THE EFFECT OF USING SPEEDY ENGLISH GRAMMAR APPLICATION TOWARDS STUDENTS' GRAMMAR PROFICIENCY

(An experimental research at the 8th graders of SMPN 12 Tegal)

Rofiatus Sintamala[1]*, Rofiudin[2], Ihda Rosdiana[3]

[1,2,3]Program Studi Pendidikan Bahasa Inggris, Universitas Pancasakti Tegal. Jalan Halmahera Km. 1, Kota Tegal, Jawa Tengah, 53121 Indonesia.
* Corresponding author. E-mail: rofiatussintamala@gmail.com Telp: +6287794036445

Abstract

The objective of this research is to prove the effect of Speedy English Grammar Application in teaching grammar at the 8th grade students of SMPN 12 Tegal. This research uses quantitative methods and quasi-experimental as the research design. The researcher uses purposive sampling with two group designs. The total sample are 56 students, 28 students from the experimental class and 28 students from the control class. The data of the research were taken by using grammar test (multiple choice) with simple past tense as the material. The result of the test revealed that the experimental class had improved their grammar proficiency more than the control class. This is evidenced by the mean value of experimental class post-test 70.479 higher than the mean value of control class post-test 58.457. The paired t-test was used revealed that the 2-tailed significance level is 0.000 < 0.005. It shows that the Ha is accepted and Ho is rejected. And the sig. 2-tailed independent t-test is 0.000 < 0.005. It also shows that post-test means of the experimental and control class statistically different. In conclusion, teaching grammar using Speedy English Grammar App has a positive effect on students' grammar proficiency especially in simple past tense. Then the writer suggests English teachers to use Speedy English Grammar App as a learning media, and for further researchers are expected to use this research as a reference providing knowledge.

Keywords: *Grammar, Simple Past Tense, Speedy English Grammar App*

1. INTRODUCTION

In studying the English language; reading, writing, speaking, and listening are the four fundamental skills of English. They are referred as language skills, in addition there are other aspects students can be taught. The three components are grammar, pronunciation, and vocabulary. We refer to them as language components. It is impossible to separate language components from language skill when studying English. Language components can complete the language skills. In order to acquire the English language, students must be proficient in grammar and vocabulary, as well as employ suitable basic structure patterns. Grammar is a set of rules used to construct sentences in any language. Communication can be improved and misunderstanding can be avoided with proper grammar according to (Yurko & Vorobel, 2022).

According to (Helmie et al., 2023) Grammar of a language is its set of rules for constructing sentences. It is a method of word arrangement that results in the right phrases. There is no language ability that can be acquired without grammar mastery.

Grammar is difficult in comprehending how to employ each tenses. According to (Paputungan et al., 2022) English grammar is difficult because students struggle to understand the application of grammatical rules; for example, students may struggle to construct sentences employing specific tenses. In this scenario, student must have a thorough grasp in order to learn how English grammar is implemented. (Jamaludin & Nurdiawati, 2021) also said that due to the many rules of usage, English grammar is very challenging, therefore students should learn it thoroughly and gain a lot of experience. It means that grammar is a crucial component to compose

words and build the English sentences. In order for others to grasp what we are saying in conversation, grammar is the most crucial element of effective interpersonal communication. The student should so become proficient in it.

Teaching grammar is challenging. According to (Aditya Ari Sandy, 2020) teachers should reconsider their exploration of grammar teaching strategies because students may confront a variety of issues that affect their learning motivation. In other words, students are less motivated to study or use the grammatical features correctly, and students will be less experienced in grammar learning. In addition, based on the writer's observation at SMPN 12 Tegal, the students have difficulties in learning English especially in grammar.

