



## The Effectiveness of Experience, Generalization, Reinforcement Application (EGRA) Technique toward Students' Vocabulary Achievement: A Study at SMPN 1 Batang Anai

Harfitri Ulfa Jaya <sup>1</sup>and Dian Safitri<sup>2</sup>

Universitas Negeri Padang

Correspondence Email : [hulfajaya@email.com](mailto:hulfajaya@email.com)

### Article History

Published: 2024-03-01

### Abstract

This study aimed to evaluate the effectiveness of the EGRA learning model in improving the vocabulary. The research followed a quasi-experimental design, specifically a two-group pretest-posttest design. The population of the study consisted of 62 students from seventh classes of SMP 2 Batang Anai. A sampling method was used to select a sample of 32 students from class 7.1 as the experimental group and another 30 students from class 7.2 as the control group. The results indicated that the EGRA learning model was effective in enhancing the Vocabulary skill in class 7.1 as experimental class. The findings of this study provide evidence that the EGRA learning model can be beneficial in teaching vocabulary skills in foreign languages.

### Keywords:

EGRA, English, Vocabulary

©2024 The Author(s) Publish by Jurusan Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

**How to Cite:** Jaya, H. U., & Safitri, D. (2024). The Effectiveness of Experience, Generalization, Reinforcement Application (EGRA) Technique toward Students' Vocabulary Achievement: A Study at SMPN 1 Batang Anai. *Journal of English Language Teaching*, 13 (1): pp. 402-418, DOI: [10.24036/jelt.v13i1.127587](https://doi.org/10.24036/jelt.v13i1.127587)

## INTRODUCTION

In the age of globalization, English plays a vital role in socialization, not just locally or nationally, but internationally too. As the internet develops, people can have friends from all over the world, and economic activity through e-commerce is growing where English is the medium of introduction. However, English is also prevalent in the music and films that enter Indonesia or become viral online. Thus, it is evident from these facts how crucial English is for daily living.

Vocabulary is a fundamental component of language, encompassing English (Musdalifah and Romdaniya, 2022). Classroom instruction on vocabulary, intended to maximise student's vocabulary competence, fosters language usage and

information retention. It is expected that students will comprehend the text's contents consistent with the British English proficiency standard, and they can increase their knowledge by acquiring new words. Acquiring adequate English language comprehension is challenging without a sufficient vocabulary. Proficient language skills inherently rely on comprehensive vocabulary knowledge.

The significance of the English language for the future has led non-native English-speaking countries to include it as a subject at elementary, middle, and high school levels. At the outset of language acquisition, vocabulary is essential for ease in speaking, writing, and listening. Hence, if students encounter reception difficulties in the acquiring of vocabulary materials, they may face impediments in advanced stages of speaking, listening, and writing.

As observed by the author at SMPN Batang Anai, the main issue in the learning process at SMPN 1 Batang Anai is the students' limited vocabulary. Many students, particularly those in the seventh grade at SMPN 1 Batang Anai, have not achieved satisfactory results in vocabulary and spelling, as evidenced by their grades. Despite having acquired vocabulary since the first year of their studies, the students' performance in both midterm and semester exams remained unsatisfactory, prompting the present study. According to the researcher, the students' deficient lexical capacity can be enhanced through the use of teaching media, facilitating their retention.

Students' limited vocabulary has a negative impact on their ability to successfully answer exam questions. This suggests that students struggle with understanding the vocabulary used.

Researchers have discovered that a majority of incorrect answers are due to a lack of comprehension of the vocabulary presented. Several factors contribute to this issue, including the teaching methods used by educators. Unfortunately, conventional teaching methods are still inadequate in addressing the problem of insufficient student vocabulary. Improvement of students' ability to learn vocabulary through conventional methods has not resulted in increased interest. The evidence demonstrates that most students, particularly those in seventh grade at SMPN 1 Batang Anai, struggle to attain good results in vocabulary acquisition and spelling. Despite receiving vocabulary instruction since their first year, their test scores in both midterm and final exams remain inadequate. Using various media elements like films, pictures and sounds can enhance a student's retention power. The conventional approach, which is commonly used, has not been efficient enough to help students acquire an adequate vocabulary (Saepudin, 2014), including at Batang Anai Junior High School. Insufficient vocabulary has a significant impact on their inability to solve examination questions, and it has been found that incorrect responses mostly came from vocabulary-related issues.

