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The Effect of Using Speedy English Grammar Application towards Students' Grammar Mastery in Simple Past Tense at the Twelfth Grade of SMK Walisongo Menes Pandeglang Banten in Academic Year 2023/2024

Ifa Najilah¹, Ade Sudirman², Tatu Munawaroh³

¹ English Education Department, Teacher Training and Education Faculty, University of Mathla'ul Anwar

² English Education Department, Teacher Training and Education Faculty, University of Mathla'ul Anwar

³ English Education Department, Teacher Training and Education Faculty, University of Mathla'ul Anwar

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ABSTRACT

The objective of this research is to investigate the significant effect of using Speedy English Grammar application towards students' grammar mastery in simple past tense at the twelfth grade of SMK Walisongo. The research approach used was a quantitative approach and quasi experimental method with achievement test in collecting the data. Achievement test included pre-test and post-test. This research was conducted at the twelfth grade of SMK Walisongo Menes. The samples of this research were 40 students that consisted of 20 students of experimental and 20 students of control class. The experimental class used Speedy English Grammar and the control class used English Grammar and Test application. The data was analyzed by using statistical of program SPSS 22. Based on the result of data analysis, the result showed that mean of post-test both experimental and control class different were 76.70 and 70.45, and for the result of t-test obtained sign score $0.000 \leq \alpha = 0.05$. The result indicated the alternative hypothesis was accepted and the null hypothesis was rejected. As the result there was significant effect of using the Speedy English Grammar application towards students' grammar mastery in simple past test at the twelfth grade of SMK Walisongo Menes



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INTRODUCTION

As science and technology advance throughout the contemporary globalized age, science and technology are currently developing, the role of communication is becoming increasingly vital. The main tool for communication used throughout the world is language. All activities that humans do cannot be separated from the use of language because language is a tool that can help

¹Corresponding author's address: English Education Department of Teacher Training and Education Faculty, University of Mathla'ul Anwar, Banten, Indonesia
e-mail: Ifanazil25@gmail.com

² Corresponding author's address: English Education Department of Teacher Training and Education Faculty, University of Mathla'ul Anwar, Banten, Indonesia
e-mail: adesudirman03@gmail.com

³ Corresponding author's address: English Education Department of Teacher Training and Education Faculty, University of Mathla'ul Anwar, Banten, Indonesia
e-mail: tatumunawaroh92@gmail.com

someone convey ideas, opinions, and wishes, and even understand the wishes of others. Language allows people to communicate with one another, both individually and in groups.

English is one of the world's most languages that are widely utilized. In other words, as an international language, English is often regarded as a second language that should be learned after the country's native tongue, especially in former British colonial. Rao (2019) stated that English serves as a common language and a global or universal language. This statement represents the meaning that various nations use English to communicate with nations all over the world. Despite being a foreign language in Indonesia, English plays an essential part in people's daily interactions. Therefore, it is necessary to learn and even master the English language. This is evident in the Indonesian educational system, where English is used in both teaching and learning. English is taught as a subject ranging from Elementary School, Junior High School, Senior High School, and up to university level or other education. There are already many schools in Indonesia that place a higher priority on learning English.

The use of language in the field of education refers to language as a skill that has four aspects. Those are listening, speaking, reading, and writing. There are three general elements needed to master those skills, including: grammar, vocabulary, and pronunciation. Grammar is an important aspect of forming words and building English sentences. In order to understand English, students need to be aware of proper grammar use, sentence structure, and ways to communicate. In understanding English, the Students should be aware of proper grammar usage, sentence structure, and manners of communication in order to understand English. Grammar is an essential aspect of learning a language and has been observed to significantly aid in mastering it (Sun, 2017). In addition, grammar is the key of making proper sentences that students can understand. Creating the correct sentence structure is very important to avoid the appearance of wrong meanings and to facilitate trouble-free communication with others. Grammar with errors would affect all language skills.

Tense is one part of grammar that needs to be learned. There are sixteen tenses used in English lessons, including: simple present, present perfect tense, simple past tense, simple future tense, etc. Simple past tense becomes one of them, and it has to be learned by the twelfth-grade students of Senior High School. According to Sinamo (2019), "Simple past is used to describes an occurrence or activity that occurred in the past and was explained in a simple form."

