[8]Riyanto, Emila, and Leila, *A Handbook of English Grammar* (Yogyakarta: Pustaka Pelajar, 2013), p. 108.

existed in the past, and probably will exit in the future also used to express habitual or everyday activities.[9]

There are two patterns of simple present tense; they are verbal sentence (simple present tense with the main verb) and nominal sentence (simple present tense with the verb be).

1. Verbal Sentence Form

(+) S + V1 (s/es) + O

(-) S + do/does + not + V1 + O

(?) Do/does + S + V1 + O?

Note: I
You
We
They
} D

She
He
It
} Doe

Example: (+) I eat banana

(-) I do not eat banana

(?) Do I eat banana?

(+) She eats banana

(+) She does not eat banana

(?) Does she eat banana?

1st PERSON	**I speak**	**We speak**
2nd PERSON	**You speak**	**You speak**	Plura
3rd PERSON	**She speaks**	Singula	**They speak**
	He speaks		
	It speaks		

Note: The verb after she, he, it (3rd person singular) has a final **–s/-es**: speak**s**.

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[9]Betty Schrampfer Azar, *Understanding and Using English Grammar* (America: Prentice Hall Regents, 1989), p. 2.

Using frequency adverbs: Always, usually, often, sometimes, seldom, rarely, and never:

Always	: 100%	Seldom	: 25% - 10%
Usually	: 99% - 90%	Rarely	: 10% - 1%
Often	: 90% - 75%	Never	: 0%
Sometimes	: 75% - 25%		

Always, usually, often, sometimes, seldom, rarely, and never are called "frequency adverbs". They come between the subject and the simple present verb.

Subject + {
Always
Usually
Often
Sometimes
Seldom
Rarely
Never
} **+**

Note: Some frequency adverbs can also come at the beginning or at the end of sentence. For instance:

Sometimes I get up at seven.　　　　I get up at seven **sometimes**.[10]

2.　Nominal Sentence Form

(+) S + to be (am, is, are) + Complement (adjective, noun, adverb)

(-) S + to be + not + Complement

(?) To be + S + Complement?

I ⟶ a　　　　　　　She ⟩ i

---

[10]Betty Schrampfer Azar, *Basic English Grammar, Second Edition* (America: Prentice Hall Regents, 1996), p. 44- 46.

You   He

We   ar   It

They

Example: (+) They are smart.   (+) He is handsome.

(-) They are not smart.   (-) He is not handsome.

(?) Are they smart?   (?) Is he handsome?

Using frequency adverbs with be:

SUBJECT + BE + FREQUENCY ADVERB

Tom + is

Always
Usually
Often
Sometimes
Seldom
Rarely
Never

+ late for class.

2.1.2.2   Present Continuos Tense

The present continuos expresses an activity that is in progress. The event in is in progress at the time the speaker is saying the sentence. The event began in the past, is in progress now, and will probably continue into the future.[11] The formula of this tense:

(+) S + is, am, are + Ving + O

(-) S + is, am, are + not + Ving + O

(?) Is, am, are + S + Ving + O?

Example: (+) I am working.   (+) They are studying.

(-) I am not working.   (-) They are not studying.

[11]Betty Schrampfer Azar, *Understanding and Using English Grammar* (America: Prentice Hall Regents, 1989), p. 11.

(?) Am I working?   (?) Are they studying?

2.1.2.3 Present Perfect Tense

The present perfect expresses situation or activities that occurred (or did not occur) "before now," at some unspecified time in the past. This tense also expresses activities that were repeated several or many times in the past.[12]

There are two patterns of present perfect tense; they are verbal sentence form and nominal sentence form.

1. Verbal Sentence Form

(+) S + **have/has** + V$_3$ + O

(-) S + **have/has** + not + V$_3$ + O

(?) **Have/has** + S + V$_3$ + O?

Note: I
        You
        We   } Hav
        They

        She
        He   } Ha
        It

Example: (+) You have written a letter.   (+) She has eaten a banana.

(-) You have not written a letter.   (-) She has not eaten a banana.

(?) Have you written a letter?   (?) Has she eaten a banana?

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[12]Betty Schramfer Azar, *Fundamentals of English Grammar*, terj. Budijanto, *Fundamentals of English grammar, Edisi Dwibahasa* (Jakarta: Binarupa Aksara, 1993), p. 162.

2. Nominal Sentence Form

> **(+) S + have/has + been + 3C**
>
> **(-) S + have/has + not + been + 3C**
>
> **(?) Have/has + S + been + 3C?**

Example:

(+) Jack has been from California.

(-) Jack has not been from California.

(?) Has Jack been from California?

2.1.2.4 Simple Past Tense

The simple past tense indicates that an activity or situation began and ended at a particular time in the past.[13] The functions of simple past tense are used to declare an action that happened in the past and used to express a habit or routine in the past.[14]

1. Verbal Sentence Form

> **(+) S + V2**
>
> **(-) S + did + not + V1**
>
> **(?) Did + S + V1?**

Example: (+) We gave you a book.

(-) We did not give you a book.

(?) Did we give you a book?

---

[13]Betty Schrampfer Azar, *Understanding and Using English Grammar* (America: Prentice Hall Regents, 1989), p. 16.

[14]Rd. Aas Rukasa, *Top Grammar* (Yogyakarta: CV. Pustaka Ilmu, 2013), p. 187.

2. Nominal Sentence Form

> **(+) S + was/were + Complement (adjective, noun, adverb)**
>
> **(-) S + was/ were + not + Complement**
>
> **(?) Was/were + S + Complement ?**

I

She

He

It

wa

You

We

They

wer
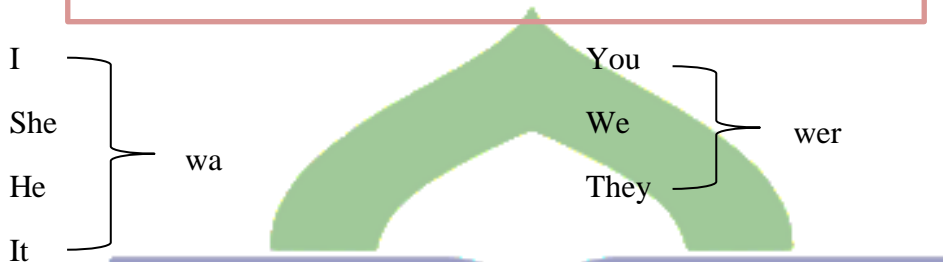
Example: (+) I was in the class.   (+) You were at home.

(-) I was not in the class.   (-) You were not at home.

(?) Was I in the class?   (?) Were you at home?[15]

2.1.2.5 Simple Future Tense

The simple future tense is a sentence formation rule that is used to express an event or activity that will occur at some time in the future.[16] There are two patterns of this tense they are verbal and nominal sentence form.

1. Verbal Sentence Form

> **(+) S + will/shall + V_1 + O**
>
> **(-) S + will/shall + not + V_1 + O**
>
> **(?) Will/shall + S + V_1 + O?**

Note: The use of *shall* (with I or we) to express future time is infrequent and formal.

Example: (+) We will arrive home before midnight tonight.

(-) We will not arrive home before midnight tonight.

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[15]Betty Schrampfer Azar, *Basic English Grammar, Second Edition* (America: Prentice Hall Regents, 1996), p. 171.

[16]Rd. Aas Rukasa, *Top Grammar* (Yogyakarta: CV. Pustaka Ilmu, 2013), p. 197.

(?) Will we arrive home before midnight tonight?

2. Nominal Sentence Form

> **(+) S + will/shall + be + 3C**
>
> **(-) S + will/shall + not + be + 3C**
>
> **(?) Will/shall + S +be + 3C?**

Note: The use of *shall* (with I or we) to express future time is infrequent and formal.

Example:　　(+) She will be famous

　　　　　　　(-) She will not be famous

　　　　　　　(?) Will she be famous?

2.1.3　The Necessity of Grammar Teaching

Important and *central* were used when describing the role of grammar in teaching and learning. As could be expected, some of the students gave grammar a less central meaning in language studies. Grammatical competence is one of communicative competence. Communicative competence involves knowing how to use the grammar and vocabulary of the language to achieve communicative goals, and knowing how to apply this in socially appropriate way. Communicative goals are the goals for learners' studying English language. Thus grammar teaching is necessary to achieve the goals.

2.1.3.1　Grammar teaching is essential

Grammar is concerned with how sentences and utterances are formed. In typical English sentence, there are two most basic principles of grammar, the arrangement of items (syntax) and the structure of items (morphology).[17] In addition grammar as system of rules (or patterns) which describe the formation of a language's sentences. Grammar is not a simple thing.

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[17] Ronald Carter and Michael McCarthy, *Cambridge Grammar of English* (New York: Cambridge University Press, 2006), p. 1.

To use an analogy: to someone who had never seen an omelette being made, it might be difficult to infer the process from the product. They would be seriously mistaken if they thought that making an omelette was simply a case of taking a lot of little bits of omelette and sticking them together. Thus was the grammar. What you see and how it came to be that way are two quite different things. It would be naïve to suppose that the fluid production of a sentence like *if I had known you were coming, I would have baked a cake* results from the cumulative sticking together of individual words or even of individual grammatical structures. The same goes for the way we learn languages. Inferring the process of language acquisition from its product (grammar) is like inferring process of "omeletting" from the omelette or for that matter, inferring the chicken from the egg. It means that the product and the process are two quite different things. Thus grammar (product) ought to be taught. During the teaching process, the learner will take care of the process and understand why they can produce a sentence.

2.1.3.2 Grammar is not acquired naturally; it needs to be taught

It is true that some learners acquire second language grammar naturally without instruction. For instance, there are immigrants to the United States who acquired proficiency in English on their own. However, this is not true for all learners, particularly the learners in China. They have no English surroundings. It is very difficult that studying English on their own. Though highly motivated learners with a particular aptitude for languages may achieve a degree of proficiency without any formal instruction, but their English is far from accurate. An important question is that it is possible with grammar instruction to help learners who cannot achieve accuracy in English on their own. And more often "pick it up as you go along" learners reach a language plateau beyond which it is very difficult to progress. To put

it technically, their linguistic competence fossilizes. Research suggests that learners who receive no instruction seem to be at risk of fossilizing sooner than those who do receive instruction. It means that grammar instruction can help learners acquire grammar, they would have not learned on their own.

2.1.3.3 Grammar is a collection of meaningful forms

Many people associate the term grammar with verb paradigms and rules about linguistic form. They think grammar is nonstructural and meaningless. It embodies three dimensions of form, meaning, and use. For instance, the passive voice in English clearly has its form. It is composed of a form of the "be" verb and the past participle. Sometimes it has the preposition *by* before the agent in the predicate: (1) *The ant is killed by Tom*. The passive can occur only when the main verb is transitive.

The passive voice has a grammatical meaning. It is a focus contraction, which confers a different status on the receiver or recipient of an action that it would receive in the active voice. For example, the ant in sentence (1) is differently focused than it would be in the active sentence: (2) *Tom kills the ant*. It can be conclude that to use the English passive voice accurately, meaningfully, and appropriately the students must master all three dimensions. This is true of any grammatical structure.

2.1.3.4 Grammar is not a collection of arbitrary rules

Some people think that grammar is a collection of arbitrary rules. In fact it is not. While there is some synchronic arbitrariness to grammar, not all of what is deemed arbitrary is so. If one adopts a broad enough perspective, it is possible to see why things are the way they are. For instance, the following sentences: (1) *There is the book missing*. (2) *There is a book missing*.

Grammar books will say that sentence (1) is ungrammatical because sentences with existential *there* almost always take an indefinite noun phrase in the predicate. Why? The reason is not arbitrary. *There* used to introduce new information and the preferred position for new information is toward the end of a sentence. A noun phrase that contains new information is marked by the use of the indefinite article *a* or *an*, if it is a singular common noun, as in sentence (2).[18]

2.1.4 EGRA Technique

2.1.4.1 Meaning of EGRA Technique

Teaching technique is high important in teaching English. Richard said that technique is implementation that which takes place in a classroom. It is particular trick, stratagem, or contrivance used to accomplish an immediate objective.[19] Further, Brown states that technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.[20]

There a lot of techniques in teaching grammar, one of them is EGRA technique. EGRA is a technique developed from communicative approach which views language as a mean of communication and the activities of language learning have to guide students to communicate. As we know that grammar is the best taught in communicative context. Giving text to read and understand is the simple task but it meaningful activity to do. One of the purposes of language teaching is the students able to use the language to communicate in written or spoken. The others are that the attention of the students to the grammar used will develop their communicative

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[18]Jianyun Zhang, "Necessity of Grammar Teaching," *International Education Studies* 2, no. 2, (May: 2009), p. 184-186.

[19] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (America: Cambridge University Press, 2001), p. 15.

[20]Brown, H. Douglas, *Teaching by Principles: an Active Approach to Language Pedagogy* (Toronto: Prentice Hall, 2000), p. 16.

competence. In addition students able to develop their critical thinking in discovery activity also understand the way to apply structure rules they learn before in application activity.

In addition statement of Widiati and Cahyono by Belita add that, EGRA is an example of grammar presentation technique that suggests a sequence of instructions moving from giving examples in Experience, drawing Generalization, providing Reinforcement, and assigning tasks to the students for Application.[21]

Based on the definitions above, EGRA can be defined as an example of grammar presentation technique that suggests a various instruction, where giving examples, pictures, or quiz in experience, drawing in generalization, providing in reinforcement, and giving individual tasks to the students in Application.

2.1.4.2   Teaching Grammar through EGRA Technique

There are 4 steps in the classroom by using EGRA technique. It refers to Experience, Generalization, Reinforcement, and Application. The detail explanation of those steps as follow:

2.1.4.2.1 Experience

Experience is a learning stage where students are subconsciously expose to the meaningful use of particular structure item. The students are not aware that they are led to find a particular grammar structure. The students are provided by activity that explores their knowledge. In this step, the teacher can also give leading question related to the material will be taught to the students. The activity of this phase can be conducted in:

1. Showing a picture.

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[21] Christianus Belita, "Designing a Set of Writing Materials Using EGRA Technique" (Published Thesis; Faculty of Teachers Training and Education, Sanata Dharma University: Yogyakarta, 2016), p. 13.

2. Giving key word.

3. Giving brain storming.

4. Drilling.

5. Reading sentence or text.

2.1.4.2.2 Generalization

In this phase, the students are led through tasks to discover form, meaning, and function of a structure they have been exposed. To learner will get experience about the structure rules by themselves. It means that they can get the pattern of sentence by themselves and it will effect on their understanding about it. In this phase, students will focus on the rules of the structure. The activities which can be done in this step are:

1. The teacher asks the students to make groups consists of 4/5 students for each group.

2. The teacher gives tasks like question, quiz, text, which is aimed at leading the students to find the functions and form of sentence`s structure will be taught.

3. The teacher asks the students to discuss the answer in groups.

4. The students discuss the answer in class guided by the teacher.

5. The teacher writes the answer of the students on the whiteboard.

6. The teacher give praises to the students for their hard work in answering.

7. The teacher gives examples of the correct pronunciation of the students` answer on the whiteboard.

2.1.4.2.3 Reinforcement

Reinforcement is phase where the students are `provided with correct and conscious knowledge of the form and functions of the structure item that they have been exposed to. It is aimed at helping the learners to check or revise their

generalization. The students have right to know the right form and function of a certain structure rules. At this phase, the teacher explains again what the students have discovered. The teacher gives feedback to the students` work so that they get reinforcement. The activities at this phase are:

1. The teacher discusses again the students' answer on the whiteboard.

2. The teacher provides an explanation as reinforcing the function and form of language structure they had before.

3. The teacher gives some examples of sentences as the model.

4. The teacher repeats about the pronunciation of sentences correctly.

5. The teacher asks the students to work in pairs.

6. The teacher asks the students to discuss the answer with their partner.

7. The students discuss their answers classically led by the teacher.

2.1.4.2.4   Application

Application is the learning stage when the students are given opportunities to use or apply the structure item that they have learned in communication either receptively or productively. This step also shows about the importance of the application in learning and teaching process especially in teaching English structure. The activities that can be done are:

1. The students are asked to work individually.

2. The teacher gives the students the task card that contains the situation or case.

3. The students are required to make their own answers to respond the situations or cases provided.

4. The teacher gives the students homework to discuss in the future learning.

2.2 Some Previous Finding

2.2.1   Fia Renny Syahara, in her research about improving students` grammar mastery through EGRA technique at SMPN 01 Jaten Karanganyer. The result of her research indicated that the students` score in pre-test was 1870 and the mean score was 56.7. The students score in post-test I was 2270 with the mean score was 68.8 and the students` score in post-test II was 3030 with the mean score was 91.8. From those scores, it proves that EGRA technique can improve students` grammar mastery.[22]

2.2.2   Eda Maaliah and Muhyiddin Azis, in their research about The Implementation of EGRA Technique to Improve Students` Grammar Mastery. The result of their research indicated that the students` mean score in pre-test was 63. The students mean score in post-test I was 70 and the students` mean score in post-test II was 89. From those mean scores, it proves that EGRA technique can improve students` grammar mastery.[23]

2.2.3   Muharfah Sari, in her research about the implementation of EGRA technique to improve students` ability in comprehending recount text at MTSN Hamparan Perak. According on her data, it was found that the students` score in pre-test was 2250 and the students` mean was 62.5. The students` score in post-test I was 2535 with the students` mean was 70,41 and the students` score in post-test II was 3112 with the mean was 86.44. It means that there was improvement in very cycle. From

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[22]Fia Renny Syahara, "Improving Students Grammar Mastery through EGRA Technique" (Published Thesis; Faculty of Teacher Training and Education, Sebelas Maret University: Surakarta, 2012), p. 49.

