

THE UTILIZATION OF GRAMMAR SMASH TO IMPROVE THE ENGLISH GRAMMAR OF THE TENTH GRADE STUDENTS OF SMA JAYA NEGARA MAKASSAR

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Abstract: This study aims to examine the effectiveness of using Grammar Smash application in improving students' English grammar, especially on Simple Present Tense material, at class X students of SMA Jaya Negara Makassar. The research method used is Quasi-Experimental design with Non-equivalent Control Group design, which involves two groups, namely the experimental group using Grammar Smash application and the control group using conventional learning method. The research sample consisted of 20 students divided into two groups, 10 students each for the experimental group and 10 students for the control group. Data was collected through Pre-test and Post-test to measure the improvement of students' English grammar skills before and after the use of the application. The results showed that the use of Grammar Smash application significantly improved students' English grammar, especially on Simple Present Tense material. This can be seen from the increase in the average post-test score in the experimental group from 41.50 to 88.50, while in the control group the increase in the average score was only from 31.00 to 67.00. Statistical analysis using Paired Sample t-test showed that the difference in score improvement between the Experimental and Control Groups was statistically significant ($p < 0.05$). After checking the hypothesis, the result shows t -obtained 4.386 is higher than t -table value 2.145. It can be concluded that (H_0) is rejected and (H_a) is accepted, so the results are considered significant using Grammar Smash application in learning Grammar especially in the aspect of Simple Present Tense in students. In addition, observation during the learning process shows that students are more motivated and actively involved in learning when using Grammar Smash application.

Keywords: English Grammar, Grammar Smash, Simple Present Tense

1. INTRODUCTION

English language ability, especially in the aspect of grammar, is one of the important skills that must be mastered by students in the era of globalization. However, many students at the high school level, especially grade X, still experience difficulties in understanding and using English grammar correctly, especially in the aspect of simple present tense. Based on observations at SMA Jaya Negara Makassar, it was found that conventional grammar learning methods are often considered monotonous and less interesting for students. Therefore, a more interactive and interesting learning method is needed, one of which is by utilizing digital technology such as the Grammar Smash application.

According to Rizka Indahyanti, Mujahida Adawiah, Chikyta Anatasya Dita, Tania Booy and Awal Ahmad Fadhillah (2025), technological advances in the digital

era have brought significant changes in the world of education. Teachers are now required to be creative in integrating technology in learning. Therefore, innovative methods are needed to help students master vocabulary in a fun way. Quizizz is one of the digital learning applications that is widely used at various levels of education. According to Ibrahim (2017) entitled "Advantages of Using Language Games in Teaching English as a Foreign Language in Sudan Basic Schools." The benefits of using games in classroom learning are students' (students are always focused) games improve communicative competence, games create a meaningful context for language use, games increase learning motivation, games reduce learning anxiety, games integrate various linguistic skills, games encourage creativity and spontaneous language use, Games build cooperative learning environments and games foster student participative attitudes.

The Grammar Smash app was developed as an interactive learning tool that provides grammar practice specifically on the simple present tense with immediate feedback, auto-correct, and graded practice features. In addition, this app provides an opportunity for students to learn in a flexible and independent way outside the classroom environment. It is hoped that with this app, students will be more motivated in the learning process as well as improve their English grammar skills, especially on simple present tense. This study aims to evaluate how effective Grammar Smash app is in improving the grammar skills of grade X students at SMA Jaya Negara Makassar related to simple present tense. It is expected that this research can make a meaningful contribution in the development of effective technology-based learning methods, as well as support the improvement of students' grammar skills in the digital era. This research will only examine the use of Grammar Smash application as an English grammar learning tool for tenth grade students at SMA Jaya Negara Makassar in the aspect of simple present tense.

