



THE EFFECTIVENESS OF QUIZLET ON TEACHING GRAMMAR AT ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 BANTARSARI CILACAP

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ABSTRACT

The problems of this research were students' difficulties in mastering grammar because of monotonous activity and less interest to learn. Quizlet application was proposed as a new alternative media to engage students' interest in learning grammar. This study aims to find there was a significant different or not between the experiment class and control class. This study used quasi experimental design and quantitative approach. The population of this research was the eleventh-grade as much as 172 students. The sample was chosen by purposive sampling, with 35 students in experimental class and 35 students in control class. This study used pre-test and post-test to collect the data and was analyze used IBM SPSS V 25. The result of Independent Sample T-test showed that the sig. value was 0.298, it means that there was not significant effect. The use of Quizlet to teach grammar at this school was less effective, but can still use to learn another English subject.

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INTRODUCTION

Grammar is one of keys for English learners that can help them to have a good communication with others. There were some students' problems in mastering grammar because of some factors. One of the factors, the students felt difficult when they made a sentence correctly. Because of that the students thought if grammar were the most difficult English subjects to be mastered. Other factor, especially since covid-19 pandemic, learning process was originally an offline class must be turned into an online class. This certainly has an impact, which students need adaptation with the learning media that they used. Another impact they should change their learning style through smartphones or computers.

According to the curriculum 2013 that was applicable, for Englishsubject had limited time lesson which only 2 lesson hours in a week. It means that the students have to be smart in their time management to set their learning style because the time in classroom was very limited. Moreover, the teaching strategy still used traditional method that mostly teacher explain the material only used from book or paper. It was monotonous and made the students had less



interest in learning process. It means, there needs something new to engage students' interest and achievement in learning grammar. Therefore, the teachers should find out the best techniques that applied to their students.

Technology is currently developing very rapidly, especially in the area of education. For students who utilize English as a foreign language, especially in the media, effective teaching has been mostly essential. In order to increase students' interest in learning English, effective media are needed (Baqiatu Sallamah & Husein As Sabiq, 2020). By using right media can attract student's attention from the teacher explanation not only from dictionaries or handbook sources. There are some studies have proposed to increase students' interest in learning English such as used new alternative media, one of them is using Quizlet Application. In accordance with statement from English teachers of SMA Negeri 1 Bantarsari, the students did not familiar with this application as one of their media to learning because of their limited knowledge. In fact, this application already many people used as new platform learning.

Recently, teaching trends as well as huge technological advances, it is allowed the teachers to take advantage by using applications through many varieties of applications for online learning. As a consequence, the teachers may design customized learning content based on their student's grammatical competency and abilities (Jentia et al., 2019). This application provides the students with unrestricted access and allows them to take part in a variety of activities that will assist them in comprehending the material as completely as possible. Moreover, this application also had interactive interface learning (Yuliyanto & Fitriyati, 2019). It means, Quizlet application will be urged to the students' think about grammar as a not difficulties English subject to learn.

There are several studies was proposed about the use of Quizlet application on several skills. As stated by Sari in her research on 2019, it is suitable for many disciplines, such as to setting materials or teaching materials for their students by using flashcards and learn feature. Another benefit, this application is accessible anywhere and anytime also can used by a laptop or smartphone. It means with many benefits from the features in Quizlet that can used to facilitate teachers and students, it will made learning process are flexible, not rigid, and challenging



On the other hand, a research conducted by Hikmah in 2019, she advantage such as, it is effectively increased student's interest when learning informatics terms in English, reduced student's monotony, provided a new non-threatening environment, and increased student's confidence in studying English. This platform gained positive feedback from the students because when they played game features, it was essentially because they received feedback as they passed through learning tasks and pleased them (Hikmah, 2019).