[23]Eda Maaliah and Muhyiddin Azis, "The Implementation of EGRA Technique to Improve Students` Grammar Mastery," *Humaniora Scientia* 4, no. 2, (September: 2018), p. 24-28.

the data indicated that using EGRA technique in the teaching recount text was effective.[24]

According to some previous finding above it is shown that all of them are using EGRA technique but in different skill. One of them focuses to improve students` comprehends in recount text while others focus to improve students` grammar mastery. Thus, this case the researcher interests to use EGRA techniques in her research to improve students` grammar mastery. The researcher focuses in grammar especially in five tenses; simple present, present continuous, present perfect, simple past, and simple future.

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[24]Muharfah Sari, "The Implementation of EGRA Technique to Improve Students` Ability In Comprehending Recount Text at MTSN Hamparan Perak" (State Islamic University North Sumatra; Faculty of Tarbiyah and Teacher Training: North Sumatra, 2017), p. 76.

2.3 The Conceptual Framework

Conceptual framework of this research as follow:

"Technique is built more intrinsic motivation by allowing the students to discover rules rather than being told them".
Stated by H. Douglas Brown

INPUT
The five tenses material

PROCESS

Teaching grammar by using EGRA technique:
➢ Experience
➢ Generalization
➢ Reinforcement
➢ Application

Experimental Group

PROCESS

Teaching grammar with usual technique

Control Group

OUTPUT
Improving the students` grammar mastery
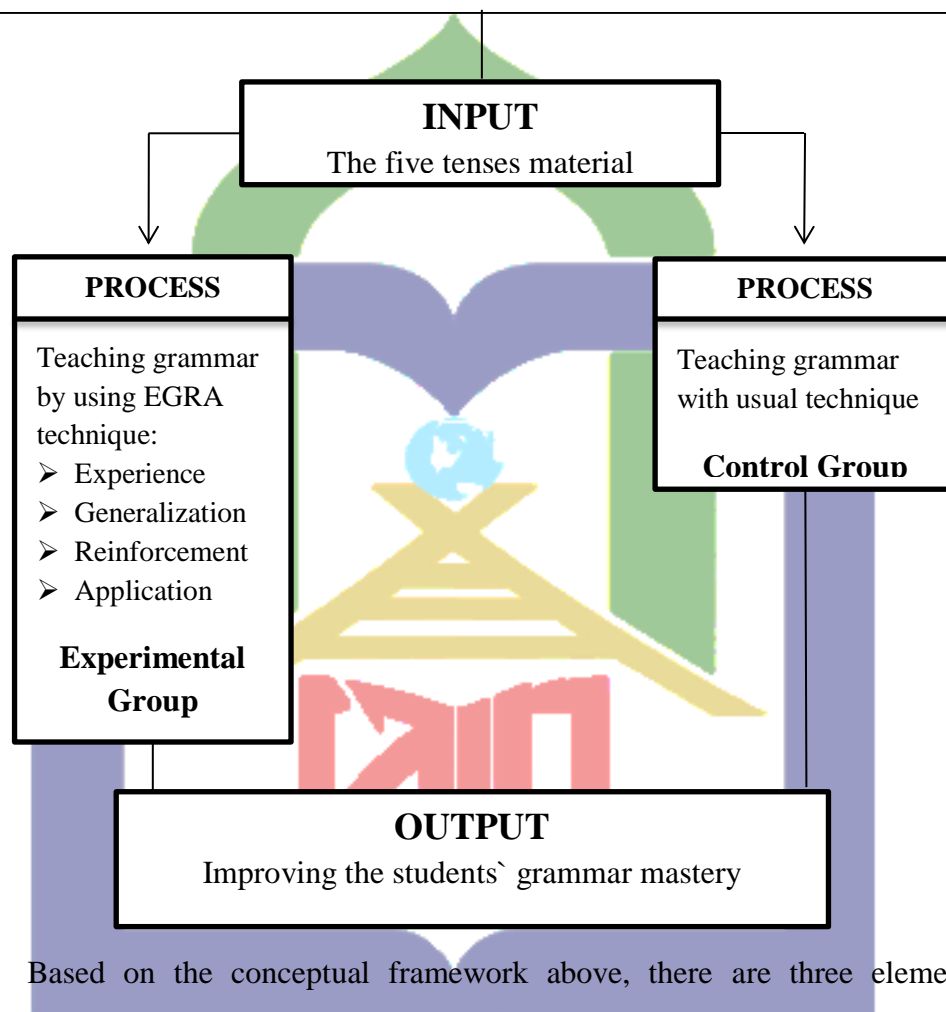
Based on the conceptual framework above, there are three elements to explain as follows:

1. Input: This variable refers to grammar as focus to improve the students` mastery.

2. Process: Process divided into two groups. The first was an experimental class. In the experimental class, the researcher will implement EGRA technique to improve students` grammar mastery. The second was a control class, the researcher will implement teacher usual technique. The researcher will give the different

treatment both experimental and control class to compare the students` improvement in grammar mastery.

3. Output: This variable refers to find out the implement of students` grammar mastery.

2.4 Hypothesis

Based on the previous literature and the problem statement above, it can be formulated the hypothesis as follows:

2.4.1 Null Hypothesis (Ho): there is no improvement of the students at the tenth grade students in SMA Negeri 7 Pinrang in learning grammar by using EGRA technique.

2.4.2 Alternative Hypothesis (Ha): there is improvement of the students at the tenth grade students in SMA Negeri 7 Pinrang in learning grammar by using EGRA technique.

2.5 Variable and Operational Definition

2.5.1 Variable of the Research

There are two variables involved in this research; they are dependent variable and independent variable. The dependent variable is the student's grammar mastery and the independent variable is EGRA technique.

2.5.2 Operational Definition of Variable

Grammar defined as the set of rules that govern its structure. Grammar establishes how words are arranged to form meaningful units.[25] There are five tenses in this research they are: simple present, present continuous, present perfect, simple past, and simple future.

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[25]Penny Ur, *A Course in Language Teaching* (New York: Cambridge University Press, 1996), p. 75.

EGRA is an example of grammar presentation technique that suggests a sequence of instructions moving from giving examples in experience, drawing in generalization, providing in reinforcement, and assigning tasks to the students for application.[26]

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[26] Christianus Belita, "Designing a Set of Writing Materials Using EGRA Technique" (Published Thesis; Faculty of Teachers Training and Education, Sanata Dharma University: Yogyakarta, 2016), p. 13.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this study, the researcher used quasi-experimental design. In this design, a popular approach to quasi-experiments, the experimental group A and control Group B. Both groups took a pre-test and post-test. Only the experimental group received the treatment by using EGRA technique, while the control group was not.

Based on Creswell defines quasi-experimental design can be formulated as shown follow:

EG   O1   X   O2

CG   O3   ……   O4

Where:

EG   : Experimental group

CG   : Control group

O1   : Pre-test of experimental group

O2   : Post-test of experimental group

O3   : Pre-test of control group

O4   : Post-test of control group

X   : Treatment for experimental group by using EGRA technique

----   : No Treatment[27]

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[27]Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2010), p.116.

3.2 Location and Duration of the Research

The location and duration research took place at Senior High School Seven Pinrang. This research focused at the tenth grade of SMAN 7 Pinrang. The researcher used the quantitative research that has several times to collect and analyze data. Thus, the researcher used more than one month for collecting the data.

3.3 Population and Sample

1.3.1 Population

The population of the research was the first year students of SMA Negeri 7 Pinrang academic year 2019/2020. The totals of population were 273 students.

Table 3.1 The Total Students at Tenth Grade of Senior High School Seven Pinrang

No.	Class	Students	
		Male	Female
1	X IPS 1	12	17
2	X IPS 2	12	22
3	X IPS 3	11	21
4	X MIPA 1	12	23
5	X MIPA 2	10	26
6	X MIPA 3	11	24
7	X MIPA 4	14	22
8	X MIPA 5	13	23
Total		273	

(Source: Administration of Senior High School Seven Pinrang)

1.3.2 Sample

The researcher used cluster random sampling technique that one of the classes of the first year of SMAN 7 Pinrang. The researcher took two classes randomly without paying attention on their ability. There was no special class of them represented to other class. The sample of this research is X MIPA 2 as experimental class and X IPS 2 will be as control class.

Table 3.2 The Sample of the Research

No.	Group Class	Male	Female
1	X MIPA 2 (Experimental Class)	10	26
2	X IPS 2 (Control Class)	12	22
	Total	**70**	

(Source: Administration of Senior High School Seven Pinrang)

3.4 Instrument of the Research

The researcher used grammar test as instrument of this research. Grammar test was given as pre-test and post-test. The test consisted of 40 items which were formulated in multiple choice items with four alternatives. The pre-test was given before the treatment and post-test after treatment.

3.5 Procedure of Collecting Data

In this research, data is all information that is directly gathers from the research subject[28]. The procedure of collection data as follow:

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[28]Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik Edisi Revisi 2010* (Jakarta: PT.RinekaCipta, 1997), p.177.

3.5.1 Pre-test

The researcher gave students a test. The test consisted of 40 items, which were formulated in multiple choice items with four alternatives. The students did the test for 1 hour.

3.5.2 Post-test

In this phase, the researcher gave students a test after treatment. The test was given in the last meeting. The purpose of this phase is to know how far the students` improvement in grammar by using EGRA technique. The test consisted of 40 items, which were formulated in multiple choice items with four alternatives. The students did the test for 1 hour.

3.6 Treatment

The researcher gave the treatment to the students. It was conducted for sixth meetings. In these meetings the researcher implemented EGRA technique in teaching grammar, the procedure of the treatment as follow:

3.6.1 Experimental Group

3.6.1.1 The First Meeting

The researcher opened the lesson by greeting, praying, and checking attendance. After opening the researcher started to begin many activities. The researcher showed flash cards about daily activities and asked the English of the pictures. After that the researcher divided dialog text about daily activities.

In five minutes, the researcher asked the students to read and learn the dialog text. After five minutes, the students were asked about the tense used in the text. The researcher divided the class into six groups. Each group consisted of six students. In the group, the students were asked to find simple present tense sentence as many as possible in dialog text they had learnt before. The students have to find five

sentences at minimum in 10 minutes. At the same time, the researcher walked around the class to make sure that all students involved in discussion.

After finishing their task, the researcher invited the representative of each group to write one of the sentences they found on the whiteboard also write the word class in a sentence. After the students finish writing their answer, the researcher corrected the students` answer and gave explanation about simple present tense. The researcher also gave several example of that tense.

After that, the researcher divided the groups according to the seat; each pair was given a task to make conversation about daily life with their partner. After finishing their task, the students were asked to present their task in front of their friends. If the students make mistake, the researcher revised orally. The researcher closed the lesson with praying that was guided by the leader of the class.

3.6.1.2 The Second Meeting

The researcher opened the lesson by greeting, praying, and checking attendance. After opening the researcher showed vocabularies related to the text and asked them the meaning of it. After that the researcher divided text with the title "How marriages are made."

In five minutes, the students were asked to read and learn the text. After five minutes, the students were asked about the tense used in the text. The researcher divided the class into six groups. Each group consisted of six students. In the group, the students were asked to find present continuous tense sentence as many as possible in text they had learnt before. The students have to find five sentences at minimum in 10 minutes. The researcher instructed the students to break down each sentence into Subject, Auxiliary, Verb, and Object. At the same time, the researcher

made table on the whiteboard. The table consisted 4 columns include Subject, Auxiliary, Verb, and Object.

After ten minutes, the researcher invited the representative of each group to write one of the sentences they found and place it on the table that had been made by the researcher on the whiteboard. After the students finish writing their answer, the researcher corrected the students` answer and gave explanation about present continuous tense. The researcher also gave several example of that tense.

After that, the researcher divided the groups according to the seat; each pair was given a task to make sentence with their partner. After finishing their task, the researcher invited the representative of each group to write sentences on the whiteboard. If the students make mistake, the researcher revised orally. The researcher closed the lesson with praying that was guided by the leader of the class.

3.6.1.3 The Third Meeting

The researcher opened the lesson by greeting, praying, and checking attendance. The researcher showed action verb flash cards and asked the V_3 form of the pictures. After that the researcher divided text with the title "A letter to next – door neighbor."

In five minutes, the students were asked to read and learn the text. After five minutes, the students were asked about the tense used in the text. The researcher divided the class into six groups. In the group, the researcher gave worksheet to the students and instructed them to answer it in 20 minutes. At the same time, the researcher walked around the class to make sure that all students involved in discussion and to help the students about their difficulties.

After twenty minutes, the researcher invited the representative of each group to write their answer on the whiteboard. After the students finish writing their

answer, the researcher corrected the students` answer and gave explanation about present perfect tense. The researcher also gave several example of that tense.

After that, the researcher divided the groups according to the seat; each pair was given a task to make sentence with their partner. The researcher instructed the students to structuring the sentence into good order. After finishing their task, the researcher invited the representative of each group to write sentences on the whiteboard. If the students make mistake, the researcher revised orally. The researcher closed the lesson with praying that was guided by the leader of the class.

3.6.1.4 The Fourth Meeting

The researcher opened the lesson by greeting, praying, and checking attendance. The researcher showed animal pictures related to the text and asked the meaning of it. After that the researcher will divide text with the title "A trip to the zoo".

In five minutes, the students were asked to read and learn the text. After five minutes, the students were asked about the tense used in the text. The researcher divided the class into six groups. In the group, the researcher gave worksheet to the students and instructed them to answer it in 20 minutes. At the same time, the researcher walked around the class to make sure that all students involved in discussion and to help the students about their difficulties.

After twenty minutes, the researcher invited the representative of each group to write their answer on the whiteboard. After the students finish writing their answer, the researcher corrected the students` answer and gave explanation about simple past tense. The researcher also gave several example of that tense.

After that, the researcher divided the groups according to the seat; each pair was given a task to make sentence with their partner. After finishing their task, the

researcher invited the representative of each group to write sentence on the whiteboard. If the students make mistake, the researcher revised orally. The researcher closed the lesson with praying that was guided by the leader of the class.

3.6.1.5 The Fifth Meeting

The researcher opened the lesson by greeting, praying, and checking attendance. The researcher showed several pictures related to the text and asked the students the meaning of it. After that the researcher distributed text with the title "Intended future e occupation."

In five minutes, the students were asked to read and learn the text then answer the questions. After five minutes, the researcher asked the students about the tense used in the text. After that, the researcher divided the class into six groups. Each group consisted of six students. In the group, the students were asked to find simple future tense sentence as many as possible in text they had learnt before. The students have to find five sentences at minimum in 10 minutes. The researcher instructed the students to structuring the sentences into good order.

After ten minutes, the researcher invited the representative of each group to write sentence on the whiteboard. After the students finish writing their answer, the researcher corrected the students` answer and gave explanation about simple future tense. The researcher also gave several example of that tense.

After that, the researcher divided the groups according to the seat; each pair was given a task to make sentence with their partner. After finishing their task, the researcher invited the representative of each group to write sentence on the whiteboard. If the students make mistake, the researcher revised orally. The researcher closed the lesson with praying that was guided by the leader of the class.

3.6.1.6 The Sixth Meeting

The researcher opened the lesson by greeting, praying, checking attendance, and asking the students` feeling. Then, the researcher asked the students about the materials they got.

For the last meeting, the researcher reviewed all of the material before. Then the researcher distributed the students` worksheet. The students instructed to answer the question individually in one hour. At the same time, the researcher walked around the class to make sure that all students involved in doing the task. After one hour, the researcher asked the students to submit their worksheet. Lastly, the researcher closed the lesson with praying that was guided by the leader of the class.

3.6.2 Control Group

3.6.2.1 The First Meeting

The researcher opened the lesson by greeting, praying, asking the students` feeling, checking attendance, and starting the objective of the lesson. Then, the researcher asked the students about simple present tense and its function they know. Next, the researcher explained the form simple present tense and gave several examples about it.

After that, the researcher asked the students to make sentence of verbal and nominal form. At the same time, the researcher walked around the class to make sure that all students involved in doing the task and to help them about their difficulties. After finish their task, the researcher invited the representative of each student to write one of their sentences in verbal and nominal forms on the whiteboard. Then, the researcher corrected the students` answer. After that, the researcher asked the students to submit their writing. Lastly, the researcher closed the lesson with praying that was guided by the leader of the class.

3.6.2.2 The Second Meeting

The researcher opened the lesson by greeting, praying, asking the students` feeling and checking attendance, starting the objective of the lesson. Then, the researcher asked the students what the last material they got.

The researcher explained about present continuous tense includes the form and function. Then, the researcher divided the groups according to the seat. Each pair was distributed text. In the group, the students instructed to read and learn the text. The researcher asked the students to find 5 present continuous tense sentences in 10 minutes. After ten minutes, the researcher invited the representative of each group to write sentences on the whiteboard also write their word class. After that, the researcher revised if the students make mistake. Lastly, the researcher closed the lesson with praying that was guided by the leader of the class.

3.6.2.3 The Third Meeting

The researcher opened the lesson by greeting, praying, asking the students` feeling and checking attendance, and starting the objective of the lesson. Then, the researcher asked the students about present perfect tense. After the students answer it, the researcher gave explanation about present perfect tense. Next, the researcher divided the groups according to the seat.

Each pair was asked to make present perfect sentences in 10 minutes. At the same time, the researcher walked around the class to make sure that all students will involve in discussion and to help them about their difficulties. Then, the researcher invited the representative of each pairs to write sentence on the whiteboard. . After that, the researcher revised if the students make mistake. Before closed the lesson, the researcher gave information about the next meeting material to the students.

Lastly, the researcher closed the lesson with praying that was guided by the leader of the class.

