# THE EFFECTIVENESS OF "GRAMMAR BAHASA INGGRIS" APPLICATION IN IMPROVING STUDENTS' GRAMMAR

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| Info Artikel | Abstract |
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| | This study was done to find the effectiveness of *Grammar Bahasa Inggris* application in improving students' grammar on simple present tense, which was observed and analyzed from grade ten students in SMK Darul Ulum Kuningan. The method used in this study was quantitative. The researcher took 16 students to be a sample of this study using random sampling. The sampling in this study was two groups consist of eight students for experimental group and eight students for control group. Before giving treatment, the writer gave pre-test. After giving pre-test, students in experimental group are taught by *Grammar Bahasa Inggris* application and control group without it. Finally, Post-test is given after giving the treatment. Then, it was analyzed by using t- test. The result showed that t-test is higher than t-table, t-test $(t_0)$ > t-table $(t_t)$ (2,48 > 2,145). It means that $H_a$ is accepted while $H_0$ is rejected is rejected. It can be summarized that there is significant different between students' grammar using *Grammar Bahasa Inggris* application and without using *Grammar Bahasa Inggris* application. The writers concluded that using *Grammar Bahasa Inggris* is effective to improve students' grammar specially on simple present. |

## Introduction

One of the problems for many students in learning English is grammar. They often confuse and feel doubt in making English sentences. In Indonesia, English is taught as a foreign language for students. Of course, it has a distinguished grammar from Indonesian. By mastering grammar students are able to communicate, give ideas, and share information each other.

There are many parts on grammar. One of them is tense. Tense is a part of grammar which is very important and basic in learning English. Tense is used to form a sentence based on time in English. For many students, grammar specially tense becomes one of the difficulty in learning English. Susilawati and Khadami (2016: 28) found that the barrier often faced by students when they are learning English. .

A kind of tense that is learned at the vocational high school students is simple present. According to Parrot (2000:218) students often find confused to write or create a simple present tense sentence. Simple present is a tense sentence used to express habitually that happened occasionally and show the general truth. Patterns used in simple present tense, such as: verbal and nominal sentences. Remembering or applying pattern to make sentences is something that is difficult for students. Therefore, teachers must work hard in solving these problems in order to improve students' ability in making sentence to form simple present tense.

Nowadays, using technology in each aspect of life become famous for people. Graddol (2000) said it is technology that has imported the rules in social life and in language change.

Especially in Covid-19 pandemic is spreading worldwide; so many countries have been applying technology to learning, especially in learning English. Relate to technology in learning English, not a few students are confused about the application available in computers, smartphones, and any other gadgets. The role of smartphone android which has a lot of application install in their smartphone in the field of learning is an essential tool to stimulate thoughts, feelings, attention, and willingness to increase students' interest in learning grammar. Recently, many learners use android in each situation to learn English. They often encounter English through their Android. Therefore, it is possible for students to take part and pay attention in learning in their school, as well as teachers must know how this fact give effect on teaching and learning.

There are many things in android applications for education section. English education is an item that can be found in such of android applications. Using technology in learning English uses software or application on phones or computers that can assist in learning. Some application in learning English such as Bussu, Duolingo, Elsa Speaking, Hallo English, Oxford's Dictionary, etc. Many of them have different characteristic and form in learning English.

In this research, the writers apply *Grammar Bahasa Inggris* application in improving students' grammar. This application has been released in 2018. *Grammar Bahasa Inggris* as an android application is able to be used in teaching English. Here, students are going to learn about English grammar. *Grammar Bahasa Inggris* is an application for learning grammar, tenses, and English conversation. Learning English is easy and fun with complete material in this application. This *Grammar Bahasa Inggris* application is almost perfect for beginners who are just learning English at home. It shows score/rating when students take a practice in this application, as mentioned by Amalia Syahira, Leo Azra, Devni Kania Nurulsyifa, Dek Widiarta, and others.

Based on the statement above, the writers are attracted to apply a tool or media in teaching grammar on simple present tense for SMK Darul Ulum Kuningan. Here, the writers use *Grammar Bahasa Inggris* application in order to help students to improve their grammar whether it is effective or not using *Grammar Bahasa Inggris* in improving learners' grammar specially on simple present at grade Ten of SMK Darul Ulum Kuningan.

