

Experience, Generalization, Reinforcement, and Application (EGRA) Technique to improve Students' Passive Voice Mastery

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Abstract:

This study used the Experience, Generalization, Reinforcement, and Application (EGRA) method to investigate if students' mentalities had an impact on their mastery of the passive voice. Quasi-experimental study design using quantitative methodology is employed. Both the experimental and control groups provided information for the Multiple Passive Voice pretest and posttest; the EGRA approach was only used to the experimental groups. And the data was examined using SPSS 16's regression analysis tool, which used a grammar test as its instrument. The results demonstrated that the EGRA approach has improved high school pupils' knowledge of the passive voice. The regression analysis's result, which indicated that the R Square was 0.622, proved it. It indicates that 62.2% (0.622) of students' passive voice mastery was impacted by the EGRA approach, while 37.8% (0.378) was impacted by the other factors. It indicates that the EGRA approach has any appreciable effects on high school pupils' understanding of the passive voice.

Keywords: EGRA *technique*, *students' passive voice mastery*

A. Introduction

Jeffrey and Stacy (2003: 80) assert that grammar determines the arrangement of words to create coherent units. Grammar, then, is a set of guidelines that let us organize our sentences. It contains many facets of the English language, such as the following: verbs, adjectives, nouns, adverbs, prepositions, conjunctions, and so forth are examples of parts of speech. Grammar is essential to language, according to Nassaji and Fotos (2011: 1). Grammar is necessary for language to exist. It's because grammar is applied to a wide range of linguistic contexts. Grammar is utilized in both spoken and written language forms.

Many of the aforementioned ideas suggest that grammar is crucial to language proficiency. Students are exposed to several text genres beginning in junior high school,

including notice, announcement, narrative, recount, and description. However, pupils found it challenging to understand some texts or dialogue if they had a solid grasp of grammar. Thus, mastering grammar is essential to being a proficient language user.

Although it is considered as difficult material, passive voice is included in syllabus of Junior High School. Since passive voice is used in some texts, such as explanation text, report text, and short biography. Thus, the teachers and students cannot avoid it as one of the part of the curriculum which is important to teach and learn.

It also happened in SMAN 4 Kota Bengkulu. When the writer did the observation, the teacher gave the students many tasks after trying to make them understand by long explanation. The teacher did not let the students to experience the learning process in order to get the understanding by themselves, so that the students were not actively involved in the teaching and learning process.

The instructor mentioned that one of the issues with teaching grammar, particularly passive voice, is that pupils become bored easily and lose interest in the material. Additionally, pupils participated in the teaching and learning process in a passive manner. They remained largely silent and turned to the text when the teacher asked them a question.

Beside the students argued that passive voice is very difficult to learn. They were not easy to change the active sentences into the passive one, especially the verbs. Sometimes they forgot to use the past participle verb, and sometimes they forgot to put *to be* before the past participle verb. In addition, because English has many tenses, they also got more difficult in learning passive voice. For instance, they were difficult in changing the active sentence "*My father drink a cup of coffee every morning.*" They were usually difficult in deciding the *tobe* and the *verb* of passive voice in the proper tenses.

In a worse situation, the students were confused of the *to be* because the sentence consisted of two different nouns, which were singular and plural. For example, '*Andi feeds his cows on Sundays*'. In this sentence, the students only saw the first noun which was a subject of the sentence. So they made the passive: '*His cows **are** fed by Andi on Sundays*'. However, the proper Passive Voice is '*His cows **are** fed by Andi on Sundays*'.

Another problem that the students faced was the difficulty of deciding the proper tenses of sentences. For example, '*Andi fed his cows yesterday*'. Besides the sentence had the different nouns, the sentence also used simple past tense. Because the students were only

familiar with the tobe *is, am, and are*. They made the passive form of the active one become *His cows are fed by Andi yesterday*. Some students even thought that the active sentence was the passive one because the active sentence used verb 2 or verb 3. The students also said that the teacher always gives them bunch of tasks after giving them long explanation. So they cannot actively involve themselves to the teaching and learning process.