According to a preliminary investigation at SMK Walisongo Menes that included interviews with the English teacher, it was discovered that the majority of the students still had limited comprehension of grammar. SMK Walisongo was a Vocational High School where some students still had difficulties learning tenses, especially grammar with the topic of simple past tense. Some students had trouble distinguishing between nominal and verbal sentences. The students did not understand the difference between of regular and irregular verbs. Besides that, the students also were still confused about using verb 2, the auxiliary "did", and to be "was, were." One of the reasons that caused difficulty in learning simple past tense was that the English teacher at SMK Walisongo Menes never used any media in explaining the material. Sometimes the teachers drilled the students by asking them to memorize the rules and patterns. Students would be able to easily answer the exercise when they memorized the rules. However, they easily forgot the rules, so the students would have difficulty doing the exercise. Students also had difficulties applying the rules in real communication. The students' grammar scores were still low as a result of these problems. This situation required the teachers to solve the problem. The teachers were expected to carry out and apply learning media that can improve students, mastery of grammar in the simple past tense. One of them was by using learning media, namely the Speedy English Grammar application.

Speedy English Grammar is an interesting and exciting English grammar learning application. This is due to the fact that this application has a unique and interesting learning method and facilitates many game-based grammar lessons and exercises. The researchers decided to try the

Speedy English Grammar application to see whether it would be effective as a learning medium, especially for English grammar. The researchers thought that the students' comprehension of grammar may be improved by an enjoyable teaching and learning process especially the simple past tense. There was previous study that have shown the efficiency of Speedy English Grammar application in teaching grammar, one of which is research conducted by Utari (2022) who identified that using Speedy English Grammar application was good enough to be applied in class, therefore this application was an alternative for teachers to deliver English lesson, especially in grammar topic.

The previous research focused on the usage of Speedy English Grammar application to concentrate on students' grammar mastery during lesson on singular and plural forms. This present research proposes to determine the effectiveness of Speedy English Grammar application in teaching tenses, particularly the simple past tense.

Grammar is often viewed as one of the linguistic components that students should learn alongside vocabulary and pronunciation when learning and teaching English as a foreign language. It is obvious that knowledge of grammar is necessary to comprehend the text. There are many ways to define the grammar of a language. Everyone has their own opinion regarding the definition of grammar. As Yusob (2018) stated that grammar is the basis for mastering English skills. Too, learning grammar goes hand in hand with developing the other four important language skills, namely listening, speaking, reading, and writing. (Dewi et al., 2020). It means that grammar is a crucial component that can aid students in their English learning process and enable them to accomplish significant advantages when utilizing English as a foreign language.

According to Thornbury in Ilahi et al., (2021), "Grammar is an explanation of the rules governing the construction of sentences in language." Moreover, Bury Thorn in Guterres & Soares (2017) defined that grammar is a component of the forms (or structures) that are possible in a language. It is possible to say that grammar is connected to how sentences are formed in a language. Thus, knowing about the structure of sentences is the way to master English as a foreign language. In addition, Ahmadi & Shafiee (2015) said, "Grammar is one of the most important concepts in human communication since it allows people to communicate their thoughts and ideas that they want to share." On the other hand, the understanding of grammar is the foundation of the English language, particularly in communication. Understanding grammar is necessary for communication. Likewise, in the opinion of Wang (2019), he stated that one can accurately express their ideas to each other in English only if one understand English grammar well. From Wang statement's means that the students need to be familiar with grammar rules, as this can help them communicate with each other without causing misunderstandings.

In addition, Septiani (2014) stated:

Grammar is defined in three different ways. First, grammar is a set of rules that we all have in our thoughts. Second, grammar is a formal explanation of the rules. The third, commonly referred to as "linguistic etiquette," is grammar, which is the social implications of usage.

Based on the definitions that have been put forward, the researchers drew the conclusion that grammar is a language theory that studies how words are put together into phrases or sentences. Grammar serves as a system that organizes both spoken and written language. It is concerned with how word morphemes, clauses, and word groups are arranged inside sentences. The meaning of the sentences is influenced by grammar. Mastering grammar can help humans more clearly comprehend what is being said when communicating, whether it be through expressions or sentences.

Grammar mastery is very important for both speaking and writing. Grammar comes in several types, but the two most common are prescriptive and descriptive.

(Depraetere, 2019) stated: Prescriptive grammar is a type of grammar that provides clear rules for what is acceptable (grammatical) and what is not acceptable (ungrammatical) and it commonly involves instructions for what not to say but offers little in the way of explanation.

(Depraetere, 2019) also stated, "Descriptive grammar considers language uses as it may be seen in various communication modes (either spoken and written) and genres (ranging from, informal conversations among friends to very formal contexts such as political."