3.6.2.4 The Fourth Meeting

The researcher opened the lesson by greeting, praying, asking the students` feeling and checking attendance, and starting the objective of the lesson. Then, the researcher will ask the students about simple past tense and its function they know. Next, the researcher explained the form simple past tense and gave several examples about it.

After that, the researcher asked the students to make sentences of verbal and nominal form. At the same time, the researcher walked around the class to make sure that all students involved in doing the task and to help them about their difficulties. After finishing their task, the researcher invited the representative of each student to write sentence on the whiteboard. Then, the researcher corrected the students` answer. After that, the researcher asked the students to submit their writing. Lastly, the researcher closed the lesson with praying that was guided by the leader of the class.

3.6.2.5 The Fifth Meeting

The researcher opened the lesson by greeting, praying, asking the students` feeling and checking attendance, and starting the objective of the lesson. The researcher asked the students about simple future tense they know. After the students answer it, the researcher gave explanation about simple future tense. Next, the researcher divided the groups according to the seat.

Each pair was asked to make dialog text about their future plan. At the same time, the researcher walked around the class to make sure that all students involved in discussion and to help them about their difficulties. After finishing their task, the

researcher invited two pairs to present their task in the class. If the students make mistake, the researcher corrected it orally. Next, the researcher asked to submit their task. Lastly, the researcher closed the lesson with praying that was guided by the leader of the class.

3.7 Technique of Data Analysis

The data was collected through the test that have been analyzed by using quantitative analysis employed statistically calculation to test hypothesis. The steps were as follow:

3.7.1 Scoring the students` grammar of pre-test and post-test

$$\text{Score} = \frac{Students`\ correct\ answer}{Total\ number\ of\ items} \times 100$$

3.7.2 The data classified into the following ways of classification below:

Table 3.3 Classifications Score

CLASSIFICATION	SCORE
Excellent	$86 - 100$
Good	$71 - 85$
Fair	$56 - 70$
Poor	$41 - 55$
Very Poor	<40

(Source: Depdikbud)[29]

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[29]Depdikbud, *Petunjuk Pedoman Belajar dan Sistem Penelitian* (Jakarta: Depdikbud, 1997), p. 25.

3.7.3 Calculating the frequency and percentage of the students:

$$P = \frac{F}{N} X\ 100\%$$

Where:

P : Percentage

F : Frequency

N : Total Number of Sample[30]

3.7.4 The data of this research was analyzed by using t-test formula which is adapted by Suharsimi Arikunto, as follows:

$$Mx = \left(\frac{\sum x}{Nx}\right)$$

Mx : Mean of gained score of experimental class

$\sum x$: Gained score of experimental class

Nx : Number of students of experimental class

$$My = \left(\frac{\sum y}{Ny}\right)$$

My : Mean of gained score of control class

$\sum y$: Gained score of control class

Ny : Number of students of control class

$$\sum x^2 = \sum X^2 - \frac{(\sum x)^2}{Nx}$$

$\sum x^2$: Deviation of experimental class

$\sum x^2$: Squared of experimental class` gained score

$\sum x$: Gained score of experimental class

Nx : Number of students of experimental class

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[30]Prof. Dr. Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi),* p. 263

$$\sum y^2 = \sum Y^2 - \frac{(\sum y)^2}{Ny}$$

$\sum y^2$: Deviation of control class

$\sum y^2$: Squared of control class` gained score

$\sum y$: Gained score of control class

Ny : Number of students of control class

$$t_0 = \frac{M_X M_Y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

t_0 : Value of hypotheses testing

Mx : Mean of experimental class

My : Mean of control class

$\sum x^2$: Standard deviation of experimental class

$\sum y^2$: Standard deviation of control class

Nx : Number of students of experimental class

Ny : Number of students of control class

$$df = N_x + N_y - 2$$

df = degrees of freedom

Nx = number of students of experimental class

Ny = number of students of control class.[31]

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[31] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik Edisi Revisi 2010* (Jakarta: PT. Rineka Cipta, 2010), p. 354.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two items, the findings of the research and the discussion of the research findings. In finding item, the researcher shows all of the data which were collected during the research. While in the discussion item, the researcher analyzes all of the data to show the finding.

4.1 Finding

The findings of this research deals with the students` score in pre-test and post-test, the students` score classification, mean score, the significant differences between the score of pre-test and post-test, and hypothesis testing of the faired samples. The findings are described as follows:

4.1.1 The Students` Grammar in Using EGRA Technique as Experimental Class.

This section described the result of data analysis pre-test and post-test in using EGRA technique at class of X MIPA 2 as experimental class in SMAN 7 Pinrang.

4.1.1.1 The Students` Score of Pre-test in Experimental Class

The researcher gave grammar test to the students` as the pre-test to know their grammar mastery. The test consisted of 40 numbers of multiple choice questions. After giving the pre-test to the students, the researcher found out the result of the students` pre-test based on the scoring of grammar before giving treatment through EGRA technique which were analyzed and resulted in the information as shown in the following table:

Table 4.1 The Students` Scores in Pre-test

Pre-test of Experimental Class (X MIPA 2)			
No.	Students	Correct Answer	Score (X_1)
1	AD	22	55
2	NAS	24	60
3	AP	27	68
4	RID	11	28
5	AR	26	65
6	APF	20	50
7	MAN	22	55
8	NAR	18	45
9	AAA	25	63
10	AST	19	48
11	HAH	19	48
12	ASA	22	55
13	ARA	21	53
14	NUR	29	73
15	RR	32	78
16	MRT	24	60
17	EA	29	73
18	WR	23	58
19	ADL	16	40
20	ADE	29	73
21	MN	30	75
22	SA	30	75
23	VMZ	32	80
24	ZAS	18	45
25	SFA	22	55
26	MDR	22	55
27	MF	23	58
28	LR	25	63
29	MAK	25	63
30	RAM	25	63
31	NIS	32	80
32	NAT	22	55
33	NAF	22	55
34	MG	11	28
35	NU	19	48
36	ANU	16	40
Total			**2086**

(Source: Primary Data Processing)

The table above showed the students` scores of experimental class in pre-test. The lowest score in pre-test was 28, while the highest score was 80.

4.1.1.2 The Students` Score of Post-test in Experimental Class

The researcher gave grammar test to the students` after giving treatment by using EGRA technique. The test consisted of 40 numbers of multiple choice questions. The researcher found out the result of the students' post-test which were analyzed and resulted in the information as shown in the following table:

Table 4.2 The Students` Scores in Post-test

Post-test of Experimental Class (X MIPA 2)			
No.	Students	Correct Answer	Score (X_2)
1	AD	36	90
2	NAS	35	88
3	AP	30	75
4	RID	27	68
5	AR	37	93
6	APF	35	88
7	MAN	36	90
8	NAR	30	75
9	AAA	37	93
10	AST	31	78
11	HAH	24	60
12	ASA	34	85
13	ARA	27	68
14	NUR	33	83
15	RR	38	95
16	MRT	36	90
17	EA	38	95
18	WR	37	93
19	ADL	29	73
20	ADE	36	90
21	MN	38	95
22	SA	37	93
23	VMZ	39	98
24	ZAS	32	80
25	SFA	35	88

26	MDR	36	90
27	MF	38	95
28	LR	32	80
29	MAK	34	85
30	RAM	38	95
31	NIS	38	95
32	NAT	32	80
33	NAF	32	80
34	MG	28	70
35	NU	31	78
36	ANU	27	68
Total			**3037**

(Source: Primary Data Processing)

The table above showed the students` scores of experimental class in post-test. The lowest score in post-test was 60, while the highest score was 98.

After presented the data as on the table above, then the researcher classified the data in five classifications by looking at the table 4.3 below:

4.1.1.3 Scoring Classifications Achievement of the Students in Experimental Class on Pre-test and Post-test

Table 4.3 The Rate Percentage of the Students` Score in Experimental Class

No	Classifications	Score	Experimental Class			
			Pre-test		Post-test	
			F	Percentage	F	Percentage
1	Excellent	86-100	-	-	19	53%
2	Good	71-85	8	22%	12	33%
3	Fair	56-70	10	28%	5	14%
4	Poor	41-55	14	39%	-	-
5	Very Poor	<40	4	11%	-	-
Total			**36**	**100%**	**36**	**100%**

(Source: Primary Data Processing)

Table 4.3 shows that the average score of students before using EGRA technique represented that most of student` grammar mastery got poor classification. As the result of it, the researcher approximated that the grammar achievement of the students was low, because they still confused about the form of tenses and lack of motivation in learning English. After giving treatment through EGRA technique none student got very poor and poor classifications, it is different from students` percentage before giving treatment because the students` grammar achievement after treatment bigger than before using EGRA technique. It could be proven that teaching grammar through using method leads the students more interest in learning English. It could say that using EGRA technique is significant.

4.1.2 The Students` Grammar in Using Conventional Way as Control Class

This section described the result of data analysis pre-test and post-test in using conventional way at class of X IPS 2 as control class in SMAN 7 Pinrang.

4.1.2.1 The Students` Score of Pre-test in Control Class

The researcher gave grammar test to the students` as the pre-test to know their grammar mastery. The test consisted of 40 numbers of multiple choice questions. The researcher found out the result of the students` post-test which were analyzed and resulted in the information as shown in the following table:

Table 4.4 The Students` Scores in Pre-test

Pre-test of Control Class (X IPS 2)			
No.	Students	Correct Answer	Score (Y_1)
1	AK	31	78
2	AD	22	55
3	ASL	14	35
4	ASS	23	58
5	AL	20	50
6	AM	18	45
7	AAN	20	50
8	AAI	23	58

9	AH	17	43
10	EL	21	53
11	FD	23	58
12	IN	20	50
13	MAA	13	33
14	MH	24	60
15	MFS	31	78
16	MHB	18	45
17	MHA	22	55
18	MI	20	50
19	MII	27	68
20	MAAJ	31	78
21	NAT	19	48
22	NS	17	43
23	NA	18	45
24	NF	24	55
25	RAH	24	60
26	RAS	20	50
27	RI	15	38
28	SU	21	53
29	TA	24	60
30	TJ	21	53
31	HH	19	48
32	HIL	12	30
33	SW	12	30
34	IA	14	35
	Total		**1748**

(Source: Primary Data Processing)

The table above showed the students` scores of control class in pre-test. The lowest score in pre-test was 30, while the highest score was 78.

4.1.2.2 The Students` Score of Post-test in Control Class

The researcher gave grammar test to the students` as the post-test to know their grammar mastery after giving explanation about tenses. The test consisted of 40 numbers of multiple choice questions. The researcher found out the result of the students' post-test which were analyzed and resulted in the information as shown in the following table:

Table 4.5 The Students` Scores in Post-test

No.	Students	Correct Answer	Score (Y_2)
1	AK	32	80
2	AD	26	65
3	ASL	28	70
4	ASS	28	70
5	AL	28	70
6	AM	29	73
7	AAN	28	70
8	AAI	29	73
9	AH	30	75
10	EL	30	75
11	FD	28	70
12	IN	28	70
13	MAA	24	60
14	MH	29	73
15	MFS	38	95
16	MHB	24	60
17	MHA	31	78
18	MI	29	73
19	MII	32	80
20	MAAJ	36	90
21	NAT	29	73
22	NS	32	80
23	NA	27	68
24	NF	32	80
25	RAH	30	75
26	RAS	31	78
27	RI	30	75
28	SU	29	73
29	TA	30	75
30	TJ	31	78
31	HH	31	78
32	HIL	31	78
33	SW	30	75
34	IA	24	60
Total			**2503**

(Source: Primary Data Processing)

The table above showed the students` scores of control class in post-test. The lowest score in post-test was 60, while the highest score was 95.

After presented the data as on the table above, then the researcher classified the data in five classifications by looking at the table 4.6 below:

4.1.2.3 Scoring Classifications Achievement of the Students in Control Class on Pre-test and Post-test

Table 4.6 The Rate Percentage of the Students` Score in Control Class

No	Classifications	Score	Experimental Class			
			Pre-test		Post-test	
			F	Percentage	F	Percentage
1	Excellent	86-100	-	-	2	6%
2	Good	71-85	3	9%	20	59%
3	Fair	56-70	7	20%	12	35%
4	Poor	41-55	18	53%	-	-
5	Very Poor	<40	6	18%	-	-
	Total		34	100%	34	100%

(Source: Primary Data Processing)

Five classifications as table 4.6 show that before giving explanation about tenses without using EGRA technique indicated that many students got poor. It was also signify that the skill of students was also low. Thus, the students need the way to increase their skill in English especially in grammar. By the result of it, after giving explanation with using conventional way the students have improved. It also difference percentage of students` score before and after giving explanation with using conventional way.

4.1.3 The Improvement of Students` Grammar Mastery between Experimental Class and Control Class

To know was using EGRA technique better than conventional way as follow:

4.1.3.1 The Raw Score of Pre-test and Post-test in Experimental Class and Control Class

4.1.3.1.1 Experimental Class

To calculate grammar scores of pre-test and post-test in eexperimental class, the researcher included in the following table:

Table 4.7 The Raw Score of Pre-test and Post-test in Experimental Class

No	Students	X_1 (Pre-test)	X_2 (Post-test)	$(X_1)^2$	$(X_2)^2$
1	AD	55	90	3025	8100
2	NAS	60	88	3600	7744
3	AP	68	75	4624	5625
4	RID	28	68	784	4624
5	AR	65	93	4225	8649
6	APF	50	88	2500	7744
7	MAN	55	90	3025	8100
8	NAR	45	75	2025	5625
9	AAA	63	90	3969	8100
10	AST	48	78	2304	6084
11	HAH	48	60	2304	3600
12	ASA	55	85	3025	6400
13	ARA	53	68	2809	4624
14	NUR	73	83	5329	6889

15	RR	78	95	6084	8100
16	MRT	60	90	3600	8100
17	EA	73	95	5329	9025
18	WR	58	93	3364	8649
19	ADL	40	73	1600	5329
20	ADE	73	90	5329	8100
21	MN	75	95	5625	9025
22	SA	75	93	5625	8649
23	VMZ	80	98	6400	9604
24	ZAS	45	80	2025	5329
25	SFA	55	88	3025	7744
26	MDR	55	90	3025	7744
27	MF	58	95	3364	9025
28	LR	63	80	3969	6400
29	MAK	63	85	3969	7225
30	RAM	63	95	3969	9025
31	NIS	80	95	6400	9025
32	NAT	55	80	3025	6400
33	NAF	55	80	3025	6400
34	MG	28	70	784	4900
35	NU	48	78	2304	6084
36	ANU	40	68	1600	4624
∑	N = 36	2086	3037	126988	259591

(Source: Primary Data Processing)

4.1.3.1.2 Control Class

To calculate grammar score of pre-test and post-test in control class, the researcher included in the following table:

Table 4.8 The Raw Score of Pre-test and Post-test in Control Class

No	Students	Y_1 (Pre-test)	Y_2 (Post-test)	$(Y_1)^2$	$(Y_2)^2$
1	AK	78	80	6084	6400
2	AD	55	65	3025	4225
3	ASL	35	70	1225	4900
4	ASS	58	70	3364	4900
5	AL	50	70	2500	4900
6	AM	45	73	2025	5329
7	AAN	50	70	2500	4900
8	AAI	58	73	3364	5329
9	AH	43	75	1849	5625
10	EL	53	75	2809	5625
11	FD	58	70	3364	4900
12	IN	50	70	2500	4900
13	MAA	33	60	1089	3600
14	MH	60	73	3600	5329
15	MFS	78	95	6084	9025
16	MHB	45	60	2025	3600
17	MHA	55	78	3025	6084
18	MI	50	73	2500	5329
19	MII	68	80	4624	6400

20	MAAJ	78	90	6084	8100
21	NAT	48	73	2304	5329
22	NS	43	80	1849	6400
23	NA	45	68	2025	4624
24	NF	55	80	3025	6400
25	RAH	60	75	3600	5625
26	RAS	50	78	2500	6084
27	RI	38	75	1444	5625
28	SU	53	73	2809	5329
29	TA	60	75	3600	5625
30	TJ	53	78	2809	6084
31	HH	48	78	2304	6084
32	HIL	30	75	900	5625
33	SW	30	60	900	3600
34	IA	35	65	1225	4225
$\sum$	*N*= 34	1748	2503	94934	186059

(Source: Primary Data Processing)

4.1.3.2   The Mean Score and Standard Deviation in Experimental and Control Class

The result of the mean score and standard deviation showing in the following table:

Table 4.9 The Mean Score and Standard Deviation

Class	Mean score		Standard deviation	
	Pre-test	**Post-test**	**Pre-test**	**Post-test**
Experimental Class	57.94	84.36	13.03	9.70
Control Class	51.41	73.62	12.21	7.26

(Data Sourcee: The Mean Score and Standard Deviation Both of Classes)

Table 4.9 shows that the students` grammar mastery in experimental class and control class almost have the same achievement before treatment. It can be seen from the mean score gained by the students in experimental class and the mean score in control class was not far difference score. Although the score in experimental class (57.94) is lower than in control class (51.41), it showed just a little different score both of them. But after treatment (post-test), the main score obtained by the students in experimental class (84.36) is higher than the main score in control group (73.62). The result score both in experimental and control class before and after treatment were increase. It means after using EGRA technique and conventional way the students` English grammar mastery found the improvement. In classifications very poor to excellent for experimental class and for control class in classifications very poor to excellent.

Meanwhile, the standard deviation of the students in experimental class was higher than standard deviation in control group. It was apparent that the standard deviations of pre-test and post-test obtained by the students in experimental class and control class were different.

