

## **The Use of “English Tenses Practice” Application in Mobile Phone to Improve the Tenth Grade Students’ Mastery of Past Tense and Present Perfect Tense at Senior High School**

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**Abstract:** This classroom action research aimed to improve the tenth grade students’ mastery of past tense and present perfect tense by using “English Tenses Practice” application and to know how the application improve the students participation during the teaching and learning process. The research participants were the X MIPA 3 students which were chosen purposively based on the students’ previous English main score. The data were collected by using grammar post-test and observation in the teaching and learning process of grammar. Then, the collected data were analyzed using descriptive statistic to know how the students’ grammar mastery and their active participation after given an action. The results of the analysis showed that the use of “English Tenses Practice” application could improve the students’ grammar mastery of past tense and present perfect tense and their participation after given an action in the first cycle. It is suggested for English teacher that “English Tenses Practice” application on mobile phone can be used as the medium in the teaching and learning process of grammar.

**Keywords:** Grammar, Teaching media, Application

### 1. Introduction

In learning English, language skills and language components cannot be separated. Language components can complete language skills. To learn English, the students should be able to use appropriate basic structural patterns and master grammar. However, grammar is one of the ways to support communication with other people, because grammar can show the meaning in communication so that other people can understand the message.

Learning grammar is not easy because they should pay attention to the patterns of tenses. Every tense has its own patterns such as simple past tense and present perfect tense. According to Ur (1988) students cannot use words unless they know how they should be put together. As a result, without mastering grammar properly, they will find problems in expressing their ideas in communicative activities and learning English, both in the written and spoken forms. Not only paying attention to the patterns of tenses, but also knowing the function in each tense (simple past tense and present perfect tense) is also needed. Therefore, grammar is one of the most important factors to be mastered.

The students' problem dealing with grammar to some extent was related to the teaching technique used by the English teacher and some extent. The English teacher uses the course book as main materials and sometimes uses the internet. According to Ruso (2007), (cited in Muhammed, 2014), learning through course book, caused the students' boredom, so, it becomes very difficult to stimulate the interest of learners.

To overcome students' difficulties in learning grammar, MALL (Mobile Assisted Language Learning) will be offered to be the solution. By using MALL, it can make students active, attractive and can reduce the students' boredom. Therefore, the researcher will try to solve the students' problems by using the application of mobile phone to improve the students' grammar mastery of past tense and present perfect tense and their participation during the teaching and learning process.

## 2. Literature Review

### **English Grammar Learning**

Chomsky (in Crystal, 1996:88) states that grammar is a device of some sort for producing the sentences of the language, which is added that the sentences produced must be grammatical ones, acceptable to the native speaker. Thonbury (1996) grammar is a description of the rules for forming sentences, including an account of the meanings. It can be said that the sentences can be called meaningful sentences, only if they belong to grammatical and also can be accepted by the native speaker.

Grammar influences the meaning determination of the sentence. Therefore, knowing and understanding grammar is very important. Learning grammar related to grammatical competence and grammar mastery. Grammatical competence involves the accurate use of words and structures (Yule, 2010). According to VanPatten and Benati (2010), grammatical competence is knowledge of the linguistics forms and structure of language. Grammar mastery shows about students' understanding of using the correct rules of English by changing the form of words and joining them into sentences.

### **The Students' Grammar Mastery**

The students' grammar mastery refers to the students understanding in using the correct rules of English by changing the form of words correctly and joining them in to

sentences. Grammar is one of the components to develop skills, so people who want to master the language skills they have to master the vocabulary and then grammar and pronunciation. According to Dykes (2007) grammar can be said as a complicated component of English. Therefore, the students must do effort as well as to increase their mastery especially on grammar such as knowing the pattern in each tense, can differentiate between one tense into another tense and can create sentence with proper tense. According to Morenberg (2009) if the students had been good mastery of grammar so that the students can manage words becoming meaningful sentences.

