UTILIZING LEARN ENGLISH GRAMMAR MOBILE APPLICATION IN IMPROVING THE STUDENTS' GRAMMAR AT SMP NEGERI 14 PALOPO

A Thesis

Submitted to the S1 Tarbiyah English Study Program and Teacher Training Department of In Partial Fulfillment of the S.P.D Requirement, the State Islamic Institute of Palopo Degree of English Education

Proposed By:

HASTUTI

17 0202 0218

**ENGLISH EDUCATIONAL STUDY PROGRAM TARBIYAH AND TEACHER TRAINING FACULTY STATE ISLAMIC INSTITUTE OF PALOPO
2021**

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1. **Dr. Hilal Mahmud, M.M**
2. **Syamsudarni, S.Pd.I., M,Ed**

ENGLISH EDUCATIONAL STUDY PROGRAM TARBIYAH AND TEACHER TRAINING FACULTY STATE ISLAMIC INSTITUTE OF PALOPO
2021

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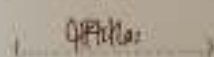
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THESIS APPROVAL

This thesis, Entitled *"Utilizing Learn English Grammar Mobile Application in Improving the Students' Grammar at SMP Negeri 14 Palopo"*, which is written by **Hastuti**, Reg. Num. 17.0202.0218, English Study Program of Tarbiyah and Teacher Training Faculty, the State Islamic Institute of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on Tuesday, November 23th 2021, coincided with Rabiul Tsani 18th 1443 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Education Department.

Palopo, November 23th 2021

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Thesis Entitled: "Utilizing Learn English Grammar Mobile Application in Improving the Students' Grammar (A Classroom Action Research of the IX Grade at SMP Negeri 14 Palopo)"

Written By:

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Faculty   : Tarbiyah and Teacher Training

Study Program   : English Education

Has been corrected and approved to be examined

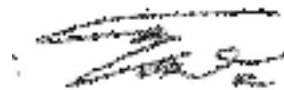Palopo, 29 September 2021

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Assalamu'alaikumWr. Wb

Setelah melakukan bimbingan,baik dari segi isi,bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut dibawah ini:

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   Judul   : "Utilizing Learn English Grammar Mobile Application in Improving the Students' Grammar (A Classroom Action Research of the IX Grade at SMP Negeri 14 Palopo)"

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Hal :Skripsi

KepadaYth.

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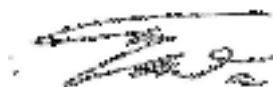
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Wassalamu'alaikum Wr.Wb

                                    Pembimbing II

                                    Syamsudarni, S.Pd.I., M.ed
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بسم الله الر حمن الر حيم

Alhamdulillahi Rabbil Alamin, Allah SWT, the Almighty God, deserves praise and appreciation. Without God's grace and compassion, the writer would never have been able to begin and complete this thesis, which was required for the degree of S.Pd at the State Islamic Institute of Palopo and was titled "***Utilizing Learn English Grammar Mobile Application in Improving Students' Grammar" (A Classroom Action Research of the IX Grade at SMP Negeri 14 Palopo)***. Safety and peace be upon our prophet, Muhammad SAW, the chosen one.

The researcher is aware that this thesis has gotten a lot of help, direction, support, and feedback from a lot of people. As a result, the researcher wishes to offer gratitude to:

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Lastly, the researcher prays that ALLAH SWT bless all of those who have helped her, and that this thesis will be valuable to the readers and others. The researcher is honored in this thesis..

Palopo, 29 September 2021

The Researcher

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ABSTRACT

Hastuti, 2021 Utilizing learn English grammar mobile application in improving the students' grammar At SMP Negeri 14 palopo. Thesis Tarbiyah Department. Consultant (1) Dr.Hilal Mahmud, M.M. (2) Syamsudarni,S.pd.I.,M.Ed.

Keyword: *improve grammar, learn English grammar application, mobile application.*

The researcher focused on improving the students' grammar by utilizing Learn English Grammar mobile application at SMP Negeri 14 Palopo. The problem statement for this study is; 1)How to utilize the Learn English Grammar mobile application in improving the students' grammar at SMP Negeri 14 palopo? "2) What are the students' responses to the use of Learn English Grammar mobile application in improving the students' grammar at SMP Negeri 14 palopo?". The major goal of this study is to find out how to utilize the Learn English Grammar mobile application and the students' responses to the Learn English Grammar mobile application in improving the students grammar at SMP Negeri 14 palopo .

Classroom Action Research is used in this study (CAR).The study consisted of three cycle throughout the learning process via virtual learning and one meeting in the classroom for evaluation examinations. The subject of the study is class IX students' at SMP Negeri 14 Palopo.The instrument of collecting data there are grammar tests, observation, interview, and questionnaire. Observations are analyzed qualitatively, and tests are analyzed quantitatively.

In the first cycle the average value of the student's test was 58.28, and the percentage of students participation reached 44%. While in the second cycle the average value of the student's test was 61.16, and the percentage of students participation reached 56%. While in the third cycle the average value of the student's test was 76.88, and the percentage of students participation reached 92%. With this, it can be concluded that learning grammar by utilizing the Learn English Grammar mobile application can improve the students' grammar skills. The right way to teach grammar using the Learn English Grammar application were: (a) The researcher gave apreciated and motivated to the students. (b) The researcher introduced to students' about the learn english grammar mobile application. (c) The researcher explained the material repeatedly in a language that is easily understood by students. (d) The researcher invited students to studied

in groups to do the assignment. (e) Researchers provide opportunities for students to asked questions on the sidelines of the explanation of the material.

CHAPTER I

INTRODUCTION

A. Background

Grammar is a crucial aspect of English that should not be overlooked. Grammar must be learned in order to have good English skills. Along with qualified vocabulary and phrases, grammar is one of the supports in speaking and writing English. The use of proper grammar will produce clear sentences and paragraphs. The arrangement of sentences and paragraphs is structured neatly to understand what is meant in sentences and paragraphs.

Grammar is needed to support students in the classroom learning process. Students must learn to grasp the correct and suitable grammatical arrangement according to the tenses employed. These will make students feel comfortable when writing, reading, and speaking. They quickly understand the meaning of a sentence when they understand the structure of the grammar. To succeed in the learning process, students must pronounce phrases in English according to the correct grammar arrangement.

Aside from vocabulary and pronunciation, grammar is an important part of any language. Without understanding grammar, students would struggle to convey and comprehend the meaning of English . So those students are motivated to learn grammar, teachers must be creative in conveying the material. There are various kinds of grammar teaching strategies that teachers can use, namely by utilizing mobile application media. And one of the mobile applications, namely Learns English Grammar mobile application.

The writer is interested in enhancing the grammatical skills of students' at SMP Negeri 14 Palopo since she discovered several hurdles that students confront. Based on an online interview with the English teacher at SMP Negeri 14 Palopo on 30 *November* 2020. They said," the students' grammar skills were still lacking, and there were about 70% of students who did not understand how to use correct grammar". These show that more students could not use proper grammar, so they need to be taught better, especially in learning the right grammatical arrangement.

According to the findings of online interviews with English teachers at SMP Negeri 14 Palopo, the majority of students could not comprehend grammar classes during the previous learning process. They require a strategy to assist them in the learning process. Students are enthusiastic and eager to study when the teacher conducts studies using cards to teach grammar in the last lesson. As result, it is vital to improve students' grammatical knowledge in accordance with the applicable curriculum. In order to teach grammar, the tearcher needs have adequate method and preparation.

Learning grammar requires students to put more effort and have a positive attitude to achieve more effective learning goals. And thus, the use of learning applications in improving grammar is appropriate for effective and enjoyable learning outcomes. Based on the statement above, It can be said that learning applications can play an essential role in effective and fun grammar learning. Mobile-based grammar learning can increase learning engagement and

effectiveness. Thus, the current research aims to improve students' grammar skills through mobile applications.

Several mobile applications provide language learning for users, such as Duolingo, Memrise, Busuu, the British Council's Learn English app series, and many more. Most of them, except Learn English, provide users with an "all-in-one" solution within their application. For example, there are reading skills, listening skills, and grammar skills in one application. The Learn English grammar mobile application separates the skills required for different applications, such as Learn English Audio and Video, Learn English Podcast, Learn English Grammar,

Learn English Grammar as a mobile application is an Android-based application to learn English grammar. Learn English Grammar mobile application can be accessed offline, making it easier to learn grammar whenever and wherever we want to open it. As we can see now, the impact of Covid-19 has made schools study online to avoid transmission from Covid-19. Students are required to learn online by using their Android phones, therefore learning aid applications such as the Learn English Grammar mobile application are very appropriate for students to access according to their current learning conditions.

Learn English Grammar mobile application has several levels of questions and answers contained in it. There are questions and answers from the simple present, present continuous, simple past, and many more. So that students can measure their grammar skills by trying to answer the questions available in the Learn English Grammar mobile application.

Learn English Grammar mobile application has several advantages: 1.) visually, it can help store short and long-term memory, 2.) easily accessible anywhere offline, 3.) Interactive, 4.) There are questions in the form of audio that can practice listening skills, 5.) It can motivate students to learn often because the Learn English Grammar application is based on a mobile application used via an Android cell phone. According to Burston, Mobile Devices as Mobile Applications provide many advantages, such as portability, usability, and accessibility, supporting language learning[1].

The researcher will use a technique to improve students' grammar skills using the Learn English Grammar mobile application based on the explanation above. The idea is to make the material more engaging and understandable. The writer believes that with the Learn English Grammar mobile application, students can improve their grammar. Therefore, the writers want to perform as study called "Utilizing Learn English Grammar mobile applications in improving the students' grammar at SMP Negeri 14 Palopo".

B. Problem Statement

Based on the foregoing, the researcher formulates the following study question:

1) How to utilize Learn English Grammar mobile application in improving students' grammar at SMP Negeri 14 palopo?

2) What are the students' responses to the Learn English Grammar mobile application in improving the students' grammar at SMP Negeri 14 palopo?

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1 Vineki and Yogyakarta, *Proceedings Undergraduate Conference 2017*.

C. Objective of the Research

The research's goal is as follows,Based on the problem statement:

1) To find out How to utilize Learn English Grammar mobile application to improving students' grammar at SMP Negeri 14 palopo.

2) To know the students' responses to the Learn English Grammar mobile application in improving the students' grammar at SMP Negeri 14 palopo.

D. Significance of the Research

The Significance of this study was:

1) That aimed to provide information to teachers on how to utilize the Learn English Grammar mobile application.

2) It can help students' improve their grammar.

3) It can be used as a reference for other researchers to help them better.

E. Scope of the Research

The goal of this study is to improve students' grammar skills at SMP Negeri 14 Palopo by using the Learn English Grammar mobile application. Researchers will emphasize improving students' grammar learning abilities by utilizing Learn English Grammar mobile applications.

F. Operational Definition

the writer provided the following definitions based on the tittle:

1. Students' grammar is the most essential parts that students need to know to speak English correctly.

2. Learn English Grammar mobile application is an Android-based grammar learning application.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Study

The researcher dicusses the following studies that are pertinent to this thesis:

1. Hendra Erik Rudyanto wanted to learn more about "The use of the integrated mobile application with realistic mathematics educations: A study to develop elementary students' creative thinking ability." The population of his study was grade 4 elementary school. The sample of this study was 64 elementary school students' in Bantul Distrik, Yogyakarta, which were divided into 32 experimental class students'(class A) and 32 students in control class (class B). In this study, the result shows that mobile application development integrated with realistic mathematics meets valid/proper requirements based on expert and practitioner assessments that are practical and easy if applied in mathematics learning and effective in improving students' creative thinking ability. The equation from the above research is about using mobile applications as software that can be used for a more effective and enjoyable learning process. The difference between this research and Hendra Erik Rudyanto is that he used two methods, including development research and experimental research. In contrast, this research used classroom action research[2.]