The importance of technology-based learning media where currently technology is very advanced and developing, making it easier to facilitate teaching and learning activities, so that learning is no longer a boring thing, where by utilizing technology-based learning media: learning can be done anywhere and learning becomes more fun, clarifying the presentation of learning messages so that they are not too verbal, overcoming students' passivity, In addition, considering technology is one side that is quite close to the development of children today. Learning media has urgency, namely to: make it easier for teachers to teach, clarify the presentation of messages and information, facilitate and improve the process and results of student learning, increase and direct student attention, generate learning motivation in students, and many more benefits of learning media that can be found for the continuity of the learning process. Thus, the urgency of using media in the learning process has a very significant position, even the role of the media is parallel to the method in a learning process.

According to Muthmainnah Mursidin, Ida Ilmiah Mursidin, Asrang Asrang (2022). The impact of Online Games on English learning, based on field findings it can be concluded that students have difficulty finding good learning

difficulties. In terms of English learning, playing online games has a huge influence on students' learning patterns and mindsets, the way students write, especially in the part of writing sentences because English has a difference between pronunciation and writing, but along with technological developments that make it easier for students to write. According to Mc Imran, N Jusmaniar, S Sulviana, R Indahyanti, m Mursidin, and ST Nurjannah (2021) that E-Learning as an alternative learning option. Various parties must equip students as prospective educators with the latest digital applications. Digital literacy in the form of proficiency in utilizing applications and sources of teaching materials will be able to encourage students as prospective educators to be more creative and innovative in making teaching materials, especially the existence of teaching applications makes it easier for them to manage learning in the classroom.

2. LITERATURE REVIEW

2.1. The Concept of Grammar

According to Ellis, R. (2006), grammar teaching approaches should be tailored to the needs of the students and the learning context. He explains the importance of corrective feedback in the grammar learning process, which allows students to correct their mistakes directly. Ellis emphasizes that effective grammar teaching requires not only appropriate methods but also a deep understanding of how students process and apply grammar rules in real communication.

According to Harmer (2001, p.12) grammar is a description of how words can be added or combined into sentences according to grammar rules and if not according to the rules, it will change the meaning of sentence itself and make communication disrupted. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus, according to Thornburry (as cited in Setiawan et al, 2017, p. 58) grammar is a description of the rules that govern a language's sentence are formed. In addition according to Swan (as cited in Khairunisa et al, 2018, p. 2) grammar is the rule that says how words are changed to show different meaning, and they combine into sentences.

Grammar is a procedure or rule about word structure to form a perfect sentence. In general Indonesian lessons, grammar is the procedure for forming sentences or SPOK (Subject - Predicate - Object - Description). Likewise, in English, grammar is used to form word structures into correct sentences. In the reality of everyday life, we have encountered grammar since we were toddlers. A child's natural instinct when listening to their parents' conversation will definitely help the child to process words into sentences for a good and correct conversation.

According to Brown (2001) grammar is a set of rules that govern the conventional arrangement and relationship of words in a sentence. Grammar, like pronunciation and vocabulary, is an important component of a language

because it learns the rules that govern language use. If not learned, a person will only speak haphazardly and will be poorly understood by others. As a result, students must really understand how to use good and correct grammar in writing and orally. both written and spoken.

According to Ostler (1987:236) grammar is a study of the rules of language that explain the relationship between words, and the relationship between these words is the basis of the grammar. the relationship between these words is correct arrangement so that he gives meaning or meaning to anyone who uses the language.

According to Collerson (1995) says there has recently been an assumption that it is more important for learners to be able to use the language they are learning effectively than to know a lot about the language and its grammar, but he also puts forward another assumption which says: it is possible for learners not only to develop their ability to use the language they are learning, but also to gain an understanding of what the language is and how it works.

Simple present tense is used to talk about something common, something that happens over and over again, or a general truth. Simple present tense is the most commonly used everyday tense. To recognize that a sentence is simple present tense, there are several ways that can be done, one of which is that the sentence uses a basic form of verb (Verb 1). Simple present tense is divided into two sentence patterns, namely verbal simple present and nominal simple present tense.

