Applying The Egra Technique in Teaching Simple Present Tense and Simple Past Tense

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Article Info	ABSTRACT
	This study aimed to determine whether there is a difference in the mastery of simple present and past tense, especially in the writing aspect, between the tenth-grade students learning using the EGRA technique and the Lecturing technique at MA Ushuluddin Singkawang. This study employed a quantitative method with a quasi-experimental design. The study population is 150 students, and the sampling technique is cluster random sampling. We selected the participants from two classes of tenth-grade students from MA Ushuluddin Singkawang academic year 2023/2024, dividing them into the control and experimental groups. This study employs a test that consists of a pretest and a posttest. In this research, the data analysis technique was MANOVA (Multivariate Analysis of Variances). In the findings, the researcher indicated that each test showed a significant result. Finally, the researcher employed MANOVA to address the hypothesis testing. The researcher discovered a significance level of 0.00, less than 0.05, in the results, leading to the acceptance of Ha1, Ha2, and Ha3, and the rejection of H01, H02, and H03. The conclusion is that there is a difference in the mastery of simple present tense and simple past tense, whether one by one or simultaneously, especially in the writing aspect, between the tenth-grade students who are learning using the EGRA Technique and the Lecturing technique at Ma Ushuluddin Singkawang.

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1. Introduction

Although students have been studying English for years, many of them continue to have trouble comprehending certain English materials. Despite years of English language instruction, students at Madrasah Aliyah Ushuluddin Singkawang, a private Islamic senior high school in Singkawang that offers English as a subject from the tenth to the twelfth grade, continue to have trouble comprehending certain English materials.

The simple present and simple past tenses, two of the most fundamental forms of English grammar, are particularly challenging for students to employ correctly when speaking and writing in the language (Lindström, 2017; Listia & Febriyanti, 2020; Purba et al., 2023; Saputra et al., 2020). When the instructor poses questions to them in the basic past and present tenses, such as "Did you arrive late this morning?" A few responded, "Yes, I do, or no, I don't." The question "Where did you go last week?" is another one. Typically, kids still respond with "I go to," rather than "I went to." Because they still struggle to grasp English grammar, students find it difficult to create sentences in writing assignments sometimes basic sentences, compound sentences, and finally, sophisticated words written in the proper tenses.

Language is like a large highway; the words are likened to cars and trucks, but the grammar is the road signs and markings that tell drivers where to go and how to drive on it (Chomsky, 2011; Duong & Solomon, 2024; Puladi et al., 2023). Without road signs, a large highway would quickly devolve into chaos. Without grammar, anyone might be able to produce some basic communication (Akmajian et al., 2017; Allerton, 2016; Kumayas & Lengkoan, 2023; Tomasello & Brooks, 2016), such as "These are my parents, He Arif," but would not be able to form any more complex ideas into words. As a result, to progress beyond basic levels of expression, learners of any language, whether native or foreign, must master the essential grammatical rules and principles.

Teaching English, especially grammar, to the students of MA Ushuluddin Singkawang without an appropriate technique presents a significant challenge for the teacher. Therefore, the researcher selected an appropriate technique to address this issue, known as the EGRA technique, which involves four key steps: exposure, generalization, reinforcement, and application (Pilu et al., 2020; Wahyu & Citrawati, 2022; Zaenap, 2019). Each of these steps has its unique purpose and process.

The researcher selected the EGRA technique, a novel approach not previously employed by the English teachers at MA Ushuluddin Singkawang. The EGRA steps are deemed suitable for the students and class situation at MA Ushuluddin Singkawang, where students still require intense attention from their teachers, and teachers are responsible for preparing everything related to the teaching-learning process. At MA Ushuluddin Singkawang, a private Islamic senior high school in West Kalimantan, we conducted this study to determine whether applying the EGRA technique significantly affects the tenth-grade students' mastery of the simple present tense and simple past, particularly in the writing aspect.

The study proposes the following statistical hypotheses: the study:

1. Ha: There is a difference in the mastery of the simple present tense, particularly in the writing aspect, between the tenth-grade students who are using the EGRA technique and the Lecturing technique.

   Ho: There is no difference in the mastery of the simple present tense, especially in the writing aspect, between the tenth-grade students who are learning using the EGRA technique and the Lecturing method.

2. Ha: There is a difference in the mastery of the simple past tense, particularly in the writing aspect, between tenth-grade students who are learning using the EGRA technique and the Lecturing technique.

   Ho: There is no difference in the mastery of the simple past tense, especially in the writing aspect, between the tenth-grade students who are learning using the EGRA technique and the Lecturing method.