Given the aforementioned issues, teaching grammar especially the passive voice requires the employment of an effective method as students occasionally disregard grammar since it is a tedious subject. It is common for students to memorize rules under severe circumstances in class. Although it is simple to recall the pupils, it is also simple to forget them. It is the duty of the instructor to design a captivating grammatical exercise. But occasionally, the instructor disregards it. This is due to the fact that grammar is often taught using a set formula along with several exercises.

According to Richard and Roger (2001: 15), a method is an application utilized in a classroom. It is a specific plan of action, technique, or instrument employed to achieve a short-term goal. In addition, Brown (200:16) defined method as any of a broad range of exercises, tasks, or activities utilized in language classrooms to achieve learning objectives. One of the newest methods used in Indonesia is called EGRA, which stands for Experience/Exposure, Generalization, Reinforcement, and Application. It was determined that the EGRA approach is appropriate for grammar instruction. This technique is actually created for teaching grammar. There has no any research that is conducted in order to use EGRA technique for other skills such as listening, reading, or writing. This method of teaching grammar especially passive voice has the benefit of allowing pupils to independently ascertain the structure and purpose of passive voice. The author was thus motivated to carry out an experiment to see if using the EGRA approach had any impact on the mastering of passive voice among English language learners in the eleventh grade. The problem was improving of EGRA technique toward the students' passive voice mastery?

B. Literature Review

Teaching Passive Voice

Tim Corson and Rebecca Smollett (2020) explained that in English, all sentences are in either “active” or “passive” voice:

active: *Werner Heisenberg formulated the uncertainty principle in 1927.*

passive: The uncertainty principle was formulated by Werner Heisenberg in 1927.

The subject of an active sentence is the one who or what is doing the action in the sentence. The subject of the action is stated first in a passive phrase, followed by the actor, who is introduced with the preposition "by." The word "was formulated" in the phrase above is in the passive voice, whereas "formulated" is in the active voice. This indicates that the verb is in the passive form.

One of the more challenging grammatical concepts to understand is passive voice. English language learners at the intermediate level are taught the passive voice. Teaching students to use passive voice helps them grasp language more than just their grammar. Grammar is related to speaking, writing, and listening. By mastering grammar, the students can speak English properly, write essay or story properly, and listen to native speaker or any English speaker comprehend.

English teachers must take into account a number of factors while teaching passive voice, chief among them being the method they employed when instructing grammar (passive voice). It's because a lot of English language learners believe that grammar is the hardest part of the language to master. Grammar instruction can also tedious. It makes a lot of English language learners lose interest in learning grammar, particularly in the passive voice.

Thus the writer purposed a technique that can be used in teaching English grammar, especially Passive Voice, which is EGRA technique. This technique consists of some procedures that are almost similar with the curriculum demand of teaching and learning process. The explanation of EGRA technique would be presented on the next page.

EGRA Technique

According to Belita (2016: 13), EGRA is an illustration of a grammar presentation strategy that proposes a flow of instructions that includes providing students with experience-based examples, sketching, generalization, reinforcement, and tasks to be completed for application.

This method gives the pupils the chance to determine the structure and meaning of the phrase on their own. Each phase of the EGRA has a specific goal. The experience's goal is to

highlight a specific structural component that is in use. Grammar instruction often use the EGRA approach, particularly for senior high school pupils.

One method of teaching English that makes use of a communicative approach is EGRA. It is one of the inductive methods of teaching grammar. The inductive method begins with a few instances from which a rule is deduced. With an inductive method, students pick up knowledge and comprehension subconsciously. In the inductive technique, the student learns instances without needing to satisfy the requirement. And knowledge of the rule is derived from these examples. The 'neutral' path to learning is said to be induction, or learning by experience. The fundamental premise of these experiential learning approaches is that linguistic data (or input) is best processed inductively, without the need for translation resources. With the exception of student discussions, which are conducted in groups or pairs, the instructor will utilize English throughout the teaching and learning process.