### **Mobile Phone as Media in Language Learning**

According to Dudeney and Hockly (2007), mobile learning (M-learning) is a set of technological devices, such as smartphones, MP3 players, and laptop which can give effect in the learning process. In this era, technology has widespread in the world, not only in a developed country but also in a developing country such as Iraq, Ozdamli, and Cavus (cited in Muhammed, 2014). Chen (2017) argues that many of the different perceptions of mobile learning can encourage EFL/ESL teachers and learners to consider the use of mobile applications to assist in the learning of English. Mobile learning (m-learning) refers to the use of mobile technologies for educational purposes and it can reduce students' boredom in the learning process.

### **Online Learning**

Online learning is a form of distance learning or distance education, which has long been a part of the American education system, and it has become the largest sector of distance learning in recent years (Bartley & Golek, 2004; Evans & Haase, 2001). There are some rules for online learning. First, make a plan. Start by deciding on a curriculum that suits your needs, and determining the optimum sequence of courses. Second, be selective. Be selective in choosing online courses, choosing the platform that will be used during the teaching and learning process and choosing the media because it affects the effectiveness of learning. Third, organized your learning environment. Create an environment that will promote learning. In terms of time, a regular schedule. The last, giving assessment, to know students' understanding, give them an assessment that shows how far their understanding.

### **Previous Studies on MALL**

There were quite a few studies about the effect of mobile phones on language learning. Mobile devices are increasingly attracting the attention of adults as well as children and are used by most of the population.

Thornton and Houser (2005) this research investigated the use of mobile devices in a language learning context. The participants were female Japanese university students with average ages ranged 18 to 21. Questionnaire was applied and the results showed the positive effect of mobile devices.

Khodabandeh, Alian and Soleimani (2016). This research is aimed to find out the effect of MALL based task on EFL learners grammar learning. The participants were 60 Iranian Junior from Qom province , 160 students from Iran. The finding showed that experimental group got better result than the control group.

Baleghzadeh and Oladrostam (2011). This research is aimed to find out the effect of MALL on grammatical accuracy. The participants were 40 female pre-intermediate EFL students with average age of 20 at Kish Language Institute in Isfahan, Iran. The results showed that the participants in the experimental group displayed better performance than the participants who were in the control group. Besides, based on the researchers' observations, it could be concluded that the participants who took part in the mobile-based task group had higher motivation to learn grammar than the control group. The findings of this study also showed that the motivated participants also performed better in the post-test achieving the goals of tasks increases their motivation.