3. Ha: There is a difference simultaneously in the mastery of simple present tense and simple past tense, especially in the writing aspect between the tenth-grade students who are learning using the EGRA technique and the Lecturing technique.

   Ho: There is no significant difference in the mastery of the simple present tense and simple past tense, particularly in the writing aspect, between tenth-grade students learning using the EGRA technique and the Lecturing technique.

2. Research methods

We categorize this study as quantitative research using a quasi-experimental design, specifically a nonequivalent control group design involving two class groups. The quasi-experimental design administers pre-test and post-tests to two participant groups, but only the experimental group receives treatment throughout the entire study. Since it would interfere with classroom instruction, randomly assigning participants to groups did not qualify as a quasi-

experiment (Creswell & Creswell, 2017).

Using statistical procedures, quantitative research measures and analyzes the relationship among variables to test objective theories (Creswell & Creswell, 2017). In this research, the researcher will investigate the impact of the EGRA technique on tenth-grade students' comprehension of the simple present and simple past tenses. Additionally, the researcher will detail the impact of the treatment on the participants' comprehension of these tenses during the research. The researcher utilized two classes from Madrasah Aliyah's tenth grade, presenting one as the experimental group and the other as the control group.

150 students from MA Ushuluddin Singkawang's 10th grade, divided into 5 learning groups for the academic year 2023-2024, comprised the study's population. The study employed cluster random sampling to determine the sample size, as the population exceeded 100 individuals. The current study focuses on two learning groups enrolled in the first year of the MA program. The study included thirty-three students in the experimental group and another thirty-three students in the control group. This study employed measurement as the method of data collection, and a test served as the instrument. In this study, the researcher ensured the research instrument's validity by applying content validity techniques. To test the reliability of the test items in this study, the researcher gave a tryout and applied the Kudher Richardson-20 (KR-20) format (Bildiren et al., 2021; Yeunsak et al., 2022).

Before taking the parametric test, we conducted the prerequisite tests: a normality test using Kolmogorov-Smirnov or Shapiro-Wilk (Godina & Matias, 2018; Mishra et al., 2019; Sedić et al., 2015), a variance homogeneity test using Levene's examination, and a matrix homogeneity test using Box's M test. As soon as we know the normality and homogeneity tests for the data and confirm that they are normal and consistent with no other data being tested, we can move on to data analysis to compare the mean scores of the two sample groups using a statistical method called MANOVA. In this study, the researcher used SPSS 23 to analyze the data. If the Sig is greater than 0.05, the SPSS output accepts the Ho; if the Sig is less than 0.05, it rejects the Ho.

3. Results and Discussion
Results

The researcher collected pre-test results for the simple present tense and simple past tense from two distinct classes: the experimental class and the control class. The researcher used the EGRA technique to teach the simple present tense and simple past tense to the experimental class, while the control class only received lectures or conventional techniques.

Research utilizes SPSS 23 to ascertain the average scores, standard deviation, and additional information from the complete collection of pre-test and post-test scores. Table 1 provides a detailed description of the data.

Table 1. Description of the Data Simple Present and Simple past Tense

	Descriptive Statistics			
	Method	**Mean**	**Std. Deviation**	**N**
Simple Present	Lecturing Technique	48.18	16.193	33
	EGRA Technique	78.94	11.302	33
	Total	63.56	20.788	66
Simple past Tense	Lecturing Technique	48.94	13.391	33
	EGRA Technique	78.79	12.439	33
	Total	63.86	19.764	66

Table 1 shows that the number of respondents (N) in the experimental class is 33 students, and there are 33 students in the control class, too. Using the EGRA technique to teach the simple present tense to the 33 respondents in the experimental class, we obtained a mean score of 78, 94, with a standard deviation of 11, 302. The mean score for the simple past tense is 78.79, and the standard deviation is 12.439.

Meanwhile, from 33 students in the control class that used the Lecturing technique in learning simple present tense, it was found that the mean score of the simple present tense is lower than the experimental class that is 48,18 with a deviation standard of 16,193, and for the simple past tense, the mean score obtained is lower too than the experimental class that is 48,94 with a deviation standard of 13,391.

The Data analysis of the Pre-test and Post-test of the Experimental Class and Control Class

Table 2. Tests of Normality Pre-test and Post-test

	Class	**Kolmogorov-Smirnov[a]**			**Shapiro-Wilk**		
		Statistic	**Df**	**Sig.**	**Statistic**	**df**	**Sig.**
Simple Present Tense	Control	.087	33	.200[*]	.978	33	.718
	Experimental	.143	33	.083	.942	33	.075
Simple Past Tense	Control	.129	33	.177	.943	33	.085
	Experimental	.135	33	.135	.941	33	.073

Table 2 shows that the Kolmogorov-Smirnov test produced a statistical value of 0.087 for the control class, a df of 33, and a significance value of 0.177, all of which exceeded 0.05.