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[2] Rudyanto, Ghufron, and Hartono, "*Use of Integrated Mobile Application with Realistic Mathematics Education: A Study to Develop Elementary Students' Creative Thinking Ability*."

2. Norhafizah aimed to know "Mobile application used by students in learning English at vocational high school 1 Barabai". Her study's participants were ninth-grade TKJ students at SMK Negeri I Barabai. The research sample was six students who were interviewed and using the mobile application in learning English. In this study, the data was gathered through observation and interviews. The findings revealed that there are three types of applications utilized by students in class IX TKJ SMK Negeri I Barabai to learn English: Duolingo, English Speaking and Listening Application, and Hello English. Students believe that learning English through an online course increases their knowledge and makes it easier to understand the teacher's lessons. They were also improving their English language skills. The equation from the above research is about the use of mobile applications in studying English. The difference between this study and Norhafizah's is that she employed descriptive methodologies. In contrast, this research used classroom action research[3].

3. Khalitova Liliia aimed to find out "Mobile technologies in teaching English as a foreign language in higher education: a case study of using mobile application Instagram. The population of her research was second-year female students of Kazan Federal University. The sample of this study was 25 (group A) and 25 (group B). This study reveals the efficiency of mobile applications Instagram as an online educational environment for learning EFL. The equation from the above research is about the use of mobile applications in studying English. The difference between this study and Khalitova Liliia's is that she used

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[3] Egziabher and Edwards, "済無No Title No Title."

quantitative and qualitative methods. In contrast, this research used classroom action research[4.]

B. *The Concept of Grammar*

1. Definition of Grammar

According to Hartwell, grammar is the set of formal patterns in which words are arranged to convey more significant meanings[5.] Similarly, Apen stated that grammar is the feature of rules to create a sentence in a specific language[6.] Grammar is essential in learning a language. Without grammar, the words do not have a good meaning. It means that the messages of the terms or sentences do not reach the reader or hearer. There is no meaning clearly when the word stand-alone, but it will have a more significant meaning when the terms are arranged together and easy to understand[7.]

Grammar is essential knowledge for students to learn English. It has several topics in learning grammar such as nouns, adjectives, tenses, pronouns, adverbs, etc. Tenses have an essential role in grammar. According to Rahman & Ali, tense is related to time, and time refers to 'when' action. Furthermore, M.A. stated that tense is used to express the location of an event or state in time, which can be divided into the future, present, and past. All the tenses above have

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[4] Khalitova and Gimaletdinova, *"Mobile Technologies in Teaching English As a Foreign Language in Higher Education: A Case Study of Using Mobile Application Instagram."*
[5] Fitriyani, *"The Effectivness of Mistake Buster Technique to Improve Student's Gammar Mastery (An Experimental Research at Eight Grade of SMP Islam Pecangaan in the Academic Year* 2017/2018)."
[6] Ibid.
[7] Ibid.

different functions in grammar. It shows that the form of the verb in the sentence depends on the use of the time event. It has different rules in using time events[8].

Grammar is a rule that is used in a sentence to indicate a different meaning or intent. Students must learn how to build the correct grammar before speaking and writing so that the message they want to convey can be understood clearly. In language learning, teachers have two objectives: fluency and accuracy in all language skills. The meaning of fluency is the ability to speak fluently. At the same time, accuracy is the ability to talk by using correct grammar structures, such as using verb form correctly, phrasal verbs, prepositions, etc. To be able to speak and write clearly and more effective manner, people have to study grammar[9].

2. The Importance of Grammar

According to Hasanah, the importance of learning grammar in studying English is undeniable. It needs to help learners to know how to formulate words or sentences in English. As a beginner or elementary learner, an easy method of learning grammar will be very useful. By using it, the formulas of grammar will be easily memorized. This method can be taken from analyzing lyrics of English songs to learning grammar. Music is popular with its benefits. It entertains the listener and can be the tool to learn something, for example, English grammar[10].

3. Grammar Topics at Junior High School

1.) Present Tense Form

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[8] Ibid.

[9] Irma Manda Negara, "*Correlation Between Grammar Mastery and Reading Comprehension* of the Students in Stie Indonesia Pontianak."

[10] Miranti and Oliviera, *"LANGUAGE DESCRIPTION (GRAMMAR) Fun Way to Learn Grammar* Using Number One For Me Song by Maher Zain."

The present tense is the first tenses that English beginner learners can learn. Simple present tense uses the main verb/base form of the verb (infinitive without to). In general, the present tense expresses events or situations that usually exist habitually; they exist now, have existed in the past, and probably will exist in the future. Form Present Tense: Verbal: S + V-base (s/es) + O. Example: She usually comes on time. "She" represents the subject, "usually" represents habitual, "comes" represents verb base + e/es, "on time" represents adverb of time. Non-verbal: S + to be (is, am, are) + Adj/Noun. Example: She is beautiful. "She" represents the subject, "is" represents to be present, "beautiful" represent adjective[11].

2.) Continuous Present Tense Form

The present continuous tense is a form of tense that states events/activities taking place. The present continuous tense is also often referred to as the present progressive. The present continuous tense is used to show events taking place now and in short, so the use of adverbs of time is important to note. s + be (am,is,are) + verb (-ing) + o + c is the present continuous tense form. For instance, I'm currently watching an Indonesian film[12].

3.) Past Tense Form

verb tense is past tense. At one particular time in the past, this happened. It began and ended in the past. Form Past Tense: Verbal: S + V2 + O + Adv of time. Example: She went to Jakarta last week. "She" represents the subject, "went" represents verb 2, "to Jakarta" represents an object, "last week" represents

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11 Ibid.
12 Ibid.

11

the time when the event happened in the past. Non-verbal: S + to be (was/were).

Example: He was rich. "He" represents the subject, "was" represents to be passed,

"rich" represents adjective[13].

C. *The Way/Method Of Teaching Grammar*

Teaching grammar is essential in language teaching, whether for teaching

English as Second Language (ESL) or even for teaching English as a Foreign

Language (EFL). Both presentations' purposes, therefore, need appropriate

approaches to apply. When students' goal is linguistics competence, then they tend

to learn grammar using broadly speaking. In teaching grammar, two techniques

can be applied: deductive and inductive. Thornbury defines that a deductive

approach starts with presenting a rule followed by examples in which the rule is

used. In contrast, the inductive approach starts the explanation with some

examples from which a rule is inferred[14].

Over the decades, the methods and approaches in teaching grammar evolved

which every way and approach have their advantages and disadvantages. The

following table overviews the place of grammar in earlier methods and

techniques, taken from Richards and Rodgers[15].

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[13] Ibid.

[14] Susanto, "*Procedure Of Teaching Grammar Using Memory Enhancemen*t."

[15] Silvia, "*Deductive and Inductive Grammar Teaching*."

Table 2.1 Grammar Status in Early Approaches and Methods

Approaches/Methods	Advantages	Disadvantages
Grammar Translation Method, (nineteenth - mid-twentieth centuries)	Explicit teaching of grammar rules; attention paid to language forms	Absence of communicative practice, which is an immediate need for new immigrants. Reliance on translation, which is impractical in classes having students with many different First languages Focus on reading and translating texts; some adults students can't read in their first language
Direct method (first part of the twentieth century)	Grammar is taught Lessons begin with dialogue or a story in the target language. Use of visuals (actions, pictures, objects) to convey meaning	Inductive presentation is unsuitable for some adult students, who may benefit from overt explanations of Rules. Minimal reading and writing, which is needed by immigrant students with work or academic goals
Minimal reading and writing, which is needed by immigrant students with work or academic goals	Emphasis on oral Production. Teacher models pronunciation. Use of drills to reinforce grammatical patterns.	Rote exercises reduce cognitive engagement Activities are designed to prevent learner errors, which reduces the need for students to negotiate to mean
Communicative Language Teaching (CLT) (the 1970s–today)	Communication is the goal of instruction Emphasis on meaningful interaction The course syllabus includes language functions Use	Focus on communication can result in ignoring grammar Emphasis on fluency at the expense of accuracy can result in many students never attaining correct grammar.

D. *Learn English Grammar Mobile Application.*

1. Definition of Learn English Grammar Mobile Applications

Learn English Grammar is one of the them-learning applications offered various grammar questions from Beginner (CEFR level A1) to Advanced (CEFR level C2) levels[16].

Some suggestions for the Learn English Grammar mobile application developer or any other mobile application developer to improve the students' learning environment. The tips make it easier to reload the materials, more accessible so that they can be used by people of all ages, contain more advanced materials, appear with a feature where the students can play with their friends or contact the "teacher" in the app[17].

Learn English Grammar is a free grammar practise app designed to help improve English grammar accuracy. This app offers 1000 questions to help students practice and strengthen their English grammar skills. The app is suitable for learners of all ranks and offers grammar activities at the New User stage

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[16] Vineki and Yogyakarta, *Proceedings Undergraduate Conference 2017*.
[17] Ibid.

(CEFR stage A1), Elementary, Intermediate, and Advanced (CEFR stage C2). Start with the first stage, and if the students' grammatical accuracy improves, it will move on to the next step. Each step contains more than 600 grammatical activities, including about 25 grammar topics such as Word Usage and Verse Types. Grammar problems use ten unique activities such as filling in empty spaces, various choices of answers, and equivalents.
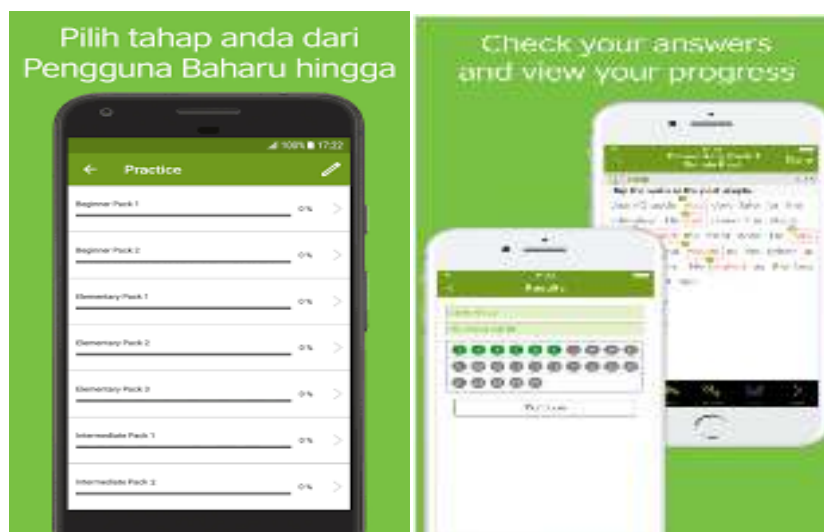
2. Product features

There are several product features of the Learn English Grammar mobile application, they are:

a. Over 1000s of free English practice questions.

b. Four levels from beginner to advanced.

c. Practice and test levels are available.

d. Available in English, Japanese, and Spanish.

3. The benefits of Learn English Grammar application

for the benefits obtained by students and others by using the Learn English Grammar application, they are:

a. it can improve the accuracy of English in conversation and writing.

b. Stay motivated with various types of activities.

c. Can assist in Monitoring your progress with regular level examinations.

4. The Advantages of Using Learn English Grammar Mobile Application

a. Advantages of Using English Grammar mobile application:

1. It can be accessed at any time and wherever we are.

2. Can study free of charge or without using data pulses or vouchers.

3. Students can receive lessons that are pretty professional and do not disappoint.

4. It can be applied by anyone, both students and non-students.

b. Disadvantages of Using English Grammar mobile application:

1. This application is a mobile application that uses an Android phone for the application so that when your Android phone is not active, this application cannot be applied. It can only be applied when your Android phone is functional.