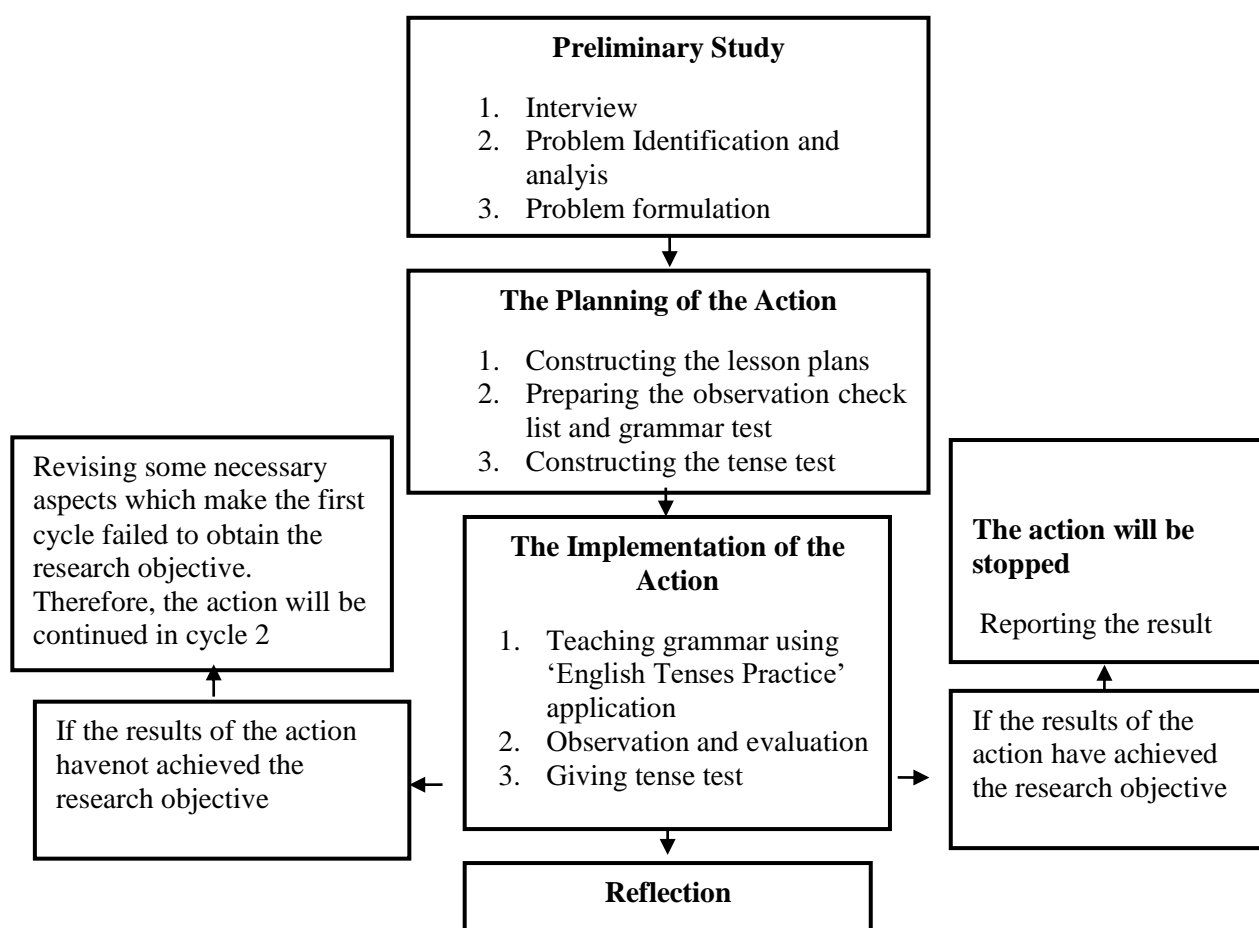
Begum (2011). This research investigated the prospect for cell phones as instructional tools in EFL classroom. The participants were 100 EFL students of Jahangirnagar University, a public university of Bangladesh, especially all the students were first year undergraduate students of English Department of the university. The result showed that the cell phone had great potential as an instructional tool.

### **3. The Research Method**

This research used Classroom action Research (CAR) Design. The research context was SMAN 1 Jember with X MIPA 3 as the research participants that consisting of 34 students.

The students in the class were chosen as the research participants because they had problems with grammar especially the use of past tense and present perfect tense and this class had the lowest mean score of English among the other class. The research procedures adapted from Kemmis and McTaggart (1988,19) model, each cycle consists of four stages namely preliminary study, the planning of the action, the implementation of the action, observation and evaluation and reflection.

### The Research Procedure



#### a. The Preliminary Study

In the preliminary study, the researcher did the interview with the English teacher to identify the problems, analyzed the problems, and formulate the problems.

#### b. The Planning of the Action

In the planning of the action, the following activity was done by the researcher to prepare the action. Start from constructing the lesson plans for the first cycle collaboratively with the English teacher, preparing the observation guide, constructing the grammar test, preparing the mobile phone as the dealing media

**c. The Implementation of The Action**

After designing the action plans, the researcher implemented the action. The action given to the participants was teaching grammar (simple past tense and present perfect tenses) by using “English Tenses Practice” application. The action in each cycle was done in two meetings. The action in each meeting was done based on the lesson plans constructed.

**d. Observation and Evaluation**

**Observation**

In this research, observation was done to get the data about the students’ participation during the teaching and learning process. During the observation, the observation guide in the form of checklist was used to record the students’ participation with the following indicators (1) The students pay attention to the teacher’s explanation, (2) The students ask questions related to the material they don’t understand, (3) The students do the exercises in the application, (4) The students answer the teacher’s oral questions.