Low understanding of given vocabulary is attributed to several factors, including inadequate teaching methods. Despite efforts to enhance student ability, conventional methods have proven ineffective in stimulating interest. The evidence indicates that the majority of students, particularly those in seventh grade at SMPN 1 Batang Anai, exhibit inadequate performance in vocabulary and spelling skills. The evidence indicates that the majority of students, particularly those in seventh grade at SMPN 1 Batang Anai, exhibit inadequate performance in

vocabulary and spelling skills. Despite having learned vocabulary since their first year, students' performance in both midterm and semester exams remains poor. Incorporating media-based learning, such as films, pictures, and sounds, may aid in memory retention by stimulating their brains. Traditional methods, which have failed to sufficiently increase students' vocabulary, including those utilized at Batang Anai Junior High School, should be replaced. (Saepudin, 2014).

Passive and conventional teaching approaches, coupled with limited access to media, contribute to the difficulties students face when acquiring English language skills, particularly with regards to vocabulary. Traditional teaching methods often hinder students' ability to express themselves and consequently impede their vocabulary growth. This has prompted the author to explore alternative teaching methods as a potential solution for students at Batang Anai 1 Junior High School.

Writing texts heard through media is an enjoyable activity for students as it allows them to learn new vocabulary and practise it in class. Experience, Generalisation, Reinforcement and Application (EGRA) is a correspondence approach method that originates from the Subject Teacher Conference (MGMP). The objective of EGRA is to improve students' communication abilities in a more precise manner, not just linguistically. This suggests that students can enhance their language skills through a communicative approach.

In fact, composing texts based on media content can be an enjoyable classroom activity for students, allowing them to acquire new vocabulary and practice using it. EGRA, an abbreviation for Experience, Generalisation, Reinforcement Application, is a correspondence approach method that originated from the Subject

Teacher Conference (MGMP). The primary objective of EGRA is to enhance students' communication abilities, not merely their language proficiency. It is suggested that the four language skills can be acquired by students via the communicative approach.

Going forward, teachers may use the EGRA to pinpoint pupil's vocabulary difficulties in learning English. The EGRA assessment facilitates pronunciation to illustrate the framework, therefore can be advanced via teacher training. EGRA findings can also evaluate additional tools or programmes in enhancing vocabulary proficiency. The pretest and posttest will provide insight into the effectiveness of the new programme in enhancing children's vocabulary proficiency. Furthermore, teachers can utilise EGRA to monitor the progress of students' vocabulary comprehension abilities.

## **RESEARCH METHOD**

This study uses quantitative research with a Quasi Experimental Design research design in the form of Nonequivalent Control Group Design, this design is almost the same as the pretest posttest control group design except that in this design the experimental group and control group are not randomly selected (Prof. Dr. Sugiyono, 2011). This research was conducted with a pretest then given treatment and then a posttest. The results of a group of people before and after participating in a programme can be compared using a "pre-test/post-test design." Each group will have

two samples for this study. One group will serve as the experimental class and provide instruction on the EGRA technique; the other group serves as the control class, with lecture instruction. Gay and Airisian (2000:394) claim that quasi-experimentation permitted the researcher to collect the sample in groups. In this study, two sample groups are formed: one for an experimental class that provide treatment for the EGRA technique, and the other for a control class.

## RESULT AND DISCUSSION

### *Research Finding*

This research is a quasi-experimental research using two classes as research samples, namely class 7.1 as an experimental class and 7. 2 as a control class with a total of 62 students. The experimental class consists of 30 students and the control class consists of 32 students. In this study, the experimental class was given treatment using the EGRA learning , while the control class used a conventional learning model. shown in the figure below.

#### 1. Experimental Class VII.1

**Table 4.1 The Students Scores in Pre-test and post - test**

Students	Pre – test		Post – test	
	Correct Answer	Score	Correct Answer	Score
Ahmad Al Yasin	9	36	21	84
Airin Yalita Putri	13	52	22	88
Akbar Razky Saputra	9	36	22	88
Al Mira Nayuma Momareng	15	60	23	92
Andin Titya Sandrica	13	52	22	88

Aulia Zahratul Khanza	21	84	24	96
Cika Safira	13	52	22	88
Dani Saputra	8	32	20	80
Dwi Restu Ananda	11	44	20	80
Elesia Alvian Sinata Z	11	44	20	80
Fadhil Putra Syahnara	11	44	20	80
Fatimatuz Zahro	8	32	22	88
Gabriel Advencel Mendrofa	8	32	21	84
Gustifany Anofi	8	32	21	84
Halimah Tusyadiah	8	32	21	84
Imelda Natasya Zebua	8	32	21	84
Jamaicka Mefry	12	48	20	80
Khinaya Khabita	8	32	20	80
M. Abrar Qadri	14	56	23	92
Malika Ufairah	13	52	23	92
Muhammad Fachri Syahrta	11	44	21	84
Naura Vaisa Putri	15	60	22	88
Nazwa Redwina Fabloyno	8	32	22	88
Raffael Afandi Lombu	14	56	20	80