Other research by Jentia, Evie, Fransisca, and Melor in 2019, showed that students and teachers agreed if Quizlet can be used as an improvement learning medium in learning English. They can utilizing the existing features in there such as teachers can setting learning materials by themselves according to the student's abilities. Another benefit, it has beneficial for the teacher be able to employ ICT (Information and Communication Technology) in teaching and adapting to the learning style of their student's grammar proficiency (Jentia et al., 2019). Based on the several studies that have explained about the use of Quizlet, all of them have succeeded in using Quizlet as a medium in several skills. Recently, there is no research found regarded the effectiveness of Quizlet in teaching grammar at eleventh grade students of SMA Negeri 1 Bantarsari, Cilacap Regency. To find out the effectiveness of Quizlet, experiment methodology was required in this research.

LITERATURE REVIEW

Grammar

According to Thornbury statement, grammar is conventionally seen as the study of the syntax and morphology of sentences. It means that grammar is a rule about word structure made as a perfect sentence. The use of grammar, is to communicate meanings of a very precise kind. To be an expert language user, english learners should study grammar because with grammar skill it can help them to organize their words and messages (Thornbury, 1999). Other reason, in a sentences should be included in word learning because the word patterns occur with grammar. Therefore, having a good knowledge of grammar is important to avoid misunderstandings, because the wrong meaning language will interfere the communication and conversation with.



Grammar is important because it matters a lot when it comes to expressing our ideas such as in a formal situation. With Good grammar knowledge can help to know how craft words into coherent sentences, and how to form those sentences into paragraphs which successfully convey the meaning (Yee Bee Choo & Vivian Kwon, 2017). In other hand, grammar is importance to the students because if the students had good grammar knowledge, it helps them in correction of mistakes and improve students writing skills. It is lined with statement of Yulianto, because grammar can convey a meaning to other, it can help them good conversation with other people (Yuliyanto & Fitriyati, 2019).

Teaching grammar is to show how a language works. Accurate grammar teaching will guide the learner how to use the language properly according to the context. Explaining grammar rules in detail information to students and students just written practice that does not involve imagination might bored them. Therefore, the teacher must be able to choose the best learning strategies and media in accordance with the students' grammar proficiency (Larsen-Freeman, 1982).

There are six rules of grammar teaching according to Scott Thornbury as follows (Thornbury, 1999):

- 1) The rule of teach grammar in context. This can relate to both of the language context and context of use (meaning). It means, the teacher should separate an object from this context in order to attract attention and re-contextualize it as as soon as possible.
- 2) The rule of use. Teach grammar to help students understand and produce real language. Always give students the chance to communicate through grammar.
- 3) Economic rule. Minimize presentation time to improve practice time.
- 4) The rule of relevance. Teach only the grammar that the students are struggling with. Find out what they already know.
- 5) The law of nurture. Teaching does not constantly result in learning. Learning languages is a continuous thing. Make it as ideal settings for grammar learning.
- 6) The rule of appropriacy. All of these criteria should be interpreted based on the student's level, needs, interests, expectations, and learning styles.



Teaching grammar is the way to teach grammar and demonstrate how a language functions in actual use. There are two strategies that may be applied to teach grammar, they are deductive and inductive. According to Thornbury, a deductive approach begins with an explanation of the core assumptions and then it is applied to specific situations. In contrast, an inductive approach begins with a few examples from which the rule can be inferred (Thornbury, 1999).

In other hand, as stated by Bezusa and Samoylyukevych in 2020 there are four techniques that can be applied in teaching grammar in their paper such as follow (Bezusa & Samoylyukevych, 2020).

1) Using Song and Poems

The use of songs in teaching grammar can provide an alternative classroom activity such as in listening, speaking, writing and reading abilities. This method can made students feel enjoy and relax with atmosphere in classrom. Meanwhile poems contextualize a grammar lesson effectively. It is serve as an unigue tool for practicing a specific grammatical structure, in particular structure , such as jazz chants.

2) Using Games

The use of games in teaching grammar is to attract students interest to study grammar. If students instructed to understand a structural patterns and have to use them in daily life, they feel it is difficult task. It will make them feel burdened. Therefore, teachers can use games to overcome their difficulty.

3) Using Story Telling

One of the modifiable methods that can be used as a practical and organic grammar teaching tool is storytelling. Contextualizing grammar and sentence structure points can produce in amusing and entertaining stories.

