THE EFFECT OF ENGLISH GRAMMAR TEST APPLICATION ON STUDENTS' GRAMMAR MASTERY OF SIMPLE PAST TENSE AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL

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Abstract

The objective of this study is to find out whether there is a significant effect of English Grammar Test (EGT) application on students' grammar mastery of simple past tense at the eighth grade of Junior High School. Quantitative research method with quasi-experimental design was used in this research. It was conducted at the eighth grade of MTs. Islamiyah Perkebunan Tanjung Kasau. The population consisted of 60 students from two classes. Using saturation sampling method, the two classes namely VIII-A and VIII-B were selected as the sample of this study with each class consisted of 30 students. Furthermore, VIII-A class was selected as control class and VIII-B class as experimental. In collecting the data, multiple choice and "fill in the blank" test forms were used in this study. The tests were then distributed in two ways; 1. Pre-test was distributed before the treatment: 2. Post- test was distributed after the treatment. Furthermore, the data was analyzed by using statistical formulation and Microsoft Excel 2013 with 0,05 significance level. After the data was analyzed, it can be found that the value of tobserved was higher than ttable. It can be seen from tobserved (3,839) > ttable (2,001) at the degree of freedom (df) = 58. It means that the alternative hypothesis (Ha) was accepted and null hypothesis (H0) was rejected. Therefore, it can be concluded that English Grammar Test application gives significant effect on students' grammar mastery of simple past tense at the eighth grade of MTs. Islamiyah Perkebunan Tanjung Kasau.

Keywords: English Grammar Test Application, Grammar Mastery, Junior High School

INTRODUCTION

English is one of the important languages that should be mastered, because in this globalization era, it is used by people all around the world as a way to create communication. According to Fithriani, globalization era has made English as the most widely spoken language for several aspects such as trade, education, business and tourism. In Indonesia, English is set as a foreign language which the way to master it is by putting English as one of subject in education system. In learning English, there are some elements that learners have to master. Badger said that there are five elements in learning English namely pronunciation, spelling, grammar, vocabulary and discourse. One of elements that learners have to master in order to can support their process in mastering English as foreign language is grammar.

By learning grammar, it can help the learners to furnish the basis of the four language skills such as, listening, speaking, reading and writing.[3] One of significant terms in learning grammar is verb, as Bindra said that it's difficult to talk about English grammar without the terms, such as noun, verb, subject, object and etc.[4] It means that when the learners want to learn English, so they have to learn all of the terms in grammar and one of them is verb. In learning about verb, the learners should learn about the use of verb related to the time of action called as tense.

In English syllabus, learning tenses at junior high school level consist of eight tenses. According to Kurikulum 2013, there are 3 tenses that eighth grade of junior high school students have to learn about it, namely simple present tense, present continuous tense and simple past tense. According to Kementerian Pendidikan dan Kebudayaan, the student have to achieve some indicators in learning tenses. The students in high school level have to master about the language features, text structure and social function in learning tenses. Based on this statement, the eighth grade students of junior high school have to comprehend the language features, text structures and also the conjugation of verb in simple past tense.

But in reality, the students face some difficulties in learning tenses, especially in simple past tense. The factors that cause the difficulties in learning simple past are lack of practice and the limited time to learn in class. As Banu and Nishanthi mentioned that the difficulties in learning caused by the students who have limited time to learn in class and they still don't have enough encouragement to practice. In this era, technology has been integrated with education where one of innovation

that arises is the use of technology as a media in language learning process. The one of technology integration in teaching language is by using mobile device as a development on Mobile-Assisted Language Learning (MALL). MALL is an approach in language learning and teaching by using mobile devices. The American Council on the Teaching of Foreign Language noted that technology has been used to both assist and enhance language learning.

There are some studies that have same field with this research and it can be used as the related studies of this research. The same field refers to the studies that use same kind of application and same topic in learning (e.g Mughti, 2018; Yusuf, 2016; Inayati and Damayanti, 2016; Sahila, 2019).

Therefore, by the successful of the previous studies in using MALL as media in learning and teaching language especially English, this research also would like to use one of mobile device or application to learn grammar namely English Grammar Test. This application is chosen because there are still a small number of studies that using this application. In addition, this application is very simple and easy to use by the students.

