



I / A / L / F
EDUCATION FOR DEVELOPMENT



ISBN 978-979-8559-80-8

NCOLLT 4 | The 4th
2 0 1 8 | **National Conference on Language
and Language Teaching**

"Creativity and Innovation in English Language Teaching toward Industrial Revolution 4.0"

CONFERENCE PROCEEDINGS

English Education Department
Faculty of Teacher Training and Education
UNIVERSITAS PGRI ADI BUANA SURABAYA
Surabaya, 25 August 2018

The 4th National Conference on Language and Language Teaching (NCOLLT 4)

**“Creativity and Innovation in English Language Teaching towards Industrial
Revolution 4.0”**

**© 2018 English Language Education Department
Universitas PGRI Adi Buana Surabaya
ISBN: 978-979-8559-80-8**

Editors:

Prof. Dr. Agustinus Ngadiman, M.Pd.
(Universitas Katolik Widya Mandala Surabaya, Indonesia)

External Reviewers:

Ooi Choon Meng, M.Ed.
(Institut Pendidikan Guru Kampus Bahasa Antarabangsa, Malaysia)

Mohamad Razak Abdul Karim, B.Ed (TESL)., M.Sc.
(Open University Malaysia)

Dr. Suparmi, M.Pd.
(Universitas Islam Negeri Maulana Malik Ibrahim Malang)

Internal Reviewer:

Irfan Rifai, Ph.D.
(Universitas PGRI Adi Buana Surabaya, Indonesia)

Dyah Rochmawati, M.Pd.
(Universitas PGRI Adi Buana Surabaya, Indonesia)

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
Universitas PGRI Adi Buana Surabaya, Indonesia
Jl. Dukuh Menanggal XII/4 Surabaya 60234 Indonesia**

THE LIST OF COMMITTEE

THE 4TH NATIONAL CONFERENCE ON LANGUAGE AND LANGUAGE TEACHING

NCOLLT 4
2018

Advisor : Head of English Education Department
Chairperson : Salim Nabhan, S.Pd., M.A.
Secretary : Fajar Susanto, S.S., M.Pd.
Treasurer : Maslakhatin, S.Pd., M.Pd.
Student's Coordinator : Ovan Priasmi Ganda Sundawa
Divisions :

A. Programme

1. Wahyu Bandjarjani, Dra., M.Pd.
2. Ferra Dian Andanty, S.S., M.Pd.
3. Dr. Endang Mastuti Rahayu, M.Pd.
4. Mochammad Ndaru Purwaning Laduni
5. Risni Dwi Wahyuni
6. Triana Mei Linda
7. Anisatul Fitri Lubis
8. Ubaidullah Al-Mahdi
9. Gabriel Ia Visca Ratnaningtyas
10. Devi Elavia Bikovif

B. Secretariat

1. Hertiki, S.Pd., M.Pd.
2. Samsul Khabib, S.Pd. M.Pd (Cand)
3. Verawati
4. Tyas Karina Dewi Hariani
5. Muhammad Ra'adu Afribri

C. Proceeding and Publication

1. Irfan Rifai, Ph.D.
2. Dyah Rochmawati, S.Pd., M.Pd.
3. Nabila Nur Annisa

D. Accomodation, Transportation, and Documentation

1. Rikat Eka Prastyawan, S.Pd., M.Pd.
2. Lambang Erwanto, S.S., M.Pd.
3. Abdul Ghoni
4. Ahmad Azzam Ridhoi
5. Fandi Achmad Nur Rachman
6. Lutfi Prahara

E. Food and Beverages

1. Nukmatus Syahria, S.Pd., M.Pd.
2. Armelia Nungki Nurbani, S.Pd., M.Pd.
3. Dra. Joesasono Oediarti, M.Pd.
4. Isma Hidayati
5. Galuh Ervina Ratman

F. Promotion and Public Relation

1. Dra.Ec., Nunung Nurjati, M.Pd.
2. Endah Yulia Rahayu, S.Pd., M.Pd.
3. Aprilianti Dwi Alen Suyono
4. Dinda Dwiki Prasista

