Using Speedy English Grammar in Learning English Grammar

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Abstract

This research was conducted to examine the effectiveness of using Speedy English Grammar to improve students' grammar mastery at the eleventh grade of a junior high school in Banten Province. To accomplish the objective of this research, 2 classes were involved as samples of this research which consisted of 43 students from the control class and 45 students from the experimental class. This research was conducted through a quasi-experimental research, which consisted of a pre-test, treatment, and a post-test. The result showed that the average value of students who were taught by using Speedy English Grammar was higher than the students who were taught by using the conventional method. By using the t-count calculation it showed that the t count = 3,65 was higher than the t table= 1,66 in the degree of significant level 5% and 1%. This meant that the alternative hypothesis (Ha) was accepted and the null hypothesis was rejected. It could be concluded that Speedy English Grammar was effective in improving students' grammar mastery.

Keywords: *speedy English Grammar, learning English grammar*

INTRODUCTION

English language is the main language standard in the world today. According to Nishanthi (2018), the English language is one of the international languages spoken by many countries and it is important. However, the English language cannot be ignored caused English is an international language of communication in any sector in existence. Speaking English will help the users to communicate easily with other fellow international citizens.

When communicating in English, there are important parts that should be possessed. They are receptive skills and productive skills. However receptive and productive skills are closely related to each other in communicating. These receptive and productive skills are the most commonly known in English language learning. They are listening and reading as receptive skills and speaking and writing which are known as productive skills. These four skills are interrelated and have different learning processes and functions.

Besides these four skills we have to learn and master grammar because grammar has an important role and becomes the main element in learning English.

Furthermore, good communication in English requires proper grammar. This means it cannot be separated from the English itself, since it is the structure used that makes the sentence perfect. Hans and Hans (2017) mentioned in their research that grammar is the key to communication. The better the grammar, the clearer the message conveyed and the better understanding of its meaning and purpose. Gwynne (2014) explained that Grammar is a science that deals with the use of the right words will result in a logical thought because it is directed by the right words without the right words it does not produce a logical thought indicated by common sense and experience. It means grammar is an essential science in communicating skills the goal of communication is to express our thoughts with the right structure and the right words. Hans and Hans have mentioned grammar is the style of art in speaking and writing the English language with appropriateness

In this case, most Indonesian student experience difficulty in basic English skills, especially speaking and writing in productive skill, because of their lack of proper grammar understanding. Student consciousness of English grammar is still insignificant. Addressing this is key for students to understand English grammatical structure and to be more confident in expressing their ideas. To improve students' grammar usage students should be able to understand what is being taught in school. Otherwise, the teacher should be able to create a creative and effective teaching-learning style.

The students need to learn basic English Grammar rules to practice it in communication. If the students do not focus on how learning basic grammar rules' they cannot practice them to better express their ideas. The difficulties in learning English grammar sometimes become an obstacle for them. It is observed that most students are confused about learning grammar. However, the teacher's explanation and language usage also become one of the students' difficulties in understanding the grammar lessons in class. According to Iqbal et al (2017), the teacher's language selection sometimes is confusing and not in a proper position for good grammar teaching. It turns out that grammatical teaching should be organized well to not cause misunderstanding in understanding Grammar.

In this technologically advanced age, technology could be applied in the teaching-learning process. Teachers should follow the current phase of technology to make learning more fun and easier. In a society that is becoming more and more tech-dependent, Digital Game-Based Learning (DGBL) goes a step further and uses technology to enhance the effectiveness and engagement of game-based learning. Yasir et al (2021) defined a Digital Game-based learning strategy is described as a tool, engaging and entertaining learning activity that already has motivational goals followed by established guidelines. However, with the development of this period,

students are forced to understand the grammar so they can communicate well.

Mimin (2022) mentioned that in the world of education nowadays various ways of teaching and learning can be done in the classroom which must take place joyfully and entertainingly. One of many ways is to use digital games, using digital games in the teaching-learning process requires students to be more active in participating in learning, where teachers are still needed as instructors in the teaching-learning process to facilitate students' activities in the classroom. To overcome this, the researcher tried to get the use of *Speedy Grammar* as an instrument of the English grammatical media.

Speedy Grammar application is a game designed by Nathan Trenchard and Simon white with copyright protected by Wobble Monkey Games (2019). According to App Store Preview, a speedy grammar app is an application designed for learning English, especially grammar with a very interesting method. However, this application will be able to expand vocabulary and improve listening and speaking skills. This English grammar and vocabulary builder course contains over 200 simple lessons and practical games suitable for beginners as well as ESL, beginner-level, or intermediate-level students. This application makes it easy for students to improve the syntax skills students need in conversation because this application uses clear and simple explanations.

