Application of the 'English Grammar' Application in improving student Grammar

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Abstract

In this research, researchers make grammar and applications as the focus of research to improve students' abilities in learning grammar. This study used an experimental method with a quasi-experimental design. Participants in this study were divided into two groups, namely the control group and the experimental group. Based on the data processing, it can be concluded that improving the grammar skills of this English grammar application has a positive impact on improving students' English grammar skills.

Keywords: *grammar, grammar applications, students' abilities*

Introduction

Introducing and teaching foreign languages to non-native students is not an easy thing to do for educators (lecturers and teachers). Foreign language learning (*foreign language learning*) is the process of mastering a foreign language that involves various abilities, such as syntax, phonology, phonetics, grammar, and vocabulary of a language whose main language and scope is very broad[1]. states that learning a foreign language involves several cognitive variations related to the characteristics of the learner, the environment, the

background and the foreign culture being studied. The process of learning a foreign language really requires interaction between students and teachers as a source of learning and information.

One of the problems for many students in learning English is grammar. They are often confused and hesitant in making English sentences. In Indonesia, English is taught as a foreign language for students. Of course, the grammar is different from Indonesian. By mastering grammar, students can communicate, give ideas, and share information with one another. Tenses are part of grammar very important and fundamental in learning English. For many students, grammar, especially tenses, is one of the difficulties in learning English.[1] found that students often face these obstacles when they learn English.

Besides that, learning English is an asset for students to face challenges in the future that require students to be active in language both orally and in writing [2]. According to Sutrisno and Karnadi (2021) mastery of English is very important in communicating and is universal in nature, therefore English language skills have even been taught to us when we were still sitting on a children's bench listening skills (Listening), speaking skills (Speaking), reading and vocabulary skills (Reading and Vocabulary), writing skills (Writing) and mastery of grammar (Grammar Mastery).

In this study, researchers used English grammar applications to improve students' grammar. Because in the current era, technology has developed very rapidly, even in the world of education, technology has been widely used. One of the problems in learning English today is the lack of student grammar. Therefore the researcher uses the grammar application as a learning medium to improve students' grammar. This application has many learning features, one of which is part of speech which can improve student grammar. the researcher chose learning to use the application so that students did not get bored during the lesson. This is an important point in this study considering that the researcher is not a Native Speaker. So whether or not the student's grammar is correct can be seen from the use of the application. Furthermore, this application is also equipped with an Exerise system that can be used by researchers as an assessment tool which can later be processed as research data.

At this time there may still be students who do not like English lessons because this lesson is different from the language used, namely Indonesian, whereas in reality at this time English is very important in the world of work, one of the things that makes this happen is the lack of grammar . This research is intended to increase student learning innovation in learning grammar. Therefore the researcher raised a study entitled "Application of the 'English Grammar'

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Method

The research method is a scientific method used to obtain data with specific purposes and uses. This type of research is categorized into research quasi experimental (Quasi Experimental Design). Experimental research is research which aims to test the effectiveness of a theory or model by applying a treatment (treatment) in a group of research subjects using comparison group [1].This research method uses an experimental approach. The type of experimental method that the researcher uses is Quasi Experimental Design, where the first stage is orientation or school observation then determines the sample and population that will be used as research material, the sample selection stage is students whose scores are dominantly superior in learning English which will be used as an experimental class .

The population in this study were students of SMP Negeri 7 Masamba IX. There were 20 students who would participate in this study using a random sampling technique. The 20 participants were then divided into two groups, namely the control group (10 students) and the experimental group (10 students).

Data collection

Pre-test

On the first day, 20 students were given a pre-test based on the vocabulary essay topic, so they could understand the type of vocabulary they liked. After the initial test, the participants were divided into two groups of ten people each.

Treatment

For example, the Experiment class or class that will provide material to students will provide material for 5 meetings with a total of 10 people. The title of the material for the introductory experience is Parts of speech (Noun, Verb, Adverb, Adjective) using a grammar application.
Post-test

At the end of the post-test, participants from the control and experimental groups will be asked to do the Exrise in the same format as the pre-test. The results of the post-test scores are compared with the pre-test scores if the post-test scores of the experimental class are higher than the pre-test scores then the acquisition of

grammar using the grammar application is effective, if the scores of the control class are higher than the scores of the experimental class then the acquisition of grammar using using an effective grammar application.

The latest version of SPSS Statistics 22 to calculate means, deviations and levels of significance.

Data analysis

The data that has been obtained is used to measure the basic abilities and learning outcomes of students. The data of this research were obtained from *pre-test* and *post-test* which has been done. Calculation of test scores is assessed based on the individual test results of each student. In this section the researcher describes the findings obtained in the analysis of the researcher's data
about the application of English grammar applications to improve student grammar. In this research model, students are divided into two classes, namely the control group and the experimental group. Based on the test results for the two groups, the data obtained is as summarized in the following table:

Table 1. Pre-test and post-test results for the experimental class

No	Nama kode siswa	Nilai Pre-test	Nilai Post-test
1	ERV	90	92
2	AGL	82	85
3	LSTR	80	82
4	WHYD	79	81
5	CHY	77	80
6	AKSL	74	78
7	SLSA	70	77
8	ARL	69	69
9	MRD	65	68
10	RFKL	60	68

The table above shows the pre-test and post-test scores for the experimental class, 10 students managed to increase their pre-test and post-test scores, it turns out that the application of English grammar applications can improve student learning.