METHOD

Quantitative research method with quasi-experimental research design by using pre-test and post-test was used in this research was used in this research. The population consisted of 60 students from two classes. The two classes namely VIII- A and VIII-B were selected as the sample of this study with each class consisted of 30 students by using saturation sampling method. Furthermore, VIII-A class was selected as control class and VIII-B class as experimental. In collecting the data, multiple choice and "fill in the blank" test forms were used in this study. The tests were then distributed in two ways; 1. Pre-test was distributed before the treatment: 2. Post-test was distributed after the treatment. The experimental class obtained the treatment by using English Grammar Test application, meanwhile the control class obtained the treatment without using application. There are some techniques of data analysis such as normality test, homogeneity test, t-test and hypothesis test.

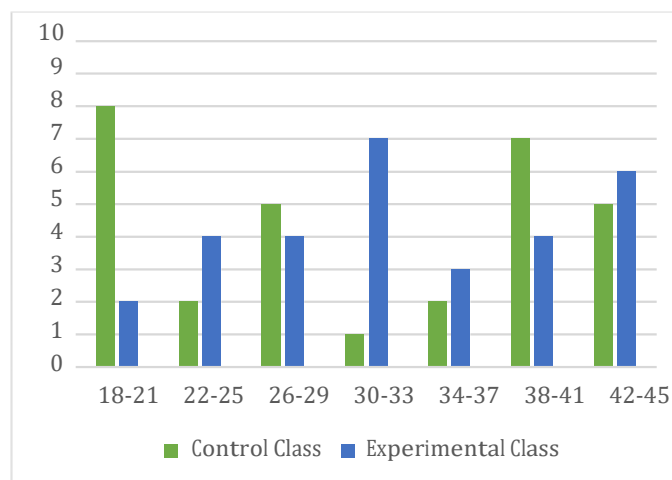**RESULT AND DISCUSSION**

1 The Pre-Test Score

Figure 1.1 Score of Pre-Test

According to the data above, it can be seen that between control and experimental class have similar score, it means that they have same level of understanding about the learning topic before the treatment. The similarity of these two classes is they are categorized have low score because they only have score around 18 to 45.
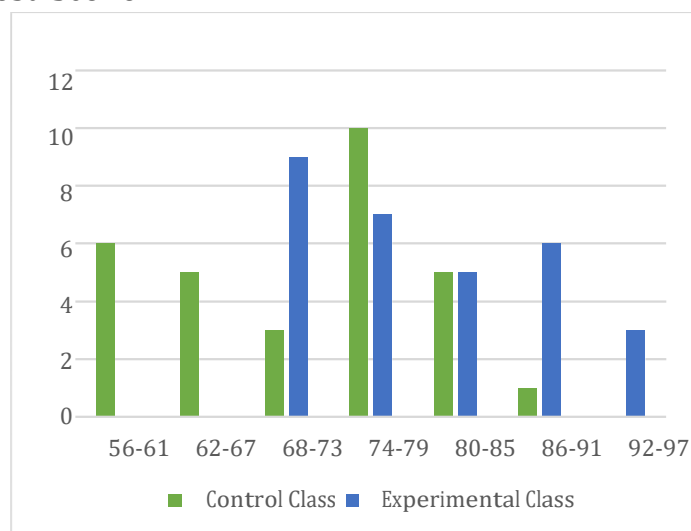
2 The Post-Test Score

Figure 1.2 Score of Post-Test

According to the data above, it can be seen between control and experimental class have significant differences score which shown by the highest score around 92-97 is only obtained by the students in experimental class who learn by using application. In addition, the lowest score in experimental class is higher than the

lowest score in control class. Therefore, it can be concluded that there is significant effect of using application or mobile device in learning.
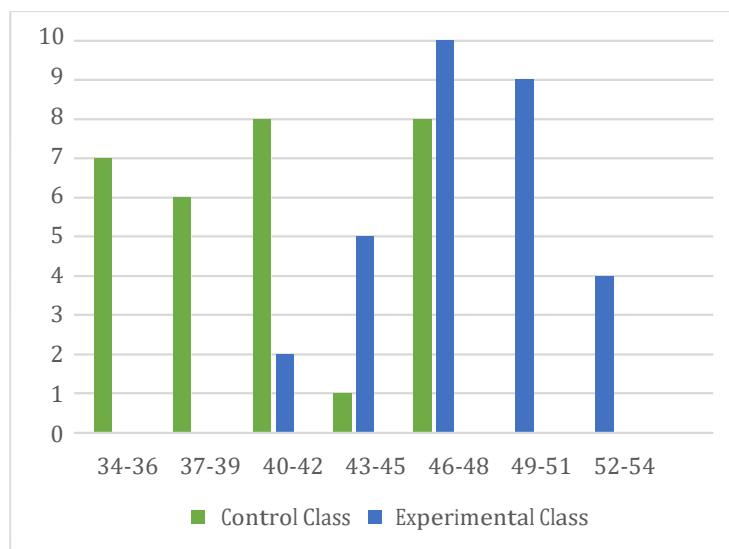
3 Gained Score