The experimental class produced a statistical value of 143, a df of 33, and a significant value of 0.083, all of which exceeded 0.05. These results indicate that the data do not show a significant difference from the normal distribution.

The Shapiro-Wilk test yielded a statistical value of .943 for the control class, a df of 33, and a significance value of 0.085, all of which are greater than 0.05. For the experimental class, the statistical value is 0.941, df is 33, and the significance value is 0.073, which is greater than 0.05. These results also indicate that the data do not show a significant difference from the normal distribution. Based on the provided normality test results, we can consider the data to come from a normal distribution because the significance value of both tests is greater than 0.05.

The next, the homogeneity test, is a procedure in statistics whose purpose is to prove that the data samples come from a population with similar variances; it might be the same characteristic or the same grade. In this research, we are using Levene's Test and SPSS version 23 to conduct the homogeneity test. Levene's test classifies the data variance as homogeneous if the significance level (Sig.) is greater than 0.05. The following Table 3 presents the results of the homogeneity test for this research:

Table 3. Levene's Test of Equality of Error Variances

		Levene Statistic	df1	df2	Sig.
Simple Present	Based on Mean	.124	1	64	.668
	Based on Median	.106	1	64	.686
	Based on Median and with adjusted df	.106	1	59.638	.686
	Based on trimmed mean	.123	1	64	.668
Simple Past Tense	Based on Mean	.126	1	64	.724
	Based on Median	.109	1	64	.742
	Based on Median and with adjusted df	.109	1	63.967	.742
	Based on trimmed mean	.125	1	64	.724

The output in Table 3 above shows the significance of the simple present tense and simple past tense, respectively, at 0,668 and 0,724. These values are significantly higher than 0.05, indicating that Y1 and Y2 are homogeneous.

The researcher used the matrix homogeneity test and SPSS 23 to determine whether there is a difference between the variables under the test. If the sig value is greater than 0.05, it indicates that the two variables under simultaneous testing are not different. The following analysis results are presented in Table 4.

Table 4. Matrix Homogeneity Test

Box's Test of Equality of Covariance Matrices	
Box's M	5.460
F	1.758
Df1	3
Df2	737280.00
Sig.	.153

Table 4 displays the output of the prerequisite test results. In this case, we calculate the homogeneity of covariance jointly or simultaneously for the two variables, both simple present tense and simple past tense, using Box's M of 5.640, the F value of 1.758, and the sig value of 0.153. Since 0.153 > 0.05 indicates no differences in the variance matrix between the groups, the researcher can categorize the samples as homogenous and apply MANOVA.

Data Analysis of Applying the EGRA Technique on the Students' Mastery of Simple Present Tense at Madrasah Aliyah Ushuluddin Singkawang

The researcher classified the obtained data as normal and homogenous after performing the calculation. The EGRA technique, the simple present tense, and the simple past tense all require data analysis for easy understanding. To analyze the data, the researcher used SPSS 23. The analysis results are explained below.

The researcher classified the data as normal before tabulating it. To answer the first hypothesis test, the researcher used SPSS 23 to run the MANOVA test. Table 5 displays the test output.

Table 5. The Results MANOVA Test

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Simple Present	15609.470	1	15609.470	80.056	<, 001
	Simple Past	14700.379	1	14700.379	88.015	<, 001
Intercept	Simple Present	266636.742	1	266636.742	1367.501	<, 001
	Simple Past	269185.227	1	269185.227	1611.677	<, 001
The EGRA Technique	Simple Present	15609.470	1	15609.470	80.056	<, 001
	Simple Past	14700.379	1	14700.379	88.015	<, 001
Error	Simple Present	12478.788	64	194.981		
	Simple Past	10689.394	64	167.022		
Total	Simple	294725.000	66			

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Total	Present Simple Past	294575.000	66			
	Simple Present	28088.258	65			
	Simple Past	25389.773	65			

Output in Table 5 above, in the EGRA technique column, the simple present tense significance value is 0.00. Given that the significance value is less than 0.05, we can conclude that we accept Ha and reject H0. The conclusion is that there is a difference in the mastery of simple present tense, especially in the writing aspect, between the tenth-grade students learning using the EGRA technique and the Lecturing Technique at MA Ushuluddin Singkawang.