The main goal of descriptive grammar is to describe how speakers of language, whether they are native or not, use the language on a daily basis or how the language is created. It is the main distinction between descriptive and prescriptive grammar. As a result, it functions as a set of linguistic rules that are created on actual usage as opposed to ideal usage. Whereas, prescriptive grammar describes how the speaker should ideally use the language.

The definition given above leads one to the conclusion that descriptive grammar is the study of language, its structure, and its rules as they are applied by speakers from various social and economic backgrounds in everyday life. Meanwhile, prescriptive grammar is the study of language that explains how language should be used and what rules derived based on the structure of English grammar that needs to be maintained.

The researchers concentrated on a specific type of focused on type of prescriptive grammar in this research. As was previously mentioned, prescriptive grammar was the type that was frequently taught and used in formal settings, one of which is in educational institutions such as schools.

A standard for measuring students' levels of skill is provided by the learning process' outcome. As a result, the teachers are required to create a technique for evaluating students' skills for each subject. According to Hanardi (2015), " Assessment refers to the process of gathering data regarding student performance (during or after a learning process) in order to improve the progress and learning of students in learning."

Furthermore, Nozadze (2013) stated, Assessment of grammar skills is a necessity due not only to the demand exams, school administration, etc., but also to the simple necessity of knowing where students are and how well they can communicate (some grammar errors can make an utterance either vague or totally incomprehensible).

In accordance with the experts' statement that provided earlier, the researcher concluded that grammar assessment is an effort that needs to be made to evaluate how well students master grammar. Assessment can be done through various methods, one of which is with a test that can evaluate the teaching and learning process at different teaching times (Zohra, 2022). It may be argued that the results of the students' test show that their proficiency in grammar has improved. One of the tests that can be used in the assessment of all skills, including grammar skills, is an objective test (Fatmawati et al., 2023). It means that objective test is a test that can be used to assess students' mastery of grammar.

The following are the forms of objective tests, according to Green in Hendriani & Suzanne (2013):

1. Short-answer form

Short answer questions are effective at obtaining the facts, data, declarative, or procedural knowledge that is required. This form is efficient and suitable for the measurement of factual recall. It might contain questions, incomplete sentences, definitions, or identification items.

2. Alternate-Response Form

The alternate-response form is typically designed to assess extremely complex understanding. It consists of a statement that can be either true or false, correct or incorrect.

3. Multiple-Choice Form

The multiple-choice test is the best kind of objective tests for evaluating various kinds of educational targets, as most test experts agree. The concept of multiple-choice items is an incomplete statement or question followed by a number of choices, including both the correct answer and various distracting options.

4. Matching Form

The matching test is most effective for assessing recognition and recall. It can be designed in such a way that the student has almost no chance of guessing the right answers.

From many of the explanations of the grammar assessment above, the researchers chose a multiple-choice test to assess students' grammatical skills in class, because a multiple-choice test is the most effective and familiar. The researcher in this study concentrated on one of numerous grammatical components, namely tense. Tense is part of grammar, which is a grammatical category that emphasizes changing the verb's form to indicate the timing of an activity or situation.

According to Rianti (2021), "Simple past tense is a verb that is used to talk about things that happened or existed before now. It may be inferred from the theories and viewpoints presented that the simple past tense relates to the beginning and end of an activity or circumstance at a specific time in the past. The simple past tense is one of the tenses that has several forms of sentences and their own patterns that need to be known. There are two types of sentences in each tense: verbal and nominal sentences. Utari et al., (2021) stated that a nominal sentence is one in which the predicate is made up of a noun, adjective, number, or other word that is not a verb. A verbal sentence is one in which the predicate consists of verbs. Additionally, regular and irregular verb forms are used to support the simple past.

According to Azar & Hagen (2017), there are various sentence structures for the simple past tense, including:

Table 1. The Pattern of Simple Past Tense

Verbal Forms	
Affirmative	Subject + Verb 2 + Object/Complement
Negative	Subject + Did + Not + Verb 1 + Object/ Complement
Interrogative	Did + Subject + Verb 1 + Object/ Complement?
Nominal Forms	
Affirmative	Subject + To be 2 (was/were) + Complement
Negative	Subject + To be 2 (was/were) + Not + Complement
Interrogative	To be 2 (was/were) + Subject + Complement?

