



## Penggunaan Aplikasi *Ultimate* untuk Meningkatkan Kemampuan Grammar Bahasa Inggris

### *The Use of Ultimate Application to Enhance Grammar Proficiency*

Moh. Taufik<sup>1\*</sup>, Izzudin<sup>2</sup>, Lailiy Kurnia Ilahi<sup>3</sup>

<sup>1,2,3</sup>Universitas Bahaudin Mudhary Madura

Email: moh.taufik@unibamadura.ac.id<sup>1</sup>, lailiykurniailahi@unibamadura.ac.id<sup>2</sup>, izzudin@unibamadura.ac.id<sup>3</sup>

#### Article Info

#### Article history :

Received :19-06-2024

Revised :21-06-2024

Accepted :23-06-2024

Published:26-06-2024

#### Abstract

*Grammar is one of the most crucial components in the English language, as it integrates with other elements such as speaking, listening, reading, and writing. The primary issue is the complexity of English grammar, especially since English is a foreign language in Indonesia. This study aims to enhance the grammar proficiency of Indonesian migrant workers in Malaysia and to provide a reference for grammar teaching using an Android-based application that is easily accessible anytime and anywhere. A full Quasi-Experimental design was employed to address the research requirements. The research design was straightforward, utilizing a single group type with three phases: pre-test, treatment, and post-test. In the pre-test scores, 66.7% of respondents did not achieve the minimum standard. After four treatment sessions over one month, this figure dropped to 33.3%. The final results indicate that the use of the English Ultimate application significantly contributes to grammar mastery.*

**Keywords:** *Grammar, Application, English Language*

#### Abstrak

Tata bahasa adalah salah satu komponen paling krusial dalam bahasa Inggris, karena berintegrasi dengan elemen-elemen lain seperti berbicara, mendengarkan, membaca, dan menulis. Masalah utama adalah kompleksitas tata bahasa Inggris, terutama karena bahasa Inggris merupakan bahasa asing di Indonesia. Penelitian ini bertujuan untuk meningkatkan kemampuan tata bahasa pekerja migran Indonesia di Malaysia dan menyediakan referensi untuk pengajaran tata bahasa menggunakan aplikasi berbasis Android yang mudah diakses kapan saja dan di mana saja. Desain Quasi-Eksperimental penuh digunakan untuk memenuhi kebutuhan penelitian. Desain penelitian ini sederhana, menggunakan tipe kelompok tunggal dengan tiga fase: pre-test, perlakuan, dan post-test. Pada skor pre-test, 66,7% responden tidak mencapai standar minimum. Setelah empat sesi perlakuan selama satu bulan, angka ini turun menjadi 33,3%. Hasil akhir menunjukkan bahwa penggunaan aplikasi English Ultimate secara signifikan berkontribusi pada penguasaan tata bahasa.

**Kata Kunci :** *grammar, aplikasi pembelajaran, bahasa Inggris*

#### BACKGROUND OF THE STUDY

Grammar is the system of a language. Sometimes, people describe grammar as a set of rules within a language. These rules were established before people began to speak a language. Language



originated from people making sounds that evolved into several aspects, including: (1) words, (2) phrases, and (3) sentences. No commonly used language remains static; all languages change over time. What is referred to as grammar is merely a reflection of a language at a specific time.

Many people around the world speak their native languages without studying their grammar. Al Rajafi and Wahyuingsih (2022) state that children begin to speak even before they know grammar. However, learning the grammar of a foreign language is certainly not a simple matter. Studying the grammar of a language undoubtedly provides individuals with a wealth of information. Alrajafi (2021) asserts that the grammar of a language encompasses fundamental axioms such as verb forms. Language cannot function without grammar, as it is necessary for effective communication. Alrajafi, Maretha, and Puspita (2023) claim that speakers and listeners, writers and their audience must operate within the same system to understand each other. In other words, a language without grammar is like a pile of bricks without mortar to hold them together. Although the basic components are present, for all intents and purposes, it is useless. Grammar is something we all begin to learn in the first days and weeks of life through interaction with others. From birth, the language and grammar that form that language surround us. We start learning it as soon as we hear it spoken, even though we do not fully understand its meaning.

Although infants do not grasp the terminology, they begin to understand and assimilate how to construct sentences (syntax) and figure out how the parts that make up those sentences function (morphology). According to Eryon (2023), grammar in the English language often becomes a dreaded aspect for many people. Grammar is something that is avoided and becomes an allergy for English learners. Many of them experience adverse outcomes when they come into contact with grammar. Compared to the Indonesian language, English grammar seems more complex at first glance. This is because English grammar includes the system of tenses, in addition to often inconsistent rules. Tenses themselves encompass many rules that English learners must understand. There are at least 16 tenses that learners need to master, each with significantly different patterns. Wahyuningsih, Maretha, and Alrajafi, (2023) state that mastering just one type of tense can take days for an English learner. Unlike English, Indonesian is simpler because it does not have a tense system. This naturally surprises many people when they first learn about tenses. Generally, they find it difficult to distinguish between the temporal patterns that seem almost similar to each other.