**Method**

The writers used quantitative research in this study. Sugiyono (2013: 13) mentions that quantitative research is a research which is based on the positivism idea. It is used to research on certain population or sample. Choosing a sampling is taken randomly. Research instruments are used to collect data and data analysis used quantitative to test assumption that has been arranged.

This study used quasi-experimental method. Sugiyono (2014:77) explains that quasi-experimental is done to gain group control used in research. Researcher used Random sampling to determine the sample in this study. There are two groups in this study. Experimental group which is taught by *Grammar Bahasa Inggris* application while control group is taught without using *Grammar Bahasa Inggris* application.

To find out the effectiveness of learning grammar using the *Grammar Bahasa Inggris* application, writers use tests to students and formulate the statistical assumption criteria are: if $(t_o) < (t_t)$ in significant 0,05, $H_o$ is accepted or if $(t_o) > (t_t)$ in significant 0.05 $H_a$ is accepted. Intsrument used in this study is test. The data from the test is gained to find out the result of the

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students' grammar mastery by using *Grammar Bahasa Inggris* which is applied in the experimental group, then without *Grammar Bahasa Inggris* in the control group. To analyze the data, the writers use t-test to know the differences between score of students' from experimental and control group which are taken from pre test and post test.

**Result and Discussion**

The result of the test is mentioned in following table :

1. Experimental Group

Table 1.1.

Pre test and Post test score

| No | Name | Pre-test | Post-test |
|----|------|----------|-----------|
| 1 | AFP | 65 | 80 |
| 2 | AP | 55 | 75 |
| 3 | CAY | 65 | 90 |
| 4 | DP | 65 | 70 |
| 5 | FDA | 50 | 70 |
| 6 | FA | 65 | 85 |
| 7 | IMR | 50 | 55 |
| 8 | V | 60 | 90 |

2. Control Group

Table 1.2

Pre test and Post test score

| No | Name | Pre test | Post test |
|----|------|----------|-----------|
| 1 | AS | 55 | 65 |
| 2 | AA | 60 | 70 |
| 3 | DT | 60 | 75 |
| 4 | JH | 65 | 60 |
| 5 | MY | 65 | 90 |
| 6 | RTO | 55 | 55 |
| 7 | S | 65 | 75 |
| 8 | ZNR | 60 | 70 |

To answer the difference of teaching grammar through *Grammar Bahasa Inggris* and without *Grammar Bahasa Inggris,* the writers use this following formula:

a. Mean of Pre-test

$$\bar{X} = \frac{\sum x}{N}$$

Which is:

$\bar{X}$      = Mean

$\sum x$    = Pre test sum

$N$        = Group sample

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Table 1.3

The Difference of Pre Test Score of Control and Experimental Group

| No | Control | Experimental |
|---|---|---|
| 1 | 55 | 65 |
| 2 | 60 | 55 |
| 3 | 60 | 65 |
| 4 | 65 | 65 |
| 5 | 65 | 50 |
| 6 | 55 | 65 |
| 7 | 65 | 50 |
| 8 | 60 | 60 |
| $\sum$ | 485 | 475 |
| $\bar{X}$ | 60,62 | 59,37 |

$\bar{X}$ control group $= \frac{485}{8} = 60,62$

$\bar{X}$ experiment group $= \frac{475}{8} = 59,37$

b. Mean of Post-test

$\bar{Y} = \frac{\sum Y}{N}$

Which is :

$\bar{Y}$      = Mean

$\sum Y$    = Post test sum

$N$       = Groups sample

Table 1.4

The Difference of Post Test Score of Control and Experimental Group

| No | Control | Experimental |
|---|---|---|
| 1 | 65 | 80 |
| 2 | 70 | 75 |
| 3 | 75 | 95 |
| 4 | 60 | 70 |
| 5 | 90 | 70 |
| 6 | 55 | 85 |
| 7 | 75 | 55 |
| 8 | 70 | 90 |
| $\sum$ | 560 | 620 |
| $\bar{Y}$ | 70,00 | 77,5 |

$\bar{Y}$ control group $= \frac{560}{8} = 70,00$

$\bar{Y}$ experiment group $= \frac{620}{8} = 77,5$

Knowing the significant difference from grammar of students who is taught by *Grammar Bahasa Inggris* and without *Grammar Bahasa Inggris*, the writers use the formula below:

