

Improving English Grammar Mastery of Madrasah Diniyah Students through EGRA-Based Mentoring

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Abstract: This community service program aims to improve the English grammar mastery of Madrasah Diniyah (Madin) students at STIT Al-Urwatul Wutsqo Jombang through mentoring using the EGRA (Exposure, Generalization, Reinforcement, and Application) method. The program was conducted in response to students' low grammar proficiency resulting from their religious educational backgrounds and limited exposure to formal English learning. The EGRA method was applied as a gradual, participatory, and contextual grammar learning approach to enable students to independently understand and apply grammatical rules. This program involved 26 Madin students and employed a quantitative design using pre-test and post-test instruments. Data were analyzed using descriptive statistics and a paired sample t-test. The results indicate a significant improvement in students' grammar achievement after the mentoring program, as shown by an increase in the mean score from 44.81 in the pre-test to 64.04 in the post-test. Statistical analysis also revealed that the calculated t value was higher than the t table value ($9.836 > 2.05954$) with a significance level below 0.05. These findings confirm that the EGRA method is effective in enhancing grammar mastery, learning motivation, and students' confidence. This community service activity contributes an adaptive

grammar mentoring model for students with non-general educational backgrounds, although it remains limited in terms of participant number and the scope of grammatical materials.

Keywords: community service, mentoring, grammar, EGRA method, Madin students

Abstrak: *Kegiatan pengabdian kepada masyarakat ini bertujuan untuk meningkatkan penguasaan grammar bahasa Inggris mahasiswa Madrasah Diniyah (Madin) di STIT Al-Urwatul Wutsqo Jombang melalui pendampingan menggunakan metode EGRA (Exposure, Generalization, Reinforcement, dan Application). Pendampingan ini dilatarbelakangi oleh rendahnya kemampuan grammar mahasiswa yang berasal dari latar belakang pendidikan keagamaan dengan keterbatasan paparan bahasa Inggris formal. Metode EGRA diterapkan sebagai pendekatan pembelajaran grammar yang bertahap, partisipatif, dan kontekstual agar mahasiswa dapat memahami dan menerapkan kaidah bahasa Inggris secara lebih mandiri. Kegiatan ini melibatkan 26 mahasiswa Madin dengan desain kuantitatif menggunakan instrumen pre-test dan post-test. Data dianalisis melalui statistik deskriptif dan uji paired sample t-test. Hasil menunjukkan adanya peningkatan kemampuan grammar yang signifikan setelah pendampingan, ditandai dengan kenaikan nilai rata-rata dari 44,81 pada pre-test menjadi 64,04 pada post-test. Hasil uji statistik juga menunjukkan nilai t hitung lebih besar dari t tabel ($9,836 > 2,05954$) dengan tingkat signifikansi di bawah 0,05. Temuan ini mengindikasikan bahwa metode EGRA efektif dalam meningkatkan penguasaan grammar, motivasi belajar, serta kepercayaan diri mahasiswa Madin. Kegiatan PKM ini memberikan kontribusi berupa model pendampingan grammar yang adaptif bagi mahasiswa berlatar belakang non-umum, meskipun masih terbatas pada jumlah peserta dan cakupan materi pembelajaran.*

Kata kunci: *pengabdian kepada masyarakat, pendampingan, grammar, metode EGRA, mahasiswa Madin*

Introduction

Diniyah Madrasahs are educational institutions that provide classical education and instruction with the aim of supplementing the Islamic religious knowledge of students who receive less Islamic religious education in their schools.¹ Most of the male and female teachers at Diniyah madrasahs are graduates of Madrasah Aliyah or Islamic boarding schools.² In recent years, the government has provided scholarships to Diniyah madrasah teachers to enhance their capacity by allowing them to pursue studies from undergraduate to postgraduate levels, and one of these institutions is STIT Al Urwatul Wutsqo Jombang. However, in the implementation of English language learning, they are quite behind other regular classes.

¹ Ainur Rofiq et al., 'Kyai's Leadership in Prayer-Based Counseling at Pesantren: A Management Strategy', *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 10, no. 1 (2025): 1, <https://doi.org/10.31538/ndhq.v10i1.53>.