2.2. Characteristics of Simple Present Tense Sentences

Every English sentence must have characteristics, so does the simple present tense sentence. The characteristics of simple present tense are as follows:

- a. The predicate in a simple present tense sentence is in the Bare Infinitive form. The meaning of this form is that the third-person verb in this sentence has an s, es, or ies ending.
- b. If there is an interrogative sentence in the verbal form, the word do/does must be added, then the subject is added. Meanwhile, nonverbal sentences begin with to be (am, are, is).
- c. In a simple present tense sentence with a negative form, the word do not (don't) or does not (doesn't) need to be added. If there are verbs ending in s/es/ies, they should be omitted.

2.3. Function of Simple Present Tense

Writing simple present tense in sentence form has several functions, including:

- a. The first function of the simple present tense is to express expressions or feelings. Therefore, when you want to express expressions and feelings through sentences, you can use simple present tense sentences.

- b. Simple present tense sentences also function to express orders or instructions, so we often see an order or instruction using simple present tense sentences.
- c. The next simple present tense sentence function is to express an event that will be held in the near future.
- d. Simple present tense sentences also have a function to express a truth that is around us.
- e. The last function of the simple present tense sentence is to show activities or activities carried out in everyday life.

2.4. Grammar Smash

Grammar Smash is a free app for Android created by Wobble Monkey Studios. It is a game aimed at helping ESL beginners improve and test their basic English skills. The game contains over 100 easy lessons or games, including present tense, past tense, pronouns, possession, and more. Grammar Smash English was created by experienced teachers. The game is very engaging and makes learning English grammar fast, fun and easy. It is a good choice for self-study or can replace grammar books in class or in ESL/EFL courses. These activities are also useful for students preparing for IELTS and TOEIC exams to learn, practice, improve and test their understanding of basic English grammar and accelerate their thinking. This program is suitable for school students, university students, adults taking English courses at a basic ESL/EFL level, or anyone who wants to learn and speak English.

As the number of people learning English has increased, various teaching methods and techniques have been used to create successful grammar teaching. Many experts have different opinions on the important steps in grammar teaching. Teaching English Grammar can be challenging for teachers. It is important for teachers to have a deep understanding or mastery of grammar so that students can understand the material presented. In the process of learning grammar, teachers need to apply innovative ways so that students do not feel bored or bored during the lesson.

Technology can be used by teachers as a teaching medium in the classroom to deliver material to students. Lomicka & Lord (2019) believe that technology can be used as a tool or medium that has the potential to support, enhance and assist language learning. As media, in general, media has two roles, namely as learning aids and learning systems (Romiszowski, 2008). First, media is used as a learning aid, meaning that media is used entirely to enrich the teacher's presentation. The use of media can assist teachers in delivering material that can help students to capture the message or content of the material easily. Second, media is used as an instructional system, meaning that media is used to support the teaching and learning process both conventionally and non-conventionally.

3. METHODS

This study uses a quasi-experimental design with a non-equivalent control group design model; the research sample consisted of 20 tenth grade students who were randomly selected. It involves two groups, namely the experimental group and the control group given a pre-test to measure grammar skills in the simple present tense aspect of students, then the experimental group is given treatment in the form of using the Grammar Smash application, while the control group uses conventional grammar learning methods. After the treatment period, both groups were given a final test (post-test) to measure the improvement of grammar skills in the simple present tense aspect of students. According to Sugiyono (2019: 77) explains that “The Quasi-experimental research method is a method that has a control group, but cannot fully function to control external variables that affect the implementation of experiments.

This study has two main variables, the independent variable and the dependent variable. In this study, the independent variable is the use of the Grammar Smash app as a tool for learning grammar. The app was accessed by the experimental group as a means to improve their understanding and proficiency in English especially in the simple present tense. The use of this app includes interactive exercises, automatic feedback, and also self-learning offered by the app. Furthermore, the dependent variable in this study is the students' grammatical ability in the aspect of simple present tense. To measure this, a pre-test and post-test were conducted which included grammar in the use of simple present tense as well as other basic grammar. The increase in scores on this test after using the app shows the impact of the Grammar Smash app on students' grammar skills in simple present tense.