Rayhan Satria Jaya	8	32	21	84
Rucita Salsabila	9	36	21	84
Selvi Kurniawati	10	40	21	84
Sya Sya Cherlina	9	36	20	80
Vino Pratama	8	32	21	84
Yudi Fernandes	14	56	21	84
<b>Total</b>	1308		2552	

(Source: Primary Data Processing)

Based on the table above showed the students' scores of experimental class in pre-test and post test. The lowest score in pre-test was 32, while the highest score was 84 and the lowest score in post-test was 80, while the highest score was 96. average score significantly increased from 1308 to 2552.

**Table 4.2 The Rate Percentage of the Students' Score in Experimental Class**

No	Classification	Score	Experimental Class			
			Pre-test		Post-test	
			F	Percentage	F	Percentage
1	Excellent	86-100	-	-	11	36.67%
2	Good	71-85	1	3%	19	63.33%
3	Fair	56-70	5	16.67%	-	-
4	Poor	41-55	8	27 %	-	-
5	Very Poor	<40	16	53.33%	-	-
<b>Total</b>			<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

(Source: Primary Data Processing)



The results showed that before using the EGRA technique, most students had poor vocabulary mastery. However, after being given treatment through the EGRA technique, there were no students who got a very poor or poor classification in vocabulary mastery. The percentage of students who achieved good score mastery after using the EGRA technique was greater than before from 3% to be 63.33%. This shows that teaching vocabulary with the EGRA method makes students interested in learning English. The results also show that students enjoy learning by using Harry Potter films, they enjoy practising English, focus on vocabulary understanding, and agree with learning through EGRA. However, learning the EGRA method in practicum has obstacles, such as limited access to media and limited student finances. This resulted in the low effectiveness of the lecture process.

## 2. Control Class

The control class consists of 32 students which in 7.2 class

**Table 4.3 The Students Scores in Pre-test and Post – test**

Students	Pre – Test		Post – test	
	Correct Answer	Score	Correct Answer	Score
Aditya Warman	8	32	15	60
Aldo Permana Fauzi	8	32	14	56
Alif Rahmattul	8	32	16	64
Athia Arrumaisa Rani	13	52	15	60
Aura Olivia	8	32	12	48
Aysha Lathifa Fazaw	8	32	15	60

Bima Ramadhan	13	52	16	64
Bintang Muhammad Alfin	12	48	11	44
Dhinal Haq	8	32	11	44
Diandra Herlina Putri	8	32	11	44
Dwi Putri Zahara	10	40	12	48
Ega Ramadani	13	52	12	48
Ferdi Juliansyah	8	32	10	40
Ilham Sabilillah	8	32	11	44
Indah Permata	9	36	13	52
Juny Adi Putra	11	44	14	56
Kanaya Vanny Verdyan	9	36	15	60
Keysha Suci Ramadhani	8	32	15	60
Kharel Putra Islami Eriki	8	32	15	60
Luvia Afrilina	8	32	16	64
M. Ghato Alvero	9	36	15	60
Muhamad AL Vino	11	44	13	52
Muhammad Irfan	8	32	13	52
Muhzle maulana	11	44	13	52
Nada Monika Putri	10	40	13	52
Novita	10	40	15	60
Putri	9	36	13	52

Adellia				
Raditya Ramadhan	10	40	11	44
Revaldi Aditya Putra	8	32	11	44
Syarifah Aini Putri Nefir	11	44	15	60
Syifa Rilliani	11	44	16	64
Viola Refdila	13	52	15	60
	<b>1228</b>		<b>1728</b>	

Based on the table above showed the students` scores of control class in pre-test. The lowest score in pre-test was 32, while the highest score was 52. The lowest score in post-test was 40, while the highest score was 64. avarege score significantly increased from 1228 to 1728.