According to previous studies, Speedy English Grammar is often used by students from primary to secondary schools because it includes simple and easy-to-understand grammar formulas. Yuliana (2018) concluded in her study that application guides students while they independently learn tenses and take practice exams. Each course comes with explanations and sample tests that indicate the level of the student's performance. This research shows that using a mobile phone can improve and help the student's grammar mastery. Awaliyah (2022) mentioned in her study that practicing English grammar with the Speedy Grammar game app is much more effective than practicing on paper using conventional media. Students experience comfort and enjoyment in the learning process by utilizing it.

Given these factors, the researcher intends to examine how secondary school students utilize Speedy English Grammar and gauge how it affects their grammar proficiency. The goal of the study is to explain more about how secondary school student's understanding of grammar is affected by using Speedy English Grammar in their learning activities.

METHODS

Research Design
The method used in this research is experimental research. According to Sugiyono (2013), the experimental method is part of the Quantitative method. This method needs a control group and there must be treatment for the experimental group which requires a control group comparison to find out if the use of Speedy English Grammar could improve the English Grammar of students at SMAN 5 Kota Serang. The table of quasi-experimental design may be illustrated as follows:

Table 1. The Quasi-Experimental Research Design

Control Group	Pre-test	No Treatment	Post-test
Experimental Group	Pre-test	Treatment	Post-test

Sample

The sample of this research will be taken from 2 classes out of 12 classes in the eleven grades of SMAN 5 Kota Serang Banten Province. The method of taking samples using purposive sampling can be defined as a purposeful selection of an informant based on the attributes the informant possesses is the purposive sampling technique. The experimental group will be taken from class XI IPA5 which has 45 students and the sample selected as the control group will be taken from XI IPS2 which has 43 students.

Research Instrument

To gather the data, the researcher uses a pre-test and post-test control group design because the purpose of this research method is to compare the two classes of non-treatment control group and an experimental group that need to be treated. The test will be given in a multiple-choice vocabulary test that contains 20 questions.

Research Procedure

Before teaching Speedy English grammar to the treatment group, a pre-test will be given to the control group and treatment group in the first meeting to know and determine how well the students understand English Grammar. The test will be given in a multiple-choice test that contains 20 questions. Then, the research will be conducted in three meetings in the experimental group. To assess students' grammar competency between the treatment class and the control class with the various treatments, a post-test will be administered after the meeting to both the experimental group and the control group.

Data Analysis Technique

The t-test will be used by the researcher to assess the hypotheses at levels of significance of 1% and 5%. the t-test was frequently used to compare the mean scores of the two groups (Sugiyono, 2013). The t-test employed in this study was to

determine whether the experimental group and the control group received comparable test results. The effectiveness of Speedy English Grammar on students' grammar proficiency will be calculated by using the t-test formula. Then, the result will be calculated by using the effect size formula to decide the effect size the Speedy English Grammar has on students' vocabulary mastery (Alison, 2022).

RESULTS AND DISCUSSION

a. The Students' Grammar Mastery

The researcher collected two sets of data. The pre-test results for both groups are represented by the first set of data, while the post-test results are represented by the second set of data.

Table 2. The Pre-Test Results of Control and Experimental Group

	N	Min	Max	Mean
Experimental group	45	40	75	57,77
Control group	43	50	75	61,74

Based on Table 1, the pre-test mean of the experimental group is 57.77 and the control group is 61.74. These results also show that the students still have low grammar mastery.

Table 3. The Post-Test Results of Control and Experimental Group

	N	Min	Max	Mean
Experimental group	45	65	100	79,33
Control group	43	60	95	72,79

According to the statistical data in Table 3, the experimental group scored 79,33 on average, compared to 72,79 for the control group. This suggests that there is a considerable difference between the two groups. When compared to the information in Table 2, both the experimental and control groups showed improvement in their Grammar mastery. However, compared to the control group, the experimental group, which got treatment utilizing Speedy English Grammar, showed a greater improvement. This demonstrates the beneficial impact of Speedy English Grammar on students' grammar competence.

b. The Effectiveness of Using Speedy English Grammar in Teaching Grammar

To conduct a t-test analysis, the researcher calculated the scores for the frequency distribution and gathered the required information. $\sum X_1 = 3570$, $\sum X_2 = 3130$, $\sum x_1^2$

=4230,001, $\sum x_2^2$ = 2715,116 N_1 = 45 and N_2 = 43 made up the collected data. After obtaining the necessary information, the researcher went on to evaluate the data using the t-test formula in statistics, taking significance levels of 5% and 1% into account. The analysis was conducted using the following formula:

1. **Determining of t-test with formula:**

Based on the formula above, it can be summed up the result of t-test is 3,65. From the previous result, the value of degree of freedom or df = 86, the value of *to* (*t*_observation) = 3,65, and the degree of significance in 1% = 1,66277 and the degree of significance in 5% = 2,37049. Afterward, the researcher compared the data with *tt* (*t*_table) in significance levels of 1% and 5%. Thus, *to:tt* = 3,65>2,37049 in the degree of significance 5% and *to:tt* = 3,65>1,66277 in the degree of significance 1%.

