

# The Implementation of Practice Generalization Reinforcement (PGR) Learning Strategy to Improve English Grammar Learning Outcomes in Junior High School

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**Abstract:** *The aim of this classroom action research that the model was based on Hopkins to investigate whether practice generalization reinforcement (PGR) strategy by from example to rule type can improve student's achievement of English grammar in the junior high school. The research subjects were students of class VIII in the second half of 2015/2016 academic year in SMP Negeri 1 Labang, Bangkalan, East Java. The research had two cycles. The data is collected by a formative test method. Descriptive statistics was used to analyze the data. The result of this research gained Obtained by the achievement of average Compared to before applying of PGR, that is pre cycle = 49, I = 62 cycles, cycle II = 76. So, the research results showed that PGR strategy by from example to rule type can improve learning outcomes, especially to learning concept of English grammar in junior high school.*

**Keywords:** *Instructional strategy, PGR, Classroom action research*

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## I. Introduction

The students of secondary school (SMP) in Indonesia learn three languages for three years. The first language which is learned is Indonesian. It has two position and function as an introduction and as national languages constitution. The second language is the mother tongue of hundreds language and generally it is studied in the context of local content with the primary goal. In daily communication, the family use mother tongue to keep it from the language extinction. The third language is English, it is as a foreign language (*foreign language*) and it is not as a second language (*second language*) like in Malaysia or in India. The third type is packaged in the language curriculum, nationally curriculum and in school based curriculum.

English is nationally learned since students enter junior high school although in primary school education and in kindergarten have been introduced. English was learned since in early stage because English is international language which is often used to communicate between nations. It is the official language of the United Nations and the dominant language used to write the results of science worldwide works.

Efforts to learn English at an early stage in the SMP are certainly very encouraging, but unfortunately learning English in junior high school is still a lot of emphasized on the ability to understand. The logical consequence is less to support in preparing a person to be able to use English in communication with others and academic interest. The impact can be seen when the students in junior high school has been graduated and they continue their studies to a higher level of education, the high school, vocational school or MA, even to college. They are less able to provide an explanation for the selection of vocabulary (*word choice*), tense (*tenses*) and sentence construction is good and right in accordance with the rules of English grammar.

The responsibilities for these weaknesses are not only because the scope (*scope*) and the sort order (*sequence*) junior high school English curriculum but also because of lack of proper learning strategy, it is less varied and attractive. The results of the interview between the author and a number of eighth grade students at the junior high school SMP Negeri 1 Labang Bangkalan shows that the students are not familiar with specific learning strategies is used to learn English grammar concepts. For example, the concepts of grammar in teaching English in general were learned in conventional manner, i.e. with a pattern *from rule to example* (Oshima & Hogue, 2006; 2007). Such learning patterns, potentially causing students' understanding of the concepts of grammar are always not meaningful, more fictional (*verbalistic*) and not applicable.

This concept is suspected to be one of the causes in less optimal learning outcomes in English subject, especially in mastery of grammar and four language skills (*four language skills*) is generally achieved by junior high school students. In Bangkalan, for example, the achievement level of English proficiency is still considered low. It was proven that the average score of English National Examination junior high school in Bangkalan Regency 2014/2015 school year still reached 65.10.

According to Sharpe (2000), the general teaching of English teach four language skills, they are reading (*reading*), listening (*listening*), speaking (*speaking*) and writing (*writing*) and also the three components of language, they are grammar (*structure*), vocabulary (*vocabulary*) and pronunciation (*pronunciation*). Learning grammar is composed of two parts: a sentence pattern (*pattern*) and the writing style (*style*). Learning

grammar is essentially learning about the concept. Learning strategies concept that has been developed over the years primarily to learn the key ideas serves as the foundation for students' high level thinking and provides a basis for better understanding and communicating.

Learning strategy is not designed to teach the concept of information in large numbers for the students. Basically, without an understanding of quality in certain key ideas, learning on the broad subject area or almost is impossible to do (Richey, 1986). Experts have developed several strategies for learning concepts, such as learning strategy directly (*direct instruction*) from Tennyson (1981) and *Concept Attainment* of Brunner (1996). In direct instructional strategies teachers presents carefully the order of presentation such as the method of explanation (*Expository*) or examination (*interrogatories*) on the concept to be covered. Learning is taken directly with advance any *rule*, then present examples to clarify the concept and understand the concept. This pattern is called *from rule to example* (Arends, 2007).