Maretha, (2021) notes that beyond tenses, there are many grammatical patterns in English. There is so much grammar content that it certainly cannot be covered in just two credit hours. However, with the advancement of time and the rapid development of technology, learning grammar is no longer as rigid as it once was. In the past, learning grammar required a classroom and various necessary tools. Today, grammar learning can be done anywhere and anytime, for example, by using applications on mobile phones. One such application is English Ultimate. This application can be downloaded for free on Android and was officially launched in 2020 on Softonic. The current software version available is 5.1. This application contains guides on the use of English grammar and includes practice features to help users improve their grammar skills.



This study presents the use of the English Ultimate application to Indonesian migrant workers in Kuala Lumpur, Malaysia. English in Malaysia is commonly used in daily life. English serves as a communication tool in the workplace and various other sectors. It is important for Indonesian migrant workers to learn English to improve their quality and foster good cooperation between Indonesia and Malaysia.

## METHOD

A full Quasi-Experimental design was employed to meet the research requirements. The research design was straightforward, utilizing a single group type with three stages: pre-test, treatment, and post-test. The research subjects were Indonesian migrant workers residing in Malaysia, specifically in Kampung Pandan, Kuala Lumpur, Malaysia. The study was conducted from July 21 to August 20, 2023. As the country with the largest number of English speakers in Asia, Malaysia contributes to the development of English proficiency among Indonesian migrant workers.

The initial stage of the research involved observation, which was conducted from July 21 to 25, 2023. This observation aimed to ascertain the initial conditions of the research subjects. Following the observation, the next step was to select the research subjects. Using random sampling techniques, 30 research subjects were selected to receive the treatment, and their results were subsequently analyzed.

## FINDING AND DISCUSSION

This research was conducted on the subjects by synchronously online class. A total of 30 subjects participated in the study. The research utilized a time series design approach, administering the pre-test multiple times until the subjects' performance was deemed stable and consistent. The pre-test results indicated that 66.7% of respondents scored below the established minimum standard, while only 33.3% met the set standard. This suggests that the majority of respondents still struggle with understanding English grammar. Figure 1 illustrates a breakdown of the pre-test scores.

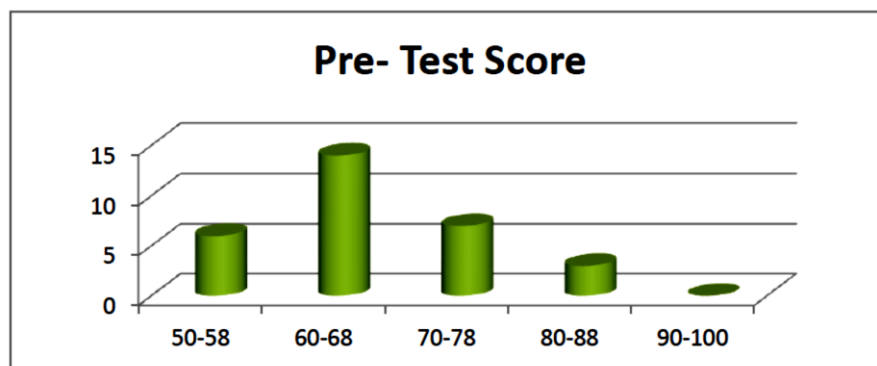


Figure 1 Pre-test Scores



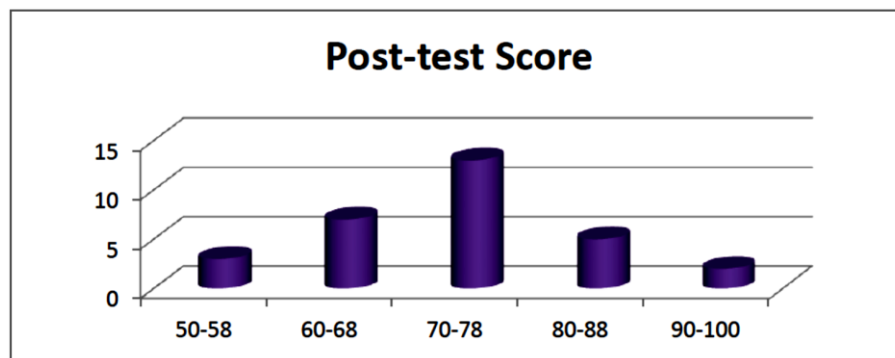
Based on Figure 1, it is observed that 6 respondents scored within the range of 50-58, while 14 respondents scored within the range of 60-68. Seven respondents scored between 70-78, and only 3 respondents scored between 80-88. In this pre-test result, no respondents scored within the range of 90-100.

