

**THE EFFECT OF USING EGRA (EXPOSURE,  
GENERALIZATION, REINFORCEMENT, APPLICATION)  
METHOD IN TEACHING PASSIVE VOICE AT THE ELEVENTH  
GRADE STUDENTS OF SMA NEGERI 2 SIABU 2018/2019  
ACADEMIC YEAR**

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**Abstract:** *The objective of this research is to know whether there is a significant effect of EGRA method in teaching passive voice at the eleventh grade students of SMA Negeri 2 Siabu. This research uses experimental method with the experimental research design; one group pre-test and post-test design. The population is all of the eleventh grade students which consist of 92 students. Technique sampling that used on this research is systematic sampling and the number of the sample consists of 30 students. In collecting the data, the researcher uses observation sheet to get the data of the application of EGRA method and test to get the data is multiple choices. The researcher uses statistic process in analyzing by using  $t_{test}$  formula. Based on the data that has been analyzed, the result of analyzed data showed that  $t_{test}$  is higher than  $t_{table}$  ( $t_{test} 4.79 > t_{table} 2.04$ ), and the hypothesis is accepted. It means that there is a significant effect of using EGRA (exposure, generalization, reinforcement, application) method in teaching passive voice at the eleventh grade students of SMA Negeri 2 Siabu.*

**Keywords:** *EGRA method, passive voice.*

**Abstrak:** Tujuan penelitian ini adalah untuk mengetahui apakah ada sebuah pengaruh yang signifikan dari EGRA method dalam mengajarkan passive voice di kelas sebelas SMA Negeri 2 Siabu. Penelitian ini menggunakan metode eksperimental dengan rancangan penelitian *experimental; one group pre-test post-test design*. Populasi penelitian terdiri dari 92 siswa kelas sebelas. Teknik penarikan sampel yang digunakan dalam penelitian ini adalah penarikan sampel sistematis dan jumlah sample terdiri dari 30 siswa. Dalam pengumpulan data, peneliti menggunakan lembar observasi untuk menjaring data dari pengaplikasian EGRA method dan tes untuk menjaring data mengenai passive voice adalah pilihan ganda. Peneliti menggunakan proses statistik dalam analisis data, yaitu rumus tes t. Berdasarkan data yang telah di analisis, hasil analisis data menunjukkan bahwa  $t_{hitung}$  lebih besar dari pada  $t_{table}$  ( $t_{hitung} 4.79 > t_{table} 2.04$ ), dan, hipotesis diterima. Hal ini berarti ada sebuah pengaruh yang signifikan dari EGRA method terhadap pengajaran passive voice di kelas sebelas SMA Negeri 2 Siabu.

**Kata kunci:** *metode EGRA, passive voice.*

## **I. INTRODUCTION**

Learning a language means learning to use that language to communicate both in oral form (listening and speaking) and written form (reading and writing). Learning a language particularly learning English, involves four basic skills: listening skill, speaking skill, reading skill, and writing skill. They are called language skills. Besides the language skills, English has some aspects which can be taught to the students. Those aspects are vocabulary, pronunciation, and grammar. They are called language aspects. In order to learn English well, both the language skills and language aspects are interrelated each other.

In learning English, language skills and language aspects cannot be separated. Language aspects can complete the language skills. To learn English the students should be able to use appropriate basic structural patterns and master grammar and vocabulary. Grammar is an important aspect for forming words and building English sentences. Grammar is a model (systemic description) of those linguistic abilities of native speakers of a language which enable them to speak. Explanation, grammar is the most important aspect to communicate with other people, because grammar can show our meaning in communication so that other people can understand our message.

In SMA Negeri 2 Siabu, There are a lot of materials which are learned in grammar and one of them is passive voice. It means that there are many students can not use sentences well because most of them not yet ability in

structure mastery especially in using passive voice in sentences. Further, passive voice is a sentence from active voice, because the object of verb active voice is being subject in passive voice and the subject passive to be object in passive voice. The important things to be remembered in form active voice is a sentence that the subject do a job, while, passive voice is a sentence that the subject is done a job.

