Using Grammar Bahasa Inggris Apps as Teaching Media to Improve Students’ Grammar on Simple Present and Simple Past Tense at Senior High School 3 Majene

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ABSTRACT
This research aims to determine whether or not Grammar Bahasa Inggris Apps can significantly improve Students’ Grammar on simple present and simple past tense at eleventh-grade of Senior High School 3 Majene. This research used a quantitative research method with a quasi-experimental non-equivalent design. The respondents of this research were the eleventh-grade students of SMAN 3 Majene who were selected using a cluster random sampling technique. The data of this research were obtained using test (pre-test and post-test), and questionnaires. The data analysis technique of test used was an N-Gain Score with the SPSS version 25 application for windows. Then, the questionnaire was calculated using a Likert Scale. The findings of this research indicated that Grammar Bahasa Inggris Apps significantly improve Students’ Grammar on simple present and simple past tense at eleventh-grade of Senior High School 3 Majene. This is indicated by the mean N-Gain percent value for the experimental class was 70.5540 or 70.5%

Keywords: Grammar Bahasa Inggris Apps, Teaching Media, Simple Present Tense and Simple Past Tense

INTRODUCTION
To study and perfect English as a foreign language, grammar is one of the key components. Knowing grammar could assist students in acquiring the essentials of the four language skills—listening, speaking, reading, and writing (Fitriani, 2018). It means that students who want to learn a foreign language such as English should master grammar. Without this, the students will have difficulty building sentences correctly. According to Thornbury (2003), What forms (or structures) are...
available in the language is one of the aspects discussed in grammar. Grammar has traditionally focused almost entirely on sentence-level analysis. Grammar is a description of the rules that determine how sentences are generated in a language. Grammar attempts to explain why the following sentences are acceptable. Besides it, Widianto (2011) stated that grammar is a description of the orderly arrangement of language parts.

Currently, teachers use a variety of strategies to improve their students' grammar. These strategies include using a variety of teaching techniques that students recreate in class, playing a variety of games, and using a variety of learning media, from traditional to digital. The goal is to improve students' grammar skills. To increase grammar ability, exercises are needed as cited in Mahmudah (2015) Practices are necessary for students to grasp English abilities, and practice is particularly crucial because they serve as a measure of how well they can comprehend the information being taught. When performing practices, one should consider whether they are relevant or not. The researcher assumes that for students to be proficient in grammar, they should complete more grammar activities.

But in fact, students frequently struggle with understanding the rules and tenses. When teaching grammar, the teacher uses a teaching-learning method that can occasionally bore the students. Susilowati and Khadami (2016) claimed that students frequently face problems while studying English. Because they use books as the media for learning and the majority of them found it challenging to comprehend all of the content taught in the classroom, it is hard to master the basics of English tenses. Additionally, because of the students’ fear of grammar, grammar is neglected. Due to their failure to learn English grammar, many students have poor English scores and decreased confidence while speaking in front of the public.

The problems above are faced by students of Senior High School 3 Majene. According to pre-observation, many obstacles stand in the way of students’ attempts to improve their English abilities, especially for SMAN 3 Majene at eleventh-grade students whose scores are still low, especially in grammar where they struggle to understand the use of tenses like simple present and simple past, and who also lack interest in learning English because they believe it will be difficult for students. They frequently make mistakes when translating their native tongue into English. Even though English is a foreign language, it has a different language pattern than its mother tongue (Syafei, 2013). According to Hossain (2018), there are some challenges with teaching and learning grammar, such as the teachers' lack of teaching experience, the poor quality of the learning activities in the classroom, the student's lack of courage to ask questions and express their opinions, the inappropriate methods and learning media, the unauthentic and overly challenging content, the lack of interaction between the students and teachers, or even the student's lack of focus in class. At senior high school 3 Majene, it was found that students face difficulties in writing. They do not know the structure of sentence. For example, when they are asked for giving their opinion, they cannot write it because they do not know the formula to build sentence. They do not understand about tenses that they use such as simple present and simple past tense. Additionally, the students' thought that English is difficult for them led them to lose interest in learning English subject. Furthermore, the teacher in the classroom simply used textbooks as a teaching tool without combining them with engaging applications that could hold students' attention while they were studying. Due to this issue, learning activities for the students are not maximized and the learning process, particularly grammar lessons, becomes monotonous and boring in the classroom.