TABLE OF CONTENTS

FOREWORD	ii
LIST OF REVIEWERS	iii
LIST OF COMMITTEE	iv
TABLE OF CONTENT	v
IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH TEAM GAME TOURNAMENT (TGT) METHOD AT ELEMENTARY SCHOOL STUDENTS	1
Abdullah Farih.....	1
THE STUDY OF THE LANGUAGE ACQUISITION OF THE YOUNG LEARNER STUDENTS OF PRIMARY SCHOOL THROUGH THE BRAIN BASED TEACHING METHODOLOGY TO TEACH ENGLISH	8
Abu Bakar Assidiq	8
SYNTACTIC CORRECTIVE FEEDBACK IN MICRO TEACHING INTERACTION.....	16
Achmad Faizal Abdullah.....	16
Nunung Nurjati.....	16
COLLABORATIVE STRATEGIC READING (CSR) IN IMPROVING THE ENGLISH DEPARTMENT STUDENTS' READING COMPREHENSION ACHIEVEMENT	24
Ahmad Ridho Rojabi.....	24
SPEED-READING CHALLENGE TO ENHANCE STUDENTS' ABILITY IN ACADEMIC READING CLASS.....	34
Aisyah Ririn Perwikasih Utari	34
SOCIAL CONFLICTS OF HANNAH BAKER OF "13 REASON WHY" MOVIE SCRIPT (2017)	38
Aisyah Syavitri.....	38
Dyah Rochmawati.....	38
Joesasono Oediarti S.	38
EXPLORING EFL TEACHER REACTIONS TO STUDENTS ANSWER IN FORMATIVE ASSESSMENT: A CASE STUDY	46
Andri Suherman	46
ECORITICISM IN <i>CLOUDY WITH A CHANCE OF MEATBALL</i> FIRST SERIES MOVIE (2009).....	55
Anggun Dwi Putri Pratiwi.....	55
Dyah Rochmawati.....	55
Joesasono Oediarti S.	55
THE EFFECT OF USING CUE CARD MATCHING GAMES ON THE STUDENTS PRONUNCIATION ACHIEVEMENT OF THE 8TH GRADE STUDENTS IN SMPN 32 SURABAYA.....	63
Arum Dwi Wulansari	63

FIGURATIVE LANGUAGE IN JON FAVREAU'S <i>THE JUNGLE BOOK</i> MOVIE	
SCRIPT	219
Ria Puspitasari.....	219
Siyaswati	219
PENYULUH BAHASA BALI: A LANGUAGE POLICY OF BALI PROVINCIAL	
GOVERNMENT ON BALINESE MOTHER TONGUE (A CASE STUDY)	
221	
Sang Ayu Putu Ari Purniawati	221
Ni Made Ivana Swastiana	221
Kadek Susnawati.....	221
THE EFFECT OF USING BOARD GAMES ON STUDENTS' SPEAKING	
ACHIEVEMENT FOR TENTH GRADE AT SMKN 6 SURABAYA	
231	
Siti Maryam.....	231
Titah Kinasih.....	231
IDEATIONAL MEANING IN HEALTH ADVERTORIAL: A SYSTEMIC	
FUNCTIONAL LINGUISTIC APPROACH	
237	
Siti Nurjanah Hadiati	237
Eva Tuckyta Sari Sujatna	237
Sutiono Mahdi.....	237
THE EFFECT OF USING LINE WEBTOON MEDIA ON 7TH GRADE	
STUDENTS' SPEAKING ACHIEVEMENT IN PGRI 1 JUNIOR HIGH	
SCHOOL SURABAYA	
245	
Tiur Sri Lestari Butar Butar	245
TRANSLATION ANALYSIS OF CIRCUMSTANCES IN THE NOVEL THE	
OLD MAN AND THE SEA BY EARNEST HEMINGWAY AND ITS	
INDONESIAN TRANSLATION.....	
251	
Tri Purwaningsih.....	251
M. R. Nababan	251
Riyadi Santosa.....	251
THE IMPLEMENTATION OF COLLABORATIVE STRATEGY IN TEACHING	
READING	
262	
Yasinta Fitri Wulandari.....	262
Wahju Bandjarjani	262
THE EFFECTIVENESS OF ENGLISH GRAMMAR TEST APPLICATION TO	
TEST GRAMMAR TOWARD STUDENTS IN FIRST GRADE OF ISLAMIC	
SENIOR HIGH SCHOOL KOTA BLITAR	
267	
Yunevika Mughti	267
Nursamsu	267

THE EFFECTIVENESS OF ENGLISH GRAMMAR TEST APPLICATION TO TEST GRAMMAR TOWARD STUDENTS IN FIRST GRADE OF ISLAMIC SENIOR HIGH SCHOOL KOTA BLITAR

Yunevika Mughti

State Islamic Institute of Tulungagung, East Java.

yunevika@yahoo.com

Nursamsu

State Islamic Institute of Tulungagung, East Java.