4) Using Another Media

The use of media can help to kindle the learning interest of students. The technology of computer tools like internet, ICT, social media, application or video clips can help students to interact with materials. In the Covid-19 Pandemic 1 years ago, media can be used as an educational tool to present materials. Teachers should be innovative in order to help students develop their skills through provide learning-



oriented content that will attract to students. Although they are learning online, the teacher should concentrate on their development learning (Aenun Muthoharoh; Alisa Zumrotul 'Ulya, Euis Nawangsari; Salamatum Riska Fatin; Maulana Mualim, 2022)

According to Widodo in his journal, there are some steps that teacher can used to teaching grammar in the class(Handoyo Puji Widodo, 2006):

1) Building Up Student's Knowledge of The Rule or Rule Initiation

The planned procedure begins with some direct questions and concept sentences in which the grammar item to be taught is highlighted. These activities are designed to increase students insight of the grammatical items taught. At this point, teacher must ask students to respond to the questions orally. This can boost student's confidence in communicating with the grammatical item the students have learned.

2) Aims To Elicit The Functions of The Grammatical Item Taught Accompanied With Examples

This step aims to provide students with proper description of how the language focus has been used so they are able to apply it appropriately in communicative settings. The teacher directly tells the students some components of the sentence, such as the verb form and regularly utilized time signals.

3) Focuses Upon Familiarizing Students With Grammatical Item in Use

In this step, the teacher offers some tasks, checks for student comprehension, and encourages active student participation. To summarize in third step, a sequence of exercises aimed toward form-function exposure provided students with multiple chances to become familiarize with functions and forms.

4) Checking Students Comprehension or Rule Activation

At this step, the teacher evaluates student comprehension to determine whether the students have comprehended what they have been taught. The evaluation can take the form of sentence construction. It is used to have students apply the grammatical concept learned productively rather than receptively. In this case, the students must work collaboratively.

5) Expanding Student's Knowledge or Enrichment



The last step focuses on increasing the student's understanding of the grammatical item being taught. Other activities are used by the teacher in this case to reinforce some concepts and even to relate new ones. The teacher allows students to work independently and can assign homework or assignments based on activities or tasks from the lesson.

According to Ameliani in her research on 2019, there are some students difficulties when learning grammar (Ameliani, 2019):

- 1) Most students agree that grammar is the most difficult subject. Because they are confused about how to arrange phrases and words in reference to grammar.
- 2) Other difficulties that students commonly faced include making sentences or paragraphs that related to tenses. They made a mistake in properly using tenses.
- 3) Almost the students have difficulties as choosing suitable verbs. They do not always employ the correct tenses, which makes the sentence meaningless.

Teaching Media

Commonly, teaching media is the tools that may be used by teachers to deliver the materials to their students when learning process. in other hand, it can be used to reach the learning goals. In other word, media is all aids or tools which should be used by teacher and learner to attain certain education objectives (Egerton, 2011). It is lined with Ruis and Waluyo statement, which learning media is all the things that includes materials and facilities that will be used by the teacher to carry out the instruction and facilitate the achievement of students' goals in learning process (Ruis & Waluyo, 2009). The facilities may included traditional materials such as whiteboards and black board, pamphlets, charts, slides, overheads, real objects, flash cards and videotapes or films. Other materials and new methods such as by using computer, DVD, CD-ROM, internet, and interactive video conferencing. It means, with the many tools will be made students interest to tried when learning English subject.

The term of ICT means Information Communication Technology, and it is often used about computers technology in schools. On the other hand, ICT refers to all technologies that can store, retrieve, modify, transmit, or receive information in digital form (Arnell, 2012).



Furthermore, ICT is defined as the application of technology that has many aspects that are beneficial in people lives. In trade, business, science, and social media, for example. They also used it not only at work but also in their daily lives as a manner of living. To summarize, ICT was regarded as one of the important technological tools that can be widely used by all people in their daily lives (Setiawan et al., 2021).

Currently, the use of ICT in teaching is not new information for teachers and students. The presence of technology helps a lot to facilitate teachers in preparing materials, conducting learning and evaluations. Teaching grammar with technology often occurs not only in software programs, specifically made for language learning but communicative or learning technologies that are accessible for various purposes (Bikowski, 2018).