Following the pre-test, a treatment was administered involving grammar instruction using the Ultimate English application. This treatment was conducted weekly over the course of one month. During the sessions, the researcher assisted the respondents in the learning process by facilitating the use of the application in class, integrating lesson material into the application, and acting as a facilitator. The researcher motivated the respondents to use the application, which is highly accessible anytime and anywhere, allowing the learning process to extend beyond the classroom. Consequently, respondents could study the material at their convenience, promoting continuous learning with digital technology.

In the first session, respondents initially found it challenging to use the application. The researcher provided gradual assistance, introducing the application and explaining its utility in grammar learning. During this session, respondents still struggled with mastering the learning material. The researcher patiently provided examples and guidance. By the second session, respondents could use the application, although some still experienced confusion and encountered difficulties. Nonetheless, the learning process proceeded reasonably well.

In the third session, the learning process improved significantly. Respondents appeared enthusiastic about using the application to master grammar. They actively used the application and demonstrated proficiency. Respondents confidently provided examples and case studies related to the learning material and shared their experiences using the application with their peers.

In the final session, respondents had become very adept at using the application. They were confident in expressing their opinions and capable of providing case studies related to the learning material. They reported being able to use the application independently at home, having gained substantial experience outside of class hours. This progress is evidenced by Figure 2 post-test scores.



**Figure 2** Post-test scores



Based on Figure 2, it can be observed that 3 respondents scored in the range of 50-58. Meanwhile, 7 respondents scored in the range of 60-68. Thirteen respondents scored between 70-78, and only 5 respondents scored between 80-88. In the post-test results, 2 respondents scored within the range of 90-100.

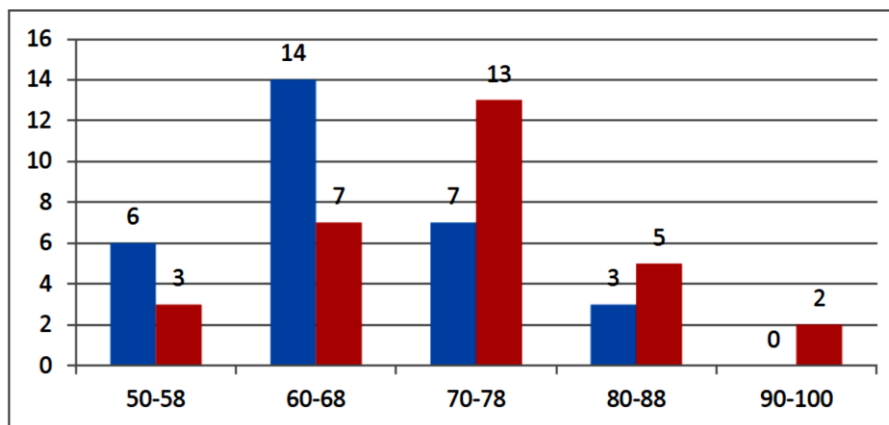


Figure 3 Pre-test and post-test scores comparison

The comparison between pre-test and post-test is presented in Figure 3. It demonstrates an improvement in learning outcomes in the grammar class. In the pre-test scores, 6 respondents obtained scores in the range of 50-58, but after the treatment, only 3 respondents remained in this range. Initially, 14 respondents scored between 60-68, indicating that the majority of the class scores were below the established standard. After the treatment, this range included only 7 respondents. In the range of 70-78, there were initially 7 respondents, but after the treatment, this increased to 13 respondents. For the range of 80-88, 3 respondents initially scored within this range, while the post-test results showed an increase to 5 respondents. Notably, no respondents scored within the range of 90-100 in the pre-test, but the post-test results revealed that 2 respondents achieved scores in this range. A detailed analysis of the pre-test and post-test data for the experimental class is shown in Table 1.

Table 1 Pre-test and post-tests score improvement

Data Description	Pre-test	Post-test
Number of Subjects (N)	30	30
Mean (M)	64.27	75.53
Standard of Deviation	10.12	48.52
Ranges	39	34
Maximum Scores	80	100



The table illustrates the analysis of increased scores from pre-test to post-test data among 30 respondents in the experimental class. In the pre-test, the average score was 64.27, which increased to 75.53 in the post-test. The maximum score in the pre-test was 80, while the highest score in the post-test was 100. The minimum score in the pre-test was 50, which increased to 58 after the treatment.

From the explanation above, a significant difference is evident between before and after the treatment. The use of the best English language application in grammar classes had a positive impact on grammar proficiency.