Source: Azar & Hagen (2017)

The Speedy English Grammar application is one of the media that can be used to assist the teaching and learning process. Speedy English Grammar is a game app designed by Wobble Monkey Games. This application was released in 2016 and has received over 1 million app downloads. This Speedy English Grammar game has a unique and interesting learning method. This game facilitates more than 100 simple lessons and game-based grammar exercises. This application provides a challenging game that tests students' knowledge. Utari & Panuntun (2022) stated that Speedy English Grammar is an enjoyable and easy application designed to be used to efficiently and quickly master an understanding of English grammar. By using Speedy English Grammar, teachers may prevent students from becoming disinterested in their studies and increase their interest and comprehension of the subject matter. The Speedy English Grammar is

an excellent grammar-learning tool for students who are learning grammar for the first time at an elementary to intermediate level.

Furthermore, according to (Helmie et al., 2023), Speedy English Grammar is a software application that assists teachers and students in the educational process. It has several characteristics, including a simple, designated-by-color grammar book and an interactive game for learning the basic concepts of English grammar efficiently and effortlessly.

Al-Manar (2021) stated that there are some advantages: the material is presented in British and American English; it includes a variety of practice questions; the material and explanation are presented simply but are easy to understand; it can be used without using internet data or offline; and it can be used in any situation.

The Speedy English grammatical app provides four levels of grammar learning. The four levels include "Learn-Elementary Level", "Learn-Intermediate Level", "Extra Practice-Verbs and Tenses, and the last one is "Extra Practice-Suffixes." The Learn-Elementary was the level chosen and used by researchers in this research because at that level there are 21 discussion topics regarding grammar, of which two are "The Past Simple Tense: Verb" and "The Past Simple Tense: Be". Both of these topics can overcome the problems most students face, which include still being wrong or even not understanding the simple past tense material in both verbal and nominal sentence types.

METHOD

The quantitative research method was used in this research. A quantitative research method deals with quantifying and analyzing variables in order to get results. It involves the utilization and analysis of numerical data using specific statistical techniques (Apuke 2017). Likewise, Rasinger (2013) said, "The quantitative research method attempts to investigate the answers to the questions, starting with how many, how much, and to what extent they are related. In this study, the researchers employed a quasi-experimental research design with pre- and post-tests. The experimental class and the control class were the samples that would be examined in this research.

In this research, the researchers used SMK Walisongo Menes Pandeglang as a research object. The twelfth grade of students in the academic year 2023/2024 was the population in this research. Then, the researcher used twelfth grade RPL (Rekayasa Perangkat Lunak) and TKRO (Teknik Kendaraan Ringan Otomotif) classes as samples in this research. The RPL class with 20 students was used as an experimental class and the TKRO class with the same number of students was used as a control class. So, there were 40 students participating as the sample in this research. The purposive technique is a technique for determining the sample in this research.

The achievement of the test with the pre-test and post-test was utilized by the researchers as a data collection technique for investigating the effect of the Speedy English Grammar application on students' grammatical mastery in the simple past tense. The test that was used in this research was a multiple-choice test regarding the simple past tense. The pre-test consisted of 20 multiple-choice questions and 10 fill in the blank. It was conducted within 30 minutes. This test tended to determine students' grammar mastery in the simple past tense before being given a treatment. Then the experimental and control classes received treatment from the researchers. However, in this section, the treatment was given differently, the experimental class was treated using the Speedy English Grammar application, while the control class was treated using the English Grammar & Test application. In the last step, the researcher gave a post-test to both sample classes (the experimental class and the control class). The test was given with the same questions at the same time. This was done to determine the students' mastery of grammar in the simple past tense lesson after getting treatment. Based on this test, the researcher would be able to investigate the effect of using the Speedy English Grammar application towards students' grammar mastery in simple past tense lesson.

RESULT AND DISCUSSION

The researcher conducted the research in twelfth grade of SMK Walisongo Menes Pandeglang, or, to be precise, in the twelfth grade of RPL and TKRO classes. This research began with a tryout at the twelfth TBSM as a condition before conducting a pretest to test instrument validation and determine pretest and posttest questions to be given to students. The test consisted of 50 questions, of which 40 were multiple-choice questions and 10 were fill-in-the-blank, all related to the simple past tense. Based on calculations using SPSS version 22, it was found that out of 50 instrument questions, only 30 of them were declared valid. In addition, not only the validity of the instrument was tested, but the reliability of the instrument also needed to be tested.

