

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

English is the primary international language used for communication in the era of globalization facilitating interactions across cultures, economies, and technologies. In Indonesia, English is a crucial subject in the national curriculum, as it enables students to access global knowledge and opportunities. However, despite its importance, many Indonesian students, especially at the senior high school level, face significant challenges in mastering English, particularly in grammar. One of the main challenges students' faces is mastering English grammar, which is essential for effective communication.

Grammar plays a vital role in learning English, as it provides the framework for constructing sentences that are both structurally sound and meaningful, without proper grammar, communication can be unclear or even misleading, leading to misunderstandings in both written and spoken contexts [1]. Grammar represents the scientific principles of good usage, focusing on how words interact within a sentence, which is essential for students to construct coherent and meaningful expressions [2]. This means that to create meaningful and well-structured sentences, students must understand the rules of grammar. Meanwhile, grammar as a meaning-making resource that encompasses lexicon, grammatical forms, meaning, and context-appropriate usage, emphasizing its role in effective communication [3]. Grammatical structures operate at multiple levels, from individual words and phrases to complex sentences and entire texts, enabling learners to express ideas clearly and coherently.

However, teaching grammar is often perceived as challenging by many students due to its complex rules, such as subject-verb agreement, tense usage, and irregular verbs, which require structured and contextualized explanations [4]. Additionally, the lack of engaging teaching methods, such as interactive exercises and real-life applications, often results in passive learning, making it difficult for students to internalize grammar rules effectively [5]. Indonesian EFL learners face difficulties in grammar due to unclear teaching guides that provide decontextualized

explanations, limited interactive practice, and insufficient integration of digital learning tools, which are essential for enhancing students' engagement and comprehension [6]. As a result, the use of conventional methods in grammar instruction often makes learning feel rigid and complicated. This highlights the need for more interactive and engaging approaches to teaching grammar. As a result, students often struggle to understand grammatical rules accurately, leading to frequent errors in both written and spoken English. These difficulties are particularly evident in fundamental grammatical structures that serve as the building blocks for effective communication.

The simple present tense is a fundamental aspect of English grammar, enabling learners to express habitual actions, general truths, and present facts. Mastery of this tense is crucial for effective communication, as it forms the basis for constructing clear and well-delivered in both oral and written forms, such as 'She reads books every day'. Understanding the simple present tense not only aids in daily conversation but also serves as a foundation for mastering more complex grammatical structures. The Simple Present Tense is essential for conveying routine activities and universal truths, such as 'Water boils at 100°C,' making it a critical component in language proficiency [7]. Therefore, a strong understanding of the Simple Present Tense is fundamental for students, as it not only enhances their ability to communicate clearly but also serves as a stepping stone for acquiring more advanced grammar concepts in English.

Despite its simplicity, students often struggle with basic rules, such as using the base form of verbs of plural subjects and adding -s or -es for singular subjects, which are common challenges in mastering simple present tense. These errors frequently appear in both written assignments and oral communication, such as incorrect sentences like 'She go to school' instead of 'She goes to school'. In addition, many students struggle with auxiliary verbs like 'do' and 'does' in negative and interrogative sentences, often producing errors such as 'Does she goes to school?' instead of 'Does she go to school?'. The issue necessitates more focused grammar instruction and consistent practice to improve students' comprehension and application of the effective use of the simple present tense [8]. These challenges indicate the need for more engaging and effective grammar instruction.

This study was conducted at SMAN 1 Dawarblandong, which is geographically located in a semi-urban area with relatively limited access to technology. Most students are not yet accustomed to using digital media such as Quizlet in their daily learning process. Therefore, the use of Quizlet in this study is not only an effort to address students' difficulties in understanding grammar, particularly the Simple Present Tense, but also an innovative approach to implementing technology-based learning in a school environment that has not yet fully integrated digital media into its teaching and learning processes. And based on observations at SMAN 1 Dawarblandong, 10<sup>th</sup>-grade students still struggle with understanding and applying the simple present tense. Many students make frequent errors, such as incorrect subject-verb agreement (e.g., She go to school instead of She goes to school) and improper use of auxiliary verbs in negative and interrogative sentences (e.g., Does she goes to school? instead of Does she go to school?). These mistakes indicate a lack of understanding of fundamental grammar rules, which can hinder their ability to communicate effectively. The conventional teaching method used at school tends to focus on theoretical instruction with limited practical application, making it difficult for students to internalize the correct usage of the simple present tense. As a result, students often memorize rules without fully grasping their application in real-life contexts [9].

Conventional methods are often monotonous and focus on memorizing sentence patterns without real-world application. This approach can diminish students' interest and hinder their understanding. As a solution, integrating Technology-Based Learning (TBL) tool into language learning offers a more interactive and engaging approach by utilizing educational applications that provide immediate feedback, adaptive exercises, and interactive activities [10]. TBL allows students to access learning materials digitally, practice grammar in meaningful contexts, and receive real-time corrections [11]. By using digital language learning applications, students not only learn grammar but can also practice in relevant and engaging contexts, such as flashcards, quizzes, and self-paced exercises. This aligns with Brown's view that technology-enhanced learning can increase students' engagement and deepen their understanding of the material through interactive and personalized learning experiences [12].

