

## THE USE OF ENGLISH GRAMMAR APPLICATION TO IMPROVE THE STUDENTS' WRITING IN RECOUNT TEXT AT SMAN 1 TANJUNG

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### Abstract

The objective of the study aims to effect examining of English Grammar Application for improving the students' writing in recount text in the tenth grade of SMAN 1 Tanjung. The research applied quantitative approach and used pre experimental design. The population of this research students of X class consist 202 students of SMAN 1 Tanjung in academic year 2021/2022 and the Sample was X LM of English (Lintas Minat). And the sample research was taken as the sample using stratified sample. The data was collected by using written test. To analyze data, the researcher used the formula t test and effect size as procedure of analyze data. The result of this research showed that the research conducted effect size formula. The research got 0.9. this is the value of effect size level. Refer to the table of interpreting of effect size. This value 0.9 was  $> 0.5$ . so the effect size of using English Grmmar Application in learning Recount text has strong Effect.

**Keywords:** English grammar application, recount text.

### INTRODUCTION

Writing is the most challenging skill for second language students to master. The difficulty lies in creating and combining ideas and translating these ideas into a coherent text. In the tenth grade of senior high school, the basic competency that should be achieved in writing English means that the learners can develop and provide functional text, written simply in recount text, narrative text, and descriptive text Recount text is one text type in senior high school students' first year. Knapp and Watkins (2005) said that A recount is a constant text that does little more than sequencing a sequence of stories; it is the simplest type of narrative genre. Recount text is a text that telling the reader about a story, activity, or action. Its purpose is to entertain or telling the reader.

The 2013 curriculum prioritizes a scientific approach and several innovative approaches. At the senior high school level,

learning text in English includes social function, generic structure, and Language feature. Language features are linguistic elements contained in a text. In the English syllabus, recount text includes material taught in semester two and is included in basic competency 4.5.2, which is about arranging and making recount text in spoken and written.

Based on the observation, It found that most students engaged problems in the writing process, especially in writing recount text. In this school, the KKM (Kriteria Ketuntasan Minimum) score in English is 7, while the average score of students is 6.8. Some students are still involved in figuring ideas out in the planning process. The students have difficulties such as having a problem in grammar, spelling, and generic structure. In line with the reality above, some factors influence students' writing recount text, such as using media, students' interest, and students' cognitive background in the classroom. The factors are related to influence each other.

Today there are two forms of teaching. The first one is conventional way. It implies that the students learn by using the board as the media and the test form is a paper-based test. It has already used many years ago. The second is mobile learning, or “M-Learning.” It gives a modern method of producing knowledge, such as a tablet, laptop, mp4 players, audio, and smartphone. If the teacher uses modern media as like this application in classroom, the students will understand the material faster than use conventional media. In the end of academic year, the students will get higher value than previous semester. A media is a way of communication, derived from the Latin word meaning “between” Ahsan and Ali s (Dewdney and Ride, 2006). The media can be used in teaching grammar is by using the English Grammar application. It is a mobile educational application that consists of several activities, such as grammar and writing. The students can learn grammar, reading, and speaking in their leisure time. The present is research wants that the students will increase their ability in English especially in grammar and writing.

Previous research that discussed the use of teaching media was carried out by Megawati (2017). The lack of students' ability to communicate in English was due to students failing to accept the message conveyed. This failure occurred because students did not listen well to the material presented by the teacher; why was a learning medium needed to facilitate the delivery of English material to students.

Furthermore, Research conducted by Yunevika (2019), English Grammar Application helped students improve their grammar skills. The use of media affected students' abilities and understanding of learning English. English Grammar Application made students happy, excited and made the learning atmosphere more effective.

SMAN 1 Tanjung is the best senior high school in Tanjung. This school usually uses technology for teaching-learning in the class, but the English teacher just focuses on limiting media Based on the explanation above, the

present research would like to apply the using English grammar application can help students improve their grammar and writing knowledge, and this research would examine the effect of using English grammar application in teaching recount text to improve students' writing knowledge. Through English Grammar Application they can get freedom to learn grammar especially for writing recount text that can be used in learning English easily than the students did not get before. The students can improve their English skills by increasing their writing and having fun with English lessons. The writer is interested in doing observation to introduce under the title The use of English Grammar Application to improve the students mastery in Recount Text at SMAN 1 Tanjung.