² Moch Sya'roni Hasan, 'Learning Model Service-Learning at Boarding School', *Nazhruna: Jurnal Pendidikan Islam* 4, no. 3 (2021): 3, <https://doi.org/10.31538/nzh.v4i3.1139>.

Besides, they tend to be quiet and inactive during the English language learning process.³ After interviewing the students, it turned out they had different backgrounds. They came from madrasah, pesantren, and salaf pesantren graduates, and they took packages A through C to obtain formal school diplomas. This is what motivates English language lecturers to accompany students and provide additional learning to give them the same learning opportunities as regular classes. English is one of the very important MKDU courses to study. The world of education continues to evolve and demands that every individual within the circle of educational globalization participate in learning English. The benefits of the English language are so vast, encompassing education, technology, the world of work, and even serving as a medium for socializing and fostering cooperation between continents.

One of the goals of learning English at STIT al Urwatul Wutsqo is to learn grammar. In English language learning, language skills and language aspects are inseparable. Language aspects can complement language skills. To learn English, students must be able to use the correct basic structural patterns and master grammar and vocabulary. Grammar is an important aspect of forming words and constructing English sentences. Grammar is a model (systematic description) of the linguistic abilities of native speakers of a language that allows them to speak. Explanation: Grammar is the most important aspect of communicating with others because it can convey our meaning in communication so that others can understand our message.⁴ Grammar includes phonology (sound), morphology (word structure), and syntax or sentence structure⁵. Because of the importance of grammar, students have mastery of it.

Brown argues that without grammar imposed by organizational constraints on our communicative efforts, language would simply become chaos⁶. These statements demonstrate that in English learning, language elements play a crucial role in developing all four language skills. In reality, learning grammar is not easy for learners. Most learners struggle with grammar. Grammar is central to language teaching and learning, but it is also one of the most difficult aspects of language to teach and learn effectively.

The purpose of this mentoring is to assist Madin students in mastering English grammar through the EGRA method. The reasons for choosing this mentoring include: First, Madin students' English (grammar) skills are very low. Second, their average English grammar scores differ significantly from those of regular classes. Observations

³ Khudriyah Khudriyah and Nur Munir, 'Upaya Peningkatan Writing Siswa Melalui Strategi Gambar', *An Naf'ah: Jurnal Pengabdian Masyarakat* 3, no. 2 (2025): 146–57, <https://doi.org/10.54437/annafah.v3i2.2356>.

⁴ Khudriyah Khudriyah et al., 'Peningkatan Speaking Melalui Metode Debat', *An Naf'ah: Jurnal Pengabdian Masyarakat* 3, no. 1 (2025): 11–23, <https://doi.org/10.54437/annafah.v3i1.1869>.

⁵ Sanas Tasia Sihalo et al., 'Analisis Faktor Dan Dampak Penggunaan Bahasa Gaul Terhadap Keterampilan Berbahasa Indonesia Di Kalangan Mahasiswa', *Morfologi : Jurnal Ilmu Pendidikan, Bahasa, Sastra dan Budaya* 2, no. 3 (2024): 251–57, <https://doi.org/10.61132/morfologi.v2i3.683>.

⁶ Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 6 ed. (Pearson Education, 2015).

(during the beginning of the course) indicate that students are almost inactive and very passive in their English classes. Third, they need a new method that can facilitate their grammar mastery. Fourth, the EGRA method can help students master grammar.

Based on informal interviews and observations, the reasons for their poor grammar skills were identified. Many problems faced by students include educational backgrounds that are far from general subjects, and specifically, English, which they feel they have never studied before. The students' limited grammar mastery results in their low average grammar scores, leading to a lack of interest in learning English/grammar because they believe English is not their native language. Considering this, the LP3M Team of STIT al Urwatul Wutsqo Jombang's Community Service Program (PKM) conducted a community service program with a counseling program on how to master grammar through the community service. The community serve aims to equip Madin students with English grammar skills. Furthermore, this PKM activity can provide a means for students to strengthen their grammar skills.