On the other hand there is a strategy PGR (*practice generalization reinforcement*) which is used when the student is ready with some ideas about a particular concept or set of concepts through the presentation of some examples (*example*) of a concept, the teacher promotes a way of thinking inductive to the students and help them build thinking process (Boardman & Frydenberg, 2002; Harmer, 2004). The implementation of this strategy using a pattern is called *from example to rule*, which began to learn by presenting examples then headed on understanding the concept of *rule*.

The difference between the patterns of presenting the *rule to live by example* on learning patterns *from example to rule* on PGR strategy will lead to make differences and patterns of information processing in the students' cognitive structure to understand certain level of understanding (Harmer, 2004). In the pattern *from the rule to example* is understood as the concept of building deductively deriving from the definition of the concept then giving examples and non-examples, the process of understanding of the concept begins with identifying the attributes, it contained in the concept then it compared with examples and non-examples. In contrast to the pattern *from example to rule* is understood as the concept of comparison based on the data or examples presented in early learning through the process of identifying similarities traits that they are common in the examples, students get the guidance of teachers in trying to find a concept or *rule* (Merrill and Tennyson, 1983). Thus, in using PGR strategy, student will be formed through an inductive process, whereas the direct understanding of the concept of learning strategies established through deductive process.

Differences in the pattern of presentation can pose different concepts to understanding the concept of learning outcomes. How and where strategies are more effective in teaching the concept of grammar (*grammar*) in particular? This is an interesting question to be studied empirically.

Learning grammar through direct learning strategy or strategies PGR has a strong methodological foundation in developing the ability to learn to understand the concept as an important *scaffolding* to build the students about the various objects that learned (Scheffer, 1960). However, both strategies almost rarely applied because the messages of the concept of learning that most of them is not learned specifically but combined with the overall learning materials (Ismail, 2012).

Based on theoretical arguments, the authors propose the research entitled "The implementation of *Practice generalization Reinforcement* (PGR) Learning Strategy to Improve English Grammar Learning Outcomes in Junior High School". English is a tool to communicate orally and in writing in an effort to understand and express information, thoughts and feelings. The competence or the ability to communicate this in essence is the ability of discourse, such as the ability of a person in understanding and creation of discourse. Discourse is simply defined as text, both written and spoken in the context of significantly were influenced by the situation and culture (Celce-Murcia, Domyei & Thurrel, 1995).

Linguistic competence (*linguistic competence*) refers to the understanding and ability to apply elements of grammar, vocabulary, pronunciation and spelling in the text correctly. Understanding the importance of grammar in the effort to improve linguistic competence, the necessary strategy grammar learning English as a foreign language is a learning strategy *generalization Practice Reinforcement* (PGR).

PGR learning strategy is a learning strategy that uses a structured investigation process in learning English grammar, it starts from the stage of *practice, generalization and reinforcement*. Hammer (2004) and Boardman & Frydenberg (2002), suggests syntax learning strategies PGR in the learning process is done as follows: (1) *practice phase*, this phase teachers presents learning materials in text forms, students understand these texts and identify the *grammar* and answer questions, (2) *generalization phase*, this phase the teacher facilitates students to find a pattern (*pattern*) grammar used in the text, students work in groups to look for patterns and presenting grammar and teachers provide confirmation, and (3) *reinforcement phase*, this phase the teacher gives problems or questions relating to the grammar they have learned, students work individually with students and teachers to confirm the answer.

## II. Research Method

The method of this study used classroom action research (CAR), which consists of two cycles and collaborative between researchers and collaborators. CAR was conducted in two cycles with four stages, they were planning (*planning*), implementation (*acting*), observation (*observing*) and reflection (*reflecting*). Reflections on the first cycle were used as a reference to the action plan on the second cycle. CAR design cycle model used is the spiral developed by Hopkins (1993). Classroom action research was a spiral consisting of four phases including planning, implementation, observation and reflection.