The teacher employs English in all of these EGRA classes so that even if the students' comprehension of the highlighted structure does not improve much, they will still gain from seeing meaningful English in use. To aid in their analysis and conclusion-making, the students do, however, use Bahasa Indonesia throughout their conversations and generalizations.

It means that the students received two benefits of using this technique, the first one is the students can find the general structure of grammar from their own experience, and the second one is the students can get the use of English for communicative tool in language. These benefits are being gained unconsciously. Because the students are taught to feel and experience the teaching and learning process in order to comprehend the structure of a certain rule of grammar.

Advantages of Using EGRA Technique

EGRA Technique uses real-world examples to instruct pupils. As a result, the children can independently comprehend the grammatical pattern or norms. The benefits of letting students figure out the rules on their own include:

- a) Learners' preexisting mental structures are more likely to accommodate rules they independently find than rules that are imparted to them. As a result, the rule became more applicable, remembered, and meaningful.

- b) Again, better memo capacity is ensured by the mental effort required, which also guarantees a larger degree of cognitive depth.
- c) Students who actively participate in the process are more likely to be motivated and pay attention than those who only receive information passively.
- d) It is a strategy that prioritizes the ability to see patterns and solve problems, indicating that it is especially appropriate for students who enjoy challenges of this nature.
- e) If students work together to solve problems and get the chance to exercise their language skills more.
- f) Solving problems independently fosters learner autonomy by preparing pupils for more self-reliance.

Procedures of EGRA technique

In order to be applied, the EGRA technique must have some certain steps or procedures. Brian Tomlinson stated the four main procedures of EGRA technique, which are: 1) experience involves reading or talking about a story or any talks that involves the material of passive voice; 2) generalization involves the discussing the global material, finding the structure and function of passive voice in group; 3) checking the understanding in generalization by teacher, working to solve the problem in pairs; 4) applying the students' understanding in real practice, such as spoken or written form individually.

These are the four procedures of EGRA technique .

a) Experience

At this point, the instructor starts the lesson by posing some pointed questions to the pupils on the subject matter that will be covered. The teacher poses leading questions to the class on the subject matter being covered in this session. These questions can be related to: (1) Discussion; (2) Picture Show; (3) Brain Storming; or (4) Key Words. In order to capture the pupils' attention, the instructor may even employ additional alternative stimulants. Because it presents the students with increasingly interesting circumstances, this is an important stage in the teaching and learning process.

b) Generalization

At this stage, the task was to assist the students in understanding the passive voice's functions, meaning, and structure. The instructor can allow pupils to use their creativity to

freely express their views without feeling the need to correct their answers. The teacher and students do the following when it comes to generalization: Groups of four or five pupils are asked to form by the teacher. The teacher then gives the students assignments like discourses, questions, and exams, which basically assist them in identifying the roles and structures of sentences that they have been taught. After that, the instructor guides class discussion by asking the pupils to debate the responses in groups. The instructor then puts the students' responses on the whiteboard, praising them for their effort in responding to the questions and giving examples of their right responses.

During this lesson, the students work together to identify the rules and how to apply them; the instructor must assist and direct them through this process.

c). Reinforcement

In the EGRA approach, reinforcement is a learning phase when the instructor tries to amend or alter the students' generalization conclusion. Subsequently, the pupils repeat the assignment to verify their comprehension. The purpose of this session was to reinforce the pupils' learning via repeating activities. During the reinforcement session, the instructor and the pupils perform the following: The instructor goes over each student's response again on the whiteboard. She also describes how explicit teaching strengthens the shape and function of language structure. In addition, she provides a few sample phrases and accurately replicates the sentence structure knowledge. Finally, through tasks or questions to answer, the lecturer gives the class reinforcement. Working in pairs, the students are instructed to share their answers with a partner and engage in a teacher-led conversation about their solutions.

d). Application

The application part of the EGRA approach requires pupils to apply the passive voice form they have learnt. The ability to employ the passive voice pattern in real-world situations is now expected of the pupils. Whether with the teacher's assistance or not, the students are required to use the framework they have independently learnt throughout this session. For instance, students can use a discussion, a map display, or a graphic description to produce a tale.