The current situation of the students under their guidance is in dire need of attention, especially in grammar learning. As is known, most of the East Java Provincial Government Madin scholarship students at STIT al Urwatul Wutsqo have Islamic boarding school (*pesantren*) and Salaf (traditional Islamic boarding school) educational backgrounds, and their formal diplomas make it difficult for them to understand English. This contrasts sharply with regular students who have been exposed to English since elementary school.

The current condition of the assisted subjects is that they have difficulty understanding all the components of the English language learning, and ultimately, they have significant difficulty absorbing English language learning materials (grammar).

Given this reality, assistance is needed to address this issue. The results of the grammar pretest are as follows:

Table 1: Pretest scores of assisted subjects:

No	Namae	Score
1	Ahmad Husni Mubarak	40
2	Ahmad Ilham	40
3	Alfa Nurul Kamaliya	50
4	Alfiyatur Rosidah	50
5	Dewi Karisma	50
6	Dewi Mas'amah	50
7	Irfan Wahyu Danuarta	50
8	Khasbiyatul Zulfa Cahyani	40
9	Khusniatul Arshida K. Sari	50
10	M. Sholikhudin	40
11	Maya Nor Fitriana	60
12	Mei Wulandari	60

13	Miftahul Ulumia	30
14	Mohammad Aldi Zakariya	30
15	Mohammad Hasyim	40
16	Muhammad Irham B.	50
17	Muhammad Kholil	60
18	Naharindita Windyas Wari	65
19	Nanang Misbakhul Munir	40
20	Shofiyatus Sholihah	35
21	Siti Nurul Hidayah	30
22	Ulfatun Hasanah	35
23	Umi Asmaul Khusnah	40
24	Zahrotul Fitria	40
25	Zuliaty Farida	30
26	Zuni Rahayu	60
	Mean	44,81

The table above shows that the grammar skills of Madin students are very lacking and need improvement.

After participating in this mentoring program, the participants are expected to have a good grasp of grammar. Furthermore, the following benefits will be achieved:

- a. Increased grammar knowledge and mastery for Madin teachers.
- b. Improved Madin teachers' skills in mastering English text genres related to grammar.
- c. Familiarizing teachers with the characteristics of English texts.
- d. Improving English language learning achievement for Madin teachers.

As a mentoring program, the researcher has a program aimed at improving the pronunciation skills of English vocabulary among students at STIT Al Urwatul Wutsqo Islamic Boarding School in Bulurejo, Jombang. This program is part of the "Banpeming" program, managed by the researcher since 2019. It is guided by an English teacher and assisted by students majoring in English.

This assistance is incidental in nature, meaning it will be implemented according to the needs of the community. Therefore, its implementation depends on the needs of the community or school. If the community/school requires learning assistance related to English, the researcher, as a mentor, will provide assistance to the students who truly need assistance and will be guided until they can master the English learning material required by the community/school/campus.

The statement above can be concluded that the mentoring activity is a form of familial gathering to jointly produce educational benefits simultaneously. The goal of this activity is to improve the grammar skills of Madin students at STIT al Urwatul Wutsqo Bulurejo. The strategy used to achieve the mentoring goal is the same as the

strategy in the EGRA method, which has four phases: Exposure, Generalization, Reinforcement, and Application⁷.

As a grammar learning method, EGRA (Exposure, Generalization, Reinforcement, and Application) provides students with the opportunity to discover sentence forms and functions for themselves. This can build more intrinsic motivation by allowing students to discover rules rather than being told to do so⁸. Each stage of EGRA has a specific purpose. The purpose of exposure is to subconsciously expose students to specific grammatical items used; the purpose of generalization is for students to better remember the conclusions about form and function they themselves make; the purpose of reinforcement is to help students check or revise their generalizations; and the purpose of application is to use or apply the grammar items learned in the previous stage to communicate information or messages.