**Table 4.4 The Rate Percentage of the Students` Score in Control Class**

N o	Classification	Score	Control Class			
			Pre-test		Post-test	
			F	Percentage	F	Percentage
1	Excellent	86-100	-	-	-	-
2	Good	71-85	-	-	-	-
3	Fair	56-70	-	-	16	50%
4	Poor	41-55	10	31%	15	47%
5	Very Poor	>40	22	68,75%	1	3%
<b>Total</b>			<b>32</b>	<b>100%</b>	<b>32</b>	<b>100%</b>

(Source: Primary Data Processing)

## 1.Data Description

After the pre-test and post-test procedures were completed ,as well as the treatment, some data was produced for this research. Using SPSS, the data was processed to create an explanation of the information. The information description includes the mean, standard deviation, minimum, and maximum scores. Based on the results of the pre- and post-test procedures, the data description that was performed using SPSS is displayed in the following table:

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
experimental class	30	32	84	43.60	12.489
experimental class	30	80	96	85.07	4.323
control class	32	32	52	38.38	7.174
control class	32	40	64	54.00	7.397
Valid N (listwise)	30				

## 2.Uji whitney

Due the data are not normally distributed, use the SPSS program to perform non-parametric computations, such as the Whitney test. The research hypothesis which are:

1.  $H_0$ : Is the EGRA method effective in improving students' vocabulary abilities at SMPN 1 Batang Anai
2.  $H_1$ : EGRA method effective in improving students' vocabulary abilities at SMPN 1 Batang Anai

The result of the whitney test is presented in the table below :

### Ranks

	post control	N	Mean Rank	Sum of Ranks
post experimental	Experimental	30	47.50	1425.00

	Control	32	16.50	528.00
	Total	62		

**Test Statistics<sup>a</sup>**

	post experimental
Mann-Whitney U	.000
Wilcoxon W	528.000
Z	-6.814
Asymp. Sig. (2-tailed)	<.001

a. Grouping Variable: post control

Based on the results of the Whitney test, decision making is obtained from Asymp sig (2 tailed). the result of Asymp sig (2 tailed) is 0.001 or less than 0.005. it means that the alternative hypothesis (H<sub>1</sub>) was accepted.

**Discussion**

The result of the whitney test was smaller than 0,05.indicates that the null hypothesis (H<sub>0</sub>) is rejected and the alternative hypotesis (H<sub>1</sub>) is accepted.Based on the alternative hypothesis (H<sub>1</sub>) there is an improvement of students vocabulary after using EGRA .The result the research can also be verified by comparing the mean score of the pre test and mean score of the post test of the sample class. It was found that the mean score of the class increased significantly from pre test.Before getting the treatment, the mean score of the class VII.1 was 1308 and the mean score of the class VII.2 was 1228.After getting the treatment the mean score of the class VII.1 was 2552 and the mean score of the class VII.2 was 1728.

This study sought to ascertain whether there was a positive and significant effect of using the EGRA technique on students' recount text writing ability. Novi Indrias' 2019 thesis, "The Influence Of Using Experience, Generalization, Reinforcement, Application (Egra) Technique On The Students' Recount Text Writing Ability Among The Tenth Graders Of SMA Ibnu Sina Braja Selehah East Lampung," details this investigation. Students in the tenth grade at SMA Ibnu Sina Braja Selehah were the subject of the study. The students' main problem was that they had trouble writing recount texts. This study shows that tenth-grade students at Ibn Sina Braja Selehah Timur High School can write better when they use the EGRA approach. Although Novi Indrias' own research demonstrated that EGRA had an impact on the writing abilities of tenth-grade students at Ibn Sina Braja Selehah Timur High School,

the author's research at SMP 1 Batang Anai demonstrated that EGRA positively influenced students' vocabulary.

The study funding for "The Effectiveness of EGRA (Exposure, Generalization, Reinforcement, Application) Method in Teaching," conducted in 2020 by Reski Pilu, Hardianto, and Ardhy Supraba, The purpose of this study was to ascertain the best approach for improving grade XI students at SMA Negeri 1 Larompong's grammatical knowledge when learning the simple past tense. It was determined that teaching the simple past tense with the EGRA approach works well. On the other hand, the author's research at SMP 1 Batang Anai shown that EGRA had a positive impact on students' vocabulary and that it also improved their grammar abilities.

Teaching grammar is essential to learning English because it gives us the rules of the language, which enable us to speak and write correctly. This is demonstrated in Mellarisa Oktika's 2023 thesis, "Using EGRA (Experience, Generalization, Reinforcement, And Application) Technique To Improve The Students' Grammar Mastery For VIII A Grade Students Of SMPN 2 Sawahan Nganjuk." It was determined that pupils' mastery of grammar is effectively improved by the EGRA approach. The issue studied namely, grammar in the prior research versus vocabulary in the author's research is where the previous research and the current research diverge.

According to the findings of the observation, students are able to take a more active role in gaining the opportunity to develop their comprehension and broaden the scope of the learning process. Learning outcomes improved through the implementation of the EGRA technique were brought about by a more supportive and engaged classroom atmosphere. In addition to the delivery of learning materials, students' interest and passion have increased from before, with less emphasis on the teacher. After using the EGRA approach, students developed a culture of active learning where they developed their desired personalities, helped troubled friends, and made the most use of their class time thanks to scheduled activities. The teacher facilitates learning by giving students more freedom to develop conceptual knowledge from the media stimuli they have absorbed.