The difficulties are Students difficulties due to various types of tenses and it uses, the students lack in memorizing the tenses and the formula, quickly feel bored with the traditional learning system because the teacher does not use digital application in offline teaching-learning process so the students are not interested, less motivated, less experienced, and the learning process becomes ineffective. Thus, teachers must come up with creative ways to pique students' interest in learning grammar. It supported by (Adeyeri, n.d.) who said that learning motivations can be enhanced if teachers pique students' interests, encourage their curiosity, employ a variety of teaching techniques, clearly communicate expectations, and provide frequent and prompt feedback.

To overcome the problems and motivate the students, teachers are expected to used learning media that is fun and motivates students activity in the class so that they can improve their grammar proficiency. According to (Niswah, 2022) in creating fun learning during the process of teaching and learning, one of them is by providing facilities in the form of media that can stimulate students to enjoy the learning process. One of the media that can be used by teachers are Speedy English Grammar Application.

(Khairunnisa Dwinalida & sholeh setiaji, 2020) said that Speedy English Grammar is an unique and exciting application with various existing tenses using game-based lessons and exercises. According to (Al-Manar, 2021) the Speedy English Grammar application is sufficient to support students in learning casually and fun, with many practice questions included, so that it becomes a medium for students to learn at home with the material provided and can be used multiple times. Furthermore, according to (Utari & Panuntun, 2022) utilizing Speedy English Grammar can improves teachers effectiveness in the teaching and learning grammar.

Besides, this application is simple and inexpensive. In this research the writer only research the students' grammar using Speedy English Gramar Application in the section beginner level and only focus in the section 4 and 5 at the beginner level regarding the simple past tense (be and verbs).

There are previous studies related to this study. Frist by (Utari & Panuntun, 2022) who identified that the use of Speedy English Grammar is sufficient to be used by teachers in the educational environment, especially in the teaching and learning process in the classroom. Therefore, this app provides another method for teachers to deliver English content, especially in grammar. In (Helmie et al., 2023) who investigated the implementations of grammar skills and students' responses in using Speedy English Grammar shows the result of the observations are positive and good responses from the students in using Speedy English Grammar Application.

This research has similarities and contrasts with the previous study, which may be seen in light of the aforementioned earlier investigations. The similarities are majority of students struggle to learn grammar and Speedy English Grammar as a tool. The differences are the material, instrument, methodology, and the researcher does not just use Speedy English Grammar as a tool for teaching grammar, but also uses SPSS as a tool for quantitative research throughout the data gathering phase.

2. RESEARCH METHODOLOGY

Research Design

This research used a quantitative method as an approach and the type of the research is experimental research. In addition, quasi-experimental design used by the writer with two group designs as a research design. The writer uses grammar test (multiple choice by comparing two groups of classes as sample.

Time and Place of Research

The time used by researchers for this research was carried out from January 2023 to January 2024. In January, the researcher proposed the research title: "The Effect of Using Speedy

English Grammar Application towards Students Grammar Proficiency (An experimental research at the 8th graders of SMPN 12 Tegal)". From March to September, the research proposal was finalized. October to November spread the research instrument and collected the data. December to January analyzed the research data, tested the research hypothesis and completed the research project.

This research was conducted at SMPN 12 Tegal which is located at Jl. Halmahera No.57, Mintaragen, Tegal Timur Subdistrict, Tegal City, Central Java. The writer chose SMPN 12 Tegal because the writer used the 8th grade students of SMPN 12 Tegal as the object of research which has the same problem with the topic to be researched which is about grammar. This research was conducted face-to-face or offline by directly distributing research instruments to students.

Research Participants

The 8th grade students of SMPN 12 Tegal are the population that the writer took. The total population of 8th grade are 137 students. The writer used two classes as a sample of the research. The amount of sample was 56 students that from both of class. 28 students in experimental class and 28 students in control class. The writer uses purposive sampling as a technique of sampling where the writer pick the participants "on purpose" on the advice of the teacher.