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1. Control Group

Table 1.5
Gain Score of Pre test and Post test of Control Group

| No | Name | Pre test | Post test | D |
|----|------|----------|-----------|-----|
| 1 | AS | 55 | 65 | 10 |
| 2 | AA | 60 | 70 | 10 |
| 3 | DT | 60 | 75 | 15 |
| 4 | JH | 65 | 60 | -5 |
| 5 | MY | 65 | 90 | 25 |
| 6 | RTO | 55 | 55 | 0 |
| 7 | S | 65 | 75 | 10 |
| 8 | ZNR | 60 | 70 | 10 |
| | Σ | 485 | 560 | 75 |
| | **Average** | 60,62 | 70,00 | 9,37 |
| | **Min** | 55 | 55 | -5 |
| | **Max** | 65 | 90 | 25 |

Mean of pre test = 60,62
Mean of post test = 70,00
Mean of Gained score (D) = 9,37

The result of pre test and post test from control group showed that maximum score of pre test was 65 and minimum score was 55 with average was 60,62. Maximum score of post test was 90 and minimum score was 55 while gained score was 9,37.

1. Experiment Group

Table 1.6
Gain Score of Pre test and Post test of Experimental Group

| No | Name | Pre test | Post test | D |
|----|------|----------|-----------|-----|
| 1 | AFP | 65 | 80 | 15 |
| 2 | AP | 55 | 75 | 20 |
| 3 | CAY | 65 | 95 | 30 |
| 4 | DP | 65 | 70 | 15 |
| 5 | FDA | 50 | 70 | 20 |
| 6 | FA | 65 | 85 | 20 |
| 7 | IMR | 50 | 55 | 5 |
| 8 | V | 60 | 90 | 30 |
| | Σ | 475 | 620 | 155 |
| | **Average** | 59,37 | 77,5 | 19,37 |
| | **Min** | 50 | 55 | 5 |
| | **Max** | 65 | 95 | 30 |

Mean of pre test = 59,37
Mean of post test = 77,5

Mean of Gained score (D) = 19,37

Score from pre test and post test of experiment group showed that maximum score of pre test was 65 and miminum score was 50 with average 59,37. Maximum score of the post test was 95 while minimum score was 55. It can be seen that experimental group Gained score about 19,37 points.

The result of pre-test shows that there is no difference of students' grammar on simple present tense between experimental and control group before giving treatment on dissimilar strategy. The mean of control group in pre test is 60,62 and experimental group is 59,37.

After giving treatment, the score of post test from experimental group is 77,5 and control group is 70,00. It means that experimental group is higher than control group in post-test. The writers can conclude that using *Grammar Bahasa Inggris* is more effective than conventional strategy in improving students' grammar especially on simple present .

Besides, result of statistic shown that the value of $t_0$=2,48 and the value of *DF* (degree of freedom) 8 with significance 0,05 is 2,145. The t-test result showed that ($t_0$)>t-table ($t_t$) (2,48>2,145). Thus, t-test is higher than t-table. So, alternative hypothesis ($H_a$) is accepted and null hypothesis ($H_0$) is rejected. The students' score were increased after using *Grammar Bahasa Inggris* application. Using *Grammar Bahasa Inggris* application affects students' achievement in grammar on simple present . It can be assumed that *Grammar Bahasa Inggris* application is effective  in teaching grammar on simple present  rather than other strategy used by the teacher on grade ten of SMK Darul Ulum Kuningan.

## Conclusion

Based on the result and discussion above, the writers conclude that the students' score of grammar after using *Grammar Bahasa Inggris* application is increased. There is difference score between students' grammar on simple present  taught by using *Grammar Bahasa Inggris* after giving the treatment. The effectiveness of *Grammar Bahasa Inggris* application can be found from the result of experimental group that is make an improvement after giving *Grammar Bahasa Inggris* in class. It can be viewed from the score that $t_o$ is higher than $t_{table}$. The result of statistical calculation shows that value of $t_o$ or $t_{test}$ is 2,48 and the degree of freedom (*DF*) was 14. The value of $t_t$ in degree of freedom of 8 and the degree of significance 5% or $t_{table}$ of *DF* **14 α = 0,05 is 2,145.** Result of the data analyzed that t-test ($t_o$) > t-table ($t_t$); (2,48 > 2,145). It means that $H_o$ is rejected and $H_a$ is accepted.  So, the writers summarized that using *Grammar Bahasa Inggris* application is effective in improving students' grammar especially in simple present .

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