Table 2. Shows each participant's score on the pre-test for the experimental class.

NO.	Classification	Score		Experiment Group		
			N	%		
1.		Very Good		90-95	1	10%
2.	Good	80-85	2	20%		
3.	Average	70-75	4	40%		
4.	Bad	60-65	3	30%		
5.	Very bad	<59	0	0		
	Total		10	100%		

Table 3. Shows the number of pre-test participants for the control class.

No	Classification	Score	Experiment Group		
			N		%
1.	Very Good	80-89	1		10%
2.	Good	70-79	5		50%
3.	Average	60-69	1		10%
4.	Bad	50-59	2		20%
5.	Very bad	<49	0		0
	Total		10	100	

From the results above, the pre-test scores for the experimental class and the control class scores show that the pre-test scores of the students in the experimental class were classified as very good, good, fair, bad, and very bad. For students who get very good pre-test scores with a number of 1

(10%), Good 2 (20%), Average 4 (40%), or Bad 3 (30%). the results of the pre-test of students in the control class and students who got very good, good, average, bad, and very bad classifications. For students who get pre-test scores, the number is Very Good 1 student (10%), good 5 (50%), Average 1 (10%), and Bad 2 (20%).

Table 4. Shows the post-test results for the Experiment class.

No	Classification	Score		Experiment Group	
				N	%
1.	Very Good	80-89	1		10%
2.	Good	70-79	5		50%
3.	Average	60-69	1		10%
4.	Bad	50-59	2		20%
5.	Very bad	<49	0		0
	Total		10	100	

Table 5. Shows the post-test results for the Control class.

No	Classification	Score		Experiment Group	%
				N	
1.	Very Good	90 -100	1	10%	
2.	Good	80 - 89		3	
					30%
3.	Average	70 -79		3	30%

4.	Bad	60 -69		3	30%
5.	Very bad	<59	0	0	
	Total		10	100	

From the results above the post-test scores of students in the experimental class and the results of students who are in the very good, good, fair, bad, and very bad classifications. The post-test score in the experimental class has increased for students who get post-test scores in the very good classification with a total of 1 (10%), Good 4 (40%), Average mean 2 (20%), and Bad 3 (30%), and post-test scores of students in the Control class. Post-test scores in the control class were distributed in very good 1 (10%), good 3 (30%), average 3 (30%), bad 3 (30%).

Table 6. shows the mean and standard deviation values of the pre-test and post-test of experimental class students.

Test	Average value	Standard Deviation
Pre-test	74.60	8.847
Post-test		78.00
7.860		

Table 7. shows the mean values and standard deviations of the pre-test and post-test of control class students.

Test	Average value	Standard Deviation
Pre-test	72.10	11.455
Post-test	77.50	9.217

Judging from the results, the post-test value in the control class has increased but does not exceed the experimental class post-test value. And also the results of the average value of the experimental class increased as well as the control

class. From the results above it is evident that student learning can increase when using English grammar applications. Researchers use grammar applications to improve students' grammar in the application has a lot of learning that can be taught to students and students do not feel bored when learning takes place.

Discussion

In learning foreign languages, especially English, there are several obstacles that are often faced by every student, including the lack of students' grammar skills. This research is intended to improve students' grammatical abilities using grammar applications. The grammar application was chosen so that students can learn grammar and foreign languages in a more enjoyable way. The results of this study stated that there was a significant influence from the use of instructional media, namely the application of grammar in improving students' grammatical abilities. This can be seen from the mean or average value of the control and experimental classes at the pretest and posttest stages.

Based on the pritest results, the sig. 0.01 <0.05 and data from pre-test and post-test results for both classes, namely the experimental and control groups, it can be concluded that H1 is accepted and H0 is rejected. This indicates that the use of grammar applications can improve students' grammatical abilities. The results of the data analysis showed that the students' post-test was higher than the students' pre-test.

Conclusion

Based on the results of the analysis and findings of the data that have been described, it can be concluded that the teaching method using the grammar application is one of the effective foreign language teaching methods applied in increasing grammar skills to improve English for students IX at SMP Negeri 7 Masamba. The success of a teaching and learning process depends on how educators present material with appropriate teaching methods and in accordance with the conditions and abilities of students. Educators are required to be able to choose and determine appropriate teaching methods so that students are able to receive the material as well as possible so that learning objectives can be achieved.

This data shows that the use of grammar applications increases the effectiveness of grammar. The number of participants in the post-test phase of the experimental class increased, but the number of participants in the post-test phase of the control class did not increase. The post-test scores of the experimental class can be seen from the post-test results to prove it. The use of puzzles shows that this

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game improves student learning outcomes. The students' post-test scores were higher than the pre-test scores (78.00>59.74.60), indicating that the difference was significant. Learning using the first historical grammar application at MASAMBA 7 Public Middle School and can be recommended by teachers to be used as a method in the learning proce

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