Data Collecting Technique

The data collected in one ways, there is test. In the test, the writer divided in two parts that are pre-test and post-test that form multiple choice. Prior giving treatment in the Speedy English Grammar Application, The writer used a pre-test to knew the ability of the students' grammar proficiency. The form of the pre-test was multiple choice. The purpose of the pre-test which the writer administered at the start of the experiment, was to determine the students' prior knowledge of the information that would be covered and learned in class. After the treatment, a post-test administered. The post-test was made with the same design as the pre-test. After the learning or treatment is complete, the writer gives a post-test to determine the level of student mastery of the material.

Research Instrument

The research instrument of this research was the t-test (Multiple Choice test). To knew the effect of teaching grammar by using Speedy English Grammar application, the writer gave Multiple Choice test to the students. The multiple choice test divided into two parts: the pretest and the post-test. The form of multiple choice test was a simple past tense grammar test. The purpose of giving the test was to measured students' mastery in Simple Past Tense.

Technique of Analyzing Data

To analyze the experimental data and explain the findings, the writer used IBM SPSS (Statistical Program for the Social Sciences) Statistic 22 as the software. For this study, the writer used a variety of statistical tests, including the descriptive statistics, normality test, homogeneity test, paired sample T-test, and independent sample T-test.

3. FINDING AND DISCUSSION

Research Finding

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest Experiment	28	39.6	72.6	56.318	9.3578
PostTest Experiment	28	52.8	85.8	70.479	8.5779
PreTest Control	28	33.0	59.4	47.025	7.7587
PostTest Control	28	42.9	72.6	58.457	8.2246
Valid N (listwise)	28				

From the table above can describe the total sample size (N) were 28. After utilizing the Speedy English Grammar Application in the teaching and learning process to deliver the treatment, the mean post-test score of experimental class was 70.479. while in the control class by using conventional method, the mean post-test score of control class was 58.457. It shows that the experimental class had increase their grammar proficiency better than the control class

Table 2. Normality Test

	Class	Kolmogorov-Smirnov^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students' Result	PreTest Experiment	.132	28	.200*	.946	28	.158
	PostTest Experiment	.169	28	.039	.943	28	.130
	PreTest Control	.129	28	.200*	.952	28	.216
	PostTest Control	.126	28	.200*	.951	28	.215

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

From the table normality test above, it is shown Shapiro-Wilk test result. If the data had a higher outcome (p≥α) at a significance level of α = 0.05, the data was considered normally distributed. Given that the significance in both classes was greater than 0.05, Since the significance in both

classes is greater than 0.05, the data in Colum's Shapiro-Wilk table indicates that the data is normally distributed. The experimental class significant pretest was 0.158, while the significant pretest of the control class was 0.216. Likewise, the significant post-test of the experimental class was 0.130. whereas the significant post-test of the control class was 0.215.

Table 3. Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Students' Result	Based on Mean	.003	1	54	.959
	Based on Median	.026	1	54	.872
	Based on Median and with adjusted df	.026	1	51.604	.872
	Based on trimmed mean	.004	1	54	.950

According to the Levene's test above, it can be concluded that both samples are homogeneous or have the same variance based on the significance value on the mean of 0.959, which is above 0.05.

Table 4. Paired Sample Test

	Paired Differences							Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
				Lower	Upper			
Pair 1 Pre Test - Post Test	-14.1607	9.5950	1.8133	-17.8813	-10.4402	-7.809	27	.000

It was describe that the significant level based on the data above the score of significance 2 tailed = 0.000 then p value < α by 95% significant level (5%) was 0.000<0.05. According to the table, Pair 1's sig. (2-tailed) result is 0.000. Its means that 0.00<0.05. It shows that using Speedy English Grammar Application has a positive impact on students' grammar proficiency in simple past tense.