Previous study

Two previous research were referenced by the study's author. In the first, Eda Maaliyah and Muhyiddin Azis (2018) implemented the EGRA approach to enhance students' grasp of grammar. The EGRA approach can improve pupils' grammatical mastery, as evidenced by the

study's mean results. Second, the average pretest score for the students was 62,5, according to Muharfiah Sari (2017) in her article titled "The Implementation of EGRA technique to improve students' ability to comprehend recount text at MTSN Hamparan Perak". Additionally, the posttest mean score was 70.41, indicating that the findings supported the effectiveness of the EGRA approach while teaching recount material.

C. Method

Use of quasi-experimental research was used in this work. According to Cresswell (2014:28), a quasi-experimental research may compare the results of a similar group of people who did not get program activities with those of the persons who did receive program activities. Based on Ary, Jacob and Sorensen (2010 : 201) said that the study design could be represented as:

Nonequivalent-Group Pretest Posttest-Design	Class	Pretest	Treatment	Posttest
	A	O ₁	X	O ₃
	B	O ₂		O ₄

Where:

*A : the experimental class B : the control class O1: pretest for the experimental class
O2 : posttest for the experimental class O3 : pretest for the control class
O4 : posttest for the control class X: the treatment*

The generalized region known as the population is made up of the following: objects or subjects with certain qualities and features that the writer has designated to be discovered, examined, and evaluated. Population is not only about the number of certain objects, but also the characteristics of the objects themselves. It can be seen in table below:

No	Class	Male	Female	Total	English Mean Score
1	XI MIPA 1	8	31	39	82.23
2	XI MIPA 2	13	25	38	78.26
3	XI MIPA 3	9	21	30	77.70
4	XI MIPA 4	11	19	30	77.80
5	XI MIPA 5	9	26	35	78.66
6	XI IIS 1	21	13	34	80.94
7	XI IIS 2	18	18	36	78.50
8	XI IIS 3	18	14	32	79.31
9	XI IIS 4	16	14	30	80.07
10	XI IIS 5	20	12	32	78.03
TOTAL				318	

Source: SMA Negeri 4 Kota Bengkulu

The samples were two classes from eleventh grade of SMAN 4 Kota Bengkulu. The samples were taken by using purposive *sampling*, which means the sampling was taken because of a certain purpose. The samples were chosen by the same general English mean score.

No	Class	Class	Male	Female	Total	Mean Score
1	XI MIPA 3	Control Group	9	21	30	77.70
2	XI MIPA 4	Experimental Group	11	19	30	77.80
TOTAL					60	

Source: SMA Negeri 4 Kota Bengkulu

1. Passive Voice Test

According to Muijs (2004: 55), the measurement instruments must first of all measure what we want them to. Naturally, the assessment will focus on the passive voice as a grammatical element. Following the teaching and learning process, the following factors should be taken into account while evaluating passive voice: In order to pass, students must be able to (1) define voice and explain what active and passive mean; (2) recognize active and passive verbs in sentences; (3) locate the subject of each verb; and (4) be able to convert active verbs and sentences into passive ones and vice versa¹ (136)

Thus, in pretest and posttest, there were three types of assessment. The first one was multiple choices which are used to measure whether the students could use the proper verb and to be. The second one was an assessment that let the students identify the patterns of some sentences whether they were active or passive sentences. And the third one was an assessment that let the students made their own active abs passive sentences by using 3-5 verbs that had been given. The result of pretest and posttest could be analyzed.