5. The Implementation of English Grammar application

1) Open the learn English grammar application Before you enter the test, first go to practice to hone your grammar skills.

2) There are about 25 grammar topics from the first level to the next level, and you will choose one of the levels to hone your grammar skills.

3) Ten types of grammar can test your grammar skills. After you apply, then answer the questions contained in each level. After that, you can unlock the answer to find out how much score you got.

4) Press the exit button when you have finished and want to exit the application.

E. *Theoretical Framework*

The researcher conducted a pre-observation before beginning this study and observed that the teacher continued to use the conventional method. As a result, the researcher was interested in using the Learn English Grammar mobile application to perform Classroom Action Research.

There were two cycles in the Classroom Action Research: the first cycle and the second cycle. Planning, action, observation, and reflection were the four steps in this cycle. For each step, there were 0ne learning. For the first cycle, the researcher believed that the students would progress significantly by attaining a value of 50 percent KKM from 75 KKM. Process I was revised in the second cycle. By obtaining 75 percent KKM above 75, the researcher predicted that the kids would show considerable improvement. but if the second cycle is still not successful then it will be continued in the third cycle. The following is a diagram of the theoretical framework:
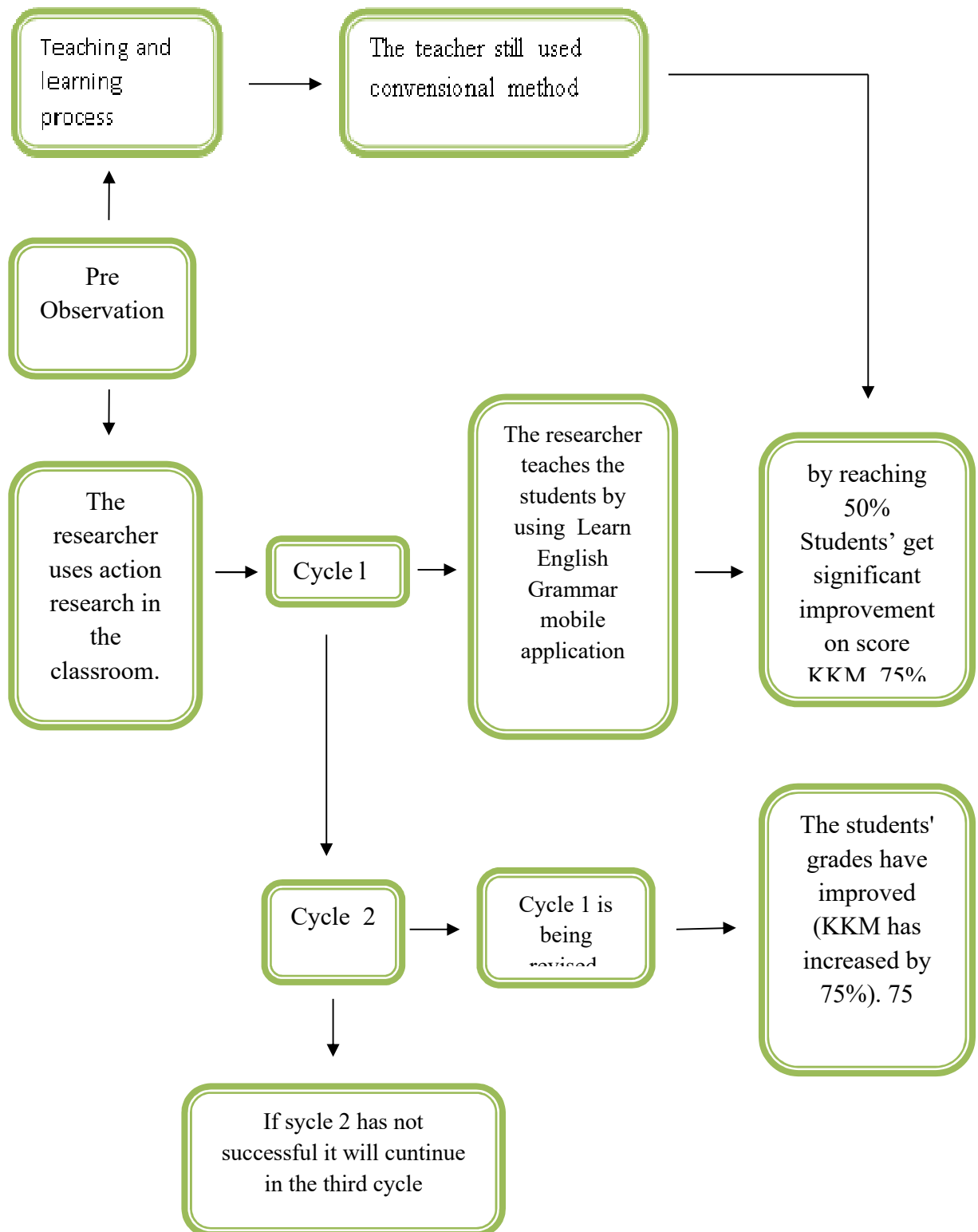
Figure 2.4 The Theoretical Framework

CHAPTER III

RESEARCH METHOD

A. Research Methods

The researcher used method of action research in the classroom in this study. Planning, action implementation, observation, and reflection are the four processes in a single cycle of classroom action research. Kemmis and Taggart state that the study is started by planning. Then the plan is implemented as an action in the classroom, and the activity is then observed. The reflection is done to analyze the data obtained during the action[18].

B. Research Design

This study made use of action research in the classroom (CAR). This covers the following: research place, research subject and object, Hours for research and the research cycle in the classroom: if student grammar has risen in cycle I, learning will be halted. But, if student learning has not improved at all, it will proceed to cycle II.

Figure 3.1 Classroom action Research Cycle

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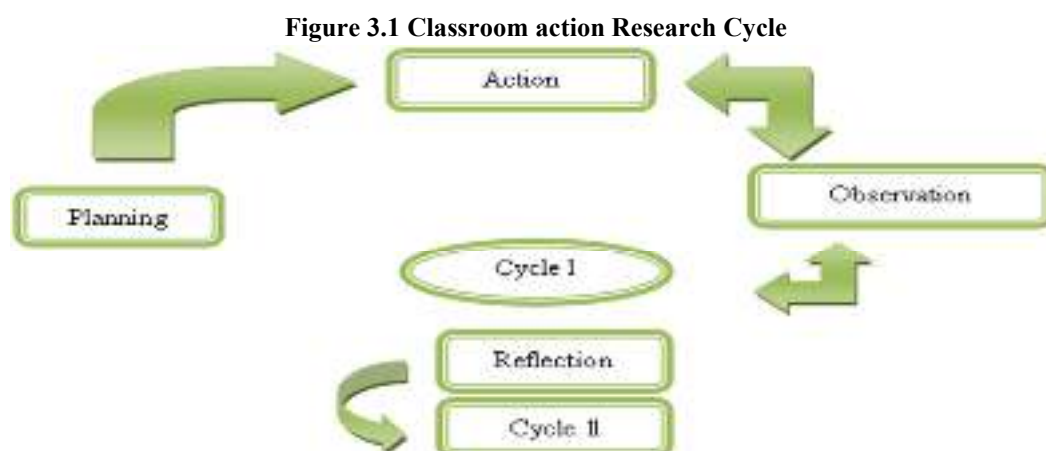
[18] Khasinah, "*Classroom Action Research*."

C. *Research subject and Object*

1. Subject

The student of SMP Negeri 14 palopo in class IX which consist of 25 students.

2. Object

The student's ability in studying grammar by using Learn English Grammar mobile application.

D. *Research Participant*

Students and collaborators were the participan of this study:

1. Students

The students position in this research as the subject of the study.

2. Collaborator

The researcher's ability to monitor students is aided by the collaborator position. So that researchers can figure out how students are doing in the learning process in giving suggestions on problems in using Learn English Grammar mobile application, and the collaborator is the English teacher class IX at SMP Negeri 14 palopo.

E. *Data Collection Instruments*

1. Procedure

To gather information, the author followed the steps outlined below.:

a. Grammar Test: to determine the grammar scores of the learners. Students are given tests, make sentences of the simple present, present continuous, and simple past tense sentences in positive, negative, and interrogative forms.

b. Observations: to determine the level of participation of students during class by using Learn English Grammar mobile application.

c. The Interview: to determine the level of achievement of the Learn English Grammar mobile application in teaching grammar.

d. Questionnaire: This is used to determine students' perceptions or opinions after studying grammar.

2. Instruments

In this classroom action research, the instruments utilized to collect data are:

a. Grammar Test: students are given a test that makes sentences of the simple present tense, present continuous tense, and simple past tense in positive, negative, and interrogative forms.

b. List of Observations: It is used to track students' participation when teaching grammar with the Learn English Grammar mobile application. It is the most important tool utilized in the researcher-collaborator discussion to reflect on every cycle.

c. The Interview: to determine the level of achievement of the Learn English Grammar mobile application in teaching grammar.

d. Questionnaire: To determine students' perceptions or opinions after studying grammar using the Learn English Grammar application.

F. *Procedure of the Research*


```
┌─────────┐      ┌─────────────┐      ┌─────────────────┐
│ Problems│ ──▶  │ Action Plan I│ ──▶ │ Implementation of│
└─────────┘      └─────────────┘      │ Action I         │
                                      └─────────────────┘

Cycle 1
                 ┌─────────────┐      ┌─────────────────┐
                 │ Reflection I│ ◀──  │ Monitoring/Data │
                 └─────────────┘      │ Collection I    │
                                      └─────────────────┘

     ┌──────────────────┐
     │ if cycle I is not │
     │ successful, it will│
     │ continue to the   │
     │ next cycle.       │
     └──────────────────┘
```
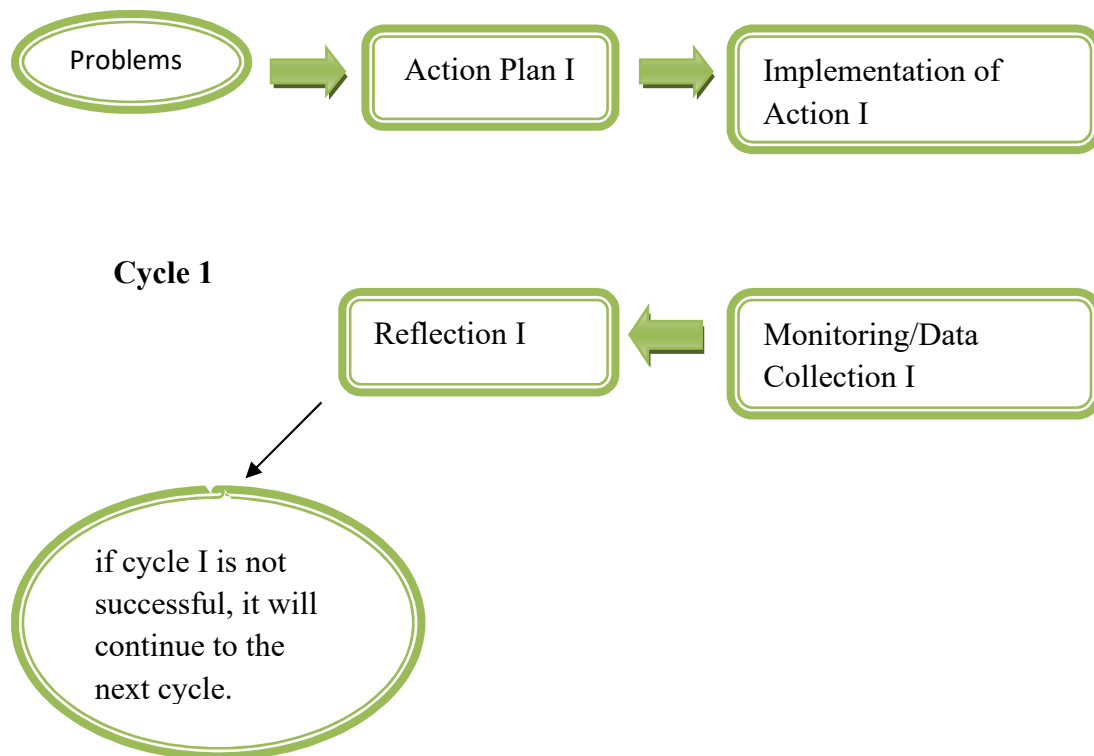
Figure 3.2 Procedure of Classroom Action Research Cycle

Each Cycle

The researcher must prepare for action research by performing things like:

1. Planning

a. Researchers prepare lesson plans for simple present tense, present continuous tense, and simple past tense.

b. Researchers will provide learning materials for three meetings.

c. The researcher will introduce students to the Learn English Grammar application and explain how to apply it.

d. The researcher will invite students to work on the Learn English Grammar application questions and make sentences in positive, negative, and interrogative forms.

e. The researcher will invite students to study in groups to do the given task

f. Prepare test evaluations for the subject covered in class.