**Evaluation**

In this research, the types of evaluation that was used, were process evaluation and product evaluation. Process evaluation was used to evaluate the students’ participation and their ability to do the tasks given during the teaching learning process. The product evaluation in the form of tense test was used to evaluate the students’ mastery of past tense and present perfect tense by using “English tenses Practice” application after the action given.

**4. Results and Discussion**

## The Research Result

The result of grammar post-test in meeting 3 of Cycle 1 showed that there were 31 students (91.17% of students) who got score  $\geq 80$  and 3 students (8.82% of students) got score  $\leq 80$ . The target score that should be achieved was at least more 70% of the students got score at least 80 ( $\geq 80$ ) in the test. It means that the result of grammar post-test was increased than the previous score in the preliminary study.

In meeting 1 and Meeting 2 of cycle 1, the researcher taught grammar mastery of past tense and present perfect tense by using “English Tenses Practice” application and the English teacher as the observer, observed the students’ participation by using observation checklist during the teaching and learning process of grammar. The results of students’ participation in the first meeting showed that there were 28 students were active and 6 students were passive during the teaching and learning process and the second meeting showed that there were 30 students were active in the teaching and learning proces and 4 students were passive.

The average result of the students’ participation in meeting 1 and meeting 2

No	Meeting	Percentage (%)	
		Active	Passive
1.	Meeting 1	82.35%	17.64%
2.	Meeting 2	88.23%	11.76%
<b>The Average</b>		<b>85.29%</b>	<b>14.7%</b>

## Discussion

This research was intended to improve X MIPA 3 students’ active participation and their grammar mastery of past tense and present perfect tense. To fulfill the objectives, this classroom action research was done by applying “English Tenses Practice” application as the media in the teaching-learning process.

The research was conducted in one cycle because the use of “English Tenses Practice” application in the teaching and learning process of grammar showed the improvement on students’ grammar mastery of past tense and present perfect tense and students’ participation. It means that the action in the Cycle 1 achieved the success criteria of the research.

The result of this research was in line with some previous researchers' findings. Conducted by Jordan (2017) entitled "Using Mobile Phones in Learning English: The Case of Jordan". This research result showed that the students could improve their English score. Gamlo (2019) conducted a research entitled "The Benefits of Integrating the *Learn English Grammar* Application into the Saudi EFL Pre-Intermediate Preparatory Year Classroom". The research result showed that the use of application was effective and satisfying for them to learn grammar because it could grammar and they enjoyed it.

Based on those results of this research, it could be interpreted that teaching grammar by using mobile phone (MALL) could improve the students' active participation during the teaching and learning process of grammar. It was proved from the improvement of the percentage grammar post-test that was 52,94% in the students' previous English score to 91,17% in the students' grammar post-test and from the improvement of the percentage of the students' participation in the teaching and learning process of grammar that was 82,35% in Meeting 1 to 88,23% in Meeting 2.

## 5. Conclusion

Based on the findings and the discussion above it can conclude that the use of mobile phone of "English Tenses Practice" application could improve the students of Class X MIPA 3 at SMAN 1 Jember in the 2019/2020 academic year.

The improvement could be seen from the result of the students' grammar mastery of simple past tense and present perfect tense test in the first cycle compared with the students' English previous score from the English teacher. Before the actions were implemented, there were only 61.76% of the students who got score  $\geq 80$  in the grammar test. After implementing the actions in the first cycle, the result showed that 91.17% of the students (31 of 34 students) could achieve the passing grade. The result of the classroom observation showed that the percentage of the students' active participation during the teaching and learning process of grammar improved from 70% (before the action given) to 85.29% after the action given in the first cycle.

There is suggestion for the English teacher and the further researcher. For the English teacher it is suggested that teacher to use mobile phone or a certain application in mobile phone as the instructional media in teaching English not only for teaching grammar, but also



other English skills and other English components. It is due to the fact that the use of mobile phone can improve the students' active participation and their grammar mastery. For the further researchers are suggested to use the research results as a reference to conduct a further research with the same or different research design to develop the teaching quality in the classroom and professional teachers.

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