NO	Aspects of Questions	Numbers of Questions
1	Defining the term voice and the meaning of active and passive	1
2	Choosing the best verbs or to be for passive form in simple present tense	3, 18, 20

¹

3	Choosing the best verbs or to be for passive form in past tense	2, 4, 5, 6, 7, 15, 16, 17, 19
4	Changing the passive into active form in simple present tense	21, 22, 23
5	Changing the passive into active form in simple past tense	24, 25
6	Changing the active into passive form in simple present tense	8, 12
7	Changing the active into passive form in simple past tense	9, 10, 11, 13, 14
8	Completing a simple paragraph with proper verbs or to be	26, 27, 28, 29, 30

Validity and Reliability Test

Generally speaking, validity refers to how well a test captures the information it purports to capture. The degree to which the test measures consistently and accurately is known as reliability. In experimental research, validity and reliability are crucial, particularly when measuring.

Type	Question	Method
Content Related	Is the test a sample that is typical of the domain under study?	Analyze the text logically to see how well it addresses the subject.
Criterion Related (Concurrent)	Does a new test meet the criteria of an existing test such that it may be used in its place?	Correlate scores from new test with scores of a criterion available at the time.
Criterion Related (Predictive)	Is it possible to forecast performance on a future criteria using the results of a fresh test by correlating it with it?	Correlate test scores with a measure (criterion) available at a future time.
Construct Related	Is the targeted construct actually measured by the test?	Collect evidence from a variety of sources, including internal structure, response processes, intervention studies, known-groups techniques, convergent and divergent evidence, and more.

Conversely, a dependable tool produces consistent outcomes. The writer would feel more certain that the outcomes truly reflected the accomplishments of all those involved if

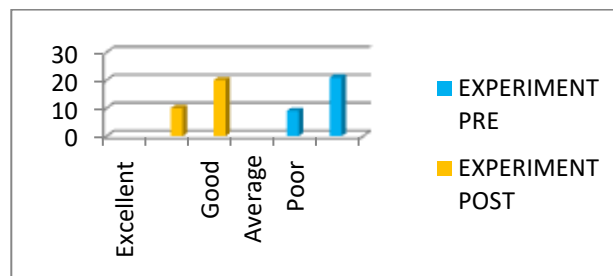
there was consistency. Validity and reliability are the two standards by which all previously developed quantitative measures are evaluated.²

D. Finding and Discussion

The results of the students' Passive Voice exams as well as the pretest and posttest that were administered to the experimental and control groups provided the data. Once the data were obtained, regression analysis was used to examine the data.

1. The Description of Pretest and Posttest Scores

a. The Students' Pretest and Posttest Score in Experimental Group



The posttest score exceeded the pretest score, as seen in Figure 1. By using the EGRA approach, pupils' proficiency with passive voice might be improved. 51.2667 was the experimental group's pretest mean score. In contrast, the mean posttest score for the experimental group was 78.1667.

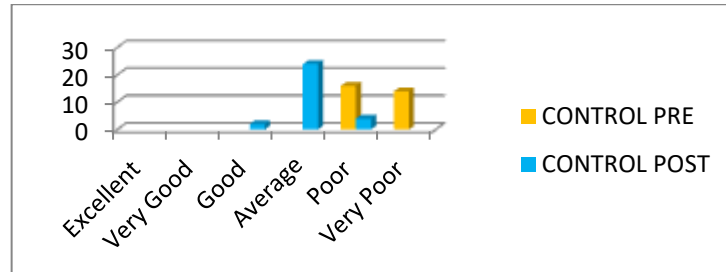
b. The Distribution Scores in the Experimental Group