To know the different improvement of students` grammar ability by using EGRA technique as experimental class and conventional way as control group, the researcher indicated the mean score in following table:

Table 4.10 The Differences of Students` Score of Pre-test and Post-test in Experimental Class and Control Class

Class	Mean score		Different score
	Pre-test	Post-test	
Experimental Group	57.94	84.36	26.42
Control Group	51. 41	73.62	22.21

(Data Sourcee: The Differences Score Pre-test and Post-test Both of Classes)

Table 4.10 showed that there were different improvements of students` value in experimental class and control class, although both of them exist raising score after giving treatment. As the table 4.10, it can be proven that there was difference of grammar achievement between experiment and control class. The mean score post-test in experimental class (84.36) was higher than the mean score post-test in control group (73.62) or 84.36>73.62. It means that the students` grammar after using EGRA technique in experimental class was more significant improve than the students grammar mastery in control class.

4.1.3.3 The Result of T-test and T-table

Table 4.11 The Result of T-test and T-table

T-test of Experimental Class	T-test of Control Class	T-table
9.11	9.03	1.667

(Data Sourcee: The Result of T-test and T-table)

Table 4.11 shows that t-test value of the students in experimental class (9.11) was higher than t-table value (1.667) as the table 4.11 from the analysis after giving treatment. While t-test value of the students in control class (9.03) was higher than t-table value (1.667) as well. According to statistical hypothesis, if t-table value was

lower than t-test value, H_a is accepted and H_o is rejected. It meant that using EGRA technique and conventional way are able to improve students` grammar mastery at the tenth grade of SMAN 7 Pinrang. But, there were significant differences score between the students who taught by EGRA technique and who did not. Based on the table of the t-test and t-table value above said that t-test in experimental class was higher than t-test in control class. Therefore, the researcher conclude that applied EGRA technique to improve grammar mastery was one of the good way to lead the students more attracted in learning English especially in grammar.

4.1.3.4   The Effective of Teaching Process in Experimental Class and Control Class

To find out how effective using EGRA technique and conventional way to improve grammar mastery, the researcher got some information from students` activities in learning process.

There were six meetings in experimental class and five meetings in control class and two meetings for gave the test. To know the knowledge of students before and after treatment, the researcher gave the test namely pretest and post-test. The kind of test was grammar test especially simple present, present continuous, present perfect, simple past and simple future. The test consisted of 40 numbers of multiple choice questions which are formulated in multiple choice items with four alternatives for pre-test and post-test. The researcher gave the students to do the test in 1 hour.

4.1.3.4.1 Experimental Class

The first treatment: the researcher opened the lesson by greeting, checking attendance, and asking the students` feeling. After opening, the researcher showed flash cards about daily activities as Experience. It was done for attracting the students to follow the lesson. Then, the researcher asked the English of the pictures. After that, the researcher distributed dialog text about daily activities.

In five minutes, the researcher asked the students to read and learn the dialog text. The students looked serious in reading the text. Many of them asked about difficult vocabularies. Five minutes later, the researcher asked the students about the tense used in the text. One of students answered the question, she said that "Simple present, Miss" and it was correct. Next in Generalization, the researcher divided the class into six groups. Each group consisted of six students. In the group, the students were asked to find simple present tense as many as possible in dialog text they had learnt before and determined the word class of the sentence. The students had to find five sentences at minimum in 10 minutes. At the same time, the researcher walked around the class to make sure that all students were involved in discussion. The students looked confused to find the simple present tense in the text. It was reflected from their lots question about it.

Fifteen minutes later, the researcher invited the representative each group to write one of the sentences they found and it word class on the whiteboard. After the students finished writing their answer, the researcher corrected their answer. From six sentences written, there were four groups who made mistake. Some of them forgot to write the subject and wrong to determine the word class of the sentence. For Reinforcing, the researcher gave explanation about simple present tense, included the definition, functions, verbal and nominal form, also examples.

The last step, the researcher divided the groups according to the seat. The researcher asked the students to make dialog text about their daily activities with their partner. The students looked serious discuss with their partner. Some of them asked the researcher about the vocabularies. On ten minutes remaining, the researcher was choosing two groups to read their task with their partner. The researcher revised the students` mistake orally. Finally, the researcher closed the lesson with praying guided by the leader of the class.

The second treatment: the researcher opened the lesson by greeting, and checking attendance. After opening, the researcher showed vocabularies related to the text as Experience. It was done for attracting the students to follow the lesson. Then, the researcher asked the meaning of the vocabularies. After that, the researcher distributed text with the title "How marriages are made."

In five minutes, the researcher asked the students to read and learn the text. The students looked serious in reading the text. Many of them asked about difficult vocabularies. Five minutes later, the researcher asked the students about the tense used in the text. No one of students answered the question. The researcher told the students that the text used present continuous tense. Next in Generalization, the researcher divided the class into six groups. Each group consisted of six students. In the group, the students were asked to find present continuous tense as many as possible in text they had learnt before. The researcher instructed the students to break down each sentence into subject, auxiliary, verb, and object. Here, the students still looked confused to differentiate about the position of words in a sentence. It was reflected from their lots questions about it. After the students finished their task, the researcher invited the representative each group to write one of the sentences they found and placed on the table that had been made by the researcher on the whiteboard. The table consisted of four columns including subject, auxiliary, verb, and object. After the students finished writing their answer, the researcher corrected their answer. From six sentences written, there were five groups who made mistake. They placed words in the wrong category. For Reinforcing, the researcher gave explanation about present continuous tense, included the definition, functions, verbal form, and examples.

After that, the researcher divided the groups according to the seat. The researcher asked the students to make two present continuous sentences with their partner. The

students looked serious discuss with their partner. Some of them asked the researcher about the vocabularies. On five minutes remaining, the researcher invited representative each pair to write one of the sentences they made before on the whiteboard. The researcher revised the students` mistake orally. Finally, the researcher closed the lesson with praying guided by the leader of the class.

The third treatment: the researcher opened the lesson by greeting, asking the students` feeling, checking attendance, and asking the students what the last materials they got. They still remembered the materials given in the previous meeting. After that, the researcher showed action verb flash cards as Experience. It was done for attracting the students to follow the lesson. Then, the researcher asked the V_3 of the pictures. Some of them answered it correctly, while other answered the V_1 of the pictures because they did not know where irregular verb and regular verb. After that, the researcher showed the V1, V_2, and V_3 of the pictures by using projector also gave a little explanation about irregular and regular verb. Next, the researcher showed text with title "A letter to next-door neighbour" by using projector.

In five minutes, the researcher asked the students to read and learn the text. The students looked serious in reading the text. Many of them asked about difficult vocabularies. Five minutes later, the researcher asked the students about the tense used in the text. No one of students answered the question. The researcher told the students that the text used present perfect tense. Next in Generalization, the researcher divided the class into six groups. Each group consisted of six students. In the group, the researcher gave worksheet and instructed them to answer it in twenty minutes. The students looked serious in doing the tasks. Many of them asked about difficult vocabularies. Twenty minutes later, the students were little bit noisy and the researcher decided to invite the representative each group to write two sentences they

had written on the whiteboard. After the students finished writing their answer, the researcher corrected their answer. There were five groups who made mistake. They were wrong in using have/has and used the wrong verb. For Reinforcing, the researcher gave explanation about present perfect tense, included the definition, functions, verbal and nominal form, also examples.

After that, the researcher divided the groups according to the seat. Each pair was given task to make two present perfect sentences with their partner. The researcher instructed the students to break down each sentence into subject, auxiliary, verb, object, and complement (adjective, noun, and adverb). The students looked serious discuss with their partner. At the same time, the researcher walked around the class to make sure all students were involved in discussion and help the students about vocabularies. On ten minutes remaining, the researcher was invited representative each pair to write one of the sentences they found and placed on the table that had been made by the researcher on the whiteboard. There were two pairs who made mistake about the verb and the researcher revised their mistake orally. Finally, the researcher closed the lesson with praying guided by the leader of the class.

The fourth treatment: the researcher opened the lesson by greeting, asking the students` feeling, and checking attendance. After opening, the researcher showed pictures of irregular and regular verb as Experience. It was done for attracting the students to follow the lesson. Then, the researcher asked the meaning of the pictures. All of the students answered correctly. After that, the researcher distributed text with title "A trip to the zoo."

In five minutes, the researcher asked the students to read and learn the text. The students looked serious in reading the text. Five minutes later, the researcher asked the students about the tense used in the text. No one of students answered the question. The researcher told the students that the text used simple past tense. Next in

Generalization, the researcher divided the class into six groups. Each group consisted of six students. In the group, the researcher gave worksheet and instructed them to answer it in twenty minutes. The students looked serious in doing the tasks. Many of them asked about difficult vocabularies. Twenty minutes later, the students were little bit noisy and the researcher decided to invite the representative each group to write two sentences they had written on the whiteboard. After the students finished writing their answer, the researcher corrected their answer. There were four groups who made mistake. They were wrong in using was/were and used the wrong verb. For Reinforcing, the researcher gave explanation about simple past tense, included the definition, functions, verbal and nominal form, also examples.

After that, the researcher divided the groups according to the seat. The researcher asked the students to make two simple past sentences with their partner. The students looked serious discuss with their partner. Some of them asked the researcher about the vocabularies. Five minutes remaining, the researcher invited representative each pair to write one of the sentences they made before on the whiteboard. All the groups wrote correct sentence. Finally, the researcher closed the lesson with praying guided by the leader of the class.

The fifth treatment: the researcher opened the lesson by greeting, asking the students` feeling, and checking attendance. After opening, the researcher showed several pictures related to the text and asked the meaning of its. They were exited to answer it. After that, the researcher distributed text with the title "Intended future occupation."

In five minutes, the researcher asked the students to read and learn the text. The students looked serious in reading the text. Five minutes later, the researcher asked the students about the tense used in the text. Almost of all the students answered the question. They yelled "Simple future, Miss" and it was correct. Next in

Generalization, the researcher divided the class into six groups. Each group consisted of six students. In the group, the students were asked to find simple future tense as many as possible in text they had learnt before. The researcher instructed the students to break down each sentence into subject, auxiliary, verb, object and complement. Here, the students still looked confused to differentiate about the position of words in a sentence. It was reflected from their lots questions about it. After the students finished their task, the researcher invited the representative each group to write one of the sentences they found and placed on the table that had been made by the researcher on the whiteboard. The table consisted of five columns including subject, auxiliary, verb, object and complement. After the students finished writing their answer, the researcher corrected their answer. From six sentences written, there were one group who made mistake. They placed words in the wrong category. For Reinforcing, the researcher gave explanation about simple future tense, included the definition, functions, verbal form, and examples.

After that, the researcher divided the groups according to the seat. The researcher asked the students to make two simple future sentences with their partner. The students looked serious discuss with their partner. Some of them asked the researcher about the vocabularies. On five minutes remaining, the researcher invited representative each pair to write one of the sentences they made before on the whiteboard. All of pairs answered the questions correctly. Before closed the lesson, the researcher informed the students to study about five tenses they had learnt because in the next meeting we will focus in application phase. Finally, the researcher closed the lesson with praying guided by the leader of the class.

The sixth meeting: As usual, the researcher opened the lesson by greeting, asking the students` feeling, and checking attendance. Then, the researcher asked their readiness today. The students answered the question variously "I'm ready Miss"

and "No, Miss." For the last meeting the researcher focused only in Application phase. Going to the main activity the researcher was review all the material before. The researcher made power point include all the materials and showed them the materials by using projector. After that, the researcher gave a chance to the students to ask about the material they did not know and they did not raise their hand. They said it was clear. Then researcher distributed worksheet to all students and instructed them to answer it individually in one hour. At the same time, the researcher will walk around the class to make sure that all the students involve in doing the task. One hour later, the researcher asked the students to submit their task. Finally the researcher closed the meeting then the last item was taking some pictures as a complement item.

4.1.3.4.2 Control Class

The first meeting: the researcher opened the lesson by greeting, asking the students` feeling, checking attendance, and starting the objective of the lesson. Then, the researcher asked the students about simple present tense and its function they know. Almost all the students said "Tenses yang di gunakan pada masa sekarang" and it was correct. Next, the researcher gave explanation the form of simple present tense and several examples about it.

After that, the researcher asked the students to make 3 sentences of verbal form and 3 sentences of nominal sentences. At the same time, the researcher walked around the class to make sure that all students will involve in doing the task and to help them about their difficulties. After finish their task, the researcher invited the representative of each student to write one of their sentences in verbal and nominal forms on the whiteboard. There were seven students come to forward to do it. There were volunteers and four students were chosen by the researcher. Then the researcher corrected the students` answer. Almost them confused also forgot in adding –es/s in

verb. After that, the researcher asked the students to submit their writing. Lastly, the researcher will close the lesson with praying guided by the leader of the class.

The second meeting: The researcher opened the lesson by greeting, praying, asking the students` feeling, checking attendance, and starting the objective of the lesson. Then, the researcher asked the students about the last material they got. They yelled together "Simple present, Miss" and it was correct. Going to the main activities, the researcher gave explanation about definition, functions, form and example of present continuous tense. After that, the researcher divided the group according to the seat. Each pair distributed text. In the group, the students were instructed to read and learn the text. After that, the students were asked to find 5 present continuous sentences in ten minutes and determined word class each sentence. The researcher walked around the class to make sure that all students will involve in doing the task and to help them about their difficulties.

Ten minutes later, the researcher invited representative each pair to write two of the sentences they found before on the whiteboard also write their word class. Then the researcher corrected the students` answer. Almost all the students wrote the correct sentence. One pair forgot to add –ing in verb. After that, the researcher asked the students to submit their writing. Lastly, the researcher will close the lesson with praying that guided by the leader of the class.

The third meeting: The researcher opened the lesson by greeting, praying, asking the students` feeling, checking attendance, and starting the objective of the lesson. Then, the researcher asked the students about the form of present perfect tense. The students answered the question variously. Some of them said "Pakai verb ketiga, Miss" while other said "Pakai have, Miss." All the students` answers were correct. After that, the researcher gave explanation about definition, function, forms, and example of present perfect tense.

Next, the researcher divided the groups according to the seat. Each pair asked to make 5 present perfect sentences in 10 minutes. At the same time, the researcher walked around the class to make sure that all students will involve in doing the task and to help them about their difficulties. Ten minutes running, the researcher invited the representative of each pairs to write two of their sentences on the whiteboard. Then the researcher corrected the students` answer. Almost all the students wrote the correct sentence. Two pairs used wrong verb. After that, the researcher asked the students to submit their writing. Before close the lesson, the researcher will give information about the next meeting material to the students. Lastly, the researcher will close the lesson with praying guided by the leader of the class.

The fourth meeting: The researcher opened the lesson by greeting, praying, asking the students` feeling, checking attendance, and starting the objective of the lesson. Then, the researcher asked the students about simple past tense and its function they know. Almost all the students said "Di gungakan untuk masa lampau, Miss" and it was correct. Next, the researcher gave explanation about definition, forms, functions, and example of simple past tense.

 After that, the researcher asked the students to make 3 sentences of verbal and nominal forms. At the same time, the researcher walked around the class to make sure that all students will involve in doing the task and to help them about their difficulties. After finish their task, the researcher invited the representative of each student to write one of their sentences in verbal and nominal forms on the whiteboard. There were six students come to forward to do it. Two were volunteers and four students were chosen by the researcher. Then the researcher corrected the students` answer. Three students confused in change $verb_1$ into $verb_2$. After that, the researcher asked the students to submit their writing. Lastly, the researcher will close the lesson with praying guided by the leader of the class.

The fifth meeting: The researcher opened the lesson by greeting, praying, asking the students` feeling, checking attendance, and starting the objective of the lesson. Then, the researcher asked the students about simple future tense they know. Almost all the students said "Di gunakan untuk masa depan, Miss" and it was correct. After that, the researcher gave explanation about the definition, forms, functions, and example of simple future tense. The researcher gave a chance to ask about the material they did not understand. No one raised their hand and the researcher concluded that the all students understand the material. Next, the researcher divided group according to the seat. Each pair will make dialog text about their future plan. At the same time, the researcher walked around the class to make sure that all students will involve in doing the task and to help them about their difficulties. After finished their task, the researcher invited two pairs to present their task in the class. The students` answers were correctly, but the researcher fixed the students` pronunciation orally. Next, the researcher asked to submit their task. Finally the researcher closed the meeting then the last item was taking some pictures as a complement item.
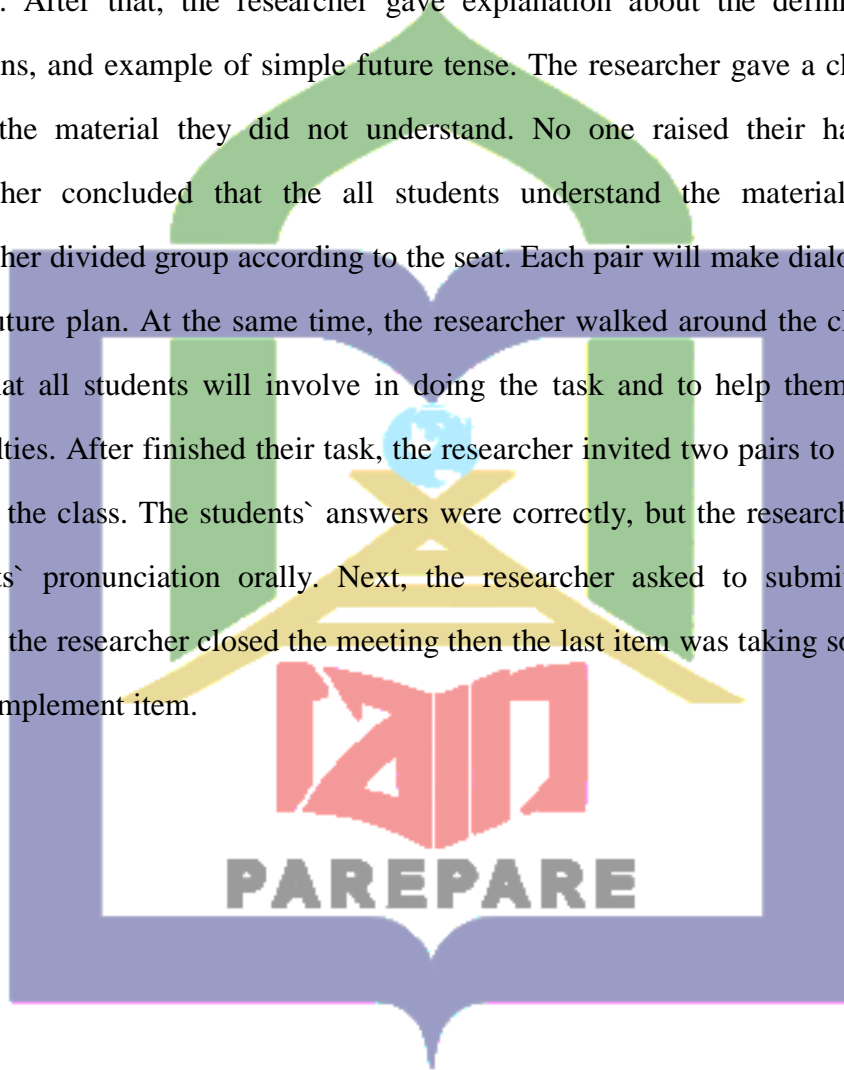
4.2 Discussion

In this part will explain the discussion about the result findings above. This section of this research will provides insight about the students` grammar mastery before and after treatment through EGRA technique in experimental class, then explained the students` grammar mastery before and after giving explanation in control class, and the last explained the significant different improvement of students` grammar ability between experimental class and control class. It is based on the problem statements that exist in chapter I.