Figure 1.3 The Students' Gained Score Table

According to the data above, it can be seen that there is an improvement of score in experimental class. The improvement of score is shown by the improvement of score after the students in experimental class obtained the treatment to learn by using application in the classroom. The students in the experimental class obtained the score higher than the control class. It can be concluded that there is a significant effect of using application as media in learning.

After gather the data of gained score, all of the result about the improvement of score is drawn by using chart. The improvement score consists of the score of pre-test, post-test and gained score. The chart can be seen below:
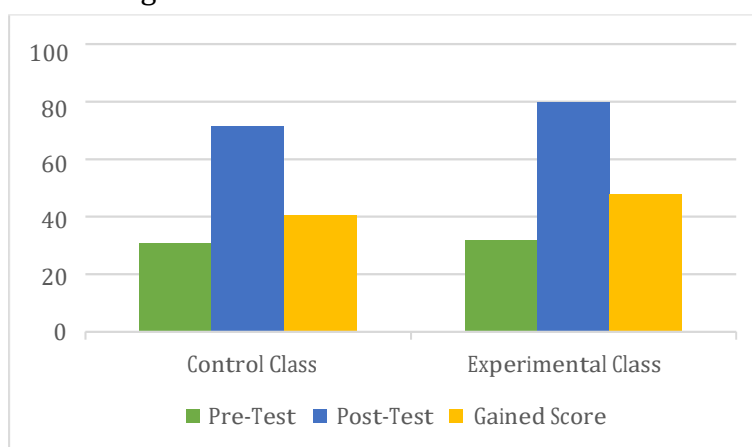

Figure 1.4 Mean Score of Pre-Test, Post-Test and Gained Score in Control and Experimental Class

According to the figure above, it can be seen that there is an improvement in control and experimental class. It is shown form the difference mean score of pre-test, post-test and gained score in control and experimental class. The mean score of pre-test in control class is 30,93 while in experimental class is 31,67. The mean score of post-test in control class is 71,47 while in experimental class is 79,60. Therefore, the gained score of control class is lower (40,53) than the experimental class (47,93).

4 Normality Test

In this research, normality test used statistical form of Liliefors test and Microsoft Excel 2013 to calculate the score. The result of normality test can be read in the table below:

Table 1.1

Normality Test of Pre-Test

	Lilliefors Test (α= 0,05)		Result
	Lo	Lt	
Control Class	0,156	0,161	Normal
Experimental Class	0,116	0,161	Normal

According to the table above, it can be seen that in control class, the Liliefors observation (Lo) shows the result around 0,156 meanwhile Liliefors observation (Lo) in experimental class is 0,116. With the total number of data (n) around 30 samples of pre-test in each class and at the level of α in 0,05, it was found that the result of Liliefors table (Lt) is 0,161 (See in appendix 7). It means that coefficient of Liliefors observation in control and experimental class are smaller than Liliefors table (Lo < Lt). Therefore, it can be concluded that the data of pre-test in control and experimental class are normal.

Table 1.2

Normality Test of Post-Test

	Lilliefors Test (α= 0,05)		Result
	Lo	Lt	
Control Class	0,138	0,161	Normal

Experimental Class	0,140	0,161	Normal

According to the table above, the result of control class shows the Liliefors observation (Lo) is 0,138 meanwhile experimental class shows the result in 0,140. With the total number of data (n) around 30 samples of post-test in each class and at the level of α in 0,05, it was found that the result of critical value of Liliefors table (Lt) is 0,161 (See in appendix 7). It means that the coefficient of Liliefors observation in control and experimental class are smaller than Liliefors table (Lo < Lt). Therefore, it can be concluded that the data of post-test in control and experimental class are normal.

6. Homogeneity Test

In this research, the test used statistical formulation to check the homogeneity of data in pre-test and post-test. The result of homogeneity test in pre-test can be seen as follows:

According to the calculation of statistical above, it can be seen that coefficient of F_{count} (Fo) is 1,412. At the level of α in 0,05 and degree of freedom between the data of these two classes, it was found that the critical value of F_{tabel} (F_t) is 1,850 (See in Appendix 7). It means that coefficient of F_{count} is smaller than F_{table} (Fo = 1,412 < Ft = 1,850). It can be concluded that the variant data of pre-test in control and experimental class are homogenous.