Quizlet is a free website that provides students with learning tools such as flashcards, study, and game modes. This app also offers free study tools for people of all ages that can be used both inside and outside of the classroom, with friends. This application, on the other hand, is accessible via iOS and Android software. Quizlet is a digital flashcard application that provides picture cards that can be accessed via electronic devices such as smartphones to assist learners in memorizing the form and meaning of words (Sari, 2019).

Quizlet was developed to give benefit for teachers and students when learning grammar subject. Teachers could monitor their students work and also provide feedback as student's progress from lower to more advanced level thinking skills. Grammar in Quizlet aimed to boost grammar acquisition through the creation of grammar-related study sets (Jentia et al., 2019).

As many people know, learning grammar takes a long time to understand and master. Students could carry out grammar learning activities in a tension sense because they are in charge of their own learning, which is especially beneficial for non-native speakers. Quizlet Grammar also allows students to learn collaboratively by permitting them to create flashcards together. Because it can be accessed through use of smartphone or website, this application can also be used outside the classroom.



METHOD

This study applied quasi-experimental research at eleventh grade students at SMA Negeri 1 Bantarsari, Cilacap Regency. As a sample of research, this study used two classes: experiment class and control class. The experiment class was given Quizlet application, while control class did not received any treatment. The aim of this quasi-experiment study was to examine the effectiveness of Quizlet in teaching grammar at eleventh grade students of SMA Negeri 1 Bantarsari Cilacap. In this study used two variables, they are experiment variable and non experiment variable. The experiment variable was the experiment class (XI MIPA 2) that given treatment by Quizlet Application, while non experiment variable was the control class (XI MIPA 3) that did not received treatment. In this research to collecting the data used pre test, treatment classroom and post test. In other hand the instrument testing that used are normality, homogeneity, paired sample t-test and independent sample t-test.

FINDING AND DISCUSSION

After collecting data from both groups, this study used pre-test and post-test to analyze the data, which is facilitated by IBM SPSS V 25 software for Windows Result of Pre-test and Post-test Experiment Class.

Table.1 The Result of Pre-test and Post-test Control Class

No.	Statistic	Control Class	
		Pre Test	Post Test
1	N	35	35
2	Minimum	16	44
3	Maximum	84	88
4	Mean	48,11	71.31
5	Median	44	72
6	Mode	40	80
Mean different = 23.2			

Table. 2 Result of Pre-test and Post-test Experiment Class

No.	Statistic	Experiment Class	
		Pre test	Post test
1	N	35	35
2	Minimum	16	48
3	Maximum	72	92
4	Mean	45.77	74.06
5	Median	48	76
6	Mode	44	64
Mean different = 28.29			

Table. 3 Percentage Score Pre Test and Post-Test Experiment Class

Class	Pre Test		Post Test		N
	Complete	Incomplete	Complete	Incomplete	
Experiment	0	35	21	14	35
	(0%)	(100%)	(60%)	(40%)	

From the table percentage score in experiment class, showed there was an high increase in percentage of completeness which from 0 % in pre-test to reach 60% in post test. In contrast, to the incompleted column there was a decrease score of students were originally categorized as incomplete was 100% down to 40%.

Table. 4 Pre-Test and Post-Test Control Class.

Class	Pre Test		Post Test		N
	Complete	Incomplete	Complete	Incomplete	
Control	2	33	17	18	35
	(5.8%)	(94.2%)	(48.6%)	(51.4%)	

From the table, there was an increase in percentage of completeness from 5.8% in the pre-test and 48.6% in post test. In contrast, incompleted column showed there was a decreased score from students result were originally categorized as incomplete was 94.2% down to 51.4%.

Table. 5 Result of Normality

CLASS		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
SCORE	PRE TEST EXPERIMENT (EC)	.169	35	.012	.916	35	.011
	PRE TEST EXPERIMENT (EC)	.184	35	.004	.918	35	.013
	PRE TEST CONTROL (CC)	.163	35	.019	.954	35	.149
	POST TEST CONTROL (CC)	.160	35	.024	.948	35	.099

It means can be assumed if data meets assumption normal distribution, because higher than > significant level of 5% (0.05). Therefore, this result can be use for the further test.