Score Interval	Category	Pretest		Posttest	
		Frequency (Students)	Percentage	Frequency (Students)	Percentage
91-100	Excellent	0	0%	0	0%
81-90	Very Good	0	0%	10	33,33%
71-80	Good	0	0%	20	66,67%
61-70	Average	0	0%	0	0%
51-60	Poor	9	30%	0	0%
50	Very Poor	21	70%	0	0%

The experimental score's score distribution is seen in the table above. Ninety-five percent of the students in the experimental group were in poor condition, twenty-one percent were in very poor condition, and zero percent of the students in the pretest were in excellent, very good, good, or fair. On the post-test, the following student demographics were found: 0

(0%) were in Excellent; 10 (33,33%) were in Very Good; 20 (66,67%) were in Good; 0 (0%) were in Average; 0 (0%) were in Poor; and 0 (0%) were in Very Poor.

c. The Students' Pretest and Posttest Score in Control Group



It is clear from the preceding chart that the control class's pretest posttest scores were not significantly raised.

d. The Distribution of Pretest and Posttest score in the Control group

Score Interval	Category	Pretest		Posttest	
		Frequency (Students)	Percentage	Frequency (Students)	Percentage
91-100	Excellent	0	0%	0	0%
81-90	Very Good	0	0%	0	0%
71-80	Good	0	0%	2	6,67%
61-70	Average	0	0%	24	80%
51-60	Poor	16	53,33%	4	13,33%
50	Very Poor	14	46,67%	0	0%

The table above displays the pretest results for the control group. In the control group, one student received a score of zero on the pretest; zero on the excellent, zero on the very good, zero on the good, zero on the fair; sixteen students (53,33%) had a bad score; and fourteen students (46,67%) received a very poor score. In the post-test, there were 24 (80%) students in Fair, 0 (0%), 0 (0%), 2 (6,67%), 0 (0%), 4 (0%), and 2 (13,33%) students in Very Poor, Excellent, and Good, respectively.

2. Normality Test

a. The Normality Test of Pretest Scores in the Experimental Group

One-Sample Kolmogorov-Smirnov Test		
		VAR00001
N		30
Normal Parameters ^a	Mean	51.2667
	Std. Deviation	10.44504
Most Extreme Differences	Absolute	.142

	Positive	.125
	Negative	-.142
Kolmogorov-Smirnov Z		.777
Asymp. Sig. (2-tailed)		.583
a. Test distribution is Normal.		

The pretest's Kolmogorov-Smirnov test resulted in a significance of 0.583 for the experimental group. It was possible to determine that the collected data were normal because the significance value (0.583) was more than 0.05.

b. The Normality Test of Pretest Scores in the Control Group

One-Sample Kolmogorov-Smirnov Test		
		VAR00001
N		30
Normal Parameters ^a	Mean	52.8667
	Std. Deviation	9.31344
Most Extreme Differences	Absolute	.111
	Positive	.089
	Negative	-.111
Kolmogorov-Smirnov Z		.611
Asymp. Sig. (2-tailed)		.850
a. Test distribution is Normal.		

The significance was 0.850, as seen in the above table. It may be concluded that the data that were gathered were normal because the significance value (0.850) was more than 0.05.

c. The Normality Test of Posttest Scores in the Experimental Group

One-Sample Kolmogorov-Smirnov Test		
		VAR00001
N		30
Normal Parameters ^a	Mean	78.1667
	Std. Deviation	3.84244
Most Extreme Differences	Absolute	.183
	Positive	.144
	Negative	-.183
Kolmogorov-Smirnov Z		1.004
Asymp. Sig. (2-tailed)		.265
a. Test distribution is Normal.		

On the posttest for the experimental group, a significance of 0.265 was found using the Kolmogorov-Smirnov test. Given that the significance value (0.265) was

more than 0.05, it is possible to conclude that the collected data were normal. If the data is normal,

d. The Normality Test of Posttest Scores in the Control Group

One-Sample Kolmogorov-Smirnov Test		
		VAR00001
N		30
Normal Parameters ^a	Mean	67.3333
	Std. Deviation	4.73675
Most Extreme Differences	Absolute	.180
	Positive	.153
	Negative	-.180
Kolmogorov-Smirnov Z		.986
Asymp. Sig. (2-tailed)		.286
a. Test distribution is Normal.		