Table 5. Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' Result	Equal variances assumed	.003	.959	5.353	54	.000	12.0214	2.2458	7.5188	16.5240
	Equal variances not assumed			5.353	53.905	.000	12.0214	2.2458	7.5186	16.5242

According to the table, the 2-tailed significance level is 0.000. Its means that the score of significance 2 tailed = 0.000 then p value < α by 95% significant level (5%) was 0.000<0.05. It shows that the post-test means of the experimental and control class differ statistically significantly. As the result, the research hypothesis (Ha) has been accepted. While the null hypothesis (Ho) has been rejected.

Discussion

The writer measured students' grammar proficiency by giving students a pretest of multiple choice questions about simple past tense material in the recount text. Based on the data from the students' pretest result are in the low category, where the mean pretest of the control class is 47.025 and the mean pretest of the experimental class is 56.318. Based on the mean pretest result, it can be concluded that the grammar proficiency of the two sample classes is still relative low. Beside that the students found the problems or difficulties in learning grammar such as due to various types of tenses and its uses, lack in memorizing the tenses, quickly feel bored with the traditional learning system because the teacher did not use digital application in offline teaching-learning process so the students are not interested, less motivated, and less experienced in grammar learning.

One type of computer-based presenting technology is a Speedy English Grammar tool. Speedy English Grammar are simple, enjoyable, and Zen-like. It encourages the students to practice to improve their skills in grammar according to (Helmie et al., 2023). (Al-Manar, 2021) also explain that the advantages of the speedy English grammar application make it easy for students to learn and review the tenses because in the application not only about the game but also the explanation of the content is clear, simple and straightforward. In addition, it can be use Offline that this application is portable and useful at home and anywhere. In addition, (Sultan & Hasanuddin, 2023) claimed that students' English grammar proficiency had increased, and that they were more enthusiastic and active with Speedy English Grammar. And according to (Niswah, 2022) explained that the Speedy English Grammar game application has received a very positive reaction as a learning tool. This indicated that the Speedy Grammar application was effective as a tool for teaching English grammar.

The treatment of the experimental and the control class was different but the material given was the same namely simple past tense. The treatment was given in 4 meeting. In the experimental class, the writer provided learning media using speedy English grammar application, while in the control class the learning process did not use speedy English grammar application.. Apart from that,

they also used other learning media such as Power Point Presentation. After the students were given treatment in 4 meeting, the students' grammar proficiency in simple past tense was measured again by giving a posttest to both classes (experimental and control class).

From the posttest result, the experimental class outperformed the control class. This is evidenced by the mean value of experimental class post-test 70.479 higher than the mean value of control class post-test 58.457. The paired t-test was used revealed that the 2-tailed significance level is $0.000 < 0.005$. It shows that the Ha is accepted and Ho is rejected. The sig. 2-tailed independent t-test is $0.000 < 0.005$. It also shows that post-test means of the experimental and control class statistically different. In conclusion, teaching grammar using Speedy English Grammar App has a positive effect on students' grammar proficiency especially in simple past tense.

4. CONCLUSIONS

The students' grammar proficiency by using Speedy English Grammar at the eighth grade of SMPN 12 Tegal takes a higher score than the control class which is without using Speedy English Grammar. The descriptive Statistic analysis that was occurred shows that the results of the mean post-test score in the experimental class are 70.479 which is higher than the control class which reached a mean score of 58.457.

Based on the calculation of the paired sample t-test, the calculated sig. (2-tailed) value is 0.000, which is lower than 0.05, therefore the alternative hypothesis (Ha) that state "There is a significant effect of using Speedy English Grammar application on students' grammar proficiency in simple past tense" has been accepted. While the null hypothesis (Ho) "There is no significant effect of using Speedy English Grammar application on students' grammar proficiency in simple past tense" has been rejected. In addition, the independent Sample T-test calculation shows that the sig. (2-tailed) value is 0.000, which is lower than 0.05. It can be concluded that there is a significant difference between the experimental class post-test score by using Speedy English Grammar App and the control class without using the application. It is concluded that using Speedy English Grammar significantly improves students' grammar proficiency especially in simple past tense.

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