To address the mentioned problem, this study explores the use of Quizlet as a technology-based learning tool for grammar instruction. Quizlet provides various learning materials and exercises that allow students to practice grammar, including the Simple Present Tense, in engaging and interactive contexts. Additionally, the application offers immediate feedback, enabling students to identify and correct their mistakes in real-time, which enhances their understanding and application of grammar rules. Through its interactive features, Quizlet supports the principles of Technology-Based Learning (TBL) by allowing students to engage in self-paced learning, receive real-time corrections, and collaborate with peers through shared study materials [13]. The Technology-Based Learning (TBL) tools is expected to enhance student engagement and comprehension of grammar, leading to a more effective learning process.

Researcher confirms that the Quizlet app not only aids in vocabulary development but also improves grammar comprehension through interactive exercises [14]. Additionally, integrating technology for tool or media, such as the Quizlet app, into English language learning at the high school level can be an effective solution to overcome the monotony of conventional grammar teaching and improve students' overall communicative competence [15]. The Quizlet app offers various features, such as grammar exercises, flashcards, quizzes, and immediate feedback, which help students understand the usage of the Simple Present Tense in various contexts [16]. Pratiwy Tanjung (2022) found that students using the Quizlet app showed significant improvement in their ability to form grammatically correct sentences in Simple Present Tense [16]. The implementation of interactive tools like Quizlet has been shown to significantly increase student motivation and engagement in grammar learning by providing a supportive environment that encourages active participation [17]. Furthermore, integrating technology into language instruction not only makes learning more enjoyable but also facilitates better retention of grammatical concepts through interactive exercises [17]. Technology-Based Learning (TBL) tool allows students to practice grammar at their own pace while receiving real-time corrections, which enhances their ability to internalize grammar rules effectively [18]. By leveraging TBL, students are

encouraged to engage more actively in their learning process, leading to improved comprehension and application of grammar rules [18].

This research contributes significantly to grammar learning studies by examining how Quizlet as a TBL tool can help 10th-grade students understand the Simple Present Tense more effectively. Unlike previous studies that broadly explored the effectiveness of digital learning media, this study specifically analyzes the impact of Quizlet on Simple Present Tense mastery. Using a quantitative approach with a quasi-experiment, this study aims to provide empirical data that supports the integration of technology into grammar instruction and offers new insights into the effectiveness of educational applications in English learning.

In light of the above background, it is essential to take more effective actions, such as motivating students to improve their English learning outcomes and providing learning tools specifically designed to enhance grammar mastery. Based on the background above, researchers want to conduct research with the title "The Effectiveness of Using Quizlet within a Technology-Based Learning Approach on Students' Grammar Skills in Simple Present Tense at 10th Grade of SMAN 1 Dawarblandong".

## **1.2 Formulation of the Problems**

According to the background of the study above, the formulation of research problems is as follows: Is the use of Quizlet within a Technology-Based Learning (TBL) tool effective in improving students' mastery of Simple Present Tense at 10th grade of SMAN 1 Dawarblandong?

## **1.3 The Purposes of the Study**

Based on the research problem, the purpose of this study is to Investigate the effectiveness of using Quizlet within a Technology-Based Learning (TBL) tool in improving students' mastery of Simple Present Tense at 10th grade of SMAN 1 Dawarblandong.

## **1.4 The Significances of the Study**

In significance of this study, the results can contribute to the following:

### 1. For Teachers

This study aims to provide teachers with insights into the importance of using engaging techniques and media such as Quizlet to increase student interest and participation in grammar lessons. In addition, teachers are encouraged to create a positive and supportive learning environment to enhance student learning experiences and motivation.

### 2. For Students

Following this study, it is expected that students' motivation to learn the grammar of the simple present tense will increase through the use of Quizlet as an interactive learning tool. This study also aims to help students develop a more effective and enjoyable learning experience when learning grammar.

### 3. For Researchers

The results of this study are expected to serve as a valuable reference for future research on grammar learning and the integration of technology-based learning tools. In addition, this study can provide useful insights and experiences for other researchers to develop further studies on the effectiveness of educational applications in language teaching.

## 1.5 Limitation of the Study

To ensure a focused discussion, this study has the following limitations:

1. This research specifically examines the effectiveness of using Quizlet as a Technology-Based learning tool for improving students' mastery of Simple Present Tense. Other grammar topics or tenses are not covered in this study.
2. The study is conducted among 10th-grade students at SMAN 1 Dawarblandong, meaning the findings may not be generalized to students at different grade levels or schools.
3. The study focuses on comparing two learning methods: the Quizlet as a Technology-Based Learning tool and conventional methods (such as textbook-based exercises and teacher-centered instruction).

4. This research adopts a quantitative approach using a quasi-experimental design, with pre-test and post-test as the primary instruments to measure students' grammar improvement.