To understand English, students must understand how to use English, how to write good sentences, and how to communicate grammatically. There are several skills in learning English, such as grammar, speaking, writing, and listening⁹. Grammar is central to sentence structure, as it helps students understand how to construct sentences and communicate, particularly with tenses. Understanding tenses allows students to understand verb functions and distinguish between past and incomplete events. Given this situation, researchers adopted the EGRA (exposure, generalization, reinforcement, and application) method to teach specific tenses (present, past, and future tense). By using various multimedia tools in teaching tenses, students can more easily understand tenses without psychological stress. They also enjoy learning because there is no pressure to learn. They are free to learn and feel confident.

They will be good at working both individually and in teams, as they will be engaging in group discussions. According to Marpuhin, cited in I Ketut et al., learning grammar is necessary for understanding genres (specific grammar such as tenses).¹⁰ Grammar learning should make students more active, creative, effective, and enjoyable¹¹.

This method is a type of technique that can be used in teaching English grammar. It brings students into concrete experiences to discover language principles. The technique is more task-oriented, namely, discovering the form, meaning, and function of a grammatical item. Rizkia and Surachni state that the syntax of the EGRA method (Exposure, Generalization, Reinforcement, Application) is that students draw on their

⁷ Tia Liszawati, *Exploring Egra (Experience, Generalization, Reinforcement And Application) In Efl Students' Writing Narrative Text*, 1, no. 3 (2021).

⁸ Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*.

⁹ Eriska Puspita Dani et al., 'Utilizing Canva Application in Enhancing Students' Speaking Skill in English', *Journal of English Development* 3, no. 2 (2023).

¹⁰ Khudriyah Khudriyah, 'Strategi Menulis Abstrak Berbahasa Inggris', *An Naf'ah: Jurnal Pengabdian Masyarakat* 2, no. 1 (2024): 58–72, <https://doi.org/10.54437/annafah.v2i1.1499>.

¹¹ I Ketut Oka Ribawa, 'Penerapan Metode PPP (Presentation, Practice, and Production) Dalam Pembelajaran Menulis Teks Deskriptif Kelas VII SMP PGRI 4 Denpasar', *Linguistika* 23, no. 44 (2016).

existing knowledge, generalize their knowledge, reinforce it, and apply it in real-life situations¹².

The EGRA method has four competencies: exposure, generalization, reinforcement, and application. During the exposure stage, students are allowed to listen to or read texts that introduce them to new grammatical patterns. The texts should demonstrate what language means and how it is used, and they should also be engaging and engaging. Eyring and Brown state that: "What experiential learning emphasizes for us is providing students with concrete experiences, even as they discover language principles through trial and error, processing feedback, constructing hypotheses about language, and revising these assumptions to become fluent."

During the generalization stage, students must discover the form and meaning of the new language and how it is used. By providing students with specific questions or instructions, we hope they can conclude the form, meaning, and use of the new language.

Brown states that it builds more intrinsic motivation by allowing students to discover the rules they've been told¹³. In the reinforcement stage, students perform exercises related to the new grammatical patterns they've learned. The teacher tries to see if students can produce the new language. If students can't produce the new language or they can but with few errors, we can move on to the generalization stage to clear up the problem.

During the application stage, students try to use what they've just learned to create their own sentences, not sentences presented by the teacher or textbook as models. It's at this stage that the teacher and students can determine whether students truly understand the meaning, usage, and form of the new language. If they can produce their own sentences, the presentation is successful.

Method

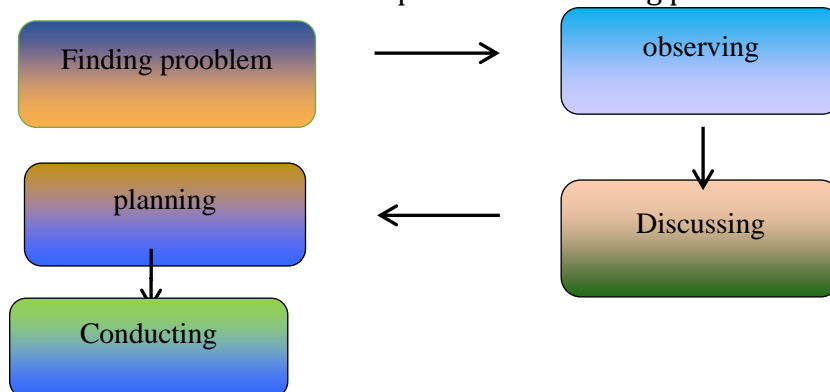
The design of this research is quantitative research; the sample was students of Madin at STIT al Urwatul Wutsqo, about 26 students. This study aims to investigate whether the students who are taught using EGRA significantly score better in grammar achievement than those who are taught before using EGRA. The data collected using the test. The data was then analyzed using descriptive statistics to know the mean, standard deviation, minimum, and maximum score, and using inferential statistics using a paired sample pre-test and post-test.