According to this study, H<sub>0</sub> was rejected while H<sub>1</sub> was approved. The results showed that there was a significant difference in the vocabulary mastery of the students in the experimental class compared to the control class in both the pre- test and post-test. However, the experimental class's t-test results obtained using the EGRA technique were higher than those obtained in the control class using the conventional method. It was brought on by the pupils' participation in the educational process.

## **CONCLUSION**

### A. CONCLUSION

1. Procurement of facilities and infrastructure is further improved in order to meet the needs of students during EGRA method
2. Learning the vocabulary will be more effective if accompanied by EGRA method, namely by providing direct guidance to students so that it is easier to understand the material
3. Students in Batang Anai 1 Junior High School whom English vocabulary learning can be carried out with a *blended learning model*. The application of this learning model has proven to be effective because it combines face-to-face systems and EGRA methods so as to make the class atmosphere fun, motivate students to understand the material being studied, and make students confident

### B. Recommendation

1. For student

In English Vocabulary Learning activities it turns out that students' skills need to be improved by continuing to read every single time

2. For Teacher

The importance of learning English vocabulary skills for students, teachers are advised to be more creative in improving students' skills. To motivate students in order to increase their active participation in learning English activities

3. For Schools

Schools should be more attention to various things to improve students' learning english skills, adding facilities for online methode.

## REFERENCES

- Amer, N. Ben. (2017). The Effects of Task-Based Language Teaching ( TBLT) on the Reading Comprehension in EFL Classes, 3(2), 123–130. *International Journal of Sciences: Basic and Applied Research* <https://doi.org/10.5296/elr.v3i2.11976>
- Analysis and Application 6 ed. Colombo: Prentice- Hal Inc.*
- And Classroom Activity. USA: Pearson Education, Inc*
- Anderson Moore, PhD 2008, *Ouasi Experimental Evaluation Part 6 in a series*
- Andrew Biemiller 2002, *Teaching Vocabulary Farly, Direct and Sequential.*
- Anonymous. 2009. Individual Learning Plan, Retrieved. [http://en.wikipedia.org/wiki/Individual\\_Learning\\_plan](http://en.wikipedia.org/wiki/Individual_Learning_plan). Monday, 5 Agustus 2012.
- Arikunto, Suharsimi. 1996, *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara
- Berardo. (2017). The Effects of Task-Based Language Teaching ( TBLT ) on the Reading Comprehension in EFL Classes. *International Journal of Secondary Education* 4531, 172– 179.
- Borg, Walter R. Meredith Damian Gall. 1997. *Educational Research an Introduction.*
- Brown, Douglas H 2004, *Language Assessment, Language Assessment: Principle*
- Caroline T. Linse 2005, *Practical English Language Teaching: Young Learners,*
- Creswell , John. W. (2014). *Research Design .pdf* . United States of America: SAGE.
- Mulyadi, Dodi. (2016). Task-Based Influence language Teaching (TBLT) Against English Language Skills and Soft-Skills of Unimus Bachelor of Nursing Students , *Lite Volume 12 Number 2* 166–184.
- Drs Gunarso Susilohadi, MPd, TESOL, Drs Arief Setyayoga, MA, *Panduan*
- Gay, L.R and Peter Airisian 2000, *Educational Research: Competencies for* Jakarta PT. Rinekan
- John T. *Vocabuiary Key To Long- Term Reading Success.* Language: Same or Different
- Laufer Betia 1997, the Development of Passive and Active Vocabulary a Second LearningRx Program, *Students with Reading Problems*, available online, <http://www.learningrx.com/students-with-reading-problems-faq.htm> accessed on January 18<sup>th</sup> 2024.



Obeso, W. S. (2015). Exploring communicative competence development in an ELFT classroom at Cursos Libres. *Journal of SciELO*, 23. <http://dx.doi.org/10.14482/zp.22.5832>

*On Practical Evaluation Method.*

Paul Mearra Suasea 1998, *A note and passive vocabulary.*

Peter Ballantyne 2002, *Collecting and Propagating Local Development Content*

Pilkuski and Templeton 2004, *Teaching and Development* Kristin

Santos, L. M. D. (2020). The discussion of communicative approach in language classrooms. *Journal of Education and e-Learning Research*, 7(2), 104-109. <https://doi.org/10.20448/journal.509.2020.72.104.109>.

*School.*

Suharyadi. 2013. *Exploring "Scientific Approach" In English Language Teaching.* Malang: Universitas Negeri Malang