

**THE EFFECTIVENESS OF WIZER.ME APPLICATION ON STUDENTS'
GRAMMAR MASTERY AT SMP X**

THESIS

BY

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG**

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**THE EFFECTIVENESS OF WIZER.ME APPLICATION ON STUDENTS'
GRAMMAR MASTERY AT SMP X**

THESIS

*Submitted to Compile a Thesis at the Faculty of Education and Teacher Training
in English Education*

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APRIL, 2025

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GRAMMAR MASTERY AT SMP X**

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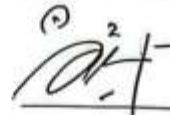
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In Malang

Assalamu'alaikum Wr. Wb.

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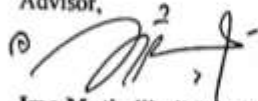
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Malang, April 14th, 2025

The Researcher



Tiara Nadiya Itabi Wahya

NIM. 210107110074

MOTTO

Percaya diri

Pantang menyerah

Dan selalu libatkan Allah dalam setiap langkahmu

(Bapak Tercinta, Eko Sugiyanto)

Stay confident

Never back down

And keep Allah in every step you take

(My Beloved Father, Eko Sugiyanto)

THESIS DEDICATION

This thesis is wholeheartedly dedicated to my beloved family. To my father, Eko Sugiyanto, and my mother, Nanik. Thank you for your unwavering support, endless prayers, and unconditional love that have been my greatest source of strength throughout this journey. To my beloved brother, Alm. Ricky Syambora Putra, may you rest peacefully. Your memory continues to inspire me in every step I take. And to my siblings, Clara Indria Istiqomah, Sarah Geiza Silmi Kaffah, Idzarul Hanif Pratama, Holil Abdullatif, thank you for always being there with your encouragement, laughter, and support during the most challenging times. I also extend my deepest gratitude to all my extended family members and relatives whose names I cannot mention one by one, but whose prayers and support mean the world to me.

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Last but not least, I would like to express my heartfelt appreciation to all my friends who have shared this journey with me. Thank you for your support, motivation, and the spirit of togetherness. This thesis is not just my own achievement, but also a reflection of the love, encouragement, and prayers from those around me.

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The researcher realizes that this research is not perfect and still has some weaknesses in both the content and the process. Because of that, the researcher welcomes any helpful suggestions or comments for improvement in the future. It is hoped that this research can be useful for readers and become a starting point for further learning and development.

Malang, April 14th, 2025

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ARABIC-LATIN TRANSLITERATION GUIDELINES

The Arabic-Latin transliteration in this thesis follows the guidelines established based on the joint decree of the Indonesian Minister of Religion and the Indonesian Minister of Education and Culture No. 158 of 1987 and No. 0543 b/U/1987, which can be generally explained as follows.

A. Words

ا	=	A	ز	=	z	ق	=	q
ب	=	B	س	=	s	ك	=	k
ت	=	T	ش	=	sy	ل	=	l
ث	=	Ts	ص	=	sh	م	=	m
ج	=	J	ض	=	dl	ن	=	n
ح	=	H	ط	=	th	و	=	w
خ	=	Kh	ظ	=	zh	ه	=	h
د	=	D	ع	=	'	ء	=	,
ذ	=	Dz	غ	=	gh	ي	=	y
ر	=	R	ف	=	f			

B. Long Vocal

Vokal (a) panjang	=
Vokal (i) panjang	=
Vokal (u) panjang	=

C. Diphthong Vocal

أو	=	aw
أي	=	ay
أو	=	û
إي	=	î

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ABSTRACT

Tiara Nadiya Itabi Wahya. The Effectiveness of Wizer.me Application on Students' Grammar Mastery at SMP X. Thesis. Tadris English, Faculty of Tarbiyah and Keguruan Sciences, Maulana Malik Ibrahim State Islamic University Malang. Advisor: Ima Mutholliatil Badriyah, M.Pd.

Keywords: Wizer.me, Grammar Mastery, Simple Present Tense

In the increasing advanced era of globalization. Wizer.me application offers an interactive approach to the learning process. This study aims to find out the effectiveness of using Wizer.me application in improving students' mastery of grammar, especially on simple present tense material and to identify the challenges faced by students in the learning simple present tense using Wizer.me application.