4.2.1 Students` Grammar Mastery Before Applying EGRA Technique

Before using EGRA technique based on the result finding, it found the students` grammar mastery was low. A lot of students got poor and very poor. It proven that grammar mastery of students is not good enough, the researcher discovered that, the students are are still misapply the tenses, also difficult to recognise the change of verbs. Those happened because beside students were still difficult to comprehend the form of tenses, they also still lack of motivation to study English especially in grammar.

By the result of it, the alternative way to solve the problems that the students faced, the researcher gave the treatment through EGRA technique, it supposed that this technique is able to improve students` English skill especially in grammar. EGRA technique is one of way to try helping students find out the form and the functions of the sentence by themselves in Generalization phase, and it is very essential to improve their grammar.

In this treatment of experimental class there were six meetings, the first meeting the researcher gave explanation about simple present tense. The second meeting was about present continuous. The third was about present perfect. The

fourth was about simple past tense. The fifth was about simple future. Then the last meeting the researcher gave the students worksheet as Application phase.

By doing this technique, many students more motivated and understand about grammar especially in five tenses: simple present, present continuous, present perfect, simple past, and simple future also they can make its` sentence. Therefore EGRA technique improved students` grammar mastery.

4.2.2 Using EGRA Technique Able to Improve Grammar Mastery

From the table 4.10 it can be interoperated that students` grammar mastery before being taught by using EGRA technique is lower if it compares with the students` grammar mastery able being taught by using EGRA technique. It is implicated that EGRA technique gives good effect in students` grammar mastery. By doing this technique, many students more motivated and understand about grammar especially in five tenses: simple present, present continuous, present perfect, simple past, and simple future also they can make its` sentence. Therefore EGRA technique improved students` grammar mastery.

Furthermore, to make a conclusion about the effectiveness of students` grammar mastery by using EGRA technique, it can be done by analyzing the data using t-test and t-table. The result of the data analyzes showed that t-test (9.11) > t-table (1.667). It means that using EGRA technique is effective in teaching grammar at the tenth grade students` of SMA Negeri 7 Pinrang.

4.2.3 The Different Improvement of Students` Grammar Mastery between Experimental Class and Control Class

From the result findings above, the researcher can conclude that students were taught by using EGRA technique in experimental class and conventional way in control class there were any improvement both of them. But to know that implementation of EGRA technique better to improve students` grammar mastery

than conventional way, the researcher found the different from the t-test value that exist in table 4.11. The score in experimental class higher than the score in control class, it can be seen from the different amount of variance score for experimental was 9.11, while control class was 9.03 (26.42>22.21). Therefore, EGRA technique more significant improved than conventional way.

According to researcher, based on the observation as doing the research, there were significant different improvement both of them, the researcher has observed the students when joined the material by using EGRA technique in experimental class. The students were very enthusiasm and attractive to study about grammar because there were many activities, fun in Experience phase, and also they enjoy the way of technique through EGRA.

The conclusion, to find out the statistical hypothesis received between null hypothesis (H_o) and alternative hypothesis (H_a), the researcher applied t-test formula at the level of significance with α = with degree of freedom is df = N1+N2-2 (36+34-2=**68**). According to Sugiyono if t-table was lower than t-test value it means H_a is accepted and H_0 is rejected.

This research found that the t-test value is 9.11 higher than t-table value 1.667 or (9.11 >1.667). It meant that using EGRA technique is able to improve students` grammar mastery at the tenth grade of SMAN 7 Pinrang or in other word $H_a$ was accepted and $H_0$ was rejected. After seeing the result, it found that there was a significant difference of students` grammar mastery in pre-test and post-test between experimental class and control class, but from the different result of t-test through EGRA technique in experimental class was higher than conventional way in control class. It was caused by the involvement of the students` during the learning process.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions. The conclusion based on the discussion and research findings that exist in previous chapter. While the suggestion based on the conclusion of the research.

5.1 Conclusions

Based on the result the observation and discussion, it can be concluded that EGRA technique is more effective to improve the students` grammar mastery compared to the conventional way. The data show that there is a significant different in the mean score between the students who are taught English grammar by using EGRA technique. Therefore, from the difference of the pre-test and post-test show that the students` score increase significantly after they are teach using EGRA technique.

From the table of the scores showed that t-test is higher than t-table ($9.11 \geq 1.667$). Thus, it can be concluded that the students` grammar mastery through EGRA technique is better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

The implementation of EGRA technique to improve students` grammar mastery better than conventional way, because there were significant different improvement of the students` grammar mastery at the tenth grade of SMAN 7 Pinrang before and after using EGRA technique in experimental class and conventional way in control class. According to the researcher, teaching English especially in grammar through both method actually were the good ways to improve grammar mastery, although the improvement of students faced was not the same both of them, it has seen from the result score in t-test formula. The different

improvement of students between experimental class was higher than improvement of students in control class (9.11 > 9.03).
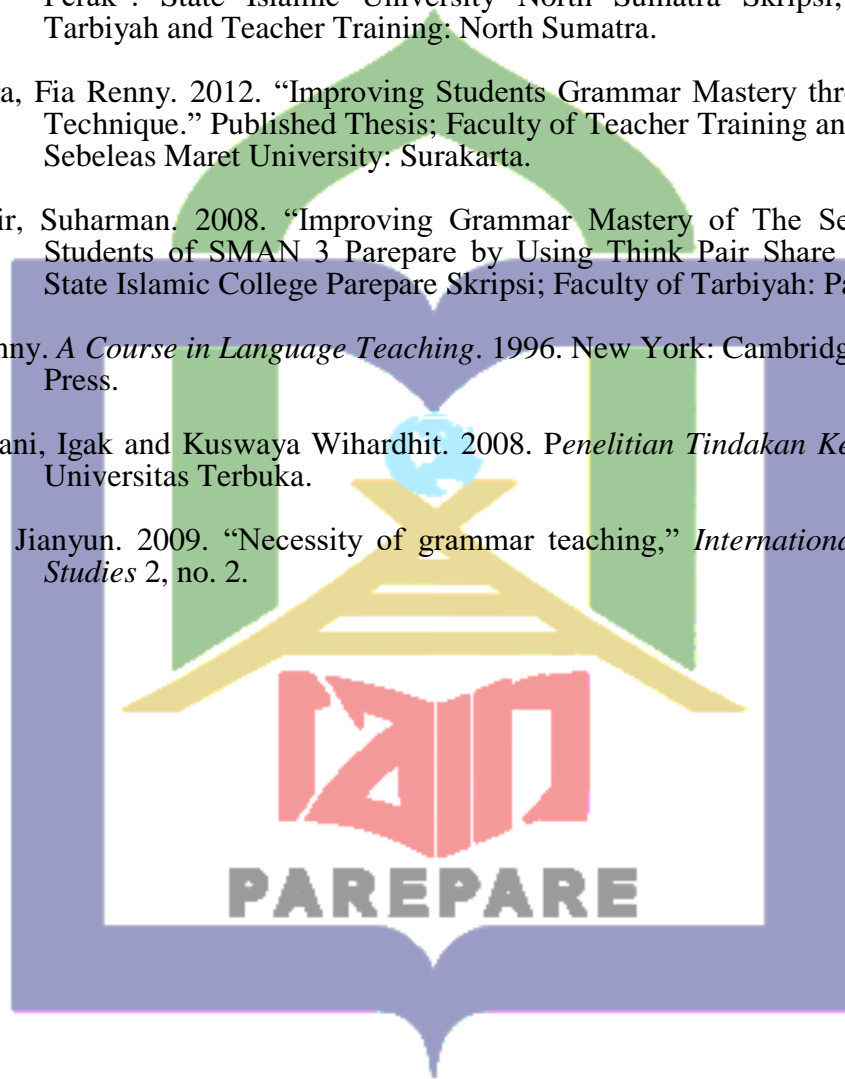
5.2 Suggestion

After conducting the research at the tenth grade students of SMAN 7 Pinrang by using EGRA technique, the researcher has found out the positive effect in learning English especially for grammar skill. There some important things that can be suggested to readers and hopefully it can be useful to others, especially for:
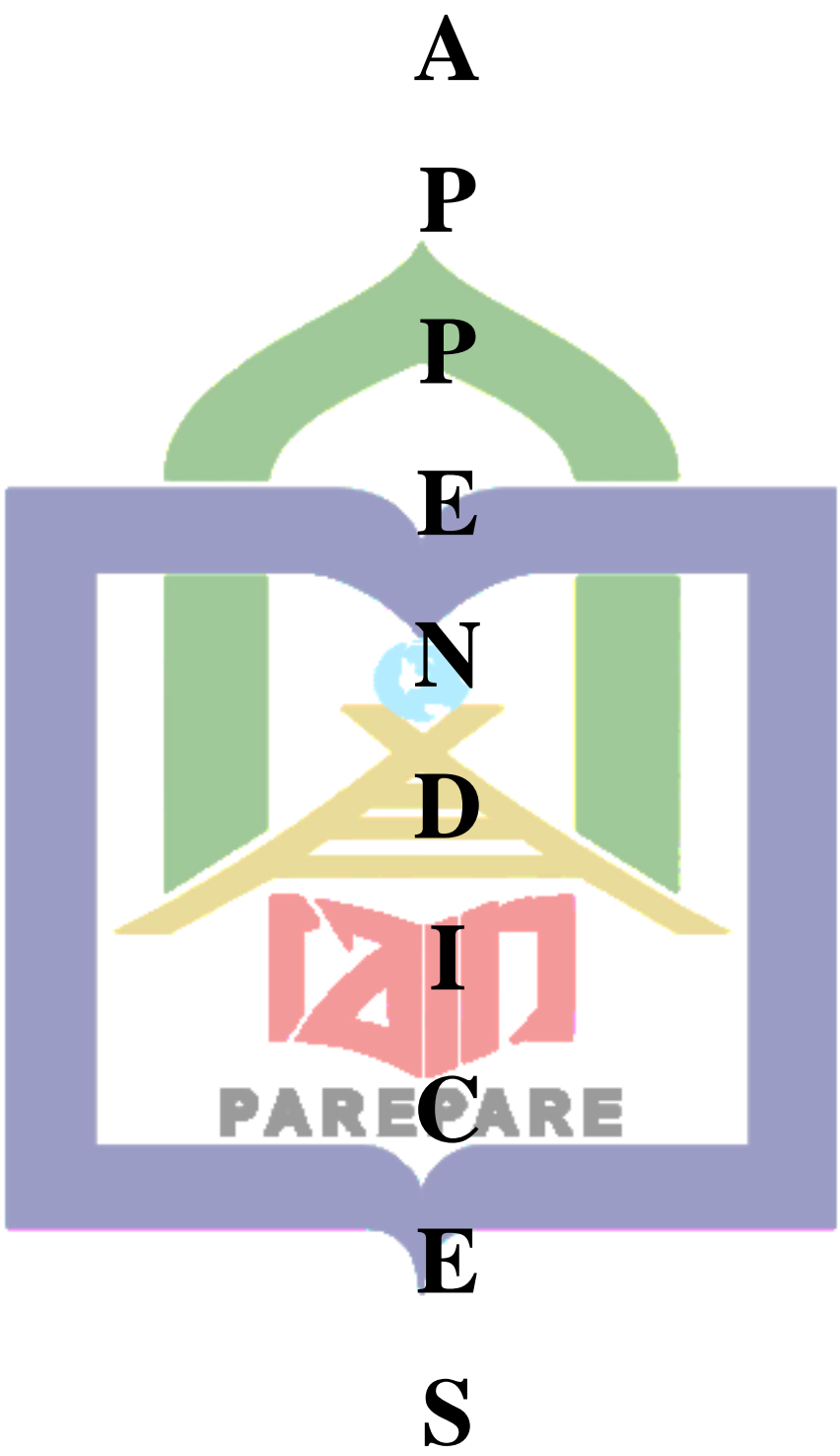
5.2.1 *English teachers.* Teaching English through EGRA technique can improve grammar skill. Therefore it is a one of suggestion to apply in classroom, because beside it is easy to learnt, it also can help students more interest to grammar, making them enjoy in learning, and it can improve their motivation to study English.

5.2.2 *Teachers.* Study English known as difficult subject for lot beginner learners, so to become impressed of beginning, the teacher should be able smart in selecting method or technique in order to make students interest in learning and feel fun when learning process.

5.2.3 *Students.* Students have to more struggle to memorize the form of grammar. They should always do the exercises also practices to improve their grammar mastery.

5.2.4 *The next researchers,* this research can be used as an additional reference who conducts a research in the same topic.

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APPENDICES

Appendix 1 Instrument of Pre-test and Post-test

<table>
<tr>
<td rowspan="2"></td>
<td>KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
PAREPARE
FAKULTAS TARBIYAH
Jl. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax (0421) 2404
PO Box 909 Parepare 91100, website: www.iainparepare.ac.id, email: mail@iainparepare.ac.id</td>
</tr>
<tr>
<td>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</td>
</tr>
</table>

NAMA MAHASISWA   : DWI WULANDARI R

NIM   : 15.1300.093

FAKULTAS/PRODI   : TARBIYAH/PBI

JUDUL   : Using EGRA Technique to Improve Students`
Grammar Mastery at the Tenth Grade Students of
SMAN 7 Pinrang.

Instrumen penelitian

Dalam penelitian ini, peneliti akan menggunakan quasi-experiment dengan memberikan pre-test dan post- test yang sama pada kelas kontrol dan kelas eksperimental serta dilengkapi dengan instruksi pada instrumen sebagai berikut:

Instrument of the Pre-test

Instruction: The researcher will instruct the students choose the appropriate answer to complete the sentence to measure their grammar mastery.

Do the exercises below on the *simple present, present continuous, present perfect, simple past* and *simple future*!