To address the second hypothesis test, the researcher utilized Table 5, specifically the EGRA technique column, which yielded a significance value of 0.000. A significant value of less than 0.05 leads to the acceptance of Ha and the rejection of H0. The conclusion is that there is a difference in the mastery of simple past tense, especially in the writing aspect, between the tenth-grade students learning using the EGRA technique and the Lecturing Technique.

To find out whether there is a difference simultaneously in the mastery of Simple Present Tense and Simple Past Tense, especially in the writing aspect, between the tenth-grade students who are learning using the EGRA technique and the Lecturing technique, the researcher used the MANOVA test (Multivariate Analysis of Variance) with the help of SPSS 23. Table 6 displays the output of the MANOVA test calculation.

Table 6. The MANOVA Test

Effect		Value	F	Hypothesis df	Error df	Sign	Observed Power*
Multivariate Test							
Intercept	Pillai's Trace	.975	1230.985	2.000	63.000	<, 001	1.000
	Wilks' Lambda	.025	1230.985	2.000	63.000	<, 001	1.000
	Hotellings' Trace	39.079	1230.985	2.000	63.000	<, 001	1.000
	Roys' Largest Root	39.079	1230.985	2.000	63.000	<, 001	1.000
Class	Pillai's Trace	.688	69.409	2.000	63.000	<, 001	1.000
	Wilks' Lambda	.312	69.409	2.000	63.000	<, 001	1.000
	Hotellings' Trace	2.203	69.409	2.000	63.000	<, 001	1.000

Roys' Largest Root	2.203	69.409	2.000	63.000	<, 001	1.000

Table 6's output demonstrates Wilk's lambda, a widely used tool in the Manova Test. Based on Wilk's Lambda, the F value is 69.409 with a significance value of 0.00, which is lower than 0.05. The rejection of Ho indicates a simultaneous difference in the mastery of simple present tense and simple past tense between tenth-grade students learning using the EGRA technique and those using the Lecturing technique at MA Ushuluddin Singkawang.

Discussion

We consider the application of the EGRA technique to have impacted the students' mastery of the simple present tense, as the Test of Between Subjects Effects table indicates a significance level of 0.00. Given that the significance level exceeds 0.05, we accept Ha's findings. The conclusion is that there is a difference in the mastery of simple present tense, especially in the writing aspect, between the tenth-grade students who are learning using the EGRA technique and the Lecturing technique at MA Ushuluddin Singkawang.

The researcher looked at how well the EGRA Technique helped tenth-grade students learn the simple present tense. They also found that using the EGRA Technique influenced their ability to learn the simple past tense, as shown by the Test of Between Subjects Effect table, which also has a significance level of 0.00. Given that the significance level exceeds 0.05, the researcher affirms Ha's acceptance. The conclusion is that there is a difference in the mastery of simple past tense, especially in the writing aspect, between the students who are learning using the EGRA technique and the Lecturing technique at MA Ushuluddin Singkawang.

After examining each student individually to determine if there was a difference in their mastery of the simple present tense and simple past tense, the researcher ultimately discovered that there is a difference in the mastery of both tenth-grade students who are learning using the EGRA technique and the Lecturing Technique at MA Ushuluddin Singkawang, particularly in the writing aspect. The Wilks Lambda significance value of 0.00 supports this finding. In addition, the results of this study are supported and support previous research conducted by (Dwi, 2021; Fatoni et al., 2018; Pilu et al., 2020; Wahyu & Citrawati, 2022).

Despite achieving a significant result in this study, the researcher acknowledges several limitations that could potentially impact the research. For example, despite the teacher using the EGRA Technique for this research, the students in the experimental class did not actively participate in certain activities required by this technique, such as group discussions and group

work, while some students continued to work independently. When the students get the chance to present their answers in front of the class, they still feel too shy to do that activity, which makes the teacher repeat the instructions repeatedly.

4.   Conclusion and Suggestions

Based on the research findings and discussion, the researcher concluded that there is a difference in the mastery of the simple present tense, particularly in the writing aspect, between students who are learning using the EGRA technique and the Lecturing technique at MA Ushuluddin Singkawang. The next conclusion revealed a difference in the tenth-grade students' mastery of the simple past tense, particularly in the writing aspect, between the EGRA technique and the Lecturing Technique at MA Ushuluddin Singkawang. The researcher investigated the disparity in mastery of the simple present tense and simple past tense among tenth-grade students utilizing the EGRA technique versus the Lecturing technique at MA Ushuluddin Singkawang. The findings revealed a notable difference in mastery, particularly in the writing aspect, between the two groups of students.

Teachers can use the results of this study as a reference to enhance their students' mastery of the simple present tense and simple past tense. Furthermore, we should conduct more extensive research, particularly in the field of English learning.

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