This study uses a quantitative approach with a quasi-experimental method, as well as a pre-test and post-test design applied to two groups: the experimental class using Wizer.me and the control class using conventional learning methods, to find out the effectiveness of using Wizer.me application on students' grammar mastery. This research was conducted at SMP X with two homogenous classes consisting of female students as samples. The experimental class was class 8D with 20 students, while the control class was class 8C with 21 students. The researcher also conducted semi-structured interviews with 10 students of class 8C who were selected using random sampling technique, to investigate the challenges faced by students in learning simple present tense using Wizer.me application.

The results of quantitative data analysis showed that the use of Wizer.me was significantly effective to improve students' mastery of grammar, especially in simple present tense material. The analysis showed that the average post-test score of students in the experimental class increased significantly from 48 to 88, while the control class only increased from 38 to 60. Statistical test using independent t-test shows a significance value of 0.000 ($p < 0.05$), which indicates a significant difference between the pre-test and post-test results in the experimental group using Wizer.me as compared to the control group using conventional learning method. Meanwhile, the interview results showed that most students felt that Wizer.me provided a fun and interactive learning experience. Nevertheless, some students expressed challenges such as adaptation difficulties at the beginning of using the application, problems with unstable internet connections, and limited access to premium features in the application.

Based on the findings, this study shows that Wizer.me is an effective tool to improve students' grammar mastery, although there are some challenges that need to be considered. Therefore, it is recommended that teachers consider using this app in English language learning, especially to increase student engagement and motivation. For the future researcher, it is recommended to explore the use of Wizer.me in other areas of English learning, such as speaking, listening, or vocabulary, and how it supports interactive learning and language development.

ABSTRAK

Tiara Nadiya Itabi Wahya. Efektivitas Aplikasi Wizer.me Terhadap Penguasaan Tata Bahasa Siswa SMP X. Skripsi. Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Ima Mutholliatil Badriyah, M.Pd.

Kata Kunci: Wizer.me, Penguasaan Tata Bahasa, Simple Present Tense

Dalam era globalisasi, keterampilan berbahasa Inggris menjadi sangat penting untuk bersaing di dunia internasional. Wizer.me menawarkan pendekatan interaktif dalam proses pembelajaran. Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan aplikasi Wizer.me dalam meningkatkan penguasaan grammar siswa, khususnya pada materi simple present tense, serta untuk mengidentifikasi tantangan yang dihadapi siswa dalam proses pembelajaran menggunakan aplikasi Wizer.me.

Penelitian ini menggunakan pendekatan kuantitatif dengan metode kuasi eksperimen, serta desain pre-test dan post-test yang diterapkan pada dua kelompok: kelas eksperimen yang menggunakan Wizer.me dan kelas kontrol yang menggunakan metode pembelajaran konvensional, untuk mengetahui efektivitas penggunaan aplikasi Wizer.me terhadap penguasaan grammar siswa. Penelitian ini dilakukan di SMP X dengan sampel dua kelas homogen yang terdiri dari siswa perempuan. Kelas eksperimen adalah kelas 8D yang berjumlah 20 siswa, sedangkan kelas kontrol adalah kelas 8C yang berjumlah 21 siswa. Serta peneliti juga melakukan wawancara semi-terstruktur kepada 10 siswa kelas 8C yang dipilih menggunakan teknik random sampling, untuk menggali tantangan yang dihadapi oleh siswa dalam belajar simple present tense menggunakan aplikasi Wizer.me.

Hasil analisis data kuantitatif menunjukkan bahwa penggunaan Wizer.me secara signifikan efektif untuk meningkatkan penguasaan grammar siswa, terutama dalam materi simple present tense. Hasil analisis menunjukkan bahwa nilai rata-rata post-test siswa di kelas eksperimen meningkat secara signifikan dari 48 menjadi 88, sedangkan kelas kontrol hanya meningkat dari 38 menjadi 60. Uji statistik menggunakan uji-t independen menunjukkan nilai signifikansi sebesar 0.000 ($p < 0.05$), yang mengindikasikan perbedaan yang signifikan antara hasil pre-test dan post-test pada kelompok eksperimen yang menggunakan Wizer.me dibandingkan dengan kelompok kontrol yang menggunakan metode pembelajaran konvensional. Sementara itu, hasil wawancara menunjukkan bahwa sebagian besar siswa merasa bahwa Wizer.me memberikan pengalaman belajar yang menyenangkan dan interaktif. Meskipun demikian, beberapa siswa mengungkapkan tantangan seperti kesulitan adaptasi pada awal penggunaan aplikasi, masalah dengan koneksi internet yang tidak stabil, serta keterbatasan akses fitur premium dalam aplikasi tersebut.