According to the calculation of statistical above, it can be seen that coefficient of F_{count} (Fo) is 1,105. At the level of α in 0,05 and degree of freedom between the data of these two classes, it was found that the critical value of F tabel (F_t) is 1,850 (See in Appendix 7). It means that coefficient of F_{count} is smaller than F_{table} (Fo = 1,105 < Ft = 1,850). It can be concluded that the variant data of post-test in control and experimental class are homogenous. 3.6 T-Test

In this research, t-test is calculated by using statistical formulation. T-test is used to know the significant effect of using English Grammar Test Application as media in learning. The statistical formulation and the result of t-test can be seen as below:

According to the calculation above, it can be seen that the result of t observed is 3,839. In this testing hypothesis, the calculation of t table with the degree of freedom 58 (df = $N_1 + N_2 - 2$) and at the level of significant 0,05 shows that the critical

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value is 2,001 (See the t table in appendix 7). After calculate the score, it shows that in this research t observed is higher than t table ($t_{observed}$ = 3,839 > t_{table} = 2,001).

7 Hypothesis Test

Hypothesis test was used to know the significant of research by using criteria of statistical hypothesis that can be seen as follow:

a. If t-test (t_o) < t-table (t_t) in significant degree of 0,05 = H_a is rejected and H_0 is accepted.

b. If t-test (t_o) > t-table (t_t) in significant degree of 0,05 = H_a is accepted and H_0 is rejected.

According to the calculation of t-test, it is found that t-test is higher than t table ($t_{observed}$ = 3,839 > t_{table} = 2,001). Thus, it can be conclude that Ha is accepted and it means that there is significant effect of using English Grammar Test application on the students' grammar mastery in simple past tense at eighth grade of junior high school.

According to the results above, it shows that there is an effect of using English Grammar Test application on the students' grammar mastery of simple past tense at eighth grade of MTs. Islamiyah Perkebunan Tanjung Kasau. It can be seen from the result or score in experimental class which has higher score than control class.

Further, the result of this research validates some theories and related studies. As the American Council on the Teaching of Foreign Language argued about technology integration in learning that technology can be used to assist and enhance language learning. The use of mobile device as media in teaching and learning is the example of technology integration in teaching and learning language as the way to improve the students skill in language learning and this research found that the integration of technology such as using an application can improve the students' skill in language learning, for example the improvement in grammar mastery.

The result of this study is also related to Mughti who found that English Grammar Test Application is effective to teach grammar especially Simple Past based on the result of this research shows that the computation of P-value is smaller than α (0,000 < 0,005).[11] In accordance with Yusuf who mentioned that the research by using English Grammar Test as media can improve the students' grammar competence based on the result of research which shows that $t_{observation}$ is higher than t_{table} (t_o = 6,67

> $t_t = 2,01$).[12] Same as the result of this research which found that $t_{observed}$ is higher than t_{table} ($t_o = 3,839 > t_t = 2,001$), it means that in this research English Grammar Test application is also effective to improve students' grammar mastery of simple past tense.

The significant effect of the result is supported by several things such as the simple operation of application for students. It can be seen from the students who able to 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 score in the application. As an impact, the student score in experimental class which got a treatment by using this application can be better than control class. It was proven from the difference score of these two class where the experimental class got the score higher than control class.

4. Conclusion

According to the result and discussion of this research, it can be conclude that English Grammar Test application gives positive effect on the students' grammar mastery at eighth grade of Junior High School, especially at MTs Islamiyah Perkebunan Tanjung Kasau. The significant effect of this research can be seen from the average of students' post-test which has different score where the experimental class can obtain 79,60, meanwhile the control class only can obtain 71,47. Afterwards, the significant also can be seen from the analysis of data that shows $t_{observed}$ (t_o) is higher than t_{table} (t_t) in the significant level of 0,05 (3,839 > 2.001). Therefore, it can be concluded that H_a is accepted and H_o is rejected. It means that there is significant effect of English Grammar Test Application on students' grammar mastery. In another word, English Grammar Test Application can improve students' grammar mastery. The successful of using this mobile device as a media in teaching and learning is supported by the simple operation and some interesting features of this application which can attract the students' attention. It is showed from the great enthusiasm and actively involvement in teaching and learning process because they can use this media easily.

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