4. RESULTS

4.1. Type of Students' Anxiety

Table 4.1. Frequency distribution and percentage of pre-test results in the control class

Total Score	Classification	Frequency	Percent
90-100	Excellent	0	0%
80-89	Good	0	0%
70-79	Fairly good	0	0%
60-69	Fair	0	0%
0-59	Poor	10	100%
Total		10	100%

Table 4.1. shows the classification of pre-test scores in the control class. The data shows that out of 10 students in the pre-test of the control class, there were 10 (100%) students at a low level, and no students obtained good and very good levels. The table presents the classification of the total score of the post-test results of students in the control class based on five categories of

ability levels (Classification). The total number of students in the control group who took the post-test was 10, and all students were in the Poor category (scores between 0-59), with no students reaching higher categories.

Table 4.2. Frequency distribution and percentage of post-test results in the control class

Total Score	Classification	Frequency	Percent
90-100	Excellent	1	10%
80-89	Good	1	10%
70-79	Fairly good	2	20%
60-69	Fair	3	30%
0-59	Poor	3	30%
Total		10	100%

Table 4.2. shows the frequency grouping as well as the percentage of Pretest results. The total score is divided into five categories, namely 90-100 (excellent), 80-89 (good), 60-69 (fair), and 0-59 (poor). All students (100%) were in the 059 (deficient) category, and none received scores in the 90-100, 80-89, 70-79, and 60-69 categories. The pretest results indicated that the majority of students had a low initial understanding of the simple present tense material.

Table 4.3. Frequency distribution and percentage of pre-test results in the experimental class

Total Score	Classification	Frequency	Percent
90-100	Excellent	0	0%
80-89	Good	0	0%
70-79	Fairly good	0	0%
60-69	Fair	0	0%
0-59	Poor	10	100%
Total		10	100%

Table 4.3. shows the classification of pre-test scores in the experimental class. The data shows that out of 10 students in the pre-test of the experimental class, there were 10 (100%) students at a low level, and no students obtained good and very good levels. The table presents the classification of the total score of the post-test results of students in the experimental class based on five categories of ability levels (Classification). The total number of students in the experimental class who took the post-test was 10, and all students were in the Poor category (scores between 0-59), with no students reaching higher categories.

Table 4.4. Frequency distribution and percentage of post-test results in the experimental class

Total Score	Classification	Frequency	Percent
90-100	Excellent	6	60%
80-89	Good	3	30%
70-79	Fairly good	1	10%
60-69	Fair	0	0%
0-59	Poor	0	0%
Total		10	100%

Table 4.4. shows how students' scores are distributed based on the score range and classification. Out of a total of 10 students, 60% or 6 students scored between 90 to 100, which falls under the classification of "Excellent." Meanwhile, 30% or 3 students achieved scores between 80 to 89 and fell under the classification of "Good." " Meanwhile, 30% or 3 students achieved scores between 80 to 89 and fell under the classification of "Good." Only 10% or 1 student scored from 70 to 100, which fell under the classification of "Excellent." " Only 10% or 1 student scored from 70 to 79 and was classified as "Fair." No students scored in the 70 to 79 range. " No student scored below 70.

Table 4.5. Descriptive Statistics of Student Learning Outcomes in Experimental and Control Groups for Pre-test and Post-test

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimen	10	25	65	41.50	13.550
Post-test Experimen	10	75	100	88.50	7.472
Pre-test Control	10	15	45	31.00	9.369
Post-test Control	10	50	90	67.00	13.581
Valid N (listwise)	10				

Table 4.5. shows descriptive data regarding student learning performance in the Experiment class and control class, for the pretest and posttest. For the Experiment group, the mean pretest score was recorded at 41.50 with a standard deviation of 13.550, and the smallest score was 25 and the largest was 65. After the treatment, the mean value of the posttest increased to 88.50 with a standard deviation of 7.472, and the values varied from 75 to 100. As for the control group, the mean value of the pretest was 31.00 with a standard deviation of 9.369, and the minimum value was 15 and the maximum was 45.