1. She has long hair and she _____ beautiful
   a. are   c. is
   b. are not   d. were

2. Ani _____ to the school yesterday
   a. goes   c. didn't go
   b. doesn't go   d. is going

3. You _____ me a message last night.
   a. sent   c. were sent
   b. send   d. are send

4. Yusuf _____ to class at 07:00 AM today.
   a. comes   c. came
   b. coming   d. come

5. _____ Anna _____ the window every morning?
   a. did / opened   c. did / opening
   b. do / open   d. does / open

6. Kayla helps her mother in the kitchen _____.
   a. two days ago   c. every morning
   b. last week   d. next morning

7. He _____ write a letter last night.
   a. is not   c. was not
   b. didn't   d. don't

8. When I _____ young.
   a. was   c. are
   b. were   d. is

9. My Father _____ a letter for me two days ago.
   - a. writes
   - b. wrote
   - c. writer
   - d. write

10. We _____ our homework last night.
    - a. didn't finish
    - b. finishes
    - c. finish
    - d. don't finish

11. I _____ what you mean.
    - a. don't know
    - b. doesn't know
    - c. am know
    - d. don't knows

12. Kiki _____ to beach _____ by bicycle.
    - a. is go / every morning
    - c. goes / every Sunday
    - b. didn't go / today
    - d. goes / last week

13. I _____ lots interesting places last week.
    - a. visits
    - b. doesn't visit
    - c. didn't visited
    - d. visited

14. I _____ to the cinema three times last week.
    - a. went
    - b. go
    - c. did go
    - d. goes

15. _____ Leona _____ to the hospital?
    - a. does / go
    - b. do / go
    - c. does / goes
    - d. do / goes

16. I _____ always _____ to dentist.
    - a. don't / go
    - b. doesn't / go
    - c. don't / went
    - d. doesn't / went

17. He _____ a romantic novel.
    - a. are reading
    - b. is reading
    - c. is reads
    - d is read

18. Doni and Andy are not _____ to school today.
    - a. going
    - c. goes

b. go   d. went

19. _____ Lily coming the party?

    a. are   c. is

    b. were   d. what

20. We _____ about English tenses now.

    a. is learning   c. are learning

    b. are learn   d. is learns

21. You have _____ that movie many times.

    a. seen   c. saw

    b. see   d. seeing

22. I _____ seen him lately.

    a. hasn't   c. haven't

    b. were not   d. isn't

23. Jack _____ from California.

    a. is been   c. has been

    b. was been   d. have been

24. Jim has _____ three foreign languages.

    a. study   c. studied

    b. studying   d. is studies

25. Mom is _____ vegetables and my sister is _____ toy.

    a. cut / play   c. cut / playing

    b. cutting / play   d. cutting / playing

26. The dress code for tonight is cartoon, so she _____ a princess dress.

    a. is wear   c. is wearing

    b. is wore   d. is wears

27. James and Josh ____ watching and Nini is _____ a book.

    a. are / reading   c. are / read

    b. is / read   d. is / reading

28. My father is _____ me a chessecake.

a. give   c. giving

b. gave   d. given

29. Carla and Tytan _____ written a letter for me.

    a. haven't   c. weren't

    b. hasn't   d. isn't

30. Bob and Jane are old friends. They _____ each other.

    a. have know   c. has known

    b. have known   d. has knowed

31. Scientists _____ split the atom.   Perfect

    a. has   c. is

    b. are   d. have

32. Your English is getting better. You have _____ a lot of English since you came here.

    a. learning   c. learned

    b. learn   d. learns

33. She ـ____ arrive home tomorrow.

    a. will   c. are

    b. is   d. has

34. Someone _____ service my computer next week.

    a. would   c. will

    b. is   d. are

35. Carla is tired right know. She ـ____ go to bed early.

    a. is   c. have

    b. has   d. will

36. Dennis has a cold. He _____ probably ____ home in bed today.

    a. will / stay   c. will / stayed

    b. is / stay   d. is / stayed

37. We ـ____ watch avengers in your home tonight.

    a. are   c. would

b. have   d. will

38. Will you _____ fried rice for us tonight?

  a. make   c. making

  b. made   d. makes

39. I _____ do all the housework.

  a. am not   c. haven't

  b. hasn't   d. won't

40. That water will _____ hot

  a. be   c. being

  b. been   d. was
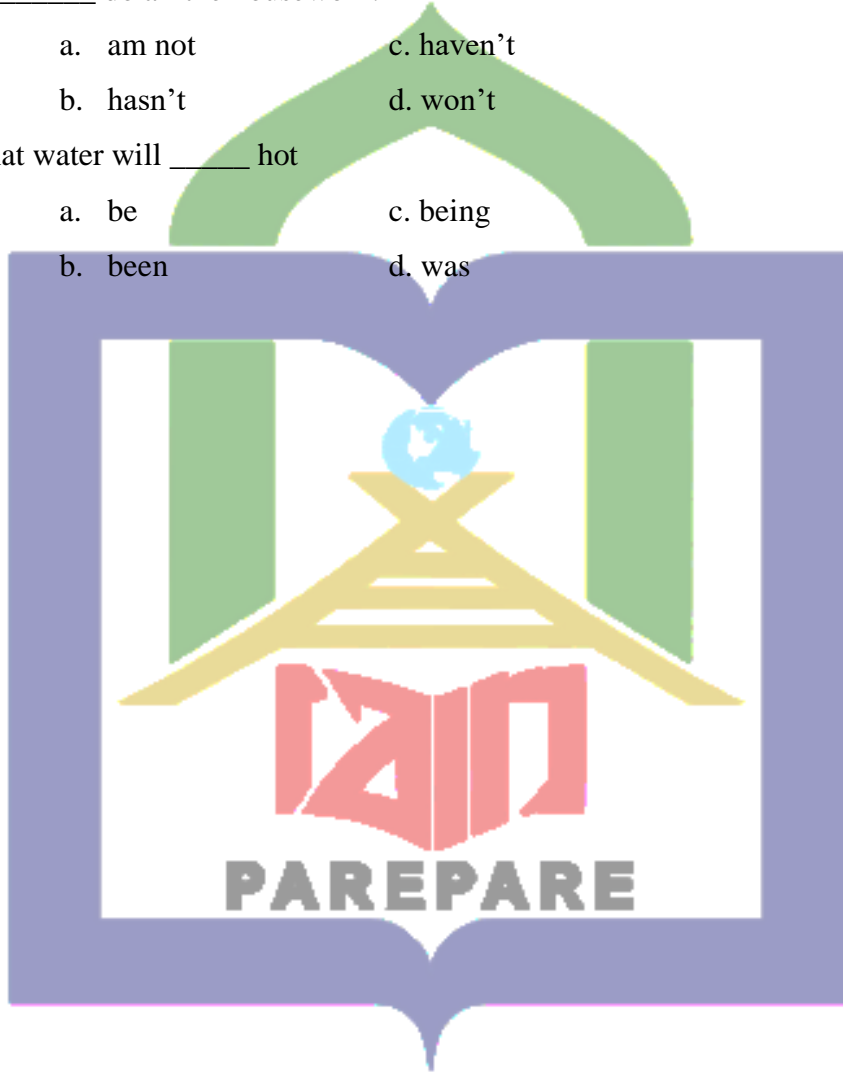
Instrument of the Post-test

Instruction: The researcher will instruct the students choose the appropriate answer to complete the sentence to measure their grammar mastery.

Do the exercises below on the *simple present, present continuous, present perfect, simple past* and *simple future*!

1. Cheetah _____ the fastest animal in the world.
   - a. are
   - b. are not
   - c. is
   - d. were

2. Rian _____ to the office yesterday.
   - a. goes
   - b. doesn't go
   - c. didn't go
   - d. go

3. Shinta _____ me a flower last night.
   - a. gave
   - b. given
   - c. give
   - d. are give

4. _____ explain the material very well in the class.
   - a. my teachers
   - b. she
   - c. Kris
   - d. he

5. _____ Lily _____ the bicycle?
   - a. did / rode
   - b. do / ride
   - c. do/ rode
   - d. does / ride

6. Anna cooks fried chicken _____.
   - a. two days ago
   - b. last morning
   - c. every morning
   - d. next morning

7. Citra and Rara _____ write a letter last night.
   - a. didn't
   - b. were not
   - c. was not
   - d. don't

8. When I _____ young.
   - a. was
   - b. were
   - c. are
   - d. is

9. My Granddad _____ a cat.
   a. loves
   c. is love
   b. loving
   d. love

10. They _____ their homework last night.
    a. didn't finish
    c. finishes
    b. finish
    d. don't finished

11. _____ my mother _____ a lot?
    a. do / cook
    c. does / cooks
    b. does / cook
    d. do / cooks

12. Romi _____ to mall every night by car.
    a. is go
    c. goes
    b. didn't go
    d. going

13. I _____ a lots of flowers last week.
    a. draws
    c. didn't draw
    b. doesn't draw
    d. draw

14. I _____ a novel three times last week.
    a. buy
    c. am buy
    b. bought
    d. buys

15. _____ Riri _____ the novel?
    a. does / read
    c. does / reads
    b. do/ read
    d. do/ reads

16. Emily's cat _____ so cute.
    a. was
    c. were
    b. did
    d. to

17. Is the girl _____ next to him his fiancé?
    a. sit
    c. sat
    b. sitting
    d to sit

18. Sam _____ a new book.
    a. has write
    c. has wrote

b. has written   d. have written

19. _____ get you some coffee.

     a. is   c. I'll

     b. are   d. has

20. Salma is _____ for you in your room.

     a. wait   c. waiting

     b. waited   d. waits

21. Have you _____ him before?

     a. see   c. seen

     b. saw   d. seeing

22. I promise _____ tell him about the surprise party.

     a. isn't   c. am not

     b. weren't   d. won't

23. Granddad is _____ the newspaper and Grandma is _____ fried rice.

     a. read / cook   c. read / cooked

     b. reads / cooking   d. reading / cooking

24. I've _____ him for 5 years.

     a. known   c. knowing

     b. know   d. knew

25. That water _____ hot.

     a. will   c. have

     b. will be   d. has

26. I'm _____ to see you soon.

     a. hoping   c. hoped

     b. hope   d. hopes

27. Nobody has ever _____ that mountain.

     a. climb   c. climbing

     b. is climb   d. climbed

28. John will _____ his work soon.

a. finish   c. finishing

b. finished   d. finishes

29. Dylan is _____ the wall in my room.

    a. painting   c. paints

    b. paint   d. painted

30. Lily and her parents _____ been from Japan.

    a. has   c. is

    b. have   d. are

31. _____ will be rain soon.

    a. he   c. she

    b. they   d. it

32. They _____ to get good result this semester.

    a. are expect   c. are expects

    b. are expecting   d. are expected

33. You have _____ since the last time I saw you.

    a. growing   c. grown

    b. grew   d. grow

34. I _____ very happy if you want to help me.

    a. have   c. will be

    b. has   d. will

35. Rina and Andy are _____ me the funny story.

    a. telling   c. told

    b. tells   d. tell

36. Bob and Maria are old friends. They ____ each other.

    a. have know   c. has known

    b. have known   d. has know

37. Smith _____ all of his friends to the party next week.

    a. invited   c. invites

    b. will invite   d. invitation

38. Is she _____ a novel?

      a. reading   c. to read

      b. reads   d. read

39. Josh _____ from New York.

      a. is been   c. has been

      b. have been   d. been

40. Manda: I _____ the students exchange program next year.

Kiki: That's good idea.

      a. will join   c. joined

      b. join   d. will joined
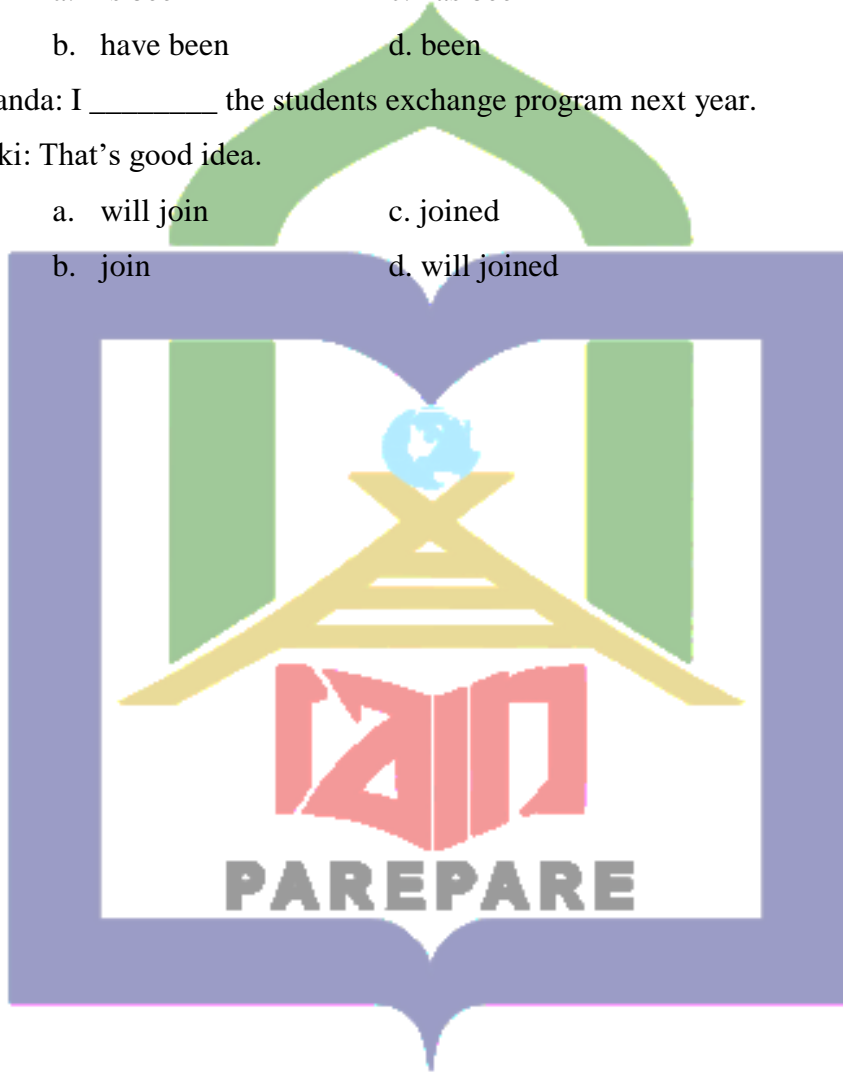
APPENDIX 2 LESSON PLANE
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMA Negeri 7 Pinrang

Mata Pelajaran   : Bahasa Inggris (Wajib)

Materi pokok   : My Daily Activities

Kelas /Semester   : X/Ganjil

Tahun Pelajaran   : 2019/2020

Alokasi Waktu   : 2x45 menit

A. Kompetensi Inti:

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami perngetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, menguarai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
2	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dalam melaksanakan komunikasi transaksional dengan guru dan	2.3.1 Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.

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		teman.		
3	3.6	Menerapkan unsur kebahasaan untuk melaksanakan fungsi sosial teks dialog tentang daily acitivity dengan menyatakan dan menanyakan tentang tindakan yang dilakukan atau terjadi secara rutin sesuai dengan konteks penggunaannya.	3.6.1	Mengidentifikasi fungsi sosial dan unsur kebahasan dari teks dialog tentang daily acitivity dengan menyatakan dan menanyakan tentang tindakan yang dilakukan atau terjadi secara rutin.
			3.6.2	Mengidentifikasi *simple present sentence* dalam teks dialog.
4	4.7	Menyusun paragraph tulis, pendek dan sederhana tentang tentang tindakan yang dilakukan atau terjadi secara rutin dengan memperhatikan fungsi sosial, dan unsur kebahasaan yang benar dan sesuai konteks.	4.7.1	Menulis teks tulis sederhana tentang tindakan yang dilakukan atau terjadi secara rutin.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat:

1. Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.
2. Mengidentifikasi fungsi sosial dan unsur kebahasan dari teks dialog tentang daily acitivity dengan menyatakan dan menanyakan tentang tindakan yang dilakukan atau terjadi secara rutin.
3. Mengidentifikasi *simple present sentence* dalam teks dialog.
4. Menulis teks tulis sederhana tentang tindakan yang dilakukan atau terjadi secara rutin.

D. Materi Pembelajaran

a) Gambar berupa kegiatan sehari

b) Teks Dialog Daily Activity

Feby: What do you do after you get up in the morning?

Liam: After I get up, I wash my face, take wudhu then praying.

Feby: What else?

Liam: I prepare my book. After that, I take a bath then I take a dress then I have breakfast with my family. How about you?

Feby: After I get up, I always check my phone. Then after that, I go to the bathroom and wash my face, take wudhu, and praying. After that, I watch my favorite cartoon on the TV. After that, I take a bath and then I have breakfast. They are not too different with you.

Liam: Don't you prepare your book?

Feby: I always prepare my book on the night before.

Liam: Great!

c) Fungsi Sosial

Memberi contoh kebiasan baik/buruk, membanggakan, dan sebagainya.

d) Unsur Kebahasaan
- ➢ Kata kerja dalam Simple Present Tense
- ➢ Adverb: then, after, always, after that, often, sometimes, then, usually, every….
- ➢ Kosa Kata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya.
- ➢ Ejaan dan tanda baca.

E. Media, Alat/Bahan Pembelajaran
1. Media   : Laptop, projector, papan tulis, spidol.
2. Alat/Bahan   : Flash card, text paper
3. Sumber Belajar : Internet (google/images) dan buku pelajaran/paket.

F. Teknik Pembelajaran
EGRA Technique

KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Awal	1. Membuka pelajaran dengan salam. 2. Menugaskan salah seorang siswa untuk memimpin doa. 3. Mengabsen siswa. 4. Menanyakan kesiapan siswa dalam mengikuti pembelajaran hari ini. 5. Memaparkan flash cards tentang daily activites dalam kegiatan sehari-hari dan menanyakan Bahasa Inggris dari kata kerja tersebut.	10 menit
Kegiatan Inti	1. Membagikan kertas teks teks dialog tentang kegiatan yang dilakukan secara rutin. 2. Menginstuksikan siswa untuk membaca teks tersebut.	70 menit

	3. Menanyakan tentang jenis tenses yang digunakan dalam teks.
	4. Memberikan kesempatan kepada siswa untuk menjawab pertanyaan yang diajukan guru.
	5. Membagi kelas menjadi 8 kelompok. Masing-masing kelompok terdiri dari 4/5 siswa.
	6. Menginstruksikan siswa menemukan kalimat *simple present tense* sebanyak mungkin dalam teks dialog dan menentukan kelas kata dari setiap kalimat. Siswa diharuskan menemukan minimal 5 kalimat dalam waktu 10 menit.
	7. Mengawasi siswa dalam mengerjakan tugas.
	8. Mengundang perwakilan setiap kelompok untuk menulis satu kalimat yang mereka temukan di papan tulis beserta kelas katanya.
	9. Memberikan penghargaan kepada setiap kelompok.
	10. Mengoreksi jawaban siswa di papan tulis.
	11. Memberikan penjelasan mengenai *simple present tense*.
	12. Memberikan beberapa contoh *simple present tense*.

	13. Memberikan tugas kepada siswa untuk dikerjakan secara berpasangan dengan teman sebangku dalam membuat teks dialog kegiatan yang dilakukan secara rutin. 14. Meminta siswa mempresentasikan teks dialog mereka di depan kelas. 15. Mengoreksi kesalahan siswa secara oral. 16. Memberikan kesempatan kepada siswa yang ingin bertanya. 17. Menginstruksikan siswa untuk mengumpulkan tugasnya.	
Kegiatan Akhir	1. Mengarahkan siswa untuk membuat rangkuman/kesimpulan mengenai materi yang telah diajarkan. 2. Menugaskan seorang siswa untuk memimpin doa.	10 menit

G. Penilaian Hasil Belajar

1. Tes:
   a. Membuat teks dialog sederhana dengan menggunakan simple present tense

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	**: SMA Negeri 7 Pinrang**
Mata Pelajaran	**: Bahasa Inggris (Wajib)**
Materi pokok	**: Present Continuous Tense**
Kelas /Semester	**: X/Ganjil**
Tahun Pelajaran	**: 2019/2020**
Alokasi Waktu	**: 2x45 menit**

A. Kompetensi Inti:

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami perngetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, menguarai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
2	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.