nursyamsu94@gmail.com

ABSTRACT

Teaching grammar will be more interactive for student if the teacher uses technology. The students will improve their English easily, especially in learning grammar. English Grammar Test Application can help the teacher to teach present continuous, past continuous, present perfect, etc. This study aims to create a new inspiration for teachers when they give test to the student about grammar and also to teach them with enjoyable way. From the students' side, they will improve their grammar too. The researcher uses experimental research design to conduct the research. The aim is to know whether English Grammar test Application is effective or not toward students in First grade of Islamic Senior High School Kota Blitar. The samples of this study are students in first grade of Islamic Senior High School Kota Blitar from the total of 25 students as experimental group, and 39 students as control group during the academic year of 2018/2019. This research explores the potential of English Grammar Test Application to teach grammar toward students in Islamic Senior High School Kota Blitar. This application has some features, for example grammar lesson, vocabulary lesson, conversation lesson, and grammar test. By using this application, the students are expected to be able to use grammar correctly and the teacher will get easily to make questions for test.

Keywords: *Grammar Test Application, grammar, teaching*

INTRODUCTION

Grammar is the way in which word are put together to make a good sentence. Many students cannot use English in oral communication, because they are still confused to use their grammar and lack of vocabulary. By studying grammar in good way, the researcher believe that it would help them to master in English oral communication or even in writing. Teaching grammar means, give information or knowledge from the people who are more competent to the other who need help to make them more understanding in grammar. It means that, when someone feel confused to understand grammar, they need someone or things to make them easily understand, it is called teaching grammar. Swain (1980) stated that grammar is viewed as one component of communicative competence. Without grammar, learner can communicate effectively only in a limited number of situations. The way to teach grammar is also very important for both of learner and teacher. When they have a good communication during delivering the knowledge, the learning process of understanding grammar is running well. In opposite, when one of the subjects can't follow the rules of teaching learning process, the goal of study can't be reached well. Thus, in

presenting grammar teacher should be aware that they teach grammar but not teach about grammar.

OBJECTIVE OF THE RESEARCH

The study was intended to know the effectiveness of English Grammar Test Application to teach and test grammar toward Students in Islamic Senior High School in first Grade of elective class.

REVIEW OF RELATED LITERATURE

Garner (1989) believes that grammar gives the learners a means to analyze and describe language. Thus teaching grammar is very important for student when they need help to understanding the grammar it self. The way to teach grammar is also very important for both of learner and teacher. When they have a good communication during delivering the knowledge, the learning process of understanding grammar is running well. In opposite, when one of the subjects can't follow the rules of teaching learning process, the goal of study can't be reached well. Thus, in presenting grammar teacher should be aware that they teach grammar but not teach about grammar.

Lewis (1986) states that language is important than language teaching, besides the main goal in grammar teaching is to enable learner to achieve linguistics competence and to be able to use grammar as a tool or resource in the comprehension and creation of oral and written discourse effectively, and appropriately according to the situation. In this area, teacher should be more competent at many aspects to help the learner understand in grammar. Teacher should be aware about the meaning, social function, discourse, or a combination of those items.

As Fromkin et al. (1990:159) explain syntactic knowledge plays a role in determining when two non-identical sentences have the same meaning and when they do not. Furthermore, teacher should make the learner understand how to use language in context and use it in appropriate context. Deductive approach is one of the way to teach grammar. Using this approach means that the learning process start from giving the presentation of rules and followed by examples in which the rules are applied. The grammar rules are clearly listed and the learner engages with it through the study and manipulation of examples. The other approach to teach grammar is Inductive approach or discovery path. Next is the functional grammar – notional approach, this method is as same as with communicative approach. It stresses a means of organizing a language syllabus. The way to do this approach is make the units of language become smaller and combines it to the communicative situation.

According to Sybrant (2012), mobile learning has been great advantage and helped people to be independent in their own way of learning. It has some objectives such as; supports interactive learning, independent learning, improves communication, helps to raise self-confidence, enable global collaboration and access to information, and enhance knowledge. Thus, if the students use their mobile for learning, hopefully the goal of the study will be reached easily.

RESEARCH METHOD

The research employed experimental research with two groups design. The first one as an experimental group and the other one as a control group. By using conventional teaching method, the researchers write the material in the white board and share the paper sheet of test to test their knowledge about Present Perfect Tense for control group. In experimental group, the researchers use the application and ask them to learn the material by themselves, if they have difficulty they have to raise their hand and ask to the

researcher. After that, the student should do the test inside the application and then submit their score to the researcher. The samples are the students of the first grade of Islamic Senior High School Kota Blitar . Method of collecting data use test. After the data are collected, it is analyzed by using T-test.