The present research formulates the research problem as follow How is English Grammar Application effective for improving the students' writing in recount text at the tenth grade of SMAN 1 Tanjung ? The objective of the study aims to effect examining of English Grammar Application for improving the students' writing in recount text in the tenth grade of SMAN 1 Tanjung

## **MATERIALS AND METHODS**

This study used pre-experimental research. That is one group pre-test and post-test, this method were used in this study. English Grammar Application was applied in One group, and it treated in taught writing recount text. “A pre-experimental design was a design where a group was often learned, but no comparison between an equivalent non-treatment group was made” (Heffner, 2004). On this design, a pretest gave one group, continued gave treatment, lastly, a post-test. Additionally, there was no comparison group in the design.

The population is the group taken in this research, the group to whom the present research would like to generalize the study result (Sanjaya, 2013:228). This research took place at SMAN 1 Tanjung. This school was on Jl. Gelatin komplek Pertamina kec. Murung Pudak Kab. Tabalong. The population of this research is students in the tenth grade of SMAN

1 Tanjung; it has 232 students. MacDonald & Headlam (12:2008) The sample is the part of the larger population involved in the study. Sampling is the process of knowing who aims to contact that population. It can assume that the sample is the chosen components (people or objects) collected for participation in research; the subject or participant follow the person involved. This research used stratified sampling. the population is first divided into strata or subgroups, all of whom interested and a similar characteristic. So this research choose X LM of English to teach recount text using English Grammar application.

The primary data of this research were test. The present research used pre-test and post-test to know the students' first writing in recount text and the student's last ability to write using English Grammar Application in experiment group.

The pretest and posttest raw score converted into the raw score. In order to analyze the data, it had been counted. The mean, standard deviation, normality, and standard error of students', score were SPSS for the pre test and post test scores of the pre experiment group. This research analyzed the data using the t-test and effect size formula to know the significant difference in English grammar achievement students were writing by using English Grammar Application.

A normality test is used to decide if a normal distribution well models a data collection and to measure how acceptable it is for a random variable carrying the data set to be normally distributed. The reason for choice-making can be made based on probability.(Asymtotic Significance), Djwandono(2011) namely:

- a. If the probability  $> 0.05$ , is normal.
- b. If the probability  $< 0.05$ , is not normal.

The entire method of preparing to collect data is named instrumentation (Creswell,2012;92). In this study, the present research took the test. The test was used for measuring students" in recount text. The students' score in recount text of the first grade

at SMAN 1 Tanjung could be evaluated by using a scoring rubric.

This research used content validity to ensure the test is good validity. Gay stated that "Content validity is of choice importance for achievement tests. A test score may not truly reflect a student's achievement if it does not measure what the student was taught to learn. Therefore, it can decide that the test was valid in content validity because the material is tested has been taught to the students. Therefore, it made this test based on the subject purpose in the syllabus of SMA 1 in Tanjung since this test was valid in terms of content validity.

Reliability test was carried out to determine the measurements of the results remain consistent when measurements are taken twice or more to the same symptoms with the same measuring instrument. (Sugiono, 2012). The reliability test used in this study was Alpha Cronbach reliability. The reliability test in the form of a written test was carried out after the validity test.

## RESULT AND DISCUSSION

In this chapter the writer wants to know the effectiveness of using English Grammar Application on the students' in Recount text, the writer did the research by conducting pretest treatment and post-test. The researcher studied on 5<sup>th</sup> of march, 2021 until 31<sup>th</sup> of September, 2021. This research was conducted in four meetings; the first meeting was for the pretest, the second and third meetings were for treatment, and the fourth meeting was the post-test. The material taught was "Recount Text," held in class X LM English.

The first preparation needed in the research is to make lesson plans, prepare material to be taught using media of English Grammar Application, and prepare assessment rubrics. At the end of the lesson, a written test was conducted to write recount text.

This research was conducted in X LM English at SMAN 1 Tanjung. The treatment process in this study was conducted in 2 meetings. The first meeting discussed recount

text by teaching about social functions and the structure of recount text. The second meeting discussed language features of recount text and how to apply English Grammar Application to Text Recount. Students were asked to download the English Grammar Application; the researcher explained how to use the application and connect it to the material being taught. After completing the explanation, students are allowed to ask questions, and students are asked to do the exercises that are applied, the last step, students are asked to conclude the material that has been studied.

The researcher analyzed the students' scores. After that, the researcher analyzed by SPSS.