3	3.8	Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kejadian yang sedang dilakukan/berlangsung saat diucapkan sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan *present continuous tense*)	3.4.1	Mengidentifikasi fungsi sosial dan unsur kebahasan dari teks yang disediakan.
			3.4.2	Menganalisis kalimat yang menggunakan pola *present continuous tense* dalam teks yang disediakan.
			3.4.3	Mengidentifikasi *subject, verb, Auxiliary, and Object*.
4	4.8	Menyusun teks interaksi transaksional lisan dan tulis, pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kejadian yang sedang dilakukan/berlangsung saat diucapkan dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.	4.12.1	Menuliskan kalimat pendek dan sederhana terkait dengan *present continuous tense* dengan benar.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat:

1. Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.

2. Mengidentifikasi fungsi sosial dan unsur kebahasan dari teks yang disediakan.

3. Menganalisis kalimat yang menggunakan pola *present continuous tense* dalam teks yang disediakan.

4. Mengidentifikasi *subject, Auxiliary, Verb, and Obejct.*

5. Menuliskan kalimat pendek dan sederhana terkait dengan *present continuous tense* dnegan benar.

D. Materi Pembelajaran

a) Text berjudul "How marriage are made"

b) Fungsi Sosial

Memberi dan meminta informasi terkait keadaan/tindakan/kejadian yang sedang dilakukan/berlangsung saat diucapkan sesuai dengan konteks penggunaannya.

c) Struktur Kalimat

(+)	**He**	**is**	**reading**	**a book**	
	Subject	*To be*	*V1-ing*	*Object*	
(-)	**He**	**is**	**not**	**reading**	**a book**
	Subject	*To be*	*Not*	*V1-ing*	*Object*
(?)	**What**	**is**	**He**	**doing**	**now?**
	Q-H	*To be*	*Subject*	*To be*	*Adv. Of time*

d) Unsur Kebahasaan
   ➢ Kata kerja be (is, am, are) dan V1 + ing form.
   ➢ Tata bahasa, tulisan tangan, ejaan, dan tanda baca yang jelas dan rapi

E. Media, Alat/Bahan Pembelajaran

1. Media   : Laptop, projector, papan tulis, spidol.
2. Alat/Bahan   : Slide Power Point, text paper
3. Sumber Belajar : Internet (google/images) dan buku pelajaran/paket.

F. Teknik Pembelajaran

EGRA Technique

KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Awal	1. Membuka pelajaran dengan salam. 2. Menugaskan seorang siswa untuk memimpin doa. 3. Mengabsen siswa.	10 menit

	4. Menanyakan kesiapan siswa dalam mengikuti pembelajaran hari ini. 5. Menampilkan vocabularies dalam bentuk slide ppt yang berkaitan dengan teks yang diajarkan dan menanyakan arti dari vocabularies tersebut.	
Kegiatan Inti	1. Membagikan kertas teks yang berjudul "How marriage are made" 2. Menginstuksikan siswa untuk membaca teks tersebut selama 5 menit. 3. Menanyakan tentang jenis tenses yang digunakan dalam teks. 4. Memberikan kesempatan kepada siswa untuk menjawab pertanyaan yang diajukan guru. 5. Membagi kelas menjadi 6 kelompok. Masing-masing kelompok terdiri dari 6 siswa. 6. Menginstruksikan siswa menemukan kalimat *present continuous tense* sebanyak mungkin dalam teks yang disediakan. Siswa diharuskan menemukan minimal 5 kalimat selama 10 menit. 7. Siswa mengkategorikan setiap kalimat menjadi *subject, Auxiliary, verb, and Object* 8. Guru membuat tabel di papan tulis yang terdiri dari 4 kolom untuk *subject,*	70 menit

	Auxiliary, verb, and Object	
	9. Mengawasi siswa dalam mengerjakan tugas.	
	10. Mengundang perwakilan setiap kelompok untuk menulis satu kalimat yang mereka temukan disesuaikan dengan tabel yang telah disiapkan di papan tulis.	
	11. Mengoreksi jawaban siswa di papan tulis.	
	12. Memberikan penjelasan mengenai *present continuous tense.*	
	13. Memberikan beberapa contoh dari *present continuous tense*.	
	14. Memberikan tugas kepada siswa untuk dikerjakan secara berpasangan dengan teman sebangku dalam membuat 2 kalimat *present continuous tense*.	
	15. Mengundang perwakilan setiap kelompok untuk menulis satu kalimat yang mereka buat di papan tulis.	
	16. Mengoreksi kesalahan siswa secara oral.	
	17. Memberikan kesempatan kepada siswa yang ingin bertanya.	
	18. Menginstruksikan siswa untuk mengumpulkan tugasnya.	
Kegiatan Akhir	1. Mengarahkan siswa untuk membuat rangkuman/kesimpulan mengenai	10 menit

	materi yang telah diajarkan.	
	2. Menyampaikan materi yang akan di bahas di pertemuan selanjutnya.	
	3. Menugaskan seorang siswa untuk memimpin doa.	

G. Penilaian Hasil Belajar

1. Tes:
   b. Membuat 2 kalimat pendek dan sederhana *present continuous tense* dengan benar.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	**: SMA Negeri 7 Pinrang**
Mata Pelajaran	**: Bahasa Inggris (Wajib)**
Materi pokok	**: Present Perfect Tense**
Kelas /Semester	**: X/Ganjil**
Tahun Pelajaran	**: 2019/2020**
Alokasi Waktu	**: 2x45 menit**

A. Kompetensi Inti:

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami perngetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, menguarai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
2	1.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dalam melaksanakan komunikasi	2.2.1 Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi

		transaksional dengan guru dan teman.		dengan guru dan teman.
3	3.6	Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kejadian yang dilakukan/terjadi pada waktu yang lampau yang merujuk pada waktu terjadinya dan kesudahannya sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan *present perfect tense*)	3.6.1 3.6.2 3.6.3 3.6.4	Mengidentifikasi fungsi sosial dan unsur kebahasan dari teks yang disediakan. Menentukan pola kalimat *present perfect tense* dalam lembar kerja yang disediakan. Menganalisis kalimat yang menggunakan pola *present perfect tense* dalam teks yang disediakan. Mengidentifikasi *subject, verb, auxiliary, object and complement*.
4	4.6	Menyusun teks interaksi transaksional lisan dan tulis, pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kejadian yang dilakukan/terjadi pada waktu yang lampau yang merujuk pada waktu terjadinya dan kesudahannya dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.	4.12.1	Menuliskan kalimat pendek dan sederhana terkait dengan *present perfect tense* dengan benar.

C. **Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat:

1. Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.

2. Mengidentifikasi fungsi sosial dan unsur kebahasan dari teks yang disediakan.

3. Menentukan pola kalimat *present perfect tense* dalam lembar kerja yang disediakan.

4. Menganalisis kalimat yang menggunakan pola *present perfect tense* dalam teks yang disediakan.

5. Mengidentifikasi *Subject, Auxiliary, Verb, Object and Complement.*

6. Menuliskan kalimat pendek dan sederhana terkait dengan *present perfect tense* dnegan benar.

D. **Materi Pembelajaran**

a) Text berjudul "A letter to next-door neighbor"

b) Fungsi Sosial

memberi dan meminta informasi terkait keadaan/tindakan/kejadian yang dilakukan/terjadi pada waktu yang lampau yang merujuk pada waktu terjadinya dan kesudahannya sesuai dengan konteks penggunaannya.

c) Struktur Kalimat

(+)	**You**	**have**	**written**	**a letter**	
	Subject	*Aux*	*V3*	*Object*	
(-)	**You**	**have**	**not**	**written**	**a letter**
	Subject	*Aux*	*Not*	*V3*	*Object*
(?)	**Have**	**You**	**written**	**A letter**	
	Aux	*Subject*	*V3*	*Object*	

d) Unsur Kebahasaan

➢ Kata kerja bantu (have dan has) dan V3 form.

➢ Tata bahasa, tulisan tangan, ejaan, dan tanda baca yang jelas dan rapi

E. **Media, Alat/Bahan Pembelajaran**

1. Media : Laptop, projector, papan tulis, spidol.
2. Alat/Bahan : Flash card, text paper, and worksheet
3. Sumber Belajar : Internet (google/images) dan buku pelajaran/paket.

F. **Teknik Pembelajaran**

EGRA Technique

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KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Awal	1. Membuka pelajaran dengan salam. 2. Menugaskan salah satu seorang siswa untuk memimpin doa. 3. Mengabsen siswa. 4. Menanyakan kesiapan siswa dalam mengikuti pembelajaran hari ini. 5. Memaparkan action verb flash cards dan menanyakan kata kerja bentuk ke-tiga (V_3) dari gambar tersebut.	10 menit
Kegiatan Inti	1. Menanykan jenis tenses yang digunakan ketika menggunakan kata kerja ke-dua (V_3). 2. Membagi kelas menjadi 6 kelompok. Masing-masing kelompok terdiri dari 6 siswa. 3. Memberikan tugas kepada siswa untuk menjawab pertanyaan di lembar latihan dalam waktu 20 menit. 4. Mengawasi siswa dalam mengerjakan tugas. 5. Mengundang perwakilan setiap kelompok untuk menulis jawaban mereka di papan tulis. 6. Memberikan penghargaan kepada setiap kelompok. 7. Mengoreksi jawaban siswa di papan	70 menit

	tulis dan memberikan penjelasan mengenai *present perfect tense*.	
	8. Memberikan beberapa contoh dari *present perfect tense*.	
	9. Memberikan tugas kepada siswa untuk dikerjakan secara berpasangan dengan teman sebangku dalam membuat 2 kalimat *present perfect tense*.	
	10. Mengundang perwakilan setiap kelompok untuk menulis satu kalimat yang mereka buat di papan tulis.	
	11. Siswa mengkategorikan setiap kalimat menjadi *Subject, Auxiliary, Verb, Object and Complement*.	
	12. Guru membuat tabel di papan tulis yang terdiri dari 5 kolom untuk *Subject, Auxiliary, Verb, Object and Complement*.	
	13. Mengawasi siswa dalam mengerjakan tugas dan membantu siswa jika memiliki kesulitan.	
	14. Mengoreksi kesalahan siswa secara oral.	
	15. Memberikan kesempatan kepada siswa yang ingin bertanya.	
	16. Meminta siswa mengumpulkan tugasnya.	
Kegiatan Akhir	1. Mengarahkan siswa untuk membuat rangkuman/kesimpulan mengenai	10 menit

	materi yang telah diajarkan. 2. Menugaskan salah seorang siswa untuk memimpin doa.	

G. Penilaian Hasil Belajar

1. Instrumen penilaian
   a. Tes tertulis
   ➢ Mulitple choice
   1. They (has known, have known) each other for ten years.
   2. Ari (having grown, has grown) up with Zainal.
   3. Pita and Ria (has worked, have worked) at the same office.
   4. Animals (has become, have become) an important part of people's lives
   5. (Has, have) they (buy, bought) Sarah a sweater?
   6. She (has asking, has asked) her to find another job.
   7. (Has, have) he (lose, lost) his house or his job?
   8. Erna (haven't paid, hasn't paid) for new house yet.
   9. The team (has heard, have heard) the bad news.
   10. The doctor (has just returned, have just returned) home.
   11. Lio (have played, has played) a video game.
   12. (have, has) Riri and Nina (cooked, cook) delicious cake for their mom?

   Penilaian:

   $$Score = \frac{Students`\ correct\ answer}{Total\ number\ of\ items} \times 100$$

   ➢ Membuat 2 kalimat pendek dan sederhana *present prefect tense* dengan benar.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	**: SMA Negeri 7 Pinrang**
Mata Pelajaran	**: Bahasa Inggris (Wajib)**
Materi pokok	**: Simple Past Tense**
Kelas /Semester	**: X/Ganjil**
Tahun Pelajaran	**: 2019/2020**
Alokasi Waktu	**: 2x45 menit**

A. Kompetensi Inti:

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami perngetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, menguarai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No		Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
2	2.3	Menunjukkan perilaku jujur, disiplin, percaya diri, dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.3.1 Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.
3	3.7	Menerapkan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang tindakan/kejadian yang sudah dilakukan di waktu lampau, sesuai dengan konteks penggunaannya.	3.7.1 Menentukan fungsi sosial dan unsur kebahasan dari teks yang disediakan. 3.7.2 Menganalisis kalimat yang menggunakan pola *simple past tense* dalam teks yang disediakan. 3.4.4 Mengidentifikasi *subject, auxiliary, verb, object and complement*. 3.7.3 Mengidentifikasi pola kalimat yang digunakan dalam teks yang disediakan.
4	4.8	Menyusun teks lisan dan tulis untuk menyatakan tentang kejadian/tindakan yang telah dilakukan pada waktu lampau, dengan memperhatikan fungsi sosial, dan unsur kebahasaan yang benar sesuai dengan konteks.	4.8 Menuliskan kalimat pendek dan sederhana terkait dengan *simple past tense* dengan benar.

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C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat:

1. Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.
2. Mentukan fungsi sosial dan unsur kebahasan dari teks yang disediakan.
3. Menganalisis kalimat yang menggunakan pola *simple past tense* dalam teks yang disediakan.
4. Mengidentifikasi *Subject, Auxiliary, Verb, Object and Complement.*
5. Mengidentifikasi pola kalimat yang digunakan dalam teks yang disediakan.
6. Menuliskan kalimat pendek dan sederhana terkait dengan *simple past tense* dengan benar.

D. Materi Pembelajaran

a) Recount text berjudul "A Trip to the Zoo"

b) Fungsi Sosial

To attrack the attention and provide enteratinment to the reader.

For example: A trip to the zoo, My unforgettable research, etc.

c) Unsur Kebahasaan

➢ Simple past tense : My family went to the zoo yesterday.

➢ Adverb of place (far, here, inside, on, etc.) and adverb of time (yesterday, last month, last week, etc.)

E. Media, Alat/Bahan Pembelajaran

1. Media   : Laptop, projector, papan tulis, spidol.
2. Alat/Bahan   : Picture, text paper
3. Sumber Belajar : Internet (google/images) dan buku pelajaran/paket.

F. Teknik Pembelajaran

EGRA Technique

KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Awal	1. Membuka pelajaran dengan salam. 2. Menugaskan salah satu seorang siswa untuk memimpin doa. 3. Mengabsen siswa.	10 menit

	4. Menanyakan kesiapan siswa dalam mengikuti pembelajaran hari ini.	
	5. Menampilkan gambar hewan yang berkaitan dengan teks yang diajarkan.	
Kegiatan Inti	1. Membagikan kertas teks yang berjudul "A Trip to the Zoo"	70 menit
	2. Menginstuksikan siswa untuk membaca teks tersebut selama 5 menit.	
	3. Menanyakan tentang jenis tenses yang digunakan dalam teks.	
	4. Memberikan kesempatan kepada siswa untuk menjawab pertanyaan yang diajukan guru.	
	5. Membagi kelas menjadi 6 kelompok. Masing-masing kelompok terdiri dari 6 siswa.	
	6. Membagikan worksheet dengan waktu 20 menit.	
	7. Mengundang perwakilan setiap kelompok untuk menulis dua kalimat yang mereka buat di papan tulis.	
	8. Memberikan penghargaan kepada setiap kelompok.	
	9. Mengoreksi jawaban siswa di papan tulis.	
	10. Memberikan penjelasan mengenai *simple past tense*.	
	11. Memberikan beberapa contoh dari *simple past tense*.	

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	12. Memberikan tugas kepada siswa untuk dikerjakan secara berpasangan dengan teman sebangku dalam membuat 2 kalimat *simple past tense*. 13. Mengundang perwakilan setiap kelompok untuk menulis satu kalimat yang mereka buat di papan tulis. 14. Mengoreksi kesalahan siswa secara oral. 15. Meminta siswa mengumpulkan tugasnya.	
Kegiatan Akhir	1. Mengarahkan siswa untuk membuat rangkuman/kesimpulan mengenai materi yang telah diajarkan. 2. Menugaskan salah seorang siswa untuk memimpin doa.	10 menit

G. Penilaian Hasil Belajar

1. Tes:
c. Tes tertulis
➢ Mulitple choice
1. (take) The secretaries …….. a trip
2. (go) Ali ……. to campus
3. (drive) First they ……… to Makassar
4. (fly) Then they ………. to Jakarta
5. (spend) Nina ………… two weeks in Jakarta
6. (have) They ………. A good time in Monas
7. (see) Lola ……. a beautiful butterfly in the garden
8. buy) She ………. Many souvenirs in Monas
9. (cost) The team whole trip …….. about Rp. 1.000.000
10. (check) The doctor …….. the patient
11. (return) We ………. home tired but happy
12. (write) He …….. a sweet letter for her

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Penilaian:

$$\text{Score} = \frac{Students` \; correct \; answer}{Total \; number \; of \; items} \times 100$$

➢ Membuat 2 kalimat pendek dan sederhana *simple past tense* dengan benar.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   **: SMA Negeri 7 Pinrang**

Mata Pelajaran   **: Bahasa Inggris (Wajib)**

Materi pokok   **: Simple Future Tense**

Kelas /Semester   **: X/Ganjil**

Tahun Pelajaran   **: 2019/2020**

Alokasi Waktu   **: 2x45 menit**

A.   Kompetensi Inti:

KI 1   :   Menghargai dan menghayati ajaran agama yang dianutnya

KI 2   : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3   : Memahami perngetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4   : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, menguarai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B.   Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
2	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.