2. Action

Learning activities are carried out during the three meetings. Hopkins explained that there were three steps in taking action, namely (opening the class, main activity, and closing the class)19.

a. Opening

The researcher introduced herself, then said greeting and prayer. The researcher conveys the learning objectives, and the researcher gives appreciation and motivation to the students. Researchers describe the scope of learning materials.

b. Main activity

The researcher gives brainstorming to refresh students' memory about grammar lessons. The researcher introduces the students to the Learn English Grammar application and explains how to use it. The researcher explained the subject matter. The researcher invites students to open the Learn English Grammar application and work on the Learn

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19 Inggris et al., "1) , 2)."4, no. 1 (2017): 42-53

English Grammar application questions. Students in groups make sentences in the form of positive, negative, and interrogative.

c. Closing

The researcher concludes the learning, conveys the next subject matter, and invites students to record all the lessons given to be studied at home. The researcher closed the meeting with greetings.

3. **Observations**

The researcher keeps a tight eye on all events and activities that occur during the inquiry during this phase. The researcher investigates the teaching and learning environment during the learning process and analyses how the students' participation and evaluation differs during these three meetings.

4. **Interview**

A structural interview was used by the researcher. The researcher posed certain questions to students in order to learn more about them. The inquiries were as follows: a) Do you like studying English grammar using formula tenses? What do your difficulties understanding English grammar? c) Do you like the Learn English Grammar application? d.)Does your English teacher give games or media while teaching?.

5. **Questionnaire**

researchers will provide a questionnaire, to find out how the perceptions or opinions of students after learning.

6. **Reflecting**

The researcher will gather the results from the observation stage for analysis at this point. From the results acquired, the researcher can draw conclusions regarding the Learn English Grammar mobile application for one cycle. If the following prerequisites are accomplished, this classroom action research will be a success:

a. During class learning, the majority of students (75%) are active participants.

b. The majority of the students received favorable evaluations (70).

c. The majority of students participated in the assessment and class discussion.

G. *Technique of Data Analysis*

The writer employs observation of students' activities during the teaching-learning process to analyze the qualitative data from this study. Post-tests were examined descriptively by the percentage technique and taking into account the tendency during the learning process, using a scary rubric.

1. Observation

Tabel 3.1 The Observation of Students' Activities

No	Indicators	Rating Scale				
		B	E	S	G	VG
1.	paying attention to the teacher's instructions					
2.	Observing to the teacher's					

	explanations.					
3.	Paying attention to the materials being explained.					
4.	Obeying what the teacher is commanded.					
5.	Understanding the meaning of grammar that has been explained.					
6.	Paying attention to other students' grammar.					
7.	They are actively involved during the teaching-learning process.					
8.	Asking complex material to the teacher.					
9.	Paying attention to the teacher's conclusions.					

There are five parts of the grading scale, and each part has its qualities. Starting from a rating scale of 1, which indicates poor quality, a scale of 2 indicates adequate quality, 3 indicates satisfactory quality, 4 indicates good quality, and 5 indicates excellent quality.

When the observer assesses the observation table with the qualification above, the rating scale above was utilized. On the other hand, when examining data, the writer employs tests (pre-action, cycle 1,cycle 2, and cycle 3).

Tabel 3.2 The Scale of Evaluation

Number	Scale of Evaluation	The Explanatory
1.	Poor Quality	The students have a negative attitude about the teacher's other students.
2.	Adequate Quality	The student's attitude regarding the teacher's efforts and those of the other participants is not awful, it is nevertheless inappropriate.
3.	Satisfactory Quality	Students' attitudes toward the teacher's efforts and those of the other participants are satisfactory, although they could be better.
4.	Good Qulity	The students have a positive attitude about the teacher's efforts and the other participants.
5.	Excellent Quality	The studentss reaction to the teacher's efforts and those of the other

		participants is incredible.

Grammar Study Results: The formula below is used to calculate students' grammar test scores:

$$\text{Score} = \frac{Total\ correct\ answer}{Total\ test\ items} X\ 10$$

Using the formula below, calculate the mean score of the students' grammar test:

$$X = \frac{\sum x}{N}$$

Where:

Mx: average

ΣX: Number of existing students' grades (scores)

N: Total sample[20].

Researchers try to get the minimum percentage of passing classes the criterion for mastery level (KKM) is because, as it is known that the current acquisition value of English subjects is 75. So it uses the formula:

$$P = fN \times 100\%$$

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[20]Sudijono, *PengantarEvaluasiPendidikan*, (CET.VI; Jakarta: Raja GrafindoPersada, 20016), h. 318

Where:

F: total percentage score

N: Number of students'

P: Percentage rate[21]

Researchers employed version 22 of the production and services statistics (SPSS) package for Windows to assess the objective tests of students. then classify student accomplishment into the following categories:

Table 3.3 The Test Classification Value

No	Value	Category
1	80-100	very excellent
2	70-79	excellent
3	60-69	Sufficiently
4	50-59	Inadequate
5	0-45	Failure

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[21]AnasSudijono, *PengantarStatistikPendidikan*, (Ed. Ke-1; Jakarta: RajaGrafindo Persada, 2007), h.81.

CHAPTER IV

FINDING AND DISCUSSION

This chapter is divided into two sections. The first section is about the data analysis findings, and the second is about the discussion.

A. **Findings**

1. **The Interview Result**

The researcher conducted interviews with several students and asked the following questions:

a. Do you like studying English grammar by using formula tenses? Why?

The students' answered and mentioned below:

- (Respondent1):*" yes, I like to learn grammar because it makes it easy for me to understand in composing sentences in English properly and correctly."*
- (Respondent2):*" yes, I like to learn grammar because I can make sentences according to the correct tenses formula."*
- (Respondent3):*" yes, I am interested in learning grammar because learning tenses is fun and makes it easer for me to make sentences in English correctly."*

b. What are your difficulties in understanding grammar?

The students' answered and mentioned below:

- (Respondent1):*"I find it difficult to distinguish the use of verbs in simple past tense sentences, and tobe which are used in verbal and nominal forms."*
- (Respondent2):*" I fnd it difficult to distinguish the first and the second form of verbs in the simple past tense."*
- (Respondent3):*"I fnd it difficult to distinguish the use of to be was/were in the simple past tense."*

c. Do you like the Learn English Grammar application? Why?

The students' answered and mentioned below:

- (Respondent1):" *Yes, I like the Learn English Grammar application because it is not boring, and the application is very interesting.*"
- (Respondent2):" *Yes, I like the Learn English Grammar application because it can be used on an android phone and the questions in the learn English grammar application threre are picture that make me interested.*"
- (Respondent3):" *Yes, I like the Learn English Grammar application because it is not boring, and the questions in the learn English grammar application attracted me to continue practicing my grammar.*"

d. Does your English teacher give games or media while teaching?

The students' answered are mentioned below:

- (Respondent1):"*sometimes teachers at schools provide games in learning, but never introduce interesting learning media in English lessons such as learn English grammar applications.*"
- (Respondent2):" *The teachers occasionally gives games at school.*"
- (Respondent3):" *The teacher has previously offered teaching resources in the form of cards, but never in the form of applications.*"

2. Pre-Observation

Based on pre-observation, the researcher gathered some information about the state of students in the classroom, including student difficulties. Because they do not understand how to use grammar, students find it challenging to interpret phrases in English. They are unable to spell properly. Furthermore, students believe that learning English is boring.

3. The Implementation of Classroom Action Research

First Cycle

The first cycle consisted of one meeting throughout the learning process via virtual learning and one meeting in the classroom for evaluation at the end of the cycle. In the first cycle, numerous steps were conducted based on the classroom action research approach, as follows:

a. Planning

Before doing the action research, the essential thing that needs to be prepared is the teaching strategy that will be used in teaching grammar with the following steps:

a. Researchers prepare lesson plans with the material simple present tense.

b. The researcher will gives apreciates and motivates to the students.

c. The researcher will introduce students to the Learn English Grammar application and explain how to apply it.

d. The researcher will invite students to answer the questions on the Learn English Grammar application and make sentences in positive, negative, and interrogative forms.

e. Prepare test evaluations for the subject covered in class.

b. Action

Learning in Cycle I was done virtually using the Google Zoom application. Activities are carried out in accordance with the previously developed lesson plan. The researcher began the first meeting by greeting and praying with all students' in the Zoom class.. The researcher conveys the learning objectives, and the researcher gives apreciates and motivates to the students. The researcher described the subject matter, namely simple present tense, and introduced

students to the learn English grammar application.In contrast, researchers and collaborators made observations in zoom class. Students' reactions to the learn English grammar application are good, and they are excited and interested in the application. When the researcher was explaining the subject matter, some students asked questions about the material being explained. After explaining the material, the students asked the researcher again to explain the confusing part of the material. The researcher instructed students to open the Learn English Grammar application, answer simple present tense questions, and every student making sentences in positive, negative, and interrogative forms in the WhatsApp. The researcher asked the students to leave the zoom class and 15 minutes to do the assignment through the WhatsApp application. The researcher asked collaborators to monitor student in the WhatsApp application while preparing a zoom class. Every student recorded all the subject matter to be studied at home before closing the meeting.

Table 4.1. The results of the first cycle of student tests

Number	The Name of Students	Value	Description
1	AS	67	failed
2	NS	50	failed
3	Re	50	failed
4	CM	50	failed
5	AM	67	failed
6	Ri	50	failed
7	Je	67	failed

8	RP	50	failed
9	Fa	50	failed
10	IS	76	Succeed
11	SC	76	Succeed
12	Sa	50	failed
13	Ca	50	failed
14	MS	67	failed
15	JA	33	failed
16	ER	50	failed
17	MM	33	Failed
18	Pa	76	Succeed
19	AH	67	failed
20	DP	76	Succeed
21	FAF	76	Succeed
22	AA	67	failed
23	Pi	33	Failed
24	FAS	76	Succeed
25	NAA	50	failed
	AMOUNT	1.457	
	MEAN	58,28	

Based on an assessment of cycle I results, the mean values of learning outcomes of class IX students at SMP Negeri 14 palopo was calculated using the average formula: 1.457 = 58,28 indicating that 25 students took the evaluation test in the first cycle, 6 students managed to got a score of ≥ 75 KKM, and 19 students got a score below the KKM. The following are the student learning

results in cycle I if the value of student learning outcomes is separated into five categories:

Table 4.2. Frequency and Rate Percentage of Students in Cycle I

No	Score	Category	Frequency	Percentage
1	80 – 100	very excellent	0	0%
2	70 – 79	excellent	6	24%
3	60 – 69	Sufficiently	6	24%
4	50 -59	Inadequate	10	40%
5	0 – 49	Failure	3	12%
Total			25	100%

According to the table above, Among the 25 students who took the test in the first cycle, no students received very excellent categories, 6 students received grades that included excellent categories, 6 students received a grade that included the category sufficiently, 10 students received a grade that included the inadequate category, and 3 students received grades that included failure categories.