Table 6. Result Homogeneity Test of Variances

		Test of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Pre test	Based on mean	.742	1	68	.392
	Based on median	.606	1	68	.439
	Based on median and with adjusted df	.606	1	67.852	.439
	Based on trimmed mean	.740	1	68	.393
Post test	Based on mean	.034	1	68	.854
	Based on median	.079	1	68	.780
	Based on median and with adjusted df	.079	1	55.321	.780
	Based on trimmed mean	.040	1	68	.842

This data indicated mean score of pre-test in experiment and control class was homogeneous.

Table. 7 Result of Independent Samples Test of Pre-Test

Independent Samples 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
learning outcomes	Equal variances assumed	.742	.392	-.657	68	.513	-2.343	3.563	-9.453	4.768
	Equal variances not assumed			-.657	67.269	.513	-2.343	3.563	-9.455	4.769

Table. 8 Result Independents Sample of Post Test

Independent Samples 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
learning outcomes	Equal variances assumed	1.171	.283	1.050	68	.298	2.743	2.613	-2.471	7.956
	Equal variances not assumed			1.050	67.353	.298	2.743	2.613	-2.472	7.957

From the data analysis that had been done, the purpose of this study is to find out if any significant effect of using Quizlet application in teaching grammar at eleventh grade students of SMA Negeri 1 Bantarsari Cilacap Regency. The use of Paired Sample T-test is to know there any significant or not from difference result on student outcomes after studying grammar materials between before and after received the treatment using Quizlet Application. The descriptive analysis of the processed data was described used paired sample statistics. The average score of pre test as shown in mean table which in control class was 48.11 and post-test was 71.31. The respondents in control class as much 35 students.

In experimental class, the average score as showed in paired sample statistics of pre test is 45.77 while post test is 74.06 with same respondents as much 35 students. Based on



explanation of two statistic table of paired samples, both classes had little differences mean score of pre-test scores as much 45.77 in experiment class and 48.11 in control class. Therefore, the mean (average) of pre-test and post-test in both classes can be assumed there was a difference. It can be seen in experiment class from, 45.77 was increased as much 28.29 to 74.06. While in control class increased as much 23.2 to 71.31. It means that there was an increase in mean score for both classes and mean difference as much 5.09 point. In short, mean score in experiment class is higher than control class.

This result was agreement with Dizon's research in 2016, which showed that the students' mean score in post test conducted after using Quizlet Application is higher than those mean scores in pre test before using Quizlet Application. It means that Quizlet Application can support the students' score enhancement also can improve students learning outcomes (Dizon, 2016). From the results of the descriptive analysis were confirmed by testing the hypothesis with the Paired Sample T-test, in control class and experimental class, the sig value was obtained. (2-tailed) of $0.000 < 0.05$. It means that H_a is accepted and H_0 is rejected because there is any effect of using Quizlet in experiment class after given the treatment. As previously stated, there is a significant difference between average (mean) score before treatment and average (mean) score after treatment in experiment class and did not give a treatment in control class.

The difference between t_{count} and t_{table} in control class and experiment class, there was effect value in experiment class which is higher than the control class. It can be referred that the class which had received the treatment, got more effect than the class that did not received any treatment. The data also supported by the completeness percentage in achieving score in the post test control class from just 2 % to 48.6% completeness. Meanwhile in experiment class from 0% to 60% completeness.

Based on previously statement, the students got any improvement score. In relation with some expert the use of Quizlet Application can be applied in teaching grammar. This statement related with Jentia's research in 2019, which stated Quizlet Application it enables teachers to create intended learning content according to students grammar proficiency and students are able to enhance their grammar proficiency accordingly to the pace and time of their learning (Jentia et al., 2019). The output of independent sample t-test that had obtained, the value of sig. Levene's test for equality of variances t_{hitung} is higher than t_{table} . Which in pre-test is 0.657 and



in post test 1.050 ; $1.050 > 0.657$. It means, there was a difference average of post test scores in control class and experiment class which in post test is higher than pre-test.