2. **Determining degree of freedom with formula:**
   $$df = N_1 + N_2 - 2$$
   $$= 45 + 43 - 2 = 86$$
   Based on formula above, the degree of freedom is 86.
3. **Determining the effect size**

According to Gravetter's criteria (2020), it is demonstrated that the Speedy English Grammar has a medium impact on the students' grammar mastery. It can be seen in Table 4. Based on Table, it can be concluded that using Speedy English Grammar in teaching grammar has 13% effect on the students' vocabulary mastery.

Table 4. The Effect Size Criteria

Value Ranges	Criteria
r2 < 0,25	Large Effect
0,09 < r2 < 0,25	Medium Effect
0,01 < r2 < 0,09	Small Effect

DISCUSSION

Based on the result above, there is an effect of using Speedy English Grammar in English learning Grammar than without using Speedy English Grammar, it is conceivable to say that the alternative hypothesis is accepted and the null hypothesis is rejected because the statistical hypothesis indicated that *t* observation is higher than *t* table. It means that implementing Speedy English Grammar has a significant effect on students grammar mastery.

However, after being given treatment in the experimental class by using the Speedy English Grammar application, it can be seen that students' English grammar mastery

has improved. The researcher also found that applying Speedy English Grammar in class, the students looked more interested and active with Speedy English Grammar. Students were involved in identifying and mentioning the imperative formula together that the sentences what had teacher given by looking at the formula in the application so it made students easy to understand the imperative formula well. After the students identified the imperative formula, they played the quiz in the Speedy app very excited. Al Manar (2021) also mentioned that Speedy English Grammar is a simple, enjoyable approach for students to master the fundamentals of the language while also increasing their vocabulary and honing their ability to hear, say, and recall words. The various words contained in the application can be used to build sentences in basic English grammar course.

The effect size of this research is 0,13 or 13%, which means that the percentage of 13% categorized as medium effect. The medium effect resulted from the application of Speedy English Grammr can be explained when the individual learning styles of the students are taken into consideration. The VARK model identifies four learning styles (Imran, 2017). Visual learners will benefit from the visual nature of the application and seeing the connections drawn between words to form correct sentences. Auditory learners may benefit from hearing the sentences spoken during the game, and also explaining what they have learned to the class. Kinesthetic learners will greatly benefit from the active nature of the application while piecing together sentences and learning from their past mistakes. Reading and writing students may have greatly enjoyed and been enthusiastic about the game nature of Speedy Grammar, but because it does not involve any note taking or repetition it did not help reinforce their understanding of the imperative. Speedy grammar is a learning tool and should not be used entirely in isolation. Combining it with the use of traditional teaching methods would ensure all students benefit.

However, the result of this study is supported by previous research conducted by other researchers. In accordance to Awaliyah (2022), it was explained that there has been a very positive response to the Speedy Grammar gaming application as a learning tool. This indicateed that the Speedy Grammar game application has been shown to be effective as a media for teaching English grammar. Other study supported by Yuliana (2018), which stated that Speedy Grammar can help students become more proficient. Most people, especially students at lower levels, can use a mobile phone. Students felt motivated to raise their hands and engage in giving example and asking questions. In addition, Sari and Ida (2022) stated in their research that Speedy grammar was one of the alternate methods used in this study to get the students to confront the issue in the context of a game, and its use was successful in implementing the 4Cs skills.

CONCLUSION

The *t*-test indicated that Ha or the alternative hypothesis was accepted. From the previous result, the value of degree of freedom or df = 86, the value of *t*_observation= 3,65, and the degree of significance in 1% = 1,66277 and the degree of significance in 5% = 2,37049. Afterward, the researcher compared the data with *tt* (t table) in significance levels of 1% and 5%. Thus, *to : tt* = 3,65>2,37049 in degree of significance 5% and *to : tt* = 3,65>1,66277 in degree of significance 1%. According to the data, the effect size in this study is 0,13, which demonstrates that using Speedy English Grammar has a medium effect on the students' grammar mastery. It is suggested that teachers can use Speedy English Grammar as one of strategies in teaching grammar mastery.

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