Diagram 4.1. Students' Activeness in Cycle I by Category and Frequency
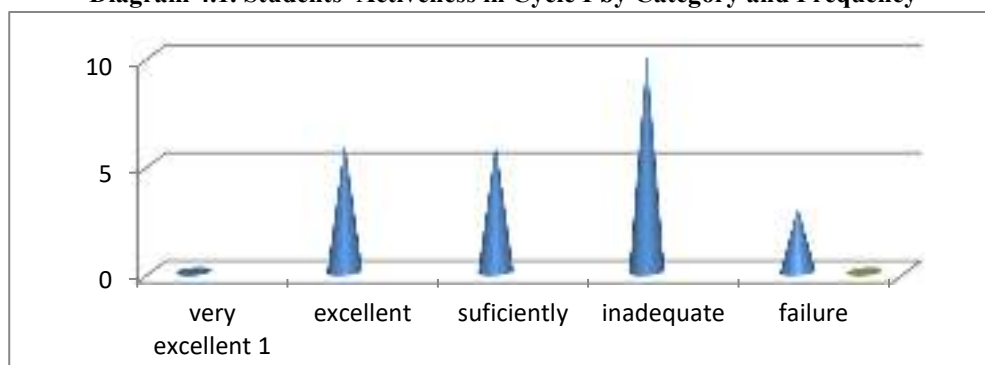
There were 6 students who scored more than the KKM, as seen in the graph. There were 19 students on the other hand, scored below the KKM. As can be observed from the diagram, 6 students in the ninth grade at SMP Negeri 14 Palopo meet the standards in terms of learning outcomes. While 19 students did not reach the KKM score, this study will continue to the next cycle.

c. Observation

According to the observations made by researchers and collaborators in the virtual learning process using the Google Zoom and WhatsApp applications.. The students' participation and activeness were determined using the observation sheet used in the first cycle's meeting. The observation sheet was used to measure the students' motivation and participation in studying English, particularly grammar.

Table. 4.3. The Findings from Observing Students' Activity in Cycle 1

No	Students' Name	Participation of Students				
		Very Excellent	Good	Satisfactoy	Adequate	poor
1	AS	√				
2	NS				√	
3	Re		√			
4	CM			√		
5	AM	√				
6	Ri			√		
7	Je	√				
8	RP				√	

9	Fa			√		
10	IS		√			
11	SC		√			
12	Sa		√			
13	Ca			√		
14	MS			√		
15	JA			√		
16	ER			√		
17	MM				√	
18	Pa	√				
19	AH		√			
20	DP			√		
21	FAF			√		
22	AA	√				
23	Pi				√	
24	FAS			√		
25	NAA	√				
	AMOUNT	6	5	10	4	

Where:

a. Extremely active: Students as responsive and completely participate in all aspects of the teaching process.

b. Active: the student responses to the material by utilizing the learn English grammar application to train students' grammar skills.

c. Quite active: students pay enough attention to the material.

d. Less Active: The students pay little attention and only respond occasionally.

e. Not Active: The students do not respond in any manner to the material. They appear bewildered and bored, and they leave class on occasion.

The following is a description of student participation in the first cycle based on data collected from 25 students class IX at SMP Negeri 14 Palopo after learning grammar by utilizing the Learn English Grammar application as a medium of assistance in training students' grammar skills are Students who were Extremely active had a 24% activation rate, students who were active had a 20 % activation rate, students who were quite active had a 40% activation rate, students who were less active had a 16% activation rate, and students who were not active had a 0% activation rate.

d. Reflection

The next phase is to reflect, which entails discussing and evaluating the learning activities completed during cycle I.

The implementation of learning using the learn English grammar mobile application can be said to be enough, the students' were interested in using the learn English grammar mobile application as a medium to help train students' grammatical skills, but there is a problem with understanding the material explained by the researcher. Most of the students did not respond and were confused with the material being explained, the students asked the researcher to re-explain the material that had been explained. Seeing that students do not

respond to the material explained, teaching activities need to be continued in the second cycle by providing present continuous tense material.

<div style="text-align:center">

Second Cycle

</div>

a. Planning

Before doing the action research, the essential thing that needs to be prepared is the teaching strategy that will be used in teaching grammar with the following steps:

a. Researchers prepare lesson plans with the material present continuous tense.

b. the researcher will motivate students to study harder.

c. The researcher will explain the material repeatedly in a language that is easily understood by students.

d. The researcher will invite students to answer the present continuous questions on the Learn English Grammar application, and every students make sentences in positive, negative, and interrogative forms.

e. Prepare test evaluations for the subject covered in class.

b. Action

In the second meeting, The researcher ask students to review the subject matter at the first meeting before discussing the following material. This is intended to determine whether students still remember the subject matter given previously. The researcher then explained the

second material, namely the present continuous tense, and besides the explaining, some students asked questions about the material. The researcher re-explained the material with the use of language that students easily understand. Then the researcher asked the students to open the learn English grammar application and try to answer questions about the present continuous tense, and every student make sentences in positive, negative, and interrogative forms. The researcher asked collaborators to monitor students activity. researchers give appreciation to students who take part in learning.

Table 4.4. The results of the second cycle of student tests

Number	The Name of Students	Value	Description
1	AS	67	failed
2	NS	76	Succeed
3	Re	50	failed
4	CM	76	Succeed
5	AM	76	Succeed
6	Ri	50	failed
7	Je	67	failed
8	RP	50	failed
9	Fa	67	failed
10	IS	76	Succeed
11	SC	76	Succeed
12	Sa	50	failed
13	Ca	50	failed
14	MS	67	failed
15	JA	76	Succeed

16	ER	67	failed
17	MM	50	Failed
18	Pa	76	Succeed
19	AH	67	failed
20	DP	76	Succeed
21	FAF	76	Succeed
22	AA	67	failed
23	Pi	33	Failed
24	FAS	76	Succeed
25	NAA	76	Succeed
	AMOUNT	1.529	
	MEAN	61,16	

Based on an assessment of second cycle results, the mean values of learning outcomes of class IX students at SMP Negeri 14 palopo was calculated using the average formula: 1.529 = 61,16 indicating that 25 students took the evaluation test in the second cycle, 11 students managed to got a score of ≥ 75 KKM, and 14 students got a score below the KKM. The following are the student learning results in second cycle if the value of student learning outcomes is separated into five categories:

Table 4.5. Frequency and Rate Percentage of Students in Cycle II

No	Score	Category	Frequency	Percentage
1	80 – 100	very excellent	0	0%
2	70 – 79	excellent	11	44%

3	60 – 69	Sufficiently	7	28%
4	50 -59	Inadequate	6	24%
5	0 – 49	Failure	1	4%
Total			25	100%

According to the table above, Among the 25 students who took the test in the second cycle, no students received very excellent categories, 11 students received grades that included excellent categories, 7 students received a grade that included the category sufficiently, 6 students received a grade that included the inadequate category, and 1 students received grades that included failure categories.

Diagram 4.2. Students' Activeness in Cycle II by Category and Frequency
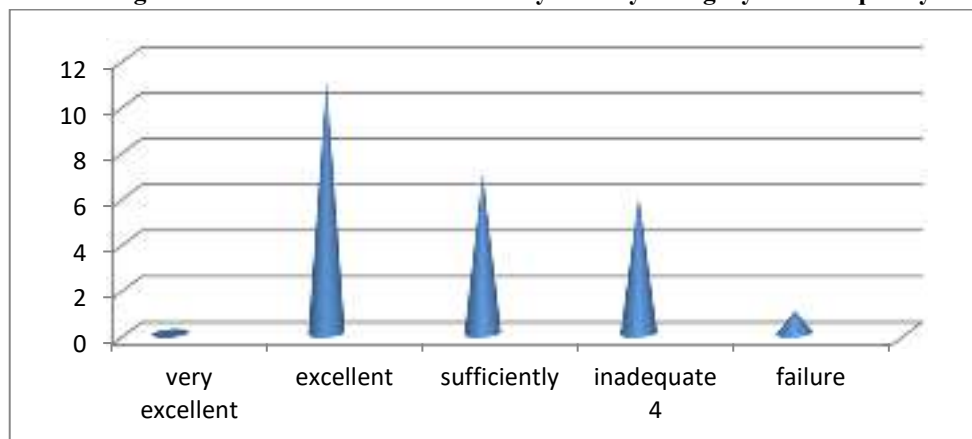
There were 11 students who scored more than the KKM, as seen in the graph. There were 14 students on the other hand, scored below the KKM. As can be observed from the diagram, 11 students in the ninth grade at SMP Negeri 14 Palopo meet the standards in terms of learning outcomes. While 14 students did not reach the KKM score, this study will continue to the next cycle.

c. Observation

According to the observations made by researchers and collaborators in the virtual learning process using the Google Zoom and WhatsApp applications. The students' participation and activeness were determined using the observation sheet used in the first cycle's meeting. The observation sheet was used to measure the students' motivation and participation in studying English, particularly grammar.

Table. 4.6. The Findings from Observing Students' Activity in Cycle 1I

No	Students' Name	Participation of Students				
		Very Excellent	Good	Satisfactoy	Adequate	poor
1	AS	√				
2	NS			√		
3	Re		√			
4	CM			√		
5	AM	√				
6	Ri			√		
7	Je	√				
8	RP		√			
9	Fa			√		
10	IS		√			
11	SC		√			
12	Sa		√			
13	Ca			√		

14	MS		√			
15	JA			√		
16	ER			√		
17	MM		√			
18	Pa	√				
19	AH		√			
20	DP			√		
21	FAF				√	
22	AA	√				
23	Pi			√		
24	FAS			√		
25	NAA	√				
	AMOUNT	6	8	10	1	

Where:

a. Extremely active: Students as responsive and completely participate in all aspects of the teaching process.

b. Active: the students responses to the material by utilizing the learn English grammar application to train students' grammar skills.

c. Quite active: students pay enough attention to the material.

d. Less Active: The students pay little attention and only respond occasionally.

e. Not Active: The students do not respond in any manner to the material. They appear bewildered and bored, and they leave class on occasion.

The following is a description of student participation in the second cycle based on data collected from 25 students class IX at SMP Negeri 14 Palopo after learning grammar by utilizing the Learn English Grammar application as a medium of assistance in training students' grammar skills are Students who were Extremely active had a 24% activation rate, students who were active had a 32 % activation rate, students who were quite active had a 40% activation rate, students who were less active had a 4% activation rate, and students who were not active had a 0% activation rate.

d. Reflection

The next phase is to reflect, which entails discussing and evaluating the learning activities completed during cycle II.

The implementation of learning using the learn English grammar mobile application in second cycles can be said to be quite good, but students did not respond well to the assignments given individually. Some of them ignore the task given by the researcher. they are not interested in individual tasks. Seeing that students still do not respond well to the teaching given in the second cycle, this research needs to be continued in the next cycle. The researcher will give simple past material with different teaching techniques.