The mentoring procedures can be seen from the following graphic:

¹² Elok Rizkia, "Metode Egra (Exposure, Generalization, Reinforcement, Application) Dalam Keterampilan Berbicara Siswa Kelas Xi Ipa 4 Sma Negeri 1 Krian," *Laterne* 3, no. 3 (2014).

¹³ Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*.

Graphic 1.1 Mentoring procedures



Result and Discussion

Result

Before the mentoring was conducted, the researcher, acting as a mentor, recognized the challenges faced by the Madin students, particularly their weaknesses in English proficiency. This is understandable given their different educational backgrounds from regular students. After learning this, the researcher observed several students who were struggling and unmotivated to learn English. The purpose of the observations was to gain insight into the real-life conditions of the students being mentored. This involved observing and interviewing the students, namely the Madin students at STIT al-Urwatul Wutsqo.

After gathering sufficient information, the researcher held discussions with colleagues, some of whom were English teachers and students majoring in English who typically provide private English lessons or operate English courses. These discussions aimed to learn how to effectively teach English pronunciation to the Madin students. The researcher also sought their assistance in mentoring the Madin teachers in understanding and mastering grammar easily.

After discussing with them, the researcher and team created a plan and implemented the action plan. The result of this planning was that the researcher, acting as a facilitator, chose the EGRA method, as outlined by ¹⁴, with the following steps for English language learning support:

I. Exposure Phase

The facilitator provides leading questions to students about the material to be taught, in the form of: Q&A

1. Picture Show
2. Brainstorming
3. Providing keywords.

¹⁴ Theresia Novita Sari et al., 'Deskripsi Kemampuan Membaca Permulaan Menggunakan Adaptasi Early Grade Reading Asesment (EGRA) Peserta Didik Kelas 1', *INNOVATIVE: Journal Of Social Science Research* 4, no. 5 (2024).

In this phase, the facilitator must strive to subconsciously guide the students in the material being taught by the facilitator. All activities carried out by the facilitator during the Exposure Phase are intended to be oral practice.

II. Generalization Phase

1. The facilitator asks students to form groups of 4-5 people each.
2. The facilitator assigns assignments in the form of discourse, questions, and quizzes, which essentially guide students in discovering the function and form of sentence structures to be taught.
3. The facilitator asks students to discuss their answers in groups.
4. Students discuss their answers in class, guided by the facilitator.
5. The facilitator writes the students' answers on the board.
6. The facilitator praises the students for their hard work in answering the questions.
7. The facilitator provides examples of correct pronunciation of the students' answers on the board.

In this stage, the researcher does not correct students' answers and allows them to freely express their ideas.

III. Reinforcement Phase

1. The facilitator reviews several student answers written on the board.
2. The facilitator provides clear explanations to reinforce the function and form of the language structure being taught.
3. The facilitator provides several example sentences as models.
4. The facilitator repeatedly drills students on correct pronunciation.
5. The facilitator provides further reinforcement by giving students assignments/questions to complete.
6. The facilitator asks students to work in pairs.
7. The facilitator asks students to discuss their answers with their partners.
8. Students discuss their answers as a class, led by the facilitator.

IV. Application Phase

1. Students are asked to work individually.
2. The facilitator gives students task cards containing situations/cases.
3. Students are asked to create several answers themselves in response to the situations/cases given.
4. The facilitator provides follow-up activities in the form of homework to be discussed in the next lesson.

The implementation of the mentoring process can be seen in the following figure:



The impact of the changes, as illustrated by the results and outcomes of the 2024 English grammar improvement activities for students at STIT Al Urwatul Wutsqo Bulurejo, demonstrates a comparison of the average pre-test and post-test scores for the 26 participants.