The researcher has addressed the prior problem, using the abovementioned situation as a topic, by using learning applications to make grammar learning more fun. Because the way that application is used affects how students learn. Several items, including realia in teaching, a real object, an image, and even technology, might be presented by the teacher to the class in this situation to illustrate the discussion's point (Khotimah, 2018). It means that the teachers can apply the learning media which vary, innovative, and interactive such as integrating learning applications on the smartphone or laptop with the lesson into the lesson to facilitate student learning. The researcher can employ a variety of learning tools to construct engaging grammar lessons that address the aforementioned issues. Grammar Bahasa Inggris is one of the educational tools available on the Play Store. One of the most well-known online resources for learning English is

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Grammar Bahasa Inggris. The application is helpful because it provides 16 English tenses, phrases, conjunction, and so on. There are some resources with examples and practice for each tense. We can also simply check our score in this application. This application can be used offline so the students can access it anywhere without using a network connection.

Based on the background given above, the purpose of this research is to determine whether or not the grammar learning process in Senior High School 3 Majene may be significantly improved by the use of Grammar Bahasa Inggris Apps.

METHODS

This research has been conducted by using a quantitative research method with a quasi-experimental non-equivalent design and pretest-posttest control design. The researcher chose a quasi-experimental design because the purpose of this design was to attain valid conclusions about the effectiveness of the independent variable on the dependent variable. It has been appropriated for this research which concluded the effect of using Grammar Bahasa Inggris Apps. In this research, the sample of the research has been divided into two groups, namely the experimental group and the control group. Both the experimental class and the control class make predictions before teaching grammar.

Furthermore, 60 students in Senior High School 3 Majene were selected as the sample using a cluster random sampling technique. The participant in this research was a student class XII Science and XII Social. Several instruments were used in this research; (1) Pre-test, Post-test which is a tool to test students’ prior knowledge and advance knowledge.

There were steps of this research, the first researcher conducted Pre-Test in order to find out students’ prior knowledge at Senior High School 3 Majene. Second, the researcher began the treatment within 4 meetings in experimental class. So, the researcher taught the students using Grammar Bahasa Inggris application in teaching English structure. Furthermore, the researcher provided Post-Test for both classes to measure the student’s progress after apply the treatment. Then, the researcher distributed questionnaire to find out students’ perception after learn by using Grammar Bahasa Inggris.

For the data analysis, the researcher used N-Gain Score analysis in counting students’ grammar achievement. After that the researcher analyzed the questionnaire Findings.

a. The results of the Simple Present Tense and Past Tense in Pre-test Experimental Class

Before giving a treatment in the class, a pre-test was distributed to the control and experimental class to analyze how far the students understood the learning topic:

![Figure 1. Present Tense Pre-Test](image1.png)

By seeing these data, it could be concluded that there the lowest score was 5 and the highest was 40. The student’s knowledge of simple Present tense is very poor.

After analyzed students’ score in Pretest for Present tense, the researcher counted the score in Past Tense in pre-test.

![Figure 2. Past Tense Pre-Test](image2.png)

Based on the chart above, there were 7 students (28%) got a 30 score, 1 student (4%) got a 35 score,
6 students (24%) got a 40 score, 4 students (16%) got a 45 score, and 7 students (28%) got 50 scores. Considering these results, the lowest score was 30 and the highest was 50.

b. The Results Of Simple Present Tense and Past Tense in Post-Test Experimental Class
To compare the results in the pre-test, the researcher presented the students’ results of simple present tense post-test. It aims to measure the increase in students’ knowledge of simple present tense items after students got treatment by using Grammar Bahasa Inggris.