According to Dykes (2007: 114) “ The word passive is from Latin *passivus* meaning suffering ”. It means that a verb in the passive voice is one in which the subject suffer the action. Next, Novia (2009: 278) says that passive voice is a sentences whose the subject charged a work or suffered something. It means, the subject is not the person who does a work but the person who receives the consequences of a work.

From a number of facts listed above, the researcher concludes that the understanding and mastery of students in the field of grammar study is still weak, especially in passive voice learning which require special correction. The efforts that has been done to solve this problem. Their efforts such as, applying various teaching method, preparing teaching material, giving motivation, giving extra class in the afternoon for students. But, all of them unuseful, so the researcher wants to use an suitable teaching method to the students to solve their problem and get good result in learning passive voice that is EGRA method.

Marfuddin (2008: 81) also argues that, "Grammar need not be taught specially but as a complement to support the success of the level of understanding and production of a text". It means that, the emphasis of grammar learning must optimally involve the role of students optimally as well and EGRA is one of the applicable alternatives.

Kadek (2011: 81), "EGRA method is the ways of grammar teching". It means that Egra method is a way to teach grammar. Here are the steps of EGRA method. According to Rizkia and Surachni (2014: 116):

- a) Exposure:** Teacher give a leading question to the students about the material that will be taught, in the form of question and answer, picture show, brainstroming, or giving key word. At this stage the teacher must attempt to lead the students unconsciously to the material to be taught by the teacher. All activities undertaken by teachers at the exposure stage are sought in the form of oral practice so that the students become active participants.
- b) Generalization:** At this stage, students are expected to find problems that they can write down into simple pieces based on predetermined themes or images. This stage of generalization is the most important stage, so teacher do not need to correct studens' answer, but allow them to freely express their ideas about grammar, choice of words, sentence form, and others by way of inter-group discussion.

- c) **Reinforcement:** The objective at this stage is to assist the students in examining or revising the student's work, so that the student is more understanding with the learning materials.
- d) **Application:** At this stage, students are directed to complete the tasks assigned by individuals.

## II. METHODOLOGY OF RESEARCH

The researcher takes the experimental research as a research method. According to Arikunto (2010:207) says, "Experimental research is a study intended to determine the presence or absence of a result of something imposed on the subject examined. In other words experimental research trying to examine the presence or absence of causal relationships".

Therefore, by using the experimental research design, the researcher uses one group pre-test post test design. In collecting data, pre-test is conducted before the implementation of EGRA method to find out the average score of teaching passive voice of the class which observed and the post-test is used to find out if EGRA method is effective to teach students' passive voice. Then the post-test is conducted after the implementation of EGRA method to see the improvement in the students made after the treatment given. Then, in collecting the data the researcher uses test and observation sheet as the instrument.

According to Arikunto (2006:105), "test is used to know something 'private', test is used to measure the magnitude of object's ability which is observed. It means that test is used to measure the students' passive voice

achievement and the observation sheet is used to observe the researcher in applying EGRA method”.

Meanwhile , to Suryani *et al.*, (2013: 270) “Observation is one of the data collection techniques that only measure the attitudes of respondents (interview and questionnaires), but also can record various phenomena that occur (situation and conditions). It means that observation is an collecting data that only measure the attitudes of respondents.

The research uses quantitative data which is gotten by the researcher from calculating mean, median, and mode score from the test of taeching passive voice and observation sheet of EGRA method. In analyzing the data, the researcher used  $t_{\text{test}}$  formula to look for the significant effect of EGRA method on students’ passive voice achievement.

### III. RESULT

After conducting the research in SMA Negeri 2 Siabu by contributed observation sheet and test to the Eleventh grade students to see the effect of EGRA method in teaching passive voice. Then, the researcher described the data which are calculated by using statistical analysis. Based on the observation general view, it can be seen that the writer used EGRA method in teaching passive voice at eleventh grade students of SMA Negeri 2 Siabu, consist of 8 questions of observation obtain an average score of 3.3, and the category is “Very Good”. Below are the mean, median, and mode on teaching passive voice before using EGRA method.