The subjects were students of class VIII SMP Negeri 1 Labang, Bangkalan, East Java, the second semester of the school year 2015/2016. The theme of learning that became the content of this research is the *Show Me How* for the pre-cycle, *Do you like Sport?* for the first cycle, and *Could You Help Me, Please?* for the second cycle. Pre-stage cycle use direct learning strategies (*direct instruction*) with a pattern *from rule to example*, whereas in the first cycle and the second cycle uses PGR strategy with patterns *from example to rule*.

Data were collected through a formative test at the end of each cycle. The data analysis used descriptive statistical analysis and presented in percentage form of tables, graphs and diagrams. Data are summarized in percentage by the following criteria.

**Table 1.** Criteria Mastery Learning Outcomes

No.	Learning outcomes	Classification
1.	80-100	Very satisfactory
2.	70-79	Satisfactory
3.	60-69	Average
4.	50-59	Poor
5.	0-49	Very Poor

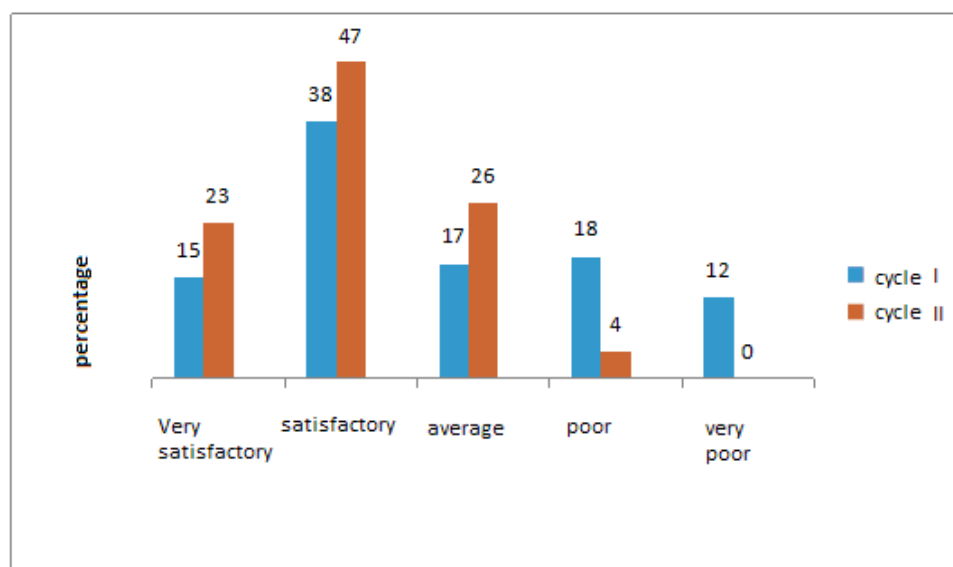
(Source: Poerwanti, 2008)

## III. Result and Discussion

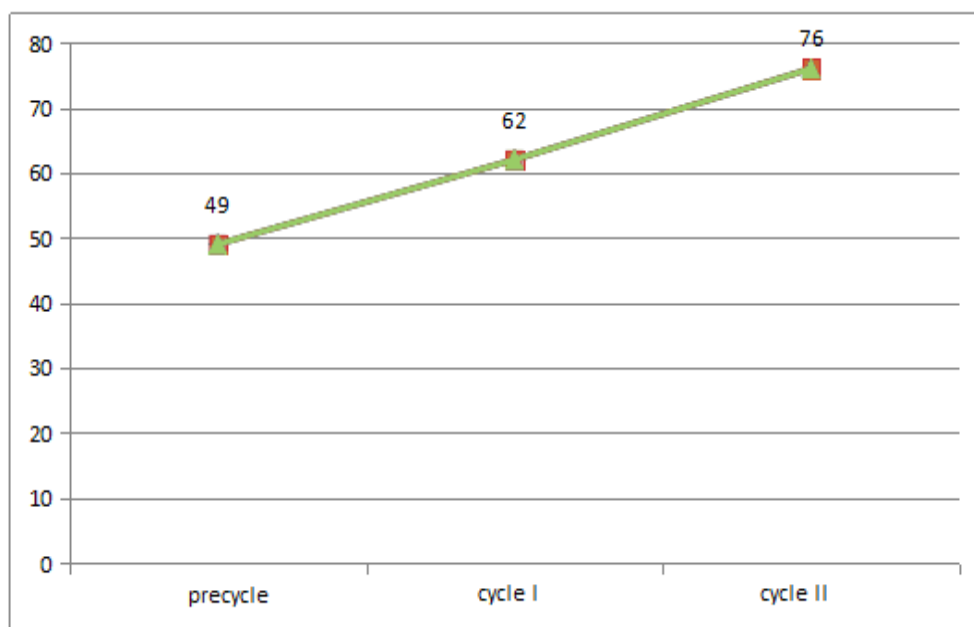
The Results of this research of students' learning outcome can be seen in Table 2 and Figure 1. The results of students' mastery learning are presented in Figure 2.