![Figure 3 Post-test Past Tense](https://www.j-hest.web.id/index.php)

Based on the chart above, it could be seen that there were 12 students (48%) who got a 10 score, 6 students (24%) got 15 scores, 6 students (24%) got 20, and 1 student (4%) got 25. Then, the researcher counted the students’ post-test score in past tense.

![Figure 4 Post-test Past tense](https://www.j-hest.web.id/index.php)

According to the chart above, on simple past tense item questions, there were 2 students (8%) who got a score of 30, 7 students (28%) got to score of 35, 7 students (28%) got a score 40, 7 students (28%) got score 45, and 9 students (36%) got to score 45.

c. The Results Of the Simple Present Tense and Past Tense in The control Class
The researcher presented the result of the pre-test in Simple Present tense item questions for the control class as the comparison with the experimental class. in the control class, the students did not learn grammar using Grammar Bahasa Inggris. They were learned conventionally.

![Figure 5 Pre-Test Present Tense](https://www.j-hest.web.id/index.php)

By seeing these data, most students got 20 scores which means students in the control class had a low understanding in answering the Simple Present Tense item.

Moreover, here is the results of past tense in pre-test:

![Figure 6. Pre-test Past tense](https://www.j-hest.web.id/index.php)

Based on the chart above, there were 6 students (24%) who got a 15 score, 1 student (4%) got a 5 score, 14 students (56%) got a 20 score, and 4 students (16%) got a 25 score. It could be concluded that most students got a score of 25 out of 100. It means students in the control class had low Simple Past Tense mastery in the pre-test.

d. The Results Of The Simple Present Tense and Past Tense in the Post-test Control Class
To compare the results in the pre-test, the researcher presented the students’ results of simple present tense post-test. It aims to measure the increase in students’ knowledge of simple present tense items without using Grammar Bahasa Inggris.
According to the table above, there was 1 student (4%) for each score of 0, 10, and 30 so the total is 12%. 8 students (32%) got 5 scores, 7 students (28%) 15 scores, 3 students (12%) got 20 scores, and 4 students (16%) got 25 scores. These results proved that students’ knowledge of simple present tense is poor. Here is the results of past-tense in post-test:

![Figure 8 The Post-test of Past Tense](image)

According to the chart above, there was 1 student (4%) who got a 5 score, 7 students (28%) got a 15 score, 16 students (64%) who got a 20 score, and 1 student (4%) who got a 25 score. These results revealed that most students got a score of 20 on past tense items questions.

**DISCUSSION**

The findings revealed that there was a quite significant difference between those who were taught by using the *Grammar Bahasa Inggris* application and those who were not. Although the result showed the effectiveness of *Grammar Bahasa Inggris* as a media categorized as quite effective, it made students get better achievement in their grammar scores.

According to Rohmawati (2015), the effectiveness of learning is a measure of the success of a process of interaction between students and teachers in educational situations to achieve learning objectives. In this research, the effectiveness criteria were student learning competence. Students learning results showed a significant difference between their prior comprehension and their understanding after treatment, according to statistics in table 4.3 in chapter IV.

The students were interested and involved in the teaching and learning process. They displayed their enthusiasm and interest in acquiring language by using smartphones. To keep their enthusiasm, learning activities were expected to be designed as joyful as possible (Megawati, 2018). As a result, practically every student participated in the teaching and learning process. Based on a study by Morat et al. (2016), the implementation of technology showed sustainability in the student’s motivation to learn. Before treatment, the student's language skill was rated as inadequate on average. Furthermore, students’ skill following treatment receives a proper and good classification on average. The key to the successful use of technology in teaching and learning sessions not only lies in hardware or software but also in our human ability as teachers to plan, design, and implement effective educational activities (Abunowara, 2016). It suggests that incorporating mobile learning into grammar teaching and learning could improve students’ achievement from very bad to good classification scores. Since the first day the writer introduced the title of this research, whole students were curious to know the application.