A significance of 0.286 was found for the above table. Knowing that the significance value (0.286) was more than 0.05 leads one to believe that the collected data were typical. If the data is normal, then regression analysis was a good method for analyzing the data. However, the data had to be homogeneous before they could be subjected to regression analysis. The following sections will provide an explanation of the data's homogeneity test results.

3. The Homogeneity Test

Test of Homogeneity of Variances			
PassiveVoice			
Levene Statistic	df1	df2	Sig.
.923	1	58	.341

The significance was found to be 0.341 according to the homogeneity test of variances. Given that the significance was greater than the alpha threshold of 0.05, all treatments had homogeneous variance.

4. Regression Test

Regression analysis is a statistical technique used to determine if two or more variables are linearly related. The main applications of regression are in causal inference and

prediction.³ Regression analysis is also used to show the relationship between one independent variable (X) and one dependent variable (Y).

The Normality Test of Posttest Experiment and Control Groups

One-Sample Kolmogorov-Smirnov Test			
		Experiment	Control
N		30	30
Normal Parameters ^a	Mean	78.1667	67.3333
	Std. Deviation	3.84244	4.73675
Most Extreme Differences	Absolute	.183	.180
	Positive	.144	.153
	Negative	-.183	-.180
Kolmogorov-Smirnov Z		1.004	.986
Asymp. Sig. (2-tailed)		.265	.286
a. Test distribution is Normal.			

It is possible to deduce from the preceding table that the posttest results for the experimental and control groups were both normal.

Descriptive Statistics			
	Mean	Std. Deviation	N
CONTROL	67.3333	4.73675	30
EXPERIMENT	78.1667	3.84244	30

This table shows the mean score and standard deviation for students in the control and experimental groups who have mastered the passive voice. 4.73 was the standard deviation and 67.33 was the mean score for the control group. With a mean of 78.16, the experiment group's standard deviation was 3.84. A figure called the standard deviation may be used to quantify how far away a group of values are from one another.

Pearson Correlation between EGRA Technique and Students' Passive Voice Mastery

Correlations			
		PassiveVoice	EGRA

Pearson Correlation	PassiveVoice	1.000	.789
	EGRA	.789	1.000
Sig. (1-tailed)	PassiveVoice	.	.000
	EGRA	.000	.
N	PassiveVoice	30	30
	EGRA	30	30

The association between students' passive voice mastery and the EGRA technique was 0.789, with a significant number less than 0,01 ($0,000 < 0,01$), according to the table above. It suggests that the EGRA approach and pupils' knowledge of the passive voice correlated significantly or positively.

The Effect of EGRA Technique Toward Students' Passive Voice.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.789 ^a	.622	.609	2.96310
a. Predictors: (Constant), EGRA				

The correlation coefficient is shown in the table above by the symbol "R," which is an acronym. According to the above data, there was a 0.789 coefficient of correlation (R) between students' passive voice mastery and the EGRA technique. It indicates that there is a sufficient association between students' passive mastery and the EGRA approach.

However, Coefficient Determination (R Square) demonstrated the extent to which the EGRA Technique contributed to students' mastery of passive voice. R Square was shown as 0.622. This indicates that 62,2% (0.622) of students' passive voice mastery was impacted by EGRA, whereas 37,8% (0.378) was determined by other factors.