Third Cycle

a. Planning

Before doing the action research, the essential thing that needs to be prepared is the teaching strategy that will be used in teaching grammar with the following steps:

a. Researchers prepare lesson plans with the material simple past tense.

b. The researcher will explain the material repeatedly in a language that is easily understood by students.

c. Researchers will provide opportunities for students to ask questions on the sidelines of the explanation of the material.

d. The researcher will invite students to answer the simple past questions on the Learn English Grammar application, and every students make sentences in positive, negative, and interrogative forms.

e. The researcher will invite students to study in groups to do the given task.

f. Prepare test evaluations for the subject covered in class.

a.   Action

In the third meeting, Ask students to explain the material that has been given to find out the extent to which students remember the lessons that have been given previously. After that, the researcher explained the material of simple past tense. Besides students listening to the explanatory material, collaborators observe the situation of students in the Zoom class. While explaining the material, the collaborator saw that two students left the video zoom while the researcher explained the subject matter. After explaining the material, the researcher asked students to open the Learn English grammar application, answer questions from the simple past tense, and then discuss with group friends making sentences into

positive, negative, and interrogative forms in the WhatsApp group. The researcher asked the students to leave the zoom class and gave them 15 minutes to discuss in their respective WhatsApp groups. The researcher asked collaborators to monitor student discussions in the WhatsApp group while preparing a zoom class. After the discussion time ended, the researcher asked the students to rejoin the Zoom class to discuss the results. After that, the researcher asked each student to record all the material studied at home before closing.

Table 4.7. The results of the third cycle of student tests

Number	The Name of Students	Value	Description
1	AS	80	Succeed
2	NS	76	Succeed
3	Re	76	Succeed
4	CM	80	Succeed
5	AM	83	Succeed
6	Ri	76	Succeed
7	Je	80	Succeed
8	RP	76	Succeed
9	Fa	76	Succeed
10	IS	83	Succeed
11	SC	83	Succeed
12	Sa	80	Succeed
13	Ca	76	Succeed
14	MS	80	Succeed
15	JA	70	Failed

16	ER	76	Succeed
17	MM	63	Failed
18	Pa	80	Succeed
19	AH	80	Succeed
20	DP	83	Succeed
21	FAF	80	Succeed
22	AA	76	Succeed
23	Pi	50	Failed
24	FAS	83	Succeed
25	NAA	76	Succeed
	AMOUNT	1.922	
	MEAN	76,88	

Based on an assessment of cycle III results, the mean values of learning outcomes of class IX students at SMP Negeri 14 palopo was calculated using the average formula: 1.95225 = 76,88, indicating that 25 students took the evaluation test in the first cycle, 22 students received 75, and three students scored below the KKM. The following are the student learning results in cycle III if the value of student learning outcomes is separated into five categories:

**Table 4.8. Frequency and Rate Percentage of Students in Cycle III**

No	Score	Category	Frequency	Percentage
1	80 – 100	very excellent	13	52%
2	70 – 79	excellent	10	40%
3	60 – 69	Sufficiently	1	4%

4	50 -59	Inadequate	1	4%
5	0 – 49	Failure	0	0%
Total			25	100%

According to the table above, Among the 25 students who took the test in the third cycle, 13 students received very excellent categories, 10 students received grades that included excellent categories, 1 student received a grade that included the category sufficiently, 1 student received a grade that included the inadequate category, and no students received grades that included failure categories.

Diagram 4.3. Students' Activeness in Cycle III by Category and Frequency
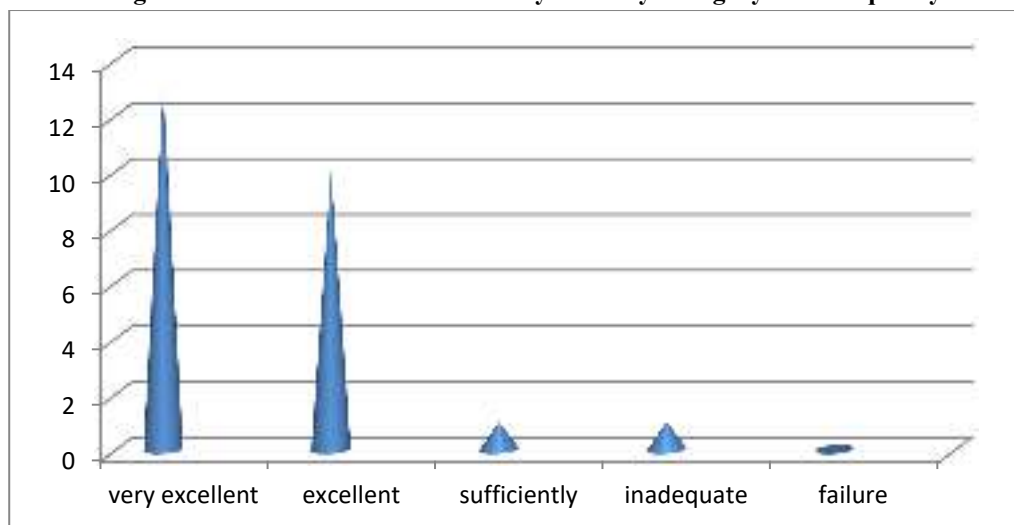
There were 22 students who scored more than the KKM, as seen in the graph. Three students, on the other hand, scored below the KKM. As can be observed from the diagram, 22 students in the ninth grade at SMP Negeri 14 Palopo meet the standards in terms of learning outcomes.

Because just three students did not reach the KKM score, this study will not continue to the next cycle.

b. Observation

According to the observations made by researchers and collaborators in the virtual learning process using the Google Zoom and WhatsApp applications, it can be concluded that learning grammar by utilizing the Learn English Grammar application as a medium to train students' grammar skills can improve students' grammar skills at SMP Negeri 14 Palopo. The students' participation and activeness were determined using the observation sheet used in the third cycle's meeting. The observation sheet was used to measure the students' motivation and participation in studying English, particularly grammar.

Table. 4.9. The Findings from Observing Students' Activity in Cycle III

| No | Students' Name | Participation of Students | | | | |
		Very Excellent	Good	Satisfactoy	Adequate	poor
1	AS	√				
2	NS		√			
3	Re	√				
4	CM	√				
5	AM	√				
6	Ri		√			
7	Je	√				
8	RP		√			
9	Fa		√			

10	IS	√				
11	SC	√				
12	Sa	√				
13	Ca		√			
14	MS		√			
15	JA		√			
16	ER		√			
17	MM			√		
18	Pa	√				
19	AH	√				
20	DP	√				
21	FAF	√				
22	AA	√				
23	Pi			√		
24	FAS	√				
25	NAA	√				
	AMOUNT	15	8	2		

Where:

    a. Extremely active: Students as responsive and completely participate in all aspects of the teaching process.

    b. Active: the student responses to the material by utilizing the learn English grammar application to train students' grammar skills.

    c. Quite active: students pay enough attention to the material.

d. Less Active: The students pay little attention and only respond occasionally.

e. Not Active: The students do not respond in any manner to the material. They appear bewildered and bored, and they leave class on occasion.

The following is a description of student participation in the first cycle based on data collected from 25 students class IX at SMP Negeri 14 Palopo after learning grammar by utilizing the Learn English Grammar application as a medium of assistance in training students' grammar skills are Students who were Extremely active had a 60% activation rate, students who were active had a 32 % activation rate, students who were quite active had a 8% activation rate, students who were less active had a 0% activation rate, and students who were not active had a 0% activation rate.

d. Reflection

The next phase is to reflect, which entails discussing and evaluating the learning activities completed during cycle I.

a) When introducing and explaining the learn English grammar application to students, it turned out that students as the subject of the research gave a favorable response; They looked interested in using the learn English grammar application as a medium to help train students' grammatical skills. In this case, students respond well to the applied learning application media.

b) Most of the students were less quick to understand the material explained in the first learning. Students asked the researcher to re-explain the subject previously explained. Therefore, in the second learning, the researchers explained

the subject repeatedly using language that was easily understood by students so that students could understand the material clearly. In this case, students could respond to the subject matter well if the teacher explained the material repeatedly using language easily understood by students.

c) Students are more enthusiastic when studying in groups, and it means that they are excited and feel comfortable when working on assignments in groups.

d) Students are also quickly bored with the method of explanation, so to distract students from staying focused on the lesson. On the sidelines of explaining the material, the researcher occasionally allows students to ask questions about material that is not understood. In this case, so that students continue to respond to the material explained, the researcher must provide opportunities to argue about parts of the material that have not been understood.

4. Questionnaire

Table 4.10. the students perceptions

Questionnaire	Strongly agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
1	10	13	2	
2	15	10		
3	12	8	5	
4	20	5		
5	15	7	2	1
6	21	4		

7	14	11	
8	20	4	1
9	8	14	3
10	10	13	2

According to the table above, the majority of students have good ideas or perceptions of each item that gives or exhibits positive perceptions. The positive information was numbered 2,3,4,5,6,7 and 8, And only five students gave negative perceptions on number 3. These tables are detailed explanations of the data to determine the students' perceptions after learning. From the data obtained, it turns out that most of the students' class IX at SMP Negeri 14 Palopo responded positively to the questionnaire that the researchers had given

B. Discussions

The grammar learning strategy carried out through virtual meetings using the Google Zoom and WhatsApp applications in three Cycles could attract students' attention and interest to learn and motivate students to learn. In this case, the mobile learning application media that was applied turned out to provoke the attention of students to learn. This learning application was in accordance with what students needed now. Students are also very enthusiastic about learning given in groups. With this, it can arouse students' enthusiasm for learning and make students feel comfortable with the lessons provided.

Based on the research results obtained from observational data in the first cycle, from 25 students, 6 students fully participated in all activities of the teaching process, The percentage reached 24%. While 5 students were active and

the percentage reached 20%, while 10 students were quite active and the percentage reached 40%, while 4 students were less active and the percentage reached 16%, and there were no students who were not active. Both classifications are extremely active, and active when accumulated turns out to reached 44%. The expected nominal percentage has not been achieved, and student participation has not reached the targeted success criteria in Classroom Action Research.While the data obtained from the evaluation tests, 25 students who took the test, 6 students managed to got a score of $\geq$ 75 KKM, and 19 students got a score below the KKM, this shows that the evaluation of the test has not reached the targeted success criteria in Classroom Action Research.

Based on the research results obtained from observational data in the second cycle, from 25 students, 6 students fully participated in all activities of the teaching process, The percentage reached 24%. While 8 students were active and the percentage reached 32%, while 10 students were quite active and the percentage reached 40%, while 1 students were less active and the percentage reached 4%, and there were no students who were not active. Both classifications are extremely active, and active when accumulated turns out to reached 56%. The expected nominal percentage has not been achieved, and student participation has not reached the targeted success criteria in Classroom Action Research.While the data obtained from the evaluation tests, 25 students who took the test, 11 students managed to got a score of $\geq$ 75 KKM, and 12 students got a

score below the KKM, this shows that the evaluation of the test has not reached the targeted success criteria in Classroom Action Research.

Based on the research results obtained from observational data in the third cycle from 25 students, 15 students fully participated in all activities of the teaching process. The percentage reached 60%, while 8 students were active and the percentage reached 32%, while 2 students were less active and the percentage reached 8%, and there were no students who were not active. Both classifications are extremely active, and active when accumulated turns out to reached 92%. The expected nominal percentage has been achieved, and student participation has reached the targeted success criteria in Classroom Action Research.While the data obtained from the evaluation tests, 25 students who took the test, 22 students managed to got a score of ≥ 75 KKM, and 3 students got a score below the KKM, this shows that the evaluation of the test has reached the targeted success criteria in Classroom Action Research. Furthermore, based on the results of the interviews, it is clear that the students' response to the use of Learn English Grammar mobile application is that most of students give a positive response, and the results of the questionnaire, it shows that students' perceptions are positive about the teaching techniques applied by the researcher.