RESEARCH FINDING

The researchers have collected the data that is student's score with treatment and they are who do not get treatment. The mean of students who get treatment with English Grammar Test Application is 82,48 from the total of 25 students. And the mean of the other one is 90,63 with 38 students. It means that the English Grammar Test application is not effective to test the students grammar mastery toward students in first grade of Islamic Senior High School Kota Blitar because the mean of non-treatment group is higher than treatment group with the result of t-test showst that *p-value* (sig) is 0,074. This test reveals the *t-value* -2,718, with the df 61, and the *p-value* (two tailed-test) 0,009. On the basis of statistical calculation, it can be stated that the English Grammar Test Application is not effective to test the first-grade students of Islamic Senior High School Kota Blitar.

Table 1. Group Statistics

GROUP		N	Mean	Std. Deviation	Std. Error Mean
STUDENT SCORE	"TREATMENT"	25	82.48	14.222	2.84
	"CONTROL"	38	90.63	9.610	1.56

Table 2. Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
STUDENT SCORE	3.310	.074	-2.718	61	.009	-8.152	2.999	-14.148	-2.155
			-2.513	38.340	.016	-8.152	3.244	-14.716	-1.587

DISCUSSION

Actually, there are so many ways to teach and to test student's grammar mastery. One of them is using application in mobile phone called English Grammar Test Application. This application is applicable to use for students of Senior high school. Such as in first grade of Islamic Senior High School Kota Blitar in elective English class. The school curriculum stated that the students in first grade the will get Present Perfect Tense. As a result, English Grammar Test Application is applicable for those school which have their own curriculum for elective class.

The researchers believe that by using this application, the teacher should not be busier to type the question of test and print it out. Teachers do not need to make different type of question because this application has different questions for each students. So, when one student open the application and doing the test, the other students do the same activity, they will not get the same question. Thus, this application can reduce the number of students who are cheating during the test.

This research aim is to know the effectiveness of English Grammar Test Application to teach grammar to the first-grade students of Islamic Senior Higher School Kota Blitar. The effective here mean that students will directly understand how to use the application without teachers explanation. They will understand the function of each features on the application. After the students are able to operate it, they will learn the material inside and then get good score in the test using the application with short time to complete the answer. If the students score who are tested with EGT application is higher than they are who do not, means that this application is effective to test the student's grammar mastery. In opposite, if the student score with treatment less than who do not, means that this application is not effective.

The research findings stated that this application is not effective to test student's grammar mastery, because the control group mean is higher than the experimental group. During the process of collecting data, the researchers found some difficulty which can make the treatment is not running well. Some of students are not concentrate in process of giving treatment because the researchers did it in the last period of schedule.

Another reason, the researcher can't control the students another activity during the treatment whether they were really open the application or not. Another difficulty is that the application use English language at all, it makes the students feel very confuse to understand the meaning of the material, the instruction, the features inside. Those problems take a long time to be finished and the time schedule should be changed with another lesson. Thus the process of treatment was not running well. After the problems state above, the researchers here hope that this study will be developed more with the other strategy to proof that this application is really effective to use.

CONCLUSION

Based on the discussion above, English Grammar Test Application is not effective to teach and to test grammar in First Grade Student of Islamic Senior High School Kota Blitar. Although it is not effective, this application still has so many advantages. The advantages here is very important to apply for Indonesian students habit that is cheating. By using this application, the students can not see the other students answer because they will get different question on every test.

In conclusion, when a teacher need to know their students score honestly without cheating, please use this application to test them.

REFERENCES

- Herri Susanto. (2011). *Procedure Of Teaching Grammar Using Memory Enhancement*. Sekolah tinggi teknologi Bontang
- Mousa Mahmoud Abu Laban. 2017. *The Effectiveness of Using Mobile Learning in Developing Eleventh Graders' English Grammar Learning and Motivation for English*. The Islamic University-Gaza
- Sybrant. (2012). *Background of Mobile Learning or mLearning*. Retrieved: 14 March 2016, from: <https://sybrant.wordpress.com/2012/04/19/background-of-mobilelearning>
- Zeinab Z., & Zargham G., (2014). *The Relationship between Logical, Naturalist Intelligences and Learning Grammar for EFL Learners at Elementary Level*. ACADEMY PUBLISHER
Manufactured in Finland.

Biodata

Yunevika Mughti is a student of State Islamic Institute of Tulungagung, East Java. She is now an English Education Department student in seventh semester. She can be contacted via her e-mail address yunevika@yahoo.com.

Nursamsu is an English lecturer at English Education Department of State Islamic Institute of Tulungagung. His interest is on EYL and Reading. He can be contacted via his email address nursyamsu94@gmail.com.