Significance of EGRA Technique toward Students' Passive Voice Mastery

F-TEST ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	404.827	1	404.827	46.108	.000 ^a
	Residual	245.840	28	8.780		
	Total	650.667	29			
a. Predictors: (Constant), EGRA						
b. Dependent Variable: Passive voice						

Table 15 above demonstrated whether or not the EGRA Technique had any discernible effects on pupils' mastery of the passive voice. The result above indicated that the significance level was 0.000 and the F score was 46.108. When the significance threshold

was less than 0.05 ($0.000 < 0.05$) and the F score was more than the F table ($46.108 > 4.20$). This indicates that the Experience, Generalization, Reinforcement, and Application (EGRA) Technique had a noteworthy impact on students' mastery of the passive voice.

In summary, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. This indicates that the EGRA Technique had any appreciable impact on the eleventh grade pupils in SMAN 4 Bengkulu's grasp of the passive voice.

Discussions

Based on the study's findings, the following interpretations support the study's value. After the post-test was finished, the results showed that students' mastery of the passive voice was significantly impacted by the EGRA Technique. The experimental class's mean score on the posttest was 78.1667, compared to 67.3333 for the control group. It shown that pupils' understanding of the passive voice was significantly impacted by the EGRA Method.

The experimental class's posttest mean score was compared to the control class's posttest mean. The results (table 15) indicated that the significance level was 0.000 and the F score was 46.108. When students' understanding of the passive voice was found to have been significantly impacted by the EGRA approach, it was shown by a F score greater than the F table ($46.108 > 4.20$) and a significant level below 0.05 ($0.000 < 0.05$).

The EGRA Technique in the experimental class and the students' passive voice in the control class had a coefficient correlation (R) of 0.789. However, Coefficient Determination (R Square) demonstrated the extent to which the EGRA Technique contributed to students' mastery of passive voice. R Square was shown as 0.622. It indicates that 62,2% (0.622) of the effect of EGRA on students' passive voice mastery was determined by other factors, and 37,8% (0.378) was not.

The EGRA approach had a noteworthy impact on students' understanding of the passive voice in the experimental class for a number of reasons. Initially, the experimental class students were placed in a position where they had to engage in discovery tasks that required them to actively analyze and apply information. Second, knowledge was not imparted to the experimental class's pupils just by way of passive learning via a teacher or textbook.

Lastly, one method for teaching English to pupils that wants to improve their grasp of the passive voice is to use the EGRA approach. It endorsed Belita's claim that EGRA is an alternate method that English teachers might use to teach grammar, particularly Passive

Voice. Students really enjoyed using the EGRA technique since it allowed them to actively engage in the teaching and learning process. According to Tomlinson, EGRA is a student-centered active discovery strategy that centers students' attention on structural elements that provide difficulties for them. According to Belita (2016) and Marpuddin (2008), it can aid in the improvement of students' competency.

The author instructed the pupils by breaking them up into groups, then assigning them to work in pairs, and lastly giving them individual assignments. With the use of these strategies, the pupils wouldn't find learning boring, because they were not exposed to the tedious and tedious methods of instruction that they found in the classroom, particularly when it came to mastering grammar, which they found to be a challenging and dull subject.

Therefore, the students need to develop their grammar mastery, specifically Passive Voice because passive voice is included in syllabus of Junior High School. Since passive voice is used in some texts, such as explanation text, report text, and short biography. Thus, the teachers and students cannot avoid it as one of the part of the curriculum which is important to teach and learn.

E. Conclusion

It is clear from the discussion above that students' understanding of passive voice may be improved by using the EGRA approach. The posttest results, which were greater than the pretest results, could be seen. It demonstrated how the EGRA Technique had an impact on pupils' grasp of the passive voice. Experience, Generalization, Reinforcement, and Application (EGRA) Technique had a noteworthy impact on students' mastery of the passive voice in the experimental class for a number of reasons. In addition, the experimental class's environment actively promoted analysis and application for the pupils. Moreover, neither a textbook nor an instructor provided passive instruction to the experimental class. The posttest outcomes for the experiment class were better than those for the control group. Eighty percent of them remained in the average scoring range. It was therefore determined that the experimental class may benefit from the teacher's use of the EGRA approach when teaching passive voice.

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