Habiddin et al., (2020) stated that there are several criteria of reliability, as follows:

Table 2. The Interpretation Criteria of Reliability

Reliability	Interpretation
0.90 and above	Excellent Reliability
0.80 – 0.90	Very Good
0.70 – 0.80	Good
0.50 – 0.60	Fair, revision is needed
< 0.5	Poor

In this research, the researcher employed the computer-assisted program SPSS 22 version to assess the instrument test's reliability, with the following result:

Table 3. Reliability Statistics

Cronbach's Alpha	N of Item
.924	30

The conclusion of the table above indicates that the results of the reliability test showed that the instrument was reliable because the reliability coefficient r_{11} is 0.924. It can be said that the instrument interpretation score had excellent reliability.

Instruments that were declared valid mean that they were appropriate for use as questions in the pre-test, which was given before students got treatment, and as questions in the post-test, which was given after students got treatment. The pre-test and post-test were given to the twelfth grade of RPL and TKRO classes.

The treatment was conducted by researchers in four meeting, where at each meeting students were given the same material, namely regarding the simple past tense, but with different discussion points at each meeting. After the treatment was completed, the next step the researchers took was to provide questions, also called a post-test, that were no different from the questions in the pretest. This was done to measure students' understanding of the simple past tense after receiving treatment.

The result of the pre- and post-tests in the experimental and control class are reported below:

Table 4. The Data of Descriptive Statistics

Class	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental Class	20	43	70	59.95	8.198
Post-Test Experimental Class	20	57	87	76.70	7.706
Pre-Test Control Class	20	43	70	60.30	8.348
Post-Test Control Class	20	57	83	70.45	6.863

The pre-test result showed that in the experimental class data, which totaled 20 students, the lowest score obtained by students was 43 and the highest score was 70. Then, for the mean score of students in the pre-test, it was 59.95 and produced a standard deviation of 8.198. In the post-test assessment of the experimental class, there was a change in score, with 57 as the lowest score and 87 as the highest score achieved by students. So, the mean score of the experimental class students in the post-test was 76.70 so the standard deviation was 7.706. Whereas for students in the control class, which totaled 20 students, it was found that the lowest and highest scores in the pre-test that students obtained were not different from the scores obtained by students in the experimental class, where the lowest score was 43 and the highest score was 70. However, the mean and standard deviation obtained by students in the control class were different from the scores obtained by students in the experimental class, where it was found that the mean for the pre-test of students in the control class was 60.30 and the standard deviation obtained was 8.348. Likewise with the experimental class, students in the control class had differences between pre-test scores and post-test scores. In the post-test, 57 was the lowest score, and 83 was the highest score obtained by students in the control class. So, the students' post-test results showed that the mean was 70.45 and the standard deviation was 6.863.

The researchers employed various tests in this research, such as the normality test, homogeneity test, and hypothesis test, to determine the outcomes of the pre-test and post-test. The Lilliefors formula was utilized by the researchers to perform whether the type of data considered had a normal distribution or not. In addition, in testing the normality of the data, the researcher chose and used the Kolmogorov-Smirnov test with a significance level of 5% ($= 0.05$). To ascertain if the data was normally distributed or not, it needed to be referred to a reference, and to determine this, the researcher referred to the formula below:

If significance > 0.05 = the data is in a normal distribution.

If significance < 0.05 = the data is not a normal distribution.

The results of the tests for pre-test and post-test normalcy could be interpreted as follows:

Table 5. Tests of Normality

Class	Kolmogorov – Smirnov		
	Statistic	df	Significance
Pre-Test Experimental Class	.152	20	.200*
Post-Test Experimental Class	.116	20	.200*
Pre-Test Control Class	.189	20	.060
Post-Test Control Class	.174	20	.115

According to the basis of the information mentioned, it can be noticed that the significance of the data for the experimental and control classes using Kolmogorov-Smirnov is greater than 5% (> 0.05), with the experimental class having pre-test values of $0.200 > 0.05$ and post-test values of $0.200 > 0.05$ and the control class having pre-test values of $0.060 > 0.05$ and post-test values of 0.115 , which means higher than 0.05 . As a result, each class's data score follows a normal distribution.

The two-variance similarity test was used to test whether the distribution of data from both the experimental class and the control class is homogeneous or not by comparing the two variances. A data set is said to be homogeneous if the significance value is greater than the significant level of 5% (0.05), and vice versa, the data is not said to be homogeneous if the significance value is less than the significant level of 5% (0.05).