There is a significant impact on the use of the *Grammar Bahasa Inggris* after seeing the results of the findings, this is evidenced by the changes in the student's scores in the pretest and post-test, the average value, and the standard deviation. The analysis of data shows the mean score of the pre-test and post-test, it was found that the mean score of the pre-test was 28.40, while the mean score of the posttest was 70.90.

Therefore, it was concluded that the *Grammar Bahasa Inggris* application can give the contribution to the student's learning of English grammar especially simple present tense and past tense since the students taught by using the *Grammar Bahasa Inggris* application got higher scores than the students who taught by a conventional method.
By noticing the result of the students’ pre-test, the researcher assumed that students’ prior knowledge seems to lack because the students did not have any knowledge about the test or they are not given the treatment yet. Furthermore, the result of the post-test indicates that the use of the Grammar Bahasa Inggris application gives progress significantly toward students’ grammar mastery (simple present tense & simple past tense). It means all students could enhance their mastery in and understanding of the grammar of English. It is proved by the students’ results of the mean score before and after the treatment get increased as stated before. The student's mastery showed posttests better. This is evidenced by the changes in student scores on the pre-test and post-test, the average value, and the standard deviation.

Further, the result of this research validates some theories and related studies. As the American Council on the Teaching of Foreign Languages argued about technology integration in learning that technology can be used to assist and enhance language learning (Parvin & Salam, 2015). The use of a mobile device as media in teaching and learning is a sample of technology integration in teaching and learning language as the way to improve the student's mastery in language learning, for example, the improvement in grammar mastery. Moreover, as Pazilah et al (2019) said that using technology in class can stimulate the students’ initiative and economize class time. Along with it, Technology has transformed the field of education, lower and higher education, which has a great impact on the field of English as a Second Language (ESL) teaching (Mansor & Rahim, 2017). It can be related to the result of this study which shows that using Grammar applications in the classroom can build the students’ participation actively and make it easier for them to practice their grammar mastery whenever and wherever they want when outside of school.

Apart from this application, Inayati et al. (2016) and Sahila (2019) found that the use of another media or mobile device can also solve the problem in language teaching and learning. Inayati et al. (2016) used Johnny Grammar Word Challenge Application and they argued that this application is suitable to be implemented in learning and interestingly teaching English. Meanwhile, Sahila (2019) used English Tenses Application and she mentioned this application is effective to improve the students’ grammar in the simple past tense. She mentioned that the result in the experimental class that uses this application as media is better than the control class. It can be concluded that some alternative applications can be used as media in teaching and learning to the process of teaching and learning become more interesting and it also shows that using a mobile device can solve the problem in language teaching and learning.

The significant effect of the result is supported by several things such as the simple operation of the application for students. It can be seen from the students who can use it without difficulty. Another thing that can be seen is the amount of enthusiasm of the students in using this application such as good participation in learning and collecting scores in the application. It is supported by Teoh & Neo (2007) highlighted that studies have shown that students who learn from interactive multimedia display higher levels of self-esteem and motivation. As an impact, the student score in the experimental class which got a treatment by using this application can be better than the control class. According to Sharma (2013) asserted, interactive multimedia plays a huge role in enhancing students’ achievement and retention in teaching and learning English. When the students can remember the grammar item learned, they can use it correctly and appropriately. It was proven from the different scores of these two classes that the experimental class got a score higher than the control class.

CONCLUSION AND SUGGESTION

According to the result and discussion of this research, it can be concluded that the Grammar Bahasa Inggris application gives a positive effect on the students’ grammar mastery in the eleventh grade of Senior High School, especially at SMAN 3 Majene. The significant effect of this research can be seen from the average of students’ post-test which has different scores where the experimental class can obtain 79,20 meanwhile the control class only can obtain 37,20. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that there is a significant effect of the Grammar Bahasa Inggris application on students’ grammar mastery. In another word, Grammar Bahasa Inggris application can improve students’ grammar mastery (simple present tense and simple past tense.)
Furthermore, this research suggested, the teacher might want to present a better method of teaching English, especially teaching grammar to improve students’ abilities.

REFERENCES


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