**Table 1**  
**The Score of Mean, Median and Mode of Writing Narrative Text**  
**(Pre-Test)**

| No. | Category | Scores |
|-----|----------|--------|
| 1   | Mean     | 66.28  |
| 2   | Median   | 65.5   |
| 3   | Mode     | 65.08  |

After collecting the data, the writer shows the result on passive voice after using of EGRA method. The researcher calculates the scores and find the highest and lowest score. And below are the results of mean, median, and mode after using EGRA method

**Table 2**  
**The Score of Mean, Median and Mode of Writing Narrative text**  
**(Post-Test)**

| No | Category | Score |
|----|----------|-------|
| 1  | Mean     | 80.48 |
| 2  | Median   | 78.74 |
| 3  | Mode     | 80.2  |

Based on the explanation previously, it can be found that the students' passive voice achievement have improved after using EGRA method. The data which is taken based on the participant score in the responses of instrument have tabulated to be used to purposes of hypothesis testing as it has mentioned before.

#### IV. DISCUSSION

The researcher finds the result of observation sheet by using EGRA method as a method in teaching passive voice, the result is 3.3, and the category is "Very Good". Furthermore, the result of students achievement in teaching passive voice test before using EGRA method is 66.28, and the category is "Fair". Meanwhile the result of students achievement about passive voice after giving EGRA method is 80.48 with category is "Very Good".

Based on the explanation previously in testing hypothesis, I, the score of  $t_{\text{test}}$  is 4.79 meanwhile the score of  $t_{\text{table}}$  is  $>2.04$ , at 5% significant level with degrees of freedom (df)  $N - 1 = 30 - 1 = 29$  ( $t_{\text{test}} 4.79 > 2.04$ ). It means that it can be seen that score of  $t_{\text{test}}$  is higher than the score of  $t_{\text{table}}$ . It means that there is a significant effect of EGRA method in teaching passive voice, a study at the eleventh grade students' of SMA Negeri 2 Siabu. And the hypothesis in this research is accepted.

By looking the relevant studies which had been discussed in chapter II. The result of this research is the same with the previous research. It is relevant with the researcher that had done by Nurrahmatiah (2010) studied, "Improving the students' grammar ability through EGRA method of the second year students of SMP Moncoloe Makasar". The kind of the research is quantitative research. The population are 220 students and the sample are 64 students by using puposive sampling.

The research find that EGRA can be improve students' English grammar. The score increased from the pre test to the post test. In pre test,

the average score of the students is 3.82. In the post test, the average score is 5.64. It is also can be stated that hypothesis of action can be accept because there was a good improvement on the students' grammar achievement by using EGRA method.

Thus, Fauziah (2018) The intervension of using Egra technique on students' writting ability explanation text (Experimental study at the eleventh grade students of MA Jam'iyyah Islamiah Pondok Aren Jakarta in Academic Year 2017/2018). It could be seen that experimental class got lower score in pre-test than controlled class. The mean score of pre-test of experimental class was 46.5 while ontrolled class was 54.1. It means that there was difference score between experimental class and controlled class. In addition, both classes in which experimental class got higher score on post-test than controlled class. The mean score of post-test of experimental class was 74.3 and the mean score of post-test of controlled class was 72.5. It means that there was significance difference between score of post-test of experimental and controlled class.

At the end of this writing, the writer concludes that choosing a good and suitable method in teaching passive voice will be easier to comprehend the structure and it can improve students' score to be better.

## **CONCLUSION**

The researcher takes some conclutions. First, the application of EGRA method in teaching passive voice at the eleventh grade student's of SMA

Negeri 2 Siabu is 3.3, the category is "Very good". It can be seen from the observation sheet that has given to the observer. Second, the average score of students' passive voice before using EGRA method at the eleventh grade students of SMA Negeri 2 Siabu is 66.28. The category is "Fair". Third, the average score of teaching passive voice after EGRA method at the eleventh grade students of SMA Negeri 2 Siabu is 80.48. The category is "Very Good".

The calculation of  $t_{test}$  formula is higher than score of  $t_{table}$ . Means, the score of  $t_{test}$  is 4.79. Meanwhile, the score of  $t_{table}$  is 2.04 at 5% significant level with degree of freedom (df) 29 ( $t_{test} 4.79 > t_{table} 2,04$ ). And hypothesis is accepted. It means that there is a significant effect of using EGRA (exposure, generalization, reinforcement, application) method in teaching passive voice at the eleventh grade students of SMA Negeri 2 Siabu 2018/2019 academic year.

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