**Table 2.** Improved Learning Outcomes Cycle I and Cycle II

No.	Criteria Learning Outcomes	first cycle	cycle II	Difference Cycle I - II
1.	Very satisfactory	15%	23%	8%
2.	satisfactory	38%	47%	9%
3.	Average	17%	26%	9%
4.	Poor	18%	4%	-14%
5.	Very Poor	12%	0%	-12%
	<b>amount</b>	<b>100%</b>	<b>100%</b>	<b>0,00%</b>



**Figure 1.** Comparison of the Achievement Learning Outcomes cycle I and II



**Figure 2.** Graph of Student Learning Outcomes in the Pre-Cycle, Cycle I and Cycle II

Based on Table 2 and Figure 1 seems clear that there are significant differences in student learning outcomes obtained in the first cycle and the second cycle. There is increased at each cycle of learning outcomes I and II cycle. Improved learning outcomes are very satisfactory in the second cycle to cycle I have a difference of 8%. The result increased in satisfactory the criteria in the second cycle to cycle I have a difference of 9%, the resulting increase in average criteria in the second cycle to cycle I have a difference of 9%. The resulting increase in poor criteria on the second cycle to cycle I have a difference of -14% and increase the criteria very poor in the second cycle to cycle I have a difference of -12%.

Based on Figure 2 data were showed that there was an average increased students' learning outcome in each cycle. At the time of pre-cycle average score of students' learning outcomes were 49, experienced an average increase in student learning outcomes by 13 points in the first cycle i.e. to 62 and increased in the second cycle of 14 points which became by 76.

Based on these results it appears that the application of learning strategies PGR with patterns *from example to rule* has an important role in the process of learning English grammar mainly to the theme *Do You Like Sport?* and *Could You Help Me, Please ?*.

On the implementation of pre-cycle that uses learning strategies directly with the pattern *from the rule to example*, a classroom atmosphere was in ordinary condition. The results of observations by the author showed that there is no significant change in the management and behavior of student learning as just listening seriously taking notes and not many of the questions posed and students were passive.

On the implementation of the first cycle, when teachers change instructional strategies to use learning strategies PGR (*practice generalization reinforcement*) pattern *from example to rule*, class atmosphere began to change. When the *practice phase* is still like usual, such as listening to the teacher presentation seriously and record things that are considered important. In this phase, the teacher is only presenting the learning materials in the form of examples of text, students understand the content of the text and identify its *grammar* and occasionally answered questions. But when the *generalization phase* was occurred a significant event change. In this phase the students are so busy and work together to find a pattern (*pattern*) grammar used in the text, students actually work in group looking for patterns of grammar and present. It is an interesting phenomenon, but it is still in awkward condition because for the first time they learn that way. While on the *reinforcement phase*, the beginning learning process seemed fun learning because teachers do not seem to give problems or questions relating to the grammar what they have learned. In this phase of work individually and facilitated by the teacher.

In the second cycle learning atmosphere changed significantly. Perhaps based on the significant experience in the first cycle, the second cycle of the learning takes place very pleasantly. Students' readiness to learn is visible and seems happy to enjoy the learning process.

#### IV. Conclusion And Suggestion

Based on the results of this study, it was concluded that the learning strategy PGR (*practice generalization reinforcement*) from *example to rule* patterns can improve student learning outcomes, especially in learning English grammar concepts in Junior High School. It is recommended for the teachers to consider implementing learning strategies PGR pattern *from example to rule* in learning English grammar concepts in middle school with its own improvisation.

Based on these results, it is also suggested that teachers look for alternative learning strategies and other patterns that emphasize more on student centered strategy (*student centered*), not solely centered on the teacher (*teacher centered*). Learning English grammar concepts is not only rote or verbalistic but also it is more meaningful and more applicable.

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