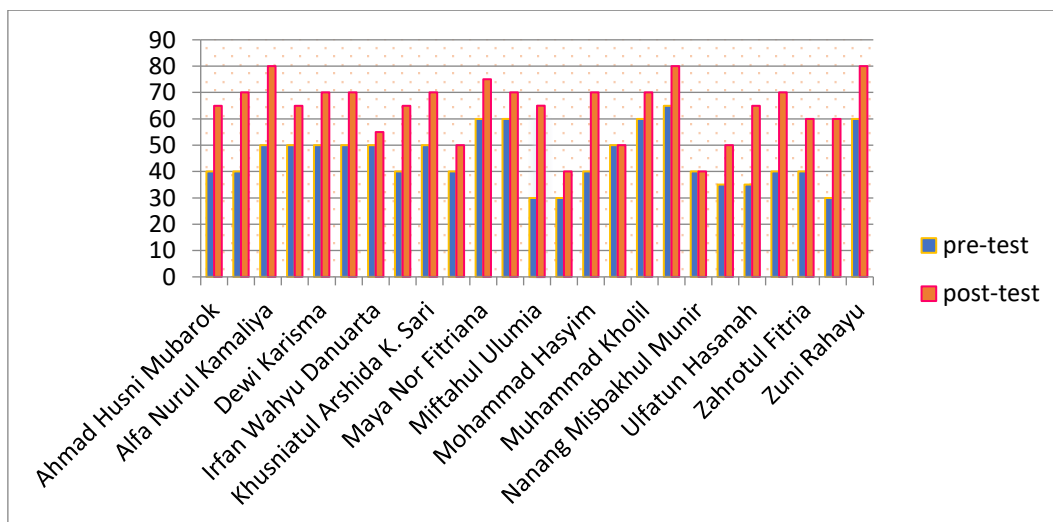
The results of this reading improvement activity can be seen in the following table:

Table 1: Pretest and posttest scores for assisted subjects:

No	Name	Score	
		<i>Pre-test</i>	<i>Post-test</i>
1	Ahmad Husni Mubarak	40	65
2	Ahmad Ilham	40	70
3	Alfa Nurul Kamaliya	50	80
4	Alfiyatur Rosidah	50	65
5	Dewi Karisma	50	70
6	Dewi Mas'amah	50	70
7	Irfan Wahyu Danuarta	50	55
8	Khasbiyatul Zulfa Cahyani	40	65
9	Khusniatul Arshida K. Sari	50	70
10	M. Sholikhudin	40	50

11	Maya Nor Fitriana	60	75
12	Mei Wulandari	60	70
13	Miftahul Ulumia	30	65
14	Mohammad Aldi Zakariya	30	40
15	Mohammad Hasyim	40	70
16	Muhammad Irham B.	50	50
17	Muhammad Kholil	60	70
18	Naharindita Windyas Wari	65	80
19	Nanang Misbakhul Munir	40	40
20	Shofiyatus Sholihah	35	50
21	Siti Nurul Hidayah	30	60
22	Ulfatun Hasanah	35	65
23	Umi Asmaul Khusnah	40	70
24	Zahrotul Fitria	40	60
25	Zuliati Farida	30	60
26	Zuni Rahayu	60	80
	Mean	44,81	64,04

The comparison score of the pretest and posttest can be seen in the following graph:



