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Improving Tenth Grade Students' Grammar Mastery Through English Grammar Application

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abstrak - Kemampuan tata bahasa mempunyai peranan signifikan dalam menunjang keberhasilan siswa dalam belajar bahasa Inggris. Namun, beberapa siswa masih menghadapi kendala dalam memahami dan menggunakan aturan tata bahasa secara tepat selama kegiatan pembelajaran. Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan tata bahasa siswa kelas X MA Islahiyah Kalitidu melalui pemanfaatan Aplikasi Tata Bahasa Inggris sebagai media pembelajaran. Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (CAR) yang dilakukan dalam dua siklus dengan tahapan perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Pengumpulan data dilakukan melalui tes kemampuan tata bahasa, lembar observasi, dan dokumentasi kegiatan belajar. Hasil penelitian menunjukkan bahwa penerapan Aplikasi Tata Bahasa Inggris berdampak positif pada peningkatan kemampuan tata bahasa siswa. Rata-rata nilai siswa mengalami peningkatan dari 46, 56 selama studi pendahuluan, naik menjadi 57, 50 di Siklus I serta 84, 69 di Siklus II. Lebih lanjut, observasi kelas menunjukkan bahwa siswa merasa tata bahasa lebih mudah dipahami, menjadi lebih aktif selama kegiatan belajar, dan menunjukkan motivasi dan kepercayaan diri yang lebih tinggi setelah menggunakan aplikasi tersebut. Hasil penelitian menunjukkan bahwa Aplikasi Tata Bahasa Inggris dapat membantu siswa meningkatkan pemahaman mereka tentang tata bahasa dan hasil belajar mereka.

Kata Kunci-Penguasaan Tata Bahasa, English Grammar Application, Classroom Action Research, Pembelajaran EFL, Mobile Learning.

Abstract- Grammar skills have a significant role for supporting students' success in learning English. However, some students still face obstacles in understanding and using grammar rules appropriately during the learning activities. This research was carried out to find out the improvement in grammar ability among students in class X MA Islahiyah Kalitidu through the utilization of the English Grammar Application as a learning tool. The research method employed in this study is Classroom Action Research (CAR) which is implemented through two cycles consisting of planning, implementation, observation, and reflection stages. Data collection is carried out through grammar ability tests, observation sheets, and documentation of learning activities. The findings show that the use of the English Grammar Application has a beneficial effect on improving students' grammar skills. The students' mean score increased from 46, 56 in the preliminary study to 57, 50 in Cycle I and 84, 69 in Cycle II. Furthermore, classroom observations indicated that students found grammar easier to understand, became more active during learning activities, and showed higher motivation and confidence after using the application. The

findings indicate that the English Grammar Application can help students improve their understanding of grammar and their learning outcomes.

Keywords - Grammar Mastery, English Grammar Application, Classroom Action Research, EFL Learning, Mobile Learning.

INTRODUCTION

Grammar is one of the basic elements in learning English that helps students use language correctly and according to the rules. Good grammar mastery plays a role in supporting the improvement of language abilities, such as writing, speaking, comprehension, and listening. However, grammar material is often considered difficult because students have to understand various rules and their application in different contexts. Prastiwi (2014) stated that grammatical errors are still frequently found in English usage, indicating that grammar mastery remains a challenge for many English language learners.

Based on findings from initial observations carried out among class X students of MA Islahiyah Kalitidu, it was found that most students still had difficulty in understanding grammar material. They frequently made errors in the use of tenses and sentence structures and showed low participation during classroom activities. The results of the preliminary test revealed that students' grammar mastery was still low, with a mean score of 46.56. These findings indicate the need for a more engaging and effective learning medium to help students improve their understanding of grammar.

One effort that can be made to overcome this problem is to utilize technology in learning activities. Learning applications can provide students with opportunities to study independently through interactive materials and exercises. Rahmawati and Tirtanawati (2024) explained that effective grammar learning strategies can support students in understanding grammatical concepts and improving language proficiency. In addition, Rohmah et al. (2022) found that digital learning media could improve students' motivation and learning achievement in English language learning. Therefore, the use of an English Grammar Application is expected to support students in learning grammar more effectively and increase their participation during the learning process. Various studies show that digital learning media can encourage student motivation and involvement in the English learning process. Rahmawati, Nurdianingsih, and Fitriyaningsih (2021) found that online digital modules can support students' learning interest, while Rahmawati, Nurdianingsih, and Andri (2022) highlighted the effectiveness of online applications in facilitating English learning. Previous studies also reported positive outcomes of technology-supported learning in English education. Amrina (2023) found that the use of appropriate learning media could support students' English learning process, while Oktavianti, Nurdianingsih, and Rozak (2023) highlighted the significance of independent learning for enhancing students' English abilities. The findings reinforce the importance of utilizing technology-based media as a support for more effective English learning.