Based on data obtained from observations,reflections,interview and questionnaire, as well as test evaluations in the third cycle, the grammar teaching techniques by utilizing the learn English grammar application as a media aid in training the grammar skills of class IX students at SMP Negeri 14 Palopo can be said to be successful and have met the targeted success criteria in Classroom

Action Research. The teaching techniques applied can provide solutions in solving the problems of class IX students at SMP Negeri 14 Palopo. Therefore, this research stopped in the third cycle and did not continue to the next cycle.

In this research, the researchers found the right way in teaching grammar, and several factors led to the researchers being successful in improving students' grammar learning skills in the first cycle, they are:

a) Students are interested in using the Learn English Grammar application as a mobile learning application downloaded from Android phones. According to Irwansyah & Moniaga, "Mobile Application is a software application created specifically to run on tablets and also smartphones"[22]. The mobile learning application provides several benefits of providing instant access to school learning resources, improving the quality of education with direct feedback from teachers to students, and can encourage students to experience deep learning. Mobile learning apps enable individuals to be more productive when they consume, make or interact with information through mobile and portable devices because they are involved in almost all daily human activities[23].

b) Students are motivated and not easily bored to study more often because visually, there are pictures and audio in the learn English grammar application. According to Sardiman (1986), Motivation learning is one

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[22] Hasan, Kahfi, and Alamsyah, "*Analisa Pengaruh Mobile Application Dalam Menunjang Keberhasilan Wirausaha* Di Kota Bekasi."
[23] Fauziati and Irwansyah, "-Faktor Yang Mempengaruhi Penerimaan Mobile Learning Applications (Apps)." Faktor

element supporting learning success. Learning motivation is a strength in a person who arises in learning activities with a sense of interest, is active and enthusiastic about learning[24].

c) Most of the students are active in accepting and understanding the lessons given during the three meetings. Burner (2007) explains that a person can learn best when actively involved rather than recipients. Students are not enough to just receive information but need to interpret for a deeper understanding[25].

d) Giving assignments to students cooperatively, where students learn and work on assignments in groups consisting of 4-5 students. Kelough & Kelough in Kasihani (2009) states that the cooperative learning model is a strategy group learning. Students learn together and assist in completing tasks with an emphasis on mutual support among group members, because successfull student learning depends on the group's success[26].

e) Researchers provide explanations repeatedly so that all students can understand the lessons given because not all students can quickly understand the study, and each student's ability to receive lessons is different. According to Gulo (2002), a professional teacher thinks about what will be taught and how it is taught and about who receives lessons, what is meant by learning, and what abilities exist in students in following the learning process[27].

f) The success of this research cannot be separated from the help of collaborators as good partners in planning actions to observe and reflect. Mertler

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[24] Afandi, "*Pengembangan Media Pembelajaran Permainan Ular Tangga Untuk Meningkatkan Motivasi Belajar Siswa Dan Hasil Belajar IPS Di Sekolah Dasar.*" 2015

[25] Nurdyansyah and Fahyuni, *Inovasi Model*.

[26] Ibid.

[27] Ibid.

(2009) states that this research is also called collaborative research because researchers involve colleagues to assist in research to run well[28].

Thus, the Learn English Grammar application as a media aid in learning can improve the quality of student learning because they can learn grammar quickly and not easily bored to study anywhere relaxed without feeling difficult. The learn English grammar application is based on a mobile application accessed on an android phone or tablet. This makes students happier and motivated to learn more often and get good results. Based on the explanation above, the Learn English Grammar application is exact and effective for students according to their current learning conditions.

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[28] Sugiyanto, "Peningkatan Hasil Belajar Lompat Jangkit Peserta Didik Smk N 2 Purworejo, Melalui Analisis Biomekanika Dengan Software Kinovea."

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The researcher comes to the following conclusion based on the previous chapter's explanation of the research research results:

The results showed that teaching grammar, in the first cycle by giving learning simple present tense still has not successful because students as response did not respond and were confused with the material being explained. While in the second cycle the researcher giving the present continuous tense material,and still has not successful because the students did not respond well to the assignments given individually, and in the third cycle by giving the simple past tense material, the majority of students respond well to the material by utilizing the learn English grammar mobile application. The researcher found the right way to teach English grammar.

Based on the experience that has been done during the research period, so that this research is successful in the third cycle, the researchers describe several steps in teaching grammar by utilizing the learn English grammar mobile application as a media aid, namely; (a) The researcher gave apreciated and motivated to the students. (b) The researcher introduced to students' about the learn english grammar mobile application. (c) The researcher explained the material repeatedly in a language that is easily understood by students. (d) The researcher invited students to studied in groups to do the assignment. (e)

Researchers provide opportunities for students to asked questions on the sidelines of the explanation of the material.

B. Suggestions

Based on the conclusions above, the researcher would like to provide several suggestions to ensure that students have an excellent ability to understand English, especially grammar lessons for class IX at SMP Negeri 14 palopo:

1. Researchers who teach and learn English must motivate their students and invite them to be more creative in learning.

2. As another alternative to help improve students' grammar and approaches in the learning process.

3. English teachers must pay attention to what students need to learn and not get bored easy to learn.

4. Educators must be more creative in giving lessons so that students' attention is fully paid for the lesson.

5. Students as a trigger to improve understanding concepts and procedures can develop and support other hidden intellectual intelligence possessed by students.

6. Further researchers can use this research as a reference.

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APPENDIX

LESSON PLAN (RPP)

Sekolah   : SMPN 14 Palopo

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : IX / Ganjil

Materi Pokok   : Simple Present Tense Form

Alokasi Waku   : 2 X 40 Menit (Pertemuan Ke 1)

A. Tujuan Pembelajaran

- Peserta didik mampu mengidentifikasi kalimat dalam bentuk simple present tense.
- Peserta didik mampu membuat kalimat dalam bentuk simple present tense.

B. Materi Pembelajaran

Simple Present Tense

Verbal : subjek (pronoun/noun) + verb bentuk pertama/asli (s/es).

Nominal : subjek (pronoun/noun) + be (am,is,are) +

(adjective,noun,pronoun adverb).

C. Sumber/Media pembelajaran

- Sumber : internet dan buku paket.
- Media : Learn English Grammar application,Android phone,white board,and board marker.

D. Model/Metode pembelajaran

- Pendekatan : Scientific
- Strategi : Observe – Practice
- Metode : Practice,Generalization,Reinforcement (PGR)

E. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (20 Menit)
- Guru membuka kegiatan pembelajaran dengan mengucapkan salam

dan doa kemudian melakukan 'Brainstorming' yang sesuai dengan tema.
- Guru menanyakan kabar dan mengecek kehadiran siswa.
- Guru menyampaikan tujuan pembelajaran yang ingin dicapai.
- Guru memberikan apresiasi dan motivasi.
- Guru mendeskripsikan ruang lingkup materi,langkah-langkah pembelajaran dan teknik penilaian

Kegiatan Inti (40 Menit)

- **Practice**

  a) Dalam kelompok peserta didik mengidentifikasi kalimat dalam bentuk simple present tense dengan mengerjakan tugas 1 yang diberikan.
  b) Guru monitoring sambil memberi bantuan jika diperlukan.
  c) Peserta didik melaporkan hasil tugas kelompok dan di tanggapi oleh kelompok lain.

- **Generalization**

  d) Guru memberikan penjelasan dan penguatan tentang tugas.

- **Reinforcement**

  e) Dalam kelompok peserta didik membuat kalimat dalam bentuk simple present tense dengan mengerjakan tugas 2 yang diberikan.
  f) Guru monitoring sambil memberi bantuan jika diperlukan.
  g) Peserta didik melaporkan hasil tugas kelompok dan ditanggapi oleh kelompok lain.
  h) Guru memberikan penjelasan dan penguatan tentang tugas 2.

Kegiatan Penutup (20 Menit)

- Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.
- Guru memberikan umpan balik dan pesan moral dari pembelajaran
- Guru menyampaikan materi pembelajaran berikutnnya
- Guru ,menutup kegiatan pembelajaran dengan mengucapkan salam dengan doa.

F. Penilaian

Penilaian sikap   : Observasi dalam proses pembelajaran

Penilaian pengetahuan   : Resume terkait materi simple present tense.

LESSON PLAN (RPP)

Sekolah : SMPN 14 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : IX / Ganjil

Materi Pokok : Present continious Tense Form

Alokasi Waku : 2 X 40 Menit (Pertemuan Ke 2)

A. Tujuan Pembelajaran

- Peserta didik mampu mengidentifikasi kalimat dalam bentuk present continuous tense.
- Peserta didik mampu membuat kalimat dalam bentuk present continous tense.

B. Materi Pembelajaran

Present continuous Tense

Verbal : subjek (pronoun/noun) + am/is/are + verb –ing + o + c.

C. Sumber/Media pembelajaran

- Sumber : internet dan buku paket.
- Media : Learn English Grammar application,Android phone,white board,and board marker.

D. Model/Metode pembelajaran

- Pendekatan : Scientific
- Strategi : Observe – Practice
- Metode : Practice,Generalization,Reinforcement (PGR)

E. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (20 Menit)
• Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa kemudian melakukan 'Brainstorming' yang sesuai

dengan tema.

- Guru menanyakan kabar dan mengecek kehadiran siswa.
- Guru menyampaikan tujuan pembelajaran yang ingin dicapai.
- Guru memberikan apresiasi dan motivasi.
- Guru mendeskripsikan ruang lingkup materi,langkah-langkah pembelajaran dan teknik penilaian

Kegiatan Inti (40 Menit)

- **Practice**

    i) Dalam kelompok peserta didik mengidentifikasi kalimat dalam bentuk present continuous tense dengan mengerjakan tugas 1 yang diberikan.
    j) Guru monitoring sambil memberi bantuan jika diperlukan.
    k) Peserta didik melaporkan hasil tugas kelompok dan di tanggapi oleh kelompok lain.

- **Generalization**

    l) Guru memberikan penjelasan dan penguatan tentang tugas 2.

- **Reinforcement**

    m) Dalam kelompok peserta didik membuat kalimat dalam bentuk present continuous tense dengan mengerjakan tugas 2 yang diberikan.
    n) Guru monitoring sambil memberi bantuan jika diperlukan.

o) Peserta didik melaporkan hasil tugas kelompok dan ditanggapi oleh kelompok lain. p) Guru memberikan penjelasan dan penguatan tentang tugas	
Kegiatan Penutup (20 Menit)	
• Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran. • Guru memberikan umpan balik dan pesan moral dari pembelajaran • Guru menyampaikan materi pembelajaran berikutnnya • Guru ,menutup kegiatan pembelajaran dengan mengucapkan salam dengan doa.	

F. Penilaian

Penilaian sikap   : Observasi dalam proses pembelajaran

Penilaian pengetahuan : Resume terkait materi present continous tense

LESSON PLAN (RPP)

Sekolah   : SMPN 14 Palopo

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester : IX / Ganjil

Materi Pokok   : Simple Past Tense Form

Alokasi Waku   : 2 X 40 Menit (Pertemuan Ke 3)

A. Tujuan Pembelajaran

- Peserta didik mampu mengidentifikasi kalimat dalam bentuk Simple Past Tense.
- Peserta didik mampu membuat kalimat dalam bentuk Simple Past Tense.

B. Materi Pembelajaran

Simple Past Tense

Verbal : subjek (pronoun/noun) + verb 2 + o + c.

Nominal : subjek (pronoun/noun) + was/were + o +c.

C. Sumber/Media pembelajaran

- Sumber : internet dan buku paket.
- Media : Learn English Grammar application,Android phone,white board,and board marker.