Discussion

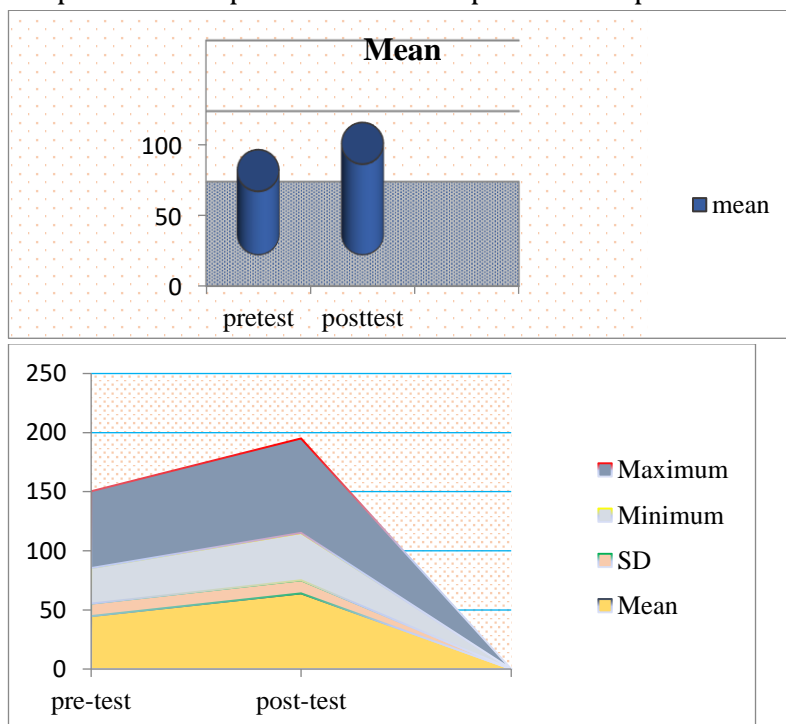
Table 3.1 Descriptive Statistic of Students Grammar Score

	Mean	Dev. Std.	Std. Error Mean	Minimum	Maximum
Pre test	44,81	10.534	2.066	30	65

Post test	64,04	11.047	2.167	40	80
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The comparison table above shows an increase in the average pre-test and post-test scores. The table shows that the pre-test mean was 44.81, and the post-test mean was 64.04. This indicates a significant increase between the pre-test and post-test scores, as the post-test scores were higher than the pre-test scores.

Graphic 3.1 comparisons of mean pretest and posttest



Graphic 3.1

Based on the above Graphic, it shows an increasing of learning outcomes (mean) before and after mentoring students of Madin at STIT al Urwatul Wutsqo Jombang. By providing the EGRA method for gradual grammar mastery, participants were able to absorb and understand the material well, enabling them to master grammar correctly and achieve higher post-test scores than their pre-test scores (before the mentoring activity).

To determine the t-value for significance, the researcher used a paired sample test formula, and the results are shown in Table 3.2 below:

Table 3.2 Paired Samples Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before EGRA	44.81	26	10,534	2.066
	After EGRA	64.04	26	11,047	2.167

Table 3.3

Paired Samples Correlations					
			N	Correlation	Sig.
Pair 1	Before EGRA & after EGRA		26	.574	.002

Table 3.4

Paired Samples Test

	Paired Differences	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
					Pair 1	Before EGRA - After EGRA			

Table 3.3 shows a fairly high correlation between before and after mentoring. Meanwhile, Table 3.4 explains the average difference in grammar mastery before and after mentoring activities was 19.23. Based on this average difference, it can be concluded that there is a significant difference in results before and after grammar learning using the EGRA method. Furthermore, the calculated t-value of 9.836 compared to the t-table value with a df of 25 of 2.05954, meaning the calculated t-value is greater than the table t-value, indicating a significant difference between before and after mentoring on English grammar using the EGRA method.

This is also supported by a significance value lower than alpha 0.05, indicating a significant difference between before and after mentoring on grammar mastery using the EGRA method for Islamic boarding school students of Madin at STIT al-Urwatul Wutsqo Jombang.

Scientific Discussion Analysis

Grammar plays a crucial role in English sentences. In English, every sentence always contains a tense. Grammar is the structure of language forms or verb phrases used to express time relationships (tense). Tense refers to the form a verb takes to

communicate information. This information usually relates to time¹⁵. Thus, grammar is structural if a language's verb forms express time. Structural grammar, associated with linguists, offers a fairly rigorous method for describing language structure in terms of both morphology and syntax.