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3	3.4 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan untuk menyatakan tentang niat melakukan sesuatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan *simple future tense*)	3.4.1 Mengidentifikasi fungsi sosial dan unsur kebahasan dari teks yang disediakan. 3.4.2 Menganalisis kalimat yang menggunakan pola *simple future tense* dalam teks yang disediakan. 3.4.3 Mengidentifikasi *subject, auxiliary, verb, object and complement*.
4	4.1 Menyusun teks lisan dan tulis, pendek dan sederhana untuk menyatakan tentang niat melakukan sesuatu tindakan/kegiatan, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.	4.12.1 Menuliskan kalimat pendek dan sederhana terkait dengan *simple future tense* dengan benar.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat:

1. Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.

2. Mengidentifikasi fungsi sosial dan unsur kebahasan dari teks yang disediakan.

3. Menganalisis kalimat yang menggunakan pola *simple future tense* dalam teks yang disediakan.

4. Mengidentifikasi *Subject, Auxiliary, Verb, Object and Complement*.

5. Menuliskan kalimat pendek dan sederhana terkait dengan *simple future tense* dengan benar.

D. Materi Pembelajaran
a) Text berjudul "Intended future occupation"
b) Fungsi Sosial
   Menyatakan perbuatan yang terjadi di masa mendatang.
c) Struktur Kalimat

	He	will	arrive	home	tomorrow	
(+)	*Subject*	*Aux*	*V1*	*Object*	*Adv. of time*	
	He	**will**	**not**	**arrive**	**home**	**tomorrow**
(-)	*Subject*	*Aux*	*Not*	*V1*	*Object*	*Adv. of time*
(?)	**Will**	**He**	**arrive**	**home**	**tomorrow?**	
	Aux	*Subject*	*V1*	*Object*	*Adv. of time*	

d) Unsur Kebahasaan
   ➢ Kata kerja bantu (will, shall) dan V1 form.
   ➢ Tata bahasa, tulisan tangan, ejaan, dan tanda baca yang jelas dan rapi

E. Media, Alat/Bahan Pembelajaran
1. Media   : Laptop, projector, papan tulis, spidol.
2. Alat/Bahan   : Slide Power Point, text paper, worksheet
3. Sumber Belajar : Internet (google/images) dan buku pelajaran/paket.

F. Teknik Pembelajaran
EGRA Technique

KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Awal	1. Membuka pelajaran dengan salam. 2. Menugaskan salah satu seorang siswa untuk memimpin doa. 3. Mengabsen siswa. 4. Menanyakan kesiapan siswa dalam mengikuti pembelajaran hari ini. 5. Menampilkan gambar hewan yang berkaitan dengan teks.	10 menit

	6. Menanyakan Bahasa Inggris dari gambar yang di tampilkan.	
	7. Membagikan worksheet kepada siswa.	
Kegiatan Inti	1. Membagikan lembar latihan dan teks yang berjudul "How marriage are made"	70 menit
	2. Menginstuksikan siswa untuk membaca serta menjawab soal latihan selama 5 menit.	
	3. Menanyakan tentang jenis tenses yang digunakan dalam teks.	
	4. Memberikan kesempatan kepada siswa untuk menjawab pertanyaan yang diajukan guru.	
	5. Membagi kelas menjadi 6 kelompok. Masing-masing kelompok terdiri dari 6 siswa.	
	6. Menginstruksikan siswa menemukan kalimat *simple future tense* sebanyak mungkin dalam teks yang disediakan. Siswa diharuskan menemukan minimal 5 kalimat selama 10 menit.	
	7. Siswa mengkategorikan setiap kalimat menjadi *Subject, Auxiliary, Verb, Object and Complement*.	
	8. Guru membuat tabel di papan tulis yang terdiri dari 5 kolom untuk *Subject, Auxiliary, Verb, Object and Complement*.	
	9. Mengawasi siswa dalam mengerjakan tugas.	

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	10. Mengundang perwakilan setiap kelompok untuk menulis satu kalimat yang mereka temukan disesuaikan dengan tabel yang telah disiapkan di papan tulis.	
	11. Mengoreksi jawaban siswa di papan tulis.	
	12. Memberikan penjelasan mengenai *simple future tense*.	
	13. Memberikan beberapa contoh dari *simple future tense*.	
	14. Memberikan tugas kepada siswa untuk dikerjakan secara berpasangan dengan teman sebangku dalam membuat 2 kalimat *simple future tense*.	
	15. Mengundang perwakilan setiap kelompok untuk menulis satu kalimat yang mereka buat di papan tulis.	
	16. Mengoreksi kesalahan siswa secara oral.	
	17. Memberikan kesempatan kepada siswa yang ingin bertanya.	
	18. Menginstruksikan siswa untuk mengumpulkan tugasnya.	
Kegiatan Akhir	1. Mengarahkan siswa untuk membuat rangkuman mengenai materi yang telah diajarkan.	10 menit
	2. Menugaskan salah seorang siswa untuk memimpin doa.	

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G. Penilaian Hasil Belajar

1. Tes:
   a. Membuat 2 kalimat pendek dan sederhana *simple future tense* dengan benar.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	**: SMA Negeri 7 Pinrang**
Mata Pelajaran	**: Bahasa Inggris (Wajib)**
Materi pokok	**: Tenses**
Kelas /Semester	**: X/Ganjil**
Tahun Pelajaran	**: 2019/2020**
Alokasi Waktu	**: 2x45 menit**

A. Kompetensi Inti:

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami perngetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, menguarai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

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B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar (KD)		Indikator Pencapaian Kompetensi (IPK)	
2	2.4	Menunjukkan perilaku jujur, disiplin, percaya diri, dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.3.2	Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.
4	4.9	Menyusun teks tulis untuk menyatakan tentang kejadian/tindakan yang telah dilakukan pada waktu lampau, dengan memperhatikan fungsi sosial, dan unsur kebahasaan yang benar sesuai dengan konteks.	4.9	Menuliskan kalimat pendek dan sederhana terkait dengan *simple past tense* dengan benar.
	4.8	Menyusun paragraph tulis, pendek dan sederhana tentang tentang tindakan yang dilakukan atau terjadi secara rutin dengan memperhatikan fungsi sosial, dan unsur kebahasaan yang benar dan sesuai konteks.	4.7.2	Menulis teks tulis sederhana tentang tindakan yang dilakukan atau terjadi secara rutin.
	4.9	Menyusun teks interaksi transaksional tulis, pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kejadian yang sedang dilakukan/berlangsung saat	4.12.2	Menuliskan kalimat pendek dan sederhana terkait dengan *present continuous tense* dengan benar.

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	diucapkan dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.		
	4.7 Menyusun teks interaksi transaksional tulis, pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kejadian yang dilakukan/terjadi pada waktu yang lampau yang merujuk pada waktu terjadinya dan kesudahannya dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.	4.12.3	Menuliskan kalimat pendek dan sederhana terkait dengan *present perfect tense* dengan benar.
	4.2 Menyusun teks lisan dan tulis, pendek dan sederhana untuk menyatakan tentang niat melakukan sesuatu tindakan/kegiatan, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar.	4.12.4	Menuliskan kalimat pendek dan sederhana terkait dengan *simple future tense* dengan benar.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat:

1. Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.

2. Menuliskan kalimat pendek dan sederhana terkait dengan *simple past tense* dengan benar.

3. Menulis teks tulis sederhana tentang tindakan yang dilakukan atau terjadi secara rutin (*Simple present*)

4. Menuliskan kalimat pendek dan sederhana terkait dengan *present perfect tense* dengan benar.

5. Menuliskan kalimat pendek dan sederhana terkait dengan *present continuous tense* dengan benar.

6. Menuliskan kalimat pendek dan sederhana terkait dengan *simple future tense* dengan benar.

D. Materi Pembelajaran
   a) Unsur Kebahasaan
- Simple past tense : Verbal and Nominal form
- Simple Present tense: Verbal and Nominal form
- Present continuous: Verbal form
- Present Perfect: Verbal and Nominal form
- Simple Future: Verbal and Nominal form

E. Media, Alat/Bahan Pembelajaran
1. Media : Laptop, projector, papan tulis, spidol.
2. Alat/Bahan : Picture, worksheet
3. Sumber Belajar : Internet (google/images) dan buku pelajaran/paket.

F. Teknik Pembelajaran
EGRA Technique

KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Awal	1. Membuka pelajaran dengan salam. 2. Menugaskan salah satu seorang siswa untuk memimpin doa. 3. Mengabsen siswa. 4. Menanyakan kesiapan siswa dalam mengikuti pembelajaran hari ini.	10 menit

	5. Menanyakan semua materi yang telah diajarkan.	
Kegiatan Inti	1. Mereview ulang semua materi yang diajarkan mulai dari *simple present, present continuous, present perfect, simple past and simple futire.* 2. Memberikan kesempatan kepada siswa yang ingin bertanya tentang materi yang telah dijelaskan. 3. Membagikan worksheet untuk setiap siswa. 4. Menginstruksikan bahwa tugas tersebut dikerjakan secara individu selama 1 jam. 5. Mengawasi siswa dalam mengerjakan tugas. 6. Meminta siswa mengumpulkan tugasnya	70 menit
Kegiatan Akhir	1. Menugaskan salah seorang siswa untuk memimpin doa.	10 menit

G. Penilaian Hasil Belajar

1. Tes:
   a. Tes tertulis
   ➢ Mulitple choice

Complete these sentences with the present perfect form of the verb given in brackets!

(live)	1. Ifa …………. in Aceh for five years
(study)	2. Lutfi and His friends ……….. English since 2 years ago
(be)	3. Nina ………. in the hospital for two weeks
(know)	4. How long ……….. you ……… your English teacher?
(use)	5. They ……….. that book for a long time
(complete)	6. How many lessons ……… you ………. in this book?

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(take)	7. You ………. this spoon
(buy)	8. Azra ………. some vegetables
(visit)	9. Jamilah ………….. her friend in Pinrang
(read)	10. She …………. all the books on the table

Use the future tense form of the verb in parentheses in each sentence!

  ➢ **The Future with "will"**

(leave)	1. My father ……… early morning
(see)	2. We ………… animals in the zoo next week
(begin)	3. The meeting ………. at 8 o'clock
(celebrate)	4. They ……....... the Indonesian Independence Day two days from now
(come)	5. I ………. to your wedding party tonight

  Penilaian:

$$\text{Score} = \frac{Students`\ correct\ answer}{Total\ number\ of\ items} \times 100 \ ^{29}$$

  ➢ Fill in the Blank

Complete the sentences with the simple present form of the verb in brackets, then make negative and interrogative of each sentence!

1. (play)   (+) The children _____ in the yard
   (-)
   (?)
2. (study)   (+)The student _____ hard for examination
   (-)
   (?)
3. (go)   (+) We _____ to the cinema on the weekend
   (-)
   (?)
4. (watch)   (+) Adit _____ TV every night?
   (-)
   (?)
5. (buy)   (+) My sister _____ rice in the grocery store
   (-)
   (?)

Choose the appropriate answer with the present continuous form of the verbs given in the brackets, then change following sentence into positive, negative and interrogative sentence!

1. (+) I (believe, am believing) Allah is the Great

(-)

(?)

2. (+)

   (-) The visitors (are not coming, not come) here next month

   (?)

3. (+) It (beginning, is beginning) to rain

   (-)

   (?)

4. (+)

   (-) Ratna (will not reads, is not reading) the history of Maling Kundang

   (?)

5. (+) He (is knowing, knows) the right answers

   (-)

   (?)

Complete the sentences with the simple past form of the verb in brackets, then change following sentence into positive, negative and interrogative sentence!

1. (explain) (+) The lecturer _____ the material yesterday

   (-)

   (?)

2. (buy)   (+) Andi _____ fruit this morning

   (-)

   (?)

3. (write)   (+)

   (-) We _____ not _____ the letter to Dean last night

   (?)

4. (go)   (+)

   (-) They _____ not _____ to the Cynthia's party last Sunday

   (?)

5. (read)   (+) Lala _____ the novel in the library yesterday

   (-)

   (?)

Penilaian:

$$S = R$$

Dimana:

S: Skor akhir / yang diharapkan   R: Jumlah jawaban benar

APPENDIX 7 THE CALCULATIOAN THE MEAN SCORE, STANDARD DEVIATION, T-TEST AND T-TABLE

➤ The Mean Score and Standard Deviation

After calculating the raw score seems like the table in chapter four, then the researcher determined the mean score and standard deviation of pre-test and post-test both in eexperimental class and control class below. To calculate the mean score of students` grammar mastery in pre-test and post-test the researcher applied the formula as follow:

1. Experimental Class

    1. Pre-test

$$\bar{X} = \frac{\sum X_1}{N} = \frac{2086}{36} = 57.94$$

    2. Post-test

$$\bar{X} = \frac{\sum X_2}{N} = \frac{3037}{36} = 84.36$$

2. Control Class

    1. Pre-test

$$\bar{X} = \frac{\sum Y_2}{N} = \frac{1748}{34} = 51.41$$

    2. Post-test

$$\bar{X} = \frac{\sum Y_2}{N} = \frac{2503}{34} = 73.62$$

Then, to determine standard deviation of students` score in pre-test and post-test the researcher used the formula:

1. Experimental Class

    ➤ Pre-test

$$SD_1 = \sqrt{\frac{SS}{N}}$$

Where:

$$SS_{X_1} = \sum X_1^2 - \frac{(\sum X_1)^2}{N} = 126988 - \frac{(2086)^2}{36} = 126988 - \frac{4351396}{36}$$

$$= 126988 - 120872.11$$

$$= 6115.89$$

$$SD_{X_1} = \sqrt{\frac{6115.89}{36}} = \sqrt{169.89} = 13.03$$

➤ Post-test

$$SD_1 = \sqrt{\frac{SS}{N}}$$

Where

$$SS_{X_2} = \sum X_2^2 - \frac{(\sum X_2)^2}{N} = 259591 - \frac{(3037)^2}{36} = 259591 - \frac{9223369}{36}$$

$$= 259591 - 256204.69$$

$$= 3386.31$$

$$SD_{X_2} = \sqrt{\frac{3386.31}{36}} = \sqrt{94.06} = 9.70$$

2. Control Class

➤ Pre-test

$$SD_1 = \sqrt{\frac{SS}{N}}$$

Where:

$$SS_{Y_1} = \sum Y_1^2 - \frac{(\sum Y_1)^2}{N} = 94934 - \frac{(1748)^2}{34} = 94934 - \frac{3055504}{34}$$

$$= 94934 - 89867.76$$

$$= 5066.24$$

$$SD_{Y_1} = \sqrt{\frac{5066.24}{34}} = \sqrt{149.01} = 12.21$$

➤ Post-test

$$SD_1 = \sqrt{\frac{SS}{N}}$$

Where:

$$SS_{Y_2} = \sum Y_2^2 - \frac{(\sum Y_2)^2}{N} = 186059 - \frac{(2503)^2}{34} = 186059 - \frac{6256009}{34}$$

$$= 186059 - 184264.97$$

$$= 1794.03$$

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$$SD_{Y_2} = \sqrt{\frac{1794.03}{34}} \quad = \sqrt{52.77} \quad = 7.26$$

➢ The Application of T-test Formula in Experimental and Control Class

Experimental Class

$$t_0 = \frac{X_2 - X_1}{\sqrt{\left(\frac{SS_{X_1} + SS_{X_2}}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t_0 = \frac{84.36 - 57.94}{\sqrt{\left(\frac{6115.89 + 3386.31}{36 + 34 - 2}\right)\left(\frac{1}{36} + \frac{1}{34}\right)}}$$

$$t_0 = \frac{26,42}{\sqrt{(139.74)(0.06)}}$$

$$t_0 = 9.11$$

Control Class

$$t_0 = \frac{Y_2 - Y_1}{\sqrt{\left(\frac{SS_{Y_1} + SS_{Y_2}}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t_0 = \frac{73.62 - 51.41}{\sqrt{\left(\frac{5066.24 + 1794.03}{36 + 34 - 2}\right)\left(\frac{1}{36} + \frac{1}{34}\right)}}$$

$$t_0 = \frac{22.21}{\sqrt{(100.89)(0.06)}}$$

$$t_0 = 9.03$$

$$df = N_x + N_y - 2$$

$$df = 36 + 34 - 2$$

$$df = 68$$

α = **0, 05**

Thus, the result of t-table with two tail test is shown: **1.667**

APPENDIX 8 TABLE OF DEGREE OF FREEDOM

Titik Persentase Distribusi t (df = 41 – 80)

Pr / df	0.25 / 0.50	0.10 / 0.20	0.05 / 0.10	0.025 / 0.050	0.01 / 0.02	0.005 / 0.010	0.001 / 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

CURRICULUM VITAE

Dwi Wulandari R, the writer was born on January 28nd 1998 in Pinrang. She is the second child from five children in her family. Her father name is Sugeng Wiyoso and her mother name is Hj. Tanti. She has four sisters. She began her study in Kindergarden Birobuli in Palu and Elementary School at SD Negeri 8 Pinrang graduated on 2009. In the same year, she continued her study at Junior High School. She studied at SMPS Ma'arif Pinrang and finished on 2012. After that, she continued her studying in Senior High School. She studied at SMK Negeri 1 Pinrang and graduated on 2015. In the same year, she continued her study at State Islamic Collage (STAIN) Parepare and now it was changed become State Islamic Institute (IAIN) Parepare. On 2019, she completed her skripsi under the title "Using EGRA Technique to Improve Students` Grammar Mastery at the Tenth Grade Students of SMA Negeri 7 Pinrang"