D. Model/Metode pembelajaran

- Pendekatan : Scientific
- Strategi : Observe – Practice
- Metode : Practice,Generalization,Reinforcement (PGR)

E. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (20 Menit)
• Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa kemudian melakukan 'Brainstorming' yang sesuai dengan tema.

- Guru menanyakan kabar dan mengecek kehadiran siswa.
- Guru menyampaikan tujuan pembelajaran yang ingin dicapai.
- Guru memberikan apresiasi dan motivasi.
- Guru mendeskripsikan ruang lingkup materi,langkah-langkah pembelajaran dan teknik penilaian

Kegiatan Inti (40 Menit)

- **Practice**

  q) Dalam kelompok peserta didik mengidentifikasi kalimat dalam bentuk Simple Past Tense dengan mengerjakan tugas 1 yang diberikan.

  r) Guru monitoring sambil memberi bantuan jika diperlukan.

  s) Peserta didik melaporkan hasil tugas kelompok dan di tanggapi oleh kelompok lain.

- **Generalization**

  t) Guru memberikan penjelasan dan penguatan tentang tugas.

- **Reinforcement**

  u) Dalam kelompok peserta didik membuat kalimat dalam bentuk Simple Past Tense dengan mengerjakan tugas 2 yang diberikan.

  v) Guru monitoring sambil memberi bantuan jika diperlukan.

  w) Peserta didik melaporkan hasil tugas kelompok dan

ditanggapi oleh kelompok lain.	
x) Guru memberikan penjelasan dan penguatan tentang tugas 2.	
Kegiatan Penutup (20 Menit)	
• Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran. • Guru memberikan umpan balik dan pesan moral dari pembelajaran • Guru menyampaikan materi pembelajaran berikutnnya, • Guru ,menutup kegiatan pembelajaran dengan mengucapkan salam dengan doa.	

F. Penilaian

Penilaian sikap   : Observasi dalam proses pembelajaran

Penilaian pengetahuan : Resume terkait materi Simple Past Tense.

Penilaian

A. Teknik Penilaian Sikap Kemandirian.

Format Penilaian Sikap/Karakter Kemandirian

No	Aspek Yang Dinilai	Nilai			
		1	2	3	4
1.	Memahami pelajaran yang diberikan guru				

2.	Menyimak penjelasan guru				
3.	Mengerjakan tugas				
4.	Mengerjakan tes tertulis				
	Jumlah Nilai				

Penentuan nilai *:* $$penilaian\ siswa = \frac{skor\ diperoleh}{skor\ maksimal} \times 4$$

B. Teknik Penilaian Sikap Dalam Diskusi.

Format Penilaian Sikap/Karakter Dalam Diskusi

No	Nama Siswa	Aspek Yang Dinilai					Jumlah Skor	Nilai
		1	2	3	4	5		
1.	S1							
2.	S2							
3.	S3							
4.	S4							
5.	S5							
6.	S6							
7.	S7 Dst							

Aspek yang dinilai :   skors maksimal :

1. Aktivitas diskusi   3
2. Kualitas jawaban   3
3. Sikap dalam diskusi   4
4. Ketepatan mengumpulkan pekerjaan   5
5. Kualitas hasil pekerjaan   5

Penentuan nilai :

$$penilaian\ siswa = \frac{skor\ diperoleh}{skor\ maksimal} \times 5$$

Palopo, 10 september 2021

Guru Mata Pelajaran   Mahasiswa

Ribka Tandi, S.Pd.   Hastuti
19850929 200902 2 008   17 0202 0218

Mengetahui,

Kepala Sekolah SMP Negeri 14 Palopo

Drs. Aripin Jumak
NIP. 19670403 200012 1 002

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 351/IP/DPMPTSP/VI/2021

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 26 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2018 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	:	HASTUTI
Jenis Kelamin	:	Perempuan
Alamat	:	Lamasi Kab Luwu
Pekerjaan	:	Mahasiswa
NIM	:	17 0202 0218

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

UTILIZING LEARN ENGLISH GRAMMAR MOBILE APPLICATION IN IMPROVING THE STUDENTS' GRAMMAR AT SMP NEGERI 14 PALOPO

Lokasi Penelitian : SMP NEGERI 14 PALOPO

Lamanya Penelitian : 21 Juni 2021 s.d. 21 Agustus 2021

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo**.
2. Mentaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat,
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 22 Juni 2021
a.n. Kepala Dinas Penanaman Modal dan PTSP

MUH. IHSAN ASHARUDDIN, S.STP, M.SI
Pangkat : Pembina Tk.I
NIP : 19780611 199612 1 001

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel.
2. Walikota Palopo
3. Dandim 1403 Inriu
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Mahasiswa tempat dilaksanakan penelitian

PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SMP NEGERI 14 PALOPO
Alamat: JL. Poros Salubattang – Lamasi, Kota Palopo

SURAT KETERANGAN PENELITIAN
No : 421.3/184/SMPN.14/IX/2021

Yang bertanda tangan di bawah ini :

Nama	: Drs. ARIPIN JUMAK
NIP	: 19670403 200012 1 002
Jabatan	: Kepala Sekolah
Sekolah	: SMP Negeri 14 Palopo

Menerangkan dengan sebenarnya bahwa:

Nama	: HASTUTI
NIM	: 17 0202 0218
Perguruan Tinggi	: Institut Agama Islam Negeri Palopo
Program Studi	: Pendidikan Bahasa Inggris

Telah melaksanakan penelitian di SMP Negeri 14 Palopo pada tanggal 21 Juni s.d 21 Agustus 2021 dengan judul penelitian **"Utilizing Learn English Grammar Mobile Application in Improving the Students' Grammar at SMP Negeri 14 Palopo"**

Demikian Surat Keterangan ini dibuat, untuk digunakan sebagaimana mestinya.

Palopo, 10 September 2021
Kepala Sekolah,

Drs. ARIPIN JUMAK
NIP. 19670403 200012 1 002

INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

SURAT KETERANGAN
No.780/In.19/FTIK/PBI/PP.00.9/11/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama	:	Hastuti
NIM	:	17 0202 0218
Semester	:	IX (sembilan)
Program Studi	:	Pendidikan Bahasa Inggris
Keperluan	:	Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity 24 %*. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 19 November 2021

Mengetahui,   Admin Turnitin PBI,
Ketua Prodi,

AmaliaYahya, S.E., M.Hum.   Muhammad Iksan, S.Pd., M.Pd.
NIP 197710132005012006   NIP 198603272018011001

ANGKET

❖ Berikan tanda(√) salah satu pilihan jawaban soal-soal pernyataan angket dibawah ini dengan jujur sesuai kejadian yang sebenarnya terjadi dalam kegiatan pembelajaran sebelumnya. Dan sebelum menjawab pertanyaan silahkan tulis nama dan kelas dibawah ini:

- Nama : ……………..
- Kelas:……………….

- ST= sangat setuju
- TS= tidak setuju
- S= setuju
- STS= sangat tidak setuju

	questionnare	ST	S	TS	STS
1.	Tata bahasa inggris (grammar) adalah salah satu kemampuan terpenting dalam bahasa inggris.				
2.	Saya senang belajar tata bahasa inggris (grammar).				
3	Sebelumnya saya mempunyai kesulitan dalam memahami pelajaran bahasa inggris khususnya grammar				
4	Saya senang dengan aplikasi learn English grammar sebagai media bantu dalam melatih kemampuan grammar saya				
5	Penggunaan aplikasi learn English grammar sebagai media pembelajaran seluler dapat membantu meningkatkan semangat dan minat belajar saya dalam proses pembelajaran				
6	Saya lebih senang mengikuti pembelajaran yang menggunakan media dibandingkan dengan proses pembelajaran tanpa media.				
7	Saya dapat memahami pelajaran ketika guru memberikan penjelasan dengan bahasa yang mudah dipahami.				
8	Saya lebih suka ketika guru memberikan tugas secara berkelompok dibandingkan dengan cara individu				
9	Saya senang ketika guru selalu memberikan motivasi dan apresiasi untuk tidak malas belajar				
10	Saya merasa telah dapat berbahasa inggris sesuai dengan tata bahasa inggris yang benar				

Soal test

nama: Safitri
kelas: IX A
Jawaban:

1. (+) S + Verb 1 + (es/s) + o + c
   She plays the piano every week

   (-) S + ~~verb1~~ does/do + Verb 1 + o + c
   She does not plays the piano every week

   (?) does/do + s + Verb-1 + o + c
   does She plays the piano every week ?

2. (+) S + am/is/are + Verb-ing + o + c
   I am reading a magazine every week

   (-) S + am/is/are + not + Verb-ing + o + c
   I am not reading a magazine every week

   (?) am/is/are + ~~feeling~~ Verb-ing + o + c
   am I reading a magazine?

3. (+) S + Verb-2 + o + c
   I watched television last night

   (-) S + ~~do~~ not + Verb-1 + o + c
   I dit not watched television last night

   (?) dit I watched television last night ?

Nama : Alexa Mariangga

Kelas : Ix A

Jawaban

1. (+) s + verb1 (es/s) + o + c
   => she plays the piano every week.

   (-) s + do/does + not + verb1 + o + c
   => she does not play the piano every week!

   (?) do/does + s + verb1 + o + c?
   => does she play the piano every week?

2. (+) s + am/is/are + verb-ing + o + c
   => I am reading a magazine today.

   (-) s + am/is/are + not + verb-ing + o + c
   => I am not reading a magazine today!

   (?) am/is/are + s + verb-ing + o + c?
   => am I reading a magazine today?

3. (+) s + verb-2 + o + c (verbal)
   => I watched television last night.

   (-) s + did + not + verb-1 + o + c
   => I did not watched television last night!

   (?) did + s + verb-1 + o + c?
   => did I watched television last night?

Soal test bahasa inggris

Nama: Dinda I pandawi

① Kelas: IX. A

1. ⊕ S + Verb1 (es/s) + O + C
   (she plays the piano every week)
   (dia perempuan bermain piano setiap ~~minggu~~ minggu)

   ⊖ S + does/do + not + Verb1 + O + C
   (she does not play the piano severy week)
   (dia tidak bermain piano setiap minggu)

   ? Do/Does + not + Verb1 + O + C?
   Does she plays the piano every week?
   (apakah dia bermain piano?)

② buatlah kalimat present continous bentuk (+),(-),(?)

   ⊕ S + am/is/are + Verb-ing + O + C
   (I am reading a magazine today)
   (Saya ~~sedang~~ sedang membaca magazine hari ini)

   ⊖ S + am/is/are + not + Verb-ing + O + C
   (I am not reading a magazine today)
   (Saya tidak sedang membaca magazine today)

   ? am/is/are + S + Verb-ing + O + C?
   (am I reading a magazine today)
   (Apakah saya sedang membaca magazine?)

③ buatlah kalimat simple past bentuk (+),(-),(?)

   ⊕ S + Verb-2 + O + C
   (I watched television last night)
   (Saya menonton tv tadi malam)

   ⊖ S + did + not + Verb-1 + O + C
   (I didt not watched television last night)
   (Saya tidak nonton tv tadi malam)

   ? Did + S + Verb-1 + O + C
   (did I watched television last night)
   (Apakah saya menonton tv tadi malam)?

Tugas kelompok 4
Ketua kelompok : Jenniver
anggota kelompok : Reno
                   Dinda | pandari
                   Rismawati
(bentuk Verbal)   Muhammad Sadly
1. (+) we playet football two days ago.
(-) we did not played football two days ag
(?) did we playet football two days ago?
(bentuk nominal)
(+) She was late yesterday
(-) She was not late yesterday
(?) was She late yester day?

75

85

DOCUMENTATION