No	Test	Pre Test	Post-Test
1.	Mean	64.40	74.40
2.	Std. Deviation	4.74	6.61
3.	Normality Tests	0.13	0.74
4.	Uji T	0.00	
5.	Effect Size		

**Table 1** analyzed the students' scores

Identify mean score was counted by SPSS data with the total number of samples: from table 1 difference in the mean of pre-test and post-test. The decreasing mean of the pre-test investigated that mean score was 64.40 and score of post-test was 74.40. the students' mean of pre-test was lower than the students' mean post-test. The decreasing mean score of post-test investigated those mean scores was 74.40 and meant a pre-test score was 64.40. The decrease means a score of post-test and pre-test was proved there was a sign between pre-test and post-test.

The researcher analyzed standart deviation score. standard deviation represents the devitiation of the value of a seet of data from is average or mean. Based on table 4.3, the pre-test standard deviation was 4.74, and the post-test was 6.61. it means the standard deviation of pre-test higher than the post-test. Therefore, it can be concluded that the student's score in pre-test and post-test scattered far from the average value; meanwhile, the students' score in post-

test was comparable average value after implementing English Grammar Application in learning recount text.

A Normality test is conducted to know whether the data distribution was normal. The reseacher used lilieforce formula by to calculate normality by , for significant is  $0.05 < \text{sig SPSS}$ . , from the criteria  $r > \alpha$  that was normal , so the result was  $0.013 > 0.05$  . it means the data distribution is normal. in testing criteria if value more than significance was normal, from the table computation above  $0.74 > 0.05$ . it means the data distribution is normal.

The researcher decided to use paired sample t-test. Thus, the decision-making could be based on the paired sample t-test result of significance value (sig) compared to the  $\alpha$  value. Based on table 4.3 paired sample t-test result, that sig values was 0.00, which the value of the paired sample t-test was lower the  $\alpha$  (0.05). Ho was unaccepted. Ha was accepted. So it means English Grammar Application can be effective in learning recount text.

Effect size is to know how strong effect of using series using English Grammar Application to write recount text. According to the table 1, the reseacher got 0.9. this was the number of effect size level. Refer to the table of interpreting of effect size. This number was close with  $>0.5$ . so the effect size of using English Grmmar Application in learning Recount text has strong Effect.

Utilization of technology in education, one of the media is mobile learning. The term mobile learning (m-learning) refers to handheld and mobile IT devices, such as smartphones, laptops, and tablets. Mobile learning makes it easy for students to learn anytime and anywhere. In addition, this strategy makes it easier for students to master the complete competency of the material in less time than other learning media (Rekkedal, 2009). Students may learn out of the class and adjust individual learning faces. Moreover, according to recent reviews, many educational applications are helpful for a teacher and organize a teaching process better, educating themselves (Basal, 2016).

According to Kemp and Daylon (2014) teaching the English language through media is as a pedagogical tool to aid the learning process. media can be utilized for learning purposes. Media is one component of the learning process. The use of media it can increase students' attention in every learning process. Through various media, students will be able to interact actively to achieve educational goals. Based on the previous studies that has done by the researcher Yunevika 2018/2019 by using English Grammar. So, the researcher is sure that the media of English Grammar Application will be effective to use senior High school at tenth students in learning Recount text.

In order to answer the research problem and test the hypotheses whether it was accepted or rejected, the researcher analyzed the statistical significance different between pre-test and post-test. The data were investigated by using paired sample t-test to test hypotheses. From the result of the analysis, the finding can be stated. It was a significant difference in writing recount text between before and after the students used the English Grammar application. Based on the computation above, it was shown that the difference coefficient of students taught using question answer relationship strategy and the students taught using ordinary technique was 8.270 (t0) and the t-table (tt) was 2960 the researcher interpret that there was significance difference because  $t_0 > t_t$ , so  $H_a$  was accepted.

Through the outcome of the research, the students that used English Grammar application can increase their learning in recount text. In other word, English Grammar application was effective to be used to write recount text. Next step the researcher conducted effect size formula. The effect size in this research is absolutely useful to answer the research problem of this research that is to how strong the effect of English Grammar Application in learning recount text. Based research results, it was presented that using English Grammar Application to write recount text was strong effect.

## CONCLUSION

The objective of this research was to investigate how the use of English Grammar Application to improve the students writing in recount text at SMAN 1 Tanjung. The result explained that was a significant difference between pretest and posttest. The mean of scores increased significantly from 64.4 to 74.40. t-test was applied from the difference of means 10.00. The effect size is helpful to answer the research problem. Moreover, to know how strong the effect of using English Grammar Application in learning recount text. The effect size level got strong effect to use English Grammar to write in recount text, which was 0.9. Therefore, it can be concluded that using English Grammar Application is strongly effective to write recount text of Tenth Grade at SMAN 1 Tanjung.

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