Table 6. Tests of Homogeneity of Pre-Test Experimental and Control Class

	Levene Statistic	df1	Df	Significance
Pre-Test of Experiment and Control Class	.239	1	38	.628
Post-Test of Experiment and Control Class	.460	1	38	.502

It was found that the significance value obtained in the pretest for both the experimental class and the control class was 0.628. So, it may be inferred that the experimental and control classes' pre-test data are homogeneous due to the significant value of $0.628 > 0.05$. In addition, the result of post-test for the experimental class and the control class are declared homogeneous, or it can be said that the two classes have identical variants because the significance value obtained is greater than the significance level ($0.502 > 0.05$).

Then, to find out whether there is a difference in the mean of the two samples in both the pretest and posttest results of the experimental class and the control class, so it is necessary to test hypothesis. Therefore, in this study the researchers used a paired sample t-test with SPSS version 22.

Table 7. Paired Sample Statistics

Paired Differences								
95% Confidence Interval of d\the Difference								
Class	Mean	Std.Deviation	Std. Error Mean	Lower	Upper	T	df	Sig (2-tailed)
Pre- and Post-Test Experiment Class	-16.750	6.112	1.367	-19.610	-13.890	-12.256	19	.000
Pre- and Post-Test Control Class	-10.150	4.837	1.082	-12.414	-7.886	-9.384	19	.000

Based on the data table results from the Paired sample t test, it can be concluded that the significance value (2 tailed) obtained by both the experimental class and the control class is not greater than the 5% (0.05) significance level, namely $0.000 < \alpha: 0.05$ which means the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. These results indicate that there are differences in the mean pretest and post test scores for the two sample classes, which found that there is a significant effect from each application, both the Speedy English Grammar application used in the experimental class and the English Grammar and Test application used in the control class.

As a results, it was found that there were more significant differences in the results of the pretest and post-test mean scores for the experimental class that received treatment using the Speedy English Grammar application. So, it can be concluded that the use of the Speedy English Grammar application in the learning process had a significant effect towards students' grammar mastery in the simple past tense at the twelfth grade of Walisongo Menes Pandeglang.

Based on the research conducted by researchers, it was found that the Speedy English Grammar application, in its use in the educational process, has not been widely utilized by teachers and students because this application is still relatively new and only a few people know about it. Therefore, in this study, the researchers intended to introduce and prove that the use of the Speedy English Grammar application has a significant effect, especially on students' grammar mastery in the simple past tense lesson. This has correlated with one of the results reported by Utari and Panuntun (2022), who discovered that Speedy English Grammar could be applied as an alternative for teachers to deliver English material, especially singular and plural. The

effectiveness of using the Speedy English Grammar application can also be seen from the use of other applications that have been determined to have a positive effect on student learning. This is aligned with research by Tifani (2020), who discovered that the English grammar test application aided students in mastering simple past tense. The next line from Inayati & Damayanti's research (2016), which discovered that the Johny Grammar Word application helps students acquire knowledge of English, specifically in simple past mastery.

The use of the Speedy English Grammar application for grammatical competence has been examined in previous research. The purpose of the present research is to determine whether using the Speedy English Grammar application works effectively for learning tenses, specifically the simple past tense. Due to this, it was found that using the Speedy English Grammar application has significant effects on students' mastery of the simple past tense in the twelfth grade of SMK Walisongo Menes Pandeglang Banten in the academic year 2023/2024.

CONCLUSION

The use of the Speedy English Grammar application in the process of teaching and learning English on grammar topics, especially in the simple past tense material in twelfth grade students of SMK Walisongo Menes Pandeglang, can be said to have a positive effect. As can be seen from the descriptive statistical data, when comparing the post-test results obtained by experimental class students with the results obtained by control class students, it can be said that the experimental class obtained a much higher score than the control class. The experimental class obtained an average value of 76.70 while the control class obtained a value of 70.45. Furthermore, it was determined that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. According to the paired samples T-test with a significance level of 5% ($=0.05$) for the reason the significance (2-tailed) the results for the experimental class were less significant than the significance level of 5% ($0.000 < 0.05$). In short, the Speedy English Grammar application was found to be an effective teaching medium for teaching and learning grammar in the simple past tense at the twelfth grade of SMK Walisongo Menes Pandeglang. Students are more active and enthusiastic about studying grammar when this strategy is used, especially in the simple past tense material. Thus, it is acceptable to significantly increase students' comprehension of the simple past tense.

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