A number of earlier studies have indicated that the application of technology may provide positive benefits in learning English. However, research that specifically examines the use of English Grammar Application through Class Action Research on students in class X MA Islahiyah Kalitidu is still rarely found. Therefore, this study was carried out to determine the effectiveness of utilizing the application in improving

students' grammar skills. Based on this background, this research aims to enhance the grammar mastery among class X MA Islahiyah Kalitidu students through the utilisation of the English Grammar Application.

METHODS

This study employs the Classroom Action Research (CAR) approach to enhance students' grammar proficiency through the use of the English Grammar Application. The implementation of the research is based on the Kemmis and McTaggart (1988) framework that comprises four essential stages, including planning, action execution, observation, and reflection. The research was implemented through two cycles, where every cycle followed the same series of stages. The subjects in this research are 16 students of class X MA Islahiyah Kalitidu school year 2025/2026. In this study, the researcher acts as an action implementer as well as a data collector during the research process.

Research data was obtained through grammar tests, observation sheets, and documentation that support the implementation of the research. The tests are given after each cycle to determine the progress in learners' grammar mastery. Observation sheets are utilized to record the degree of activity, involvement, as well as response among students throughout the learning activities.

The test results were analyzed by calculating the students' mean scores in each cycle and comparing the results to identify improvements in grammar mastery. The observation data was analyzed descriptively to describe changes in student participation, motivation, and involvement during learning activities. The research was declared successful if there was an increase in students' grammar skills accompanied by active participation throughout the learning activities.

RESULTS AND DISCUSSION

The use of the English Grammar Application showed a positive impact on students' grammar mastery. The improvement can be seen from the students' mean scores obtained in each stage of the research, as presented in Table 1.

Table 1. Students' Mean Scores in Each Research Stage

| Stage | Mean Score |
|-------------------|------------|
| Preliminary Study | 46.56 |
| Cycle I | 57.50 |
| Cycle II | 84.69 |

Based on Table 1, the students' grammar mastery improved throughout the research. In the preliminary study, the students' mean score was 46, 56, indicating that most students still had difficulties in understanding grammar, particularly in the use of tenses and sentence structures. The low score reflected the students' limited understanding of grammar concepts and their lack of confidence in applying grammatical rules correctly.

After the implementation of the English Grammar Application in Cycle I, the student's learning results showed an improvement with an average score of 57, 50. Although an improvement was observed, some students still required guidance in

using the application and understanding the learning materials. During this cycle, several students were still adapting to the new learning medium and needed additional support from the teacher. Therefore, improvements were planned for the next cycle to address the students' difficulties and maximize the use of the application.

Based on the reflection findings in Cycle I, some learning improvements were applied in Cycle II to overcome obstacles that are still found. The teacher provided clearer instructions, additional practice activities, and more intensive guidance during the implementation of learning. The implementation of improvements in Cycle II has an impact on the increase in student average scores until it reaches 84, 69. This result indicates an improvement of 27, 19 points from the Cycle I to the Cycle II. As learning progresses, students get used to using applications and are able to understand grammar concepts better. In addition, they showed greater participation, motivation, and confidence during classroom activities.

The observation results showed that students gave a good response to the use of the English Grammar Application in learning. Most students stated that the application helped them learn grammar more easily through interactive exercises and immediate feedback. The use of these applications helps create a more interesting learning atmosphere so that students become more motivated to be actively engaged in learning activities.

The findings from this study are consistent with Dayanti et al. (2023), who reported that students' motivation plays an important role in improving achievement in English learning. Furthermore, Junaidi et al. (2022) found that the integration of technology in learning contributes positively to students' digital literacy and learning experiences. The findings of this study show that the English Grammar Application can be used as a learning medium that support the improvement of students' grammar skills.

CONCLUSION

Based on the results of the research that has been carried out, the use of the English Grammar Application has a positive impact on improving the grammar skills of students in class X MA Islahiyah Kalitidu. The increase can be seen from the average student score at each stage of the study, which is from 46, 56 in the initial condition to 57, 50 in Cycle I and increased to 84, 69 in Cycle II. In addition to improving learning outcomes, students also show better involvement, higher learning motivation, and positive responses during learning activities. The research findings show that the English Grammar Application can be utilized as a learning medium that supports the understanding of grammar concepts as well as improving students' grammar skills. Therefore, the application can be considered an alternative medium for supporting English grammar learning in the classroom.

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