In the posttest, the mean value rose to 67.00 with a standard deviation of 13.581, where the lowest value was 50 and the highest was 90. This data shows an increase in the mean value in both classes after treatment, but the increase is more clearly seen in the Experiment class.

5. DISCUSSION

The method of teaching English through the use of the Grammar Smash app in the classroom successfully attracts students' attention and fosters their enthusiasm for learning. The use of this app can improve students' focus during the learning process. In addition, the app is very much in line with students' current needs. In this way, students' enthusiasm for learning can increase, and they will feel more comfortable with the material provided.

This study aims to assess how well Grammar Smash can improve English language skills, especially grammar among Jaya Negara High School students in Makassar. In this study, two classes were involved, namely the control class and the experimental class, and used the pretestposttest design method with a single group. Learning was conducted over six sessions. In the first session, both classes took a pretest to assess the students' initial English grammar skills. The focus in the second session was to provide an understanding of the definition of Simple Present Tense. This session included learning objectives, basic structure of Simple Present Tense, its characteristics, examples, and practice activities to help students understand the concept of Simple Present Tense better.

In the third, fourth and fifth meetings, we utilized Grammar Smash as a learning tool to discuss English grammar. Grammar Smash is an interactive tool designed to help students master English grammar better. The purpose of this media is to make the learning process more interesting and interactive, so that students can improve their knowledge of English grammar. When using Grammar Smash, we take advantage of various features such as completing sentences with colorful blocks within a certain time limit set on the platform. This feature provides more motivation to the students and makes the learning experience more fun. By focusing on simple present tense through Grammar Smash, we hope students can effectively develop their English grammar skills and improve their understanding of the material covered.

At the last meeting, a final test was conducted for both classes to evaluate the extent to which students' understanding of English grammar developed after they attended the lesson using Grammar Smash, both in the experimental and control classes. This study aims to assess how effective the use of Grammar Smash is in helping students at SMA Jaya Negara Makassar in mastering English grammar. Based on the descriptive data, the two classes consisting of 20 students each had different pretest mean scores; the experimental class recorded 41.50 while the control class was only 31.00 before the use of Grammar Smash. However, after applying Grammar Smash as a learning approach, a significant improvement was seen in the posttest scores, with the

experimental class' average reaching 88.50 and the control class' being 67.00. This shows a significant progress in the mastery of English grammar by grade X students at SMA Jaya Negara Makassar.

Before Grammar Smash was introduced, students at SMA Jaya Negara Makassar faced challenges in identifying and differentiating between verbs, nouns, and adjectives while forming sentences in the simple present tense. Their vocabulary was also rather small, which complicated the learning experience. After they began using Grammar Smash as a dynamic educational resource, there was a noticeable rise in students' enthusiasm and involvement in their learning.

In general, the use of Grammar Smash as a learning method has a significant role in improving students' English grammar skills. Previous research has consistently shown that the platform is effective in improving students' grammar as well as increasing their participation in the learning process. By continuing to use Grammar Smash as an interactive learning tool, schools can help students deepen their understanding of present tense usage and vocabulary in an engaging, effective and fun way.

6. CONCLUSION

Based on the research conducted in Class 10 SMA Jaya Negara Makassar, it can be concluded that Grammar Smash application is effective in improving students' understanding of grammar, especially on simple present tense material. This application is proven to provide better results than traditional learning methods. This can be seen from the comparison of pretest and post-test scores which show an increase in grammar understanding of simple present tense in the experimental group compared to the control group that did not use Grammar Smash. The effectiveness of Grammar Smash comes from the various interactive features it provides, such as game-based learning, immediate feedback, and gamification elements that make the learning process more interesting and motivating. The study also revealed that the use of Grammar Smash in teaching was very successful in improving students' English grammar. This can be seen from the increase in the average score on the post-test after the application of Grammar Smash as a learning tool. Both the experimental and control groups showed significant progress in mastering English grammar, especially in the aspect of simple present tense.

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