In SMA Negeri 1 Bantarsari Cilacap had minimum score which was 75 in English subject. Referred to the result in both classes that mean score of post test in control class just 71.31 and in experiment class is 74.06, it means did not get the minimum score. In other hand, from the analysis of the results of increasing mastery of learning outcomes test above, the effectiveness of Quizlet Application in the experiment class was 60% which category mean is still less effective.

This research found some reason why this application after treatment for some meetings still less effective because some factors. First, this study had limited time for applied this application. It made students did not not get maximum results and experience with this application. Other factors, started from result of pre-test both classes were quite low score and after treatment still did not get significant result. Then, sometimes students suddenly had bad signals when practiced this application. As consequence when practice it need more time.

Even though there was no significant effect, it can be seen students get increased score while not too higher. It means, this application as learning media still can help students to learn english subject. On the other hand, even though in this research,quizlet still less effective, there are some the implementation of Quizlet Application as a new alternative media that made students got better score. The first, students got more interest in learning activity. It because during the learning process they were enthusiast to try features on Quizlet Application. As it explained by Arnell in her journal, stated from students'perspective that ICT-based online flashcards (better known as Quizlet) canhelp students memorize the materials easily. It is because Quizlet aplicationequipped with many features that made it easy for the students(Arnell, 2012) .

Other things that already found through Quizlet application, made students happy in learning process and they did not feel monotonous while learning process. It caused they used Quizlet Application in learning process which is never they tried before. It is supported with the statement from Jentia, Evi, Francisca, and Melor in 2019, that the effect of using Quizlet will allow positive behavioural changes among the students and they can learn in new fun way and engaging way especially learning also in outside the classroom (Jentia et al., 2019). It is lined



with the explained from Yulianto and Fitriyati on 2019, that the interactive interface in Quizlet Application will be comfy students and made they for not assuming if grammar as a boring subject (Yuliyanto & Fitriyati, 2019).

Another benefit from using this application, the teacher can monitoring their students worksheet and give feedback in their learning progress from lower level thinking skills to higher level thinking skills. The example can be seen when students tried live quiz feature ,the teacher can be seen how students progress while they do the assignment there from begin until end. It means, using Quizlet Application can enables teachers to create intended learning content according to the students grammar proficiency Another advantages from this application is, the teachers be able to utilise new alternative media in learning process (Jentia et al., 2019). Because of that, it can be assumed Quizlet Application should be applied as innovative way in teaching grammar as part of using other media (Bezusa & Samoylyukevych, 2020).

In this research, it was also found that the implementation of quizlet as a learning media made the students motivated in learning activity, because during the lessons they were enthusiast dan active to finish their instruction from the teacher.

Last benefit from this application as in this research experience, during the learning process the students are quite focused and paying attention with material and teacher instructions. It caused while learning process, students showed the material by displaying applications from LCD projector. Because of that, students also get visualization and made students more understand with the instruction. After combining two of them, it will have a positive impact for students in this school. However this application still less effective in this school, the students can use this platform to learn other English subject.

CONCLUSIONS

The purpose of this study was to determine the effectiveness of the Quizlet Application in teaching grammar to eleventh grade students at SMA Negeri 1 Bantarsari, Cilacap. The quantitative data revealed that the students performed well on the post-test. The data was obtained by comparing the pre-test and post-test mean scores, which were then calculated using IBM SPSS V 25 for Windows. If that findings of the control and experiment classes were compared, it showed that students' comprehension in studying grammar after using Quizlet the classes scores had increased, but the experiment class's score was higher



than the control class. Based on the findings and discussion, it can be assumed that there was an effect but not significant effect on students' achievement after the class that was taught utilizing the Quizlet Application. It means this Application if applied especially in this school still less effective. Eventhough not significant, the result indicated after the Quizlet Application applied to teach grammar, the students got higher score than pre-test scores. On the other hand, this application still can use to as new alternative media to learn English subject.

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