## CONCLUSION

The comparison of pre-test and post-test scores serves as a reference for assessing the proficiency ranking in grammar after treatment. In the pre-test results, 20% of respondents scored between 50-58, whereas in the post-test, this percentage decreased to 10%. For the score range of 60-68, initially 46.7% of respondents were observed in the pre-test, which reduced to 23.3% in the post-test. The percentage of respondents scoring between 70-78 increased from 23.3% in the pre-test to 43.3% in the post-test. In the pre-test, 10% of respondents scored between 80-88, which increased to 16.7% in the post-test. No respondents scored between 90-100 in the pre-test, but in the post-test, 6.7% achieved scores in this range.

## REFERENCES

- Al Rajafi, G., & Wahyuingasih, Y. (2022). *Promotion of Modern Tourism in Lampung Province with the Scaffolded Reading Method in the New Normal Era*. *ELT-Lectura*, 9(1), 56-66.
- Alrajafi, G. (2021). *The use of English in Indonesia: Status And Influence*. *SIGEH ELT: Journal of Literature and Linguistics*, 1(1), 1-10.
- Alrajafi, G., Maretha, C., & Puspita, R. (2023). Mahir Berbahasa Inggris Melalui Inovasi Teknik Probing-Prompting Pada Pembelajaran Tatap Muka Terbatas Di Era Merdeka Belajar. *Wahana Didaktika: Jurnal Ilmu Kependidikan*, 21(2), 409-419.
- Alrajafi, G., Wahyuningsih, Y., & Maretha, C. (2022). Contributing Factors In Development Of Speaking Skill. *SIGEH ELT: Journal of Literature and Linguistics*, 2(1), 1-8.
- Eryon, E., Maretha, C., Alrajafi, G., & Puspita, R. (2023). The Translation Shift Of Translating Adverb Manner Wth Suffix-Ly From English As The Source Language Into Indonesian As The Target Language (Case Study Of Translating Novel” Pit Pendulum” By Edgar Alan Poe Into “Jurang Dan Pendulum” By Maggie Tiojakin). *SIGEH ELT: Journal of Literature and Linguistics*, 3(2), 98-116.
- Harmer, J., & Khan, S. (1991). The Practice of English Language Teaching with DVD. *A TESOL Publication of English Australia Pty Ltd*, 24(1), 85.



- Indriyani, W. I., Sutama, S., Novitasari, M., Alrajafi, G., Desmayanasari, D., & Adnan, M. (2023, June). Creative Thinking Ability To Solve Open-Ended Problems In Madrasah Aliyah. In *AIP Conference Proceedings* (Vol. 2727, No. 1). AIP Publishing.
- Ismiati, M. B., Hermawan, L., & Widiastuti, P. (2020). Aplikasi Pembelajaran English Grammar Berbasis Game Android. *Jurnal Transformatika*, 17(2), 177-187.
- Mahardika, A. (2021). *Meningkatkan Pengetahuan Dan Penggunaan English Grammar Melalui Aplikasi Desktop* (Doctoral dissertation, Universitas Muhammadiyah Yogyakarta)
- Maretha, C., Alrajafi, G., & Wahyuningsih, Y. (2021). Linguistic Etiquette In Communication. *SIGEH ELT: Journal of Literature and Linguistics*, 1(2), 87-95.
- Ningrum, H. W., Handoyo, B., & Wiyaka, W. (2018). Meningkatkan Penguasaan Grammar Dalam Materi Future Tenses Dengan Menggunakan Cards Of The Future Game Pada Siswa Kelas X SMA N 1 Semarang Tahun Ajaran 2018/2019. *Media Penelitian Pendidikan: Jurnal Penelitian dalam Bidang Pendidikan dan Pengajaran*, 12(2), 152- 156.
- Niswah, A. A. (2022). Speedy Grammar: Aplikasi Game untuk Meningkatkan Kemampuan Tata Bahasa Inggris Siswa. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 5(1), 163-174.
- Paderan, M. P. C., Alrajafi, G., & Eryon, E. (2023). The Analysis Of Speech Features Of Female Characters In Gossiping (A Study Case In The Film “Bridesmaids”). *SIGEH ELT: Journal of Literature and Linguistics*, 3(1), 72-87.
- Setyaningrum, L., Kholid, M. N., Prihatini, C., Maretha, C., & Alrajafi, G. (2024, January). Defragmenting The Structure Of Pseudo-Thinking Students In Solving Contextual Problems On Integer Problems. In *AIP Conference Proceedings* (Vol. 2926, No. 1). AIP Publishing.
- Singodiwongso, S., & Susilawati, S. (2021). Peningkatan Penguasaan Grammar Dalam Menulis Kalimat Melalui Teknik Mistake Buster. *Kredo: Jurnal Ilmiah Bahasa dan Sastra*, 5(1), 367-380.
- Wahyuningsih, Y., Maretha, C., & Alrajafi, G. (2023). The Use Of Total Physical Response Method On The Students’learning Motivation. *SIGEH ELT: Journal of Literature and Linguistics*, 3(2), 117-124.