The results of mentoring using the EGRA method have been significantly influential and align with grammar learning theory, as explained below: In this grammar, each word in a given sentence is categorized according to how it is used, and the 'pattern' or 'structure' is said to form the unique system of that language. The results of mentoring using the EGRA method have been significantly influential, and this aligns with grammar learning theory, as explained below: In grammar, each word in a given sentence is categorized according to how it is used, and the 'pattern' or 'structure' is said to form the unique system of that language. Chomsky's theory of transformational generative grammar emphasizes that humans have an innate capacity for language, allowing for the construction of an infinite number of sentences through systematic grammatical rules¹⁶. Unlike traditional or structural grammar, which aims to describe a specific language, transformational generative grammar seeks to provide a 'universal' description of language behavior, revealing the internal linguistic system inherent in all humans¹⁷.

Transformational generative grammar claims that the underlying properties of each individual language system can be discovered through detailed sentence-level analysis. In this context, Chomsky describes phrase structure rules that describe the underlying structure of all languages. These phrase structure rules combine with lexical rules to offer a semantic representation. A series of 'transformation' rules are then applied to the basic structure to add, delete, move, or replace underlying constituents within the sentence. Morphological rules are then applied, followed by phonological or orthographic rules.

Chomsky argues that 'grammar should be described in terms of the set of theories and descriptions necessary' to adequately describe linguistic phenomena. This minimalist linguistic theory program stems from the desire to minimize the acquisition burden for children learning language in a relatively short period of time. This argument reinforces the fact that Islamic elementary school students should learn English from elementary school through high school, but this is only done for a very short time. Nevertheless, the tutors strive to help them understand and master grammar.

The theory of universal grammar is closely related to the problem of learnability. To understand what universal grammar might consist of and its relevance

¹⁵ Nazila Muhanan et al., 'Meningkatkan Kemampuan Siswa Dalam Menggunakan Simple Past Tense', *Karimah Tauhid* 4, no. 1 (2025).

¹⁶ Anjani Rohmatul Ummah, 'Menelusuri Jejak Teori Generatif-Transformatif: Dari Pokok Pikiran Hingga Uji Coba Lapangan', *Jurnal Ilmiah Nusantara* (2, no. 3 (2025).

¹⁷ Tioara Monika Simarmata et al., 'Chomsky's Theory of Generative Transformative Grammar and Its Application in the Grammatical Sciences of the Batak Simalungun Language', *Jurnal Pembelajaran Bahasa Dan Sastra* 4, no. 5 (2025).

for language acquisition, some meaningful principles and parameters formulated by linguists will be mentioned. During the language acquisition process, children do not produce sentences that violate the principle of structural dependency, and every human being has a Language Acquisition Device that allows them to learn language naturally, so that variations occur¹⁸. These variations are caused by differences in social identity, such as social status, gender, age, ethnicity, and other social factors, Holmes in¹⁹. The results above support the theory developed by several previous studies, including: students' reading ability increases (Jannah et al. 2025), EGRA is also able to reduce grammar errors²⁰.

Conclusion

The community service program in the form of grammar mastery mentoring using the EGRA (Exposure, Generalization, Reinforcement, and Application) method proved to be effective in improving the English grammar competence of Madin students at STIT Al-Urwatul Wutsqo Jombang. This mentoring activity successfully addressed the main problems faced by the participants, particularly their low grammar proficiency caused by limited exposure to formal English learning due to their predominantly religious educational backgrounds. The evaluation results indicate a significant improvement in students' grammar achievement after the implementation of the mentoring program. The average score increased from 44.81 in the pre-test to 64.04 in the post-test, and the paired sample t-test analysis showed a statistically significant difference (t value = 9.836 > t table = 2.05954; sig. < 0.05). These findings demonstrate that the EGRA method is capable of facilitating meaningful, student-centered grammar learning while reducing psychological pressure and increasing learner engagement.

Practically, this community service activity contributed to enhancing students' motivation, confidence, and ability to understand and apply basic English grammatical structures. The EGRA-based mentoring model can be recommended as an alternative instructional approach for improving grammar skills among students from non-general or religious educational backgrounds, particularly in Islamic higher education institutions. Nevertheless, this program was limited in terms of the number of participants and the scope of grammatical materials covered. Therefore, future community service programs are encouraged to involve a broader participant base and more varied grammar topics to strengthen the sustainability and generalizability of the outcomes.

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