Berdasarkan temuan, penelitian ini menunjukkan bahwa Wizer.me adalah alat yang efektif untuk meningkatkan penguasaan grammar siswa, meskipun ada beberapa tantangan yang perlu diperhatikan. Oleh karena itu, disarankan agar guru mempertimbangkan penggunaan aplikasi ini dalam pembelajaran bahasa Inggris,

terutama untuk meningkatkan keterlibatan dan motivasi siswa. Untuk peneliti selanjutnya, disarankan untuk mengeksplorasi penggunaan Wizer.me di area lain dalam pembelajaran bahasa Inggris, seperti berbicara, mendengarkan, atau kosakata, dan bagaimana Wizer.me mendukung pembelajaran interaktif dan pengembangan bahasa.

الخلاصة

على إتقان القواعد النحوية لدى طلاب المرحلة الإعدادية Wizer.me تيارا ناديا إيتابي واهية. فاعلية تطبيق العاشر. الأطروحة تادريس اللغة الإنجليزية، كلية التربية وعلوم الكيجوروان، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: إيما موثولياتيل بدرية، دكتوراه في الطب

إتقان النحو، الفعل المضارع البسيط، Wizer.me: الكلمات المفتاحية

في عصر العولمة، أصبحت مهارات اللغة الإنجليزية مهمة جدًا للتنافس في العالم الدولي. يقدم موقع نهجًا تفاعليًا في عملية التعلم. تهدف هذه الدراسة إلى معرفة مدى فعالية استخدام تطبيق Wizer.me في تحسين إتقان الطلبة لقواعد اللغة وخاصة في مادة المضارع البسيط، وكذلك التعرف على Wizer.me. التحديات التي تواجه الطلبة في عملية التعلم باستخدام تطبيق

تستخدم هذه الدراسة منهجًا كمياً باستخدام المنهج شبه التجريبي، بالإضافة إلى تصميم الاختبار وفئة ضابطة تستخدم أساليب التعلم Wizer.me القبلي والبعدي المطبق على مجموعتين: فئة تجريبية تستخدم في إتقان الطلاب لقواعد اللغة. تم إجراء هذا البحث في Wizer.me التقليدية، لتحديد فعالية استخدام تطبيق والذي D مع عينة من فصلين متجانسين مكونين من طالبات. الفصل التجريبي هو الفصل 8 SMP X مدرسة والذي يتكون من 21 طالبًا. وأجرى الباحث أيضًا C يتكون من 20 طالبًا، بينما الفصل الضابط هو الفصل 8، مقابلات شبه منظمة مع 10 طلاب من الصف الثامن ج تم اختيارهم باستخدام تقنيات العينة العشوائية Wizer.me. لاستكشاف التحديات التي يواجهها الطلاب في تعلم زمن المضارع البسيط باستخدام تطبيق

فعال بشكل كبير في تحسين إتقان Wizer.me تظهر نتائج تحليل البيانات الكمية أن استخدام الطلاب لقواعد اللغة، وخاصة في مواد المضارع البسيط. أظهرت نتائج التحليل أن متوسط درجات الطلاب في الاختبار البعدي في الفصل التجريبي قد ارتفع بشكل ملحوظ من 48 إلى 88، بينما ارتفع الفصل الضابط المستقلة قيمة دلالة إحصائية t فقط من 38 إلى 60. أظهرت الاختبارات الإحصائية باستخدام اختبارات مما يشير إلى وجود فرق كبير بين نتائج الاختبار القبلي والبعدي في المجموعة، ($p < 0.05$) 0.000 مقارنة بالمجموعة الضابطة باستخدام طرق التعلم التقليدية. وفي الوقت Wizer.me التجريبية باستخدام قدم تجربة تعليمية ممتعة وتفاعلية Wizer.me نفسه، أظهرت نتائج المقابلات أن معظم الطلاب شعروا بأن ومع ذلك، أعرب بعض الطلاب عن تحديات مثل صعوبة التكيف عند استخدام التطبيق في البداية، ومشاكل اتصالات الإنترنت غير المستقرة، والوصول المحدود إلى الميزات المتميزة في التطبيق.

يعد أداة فعالة لتحسين إتقان الطلاب لقواعد Wizer.me وبناءً على النتائج، أظهرت هذه الدراسة أن اللغة، على الرغم من وجود بعض التحديات التي تحتاج إلى أخذها في الاعتبار. لذلك، يوصى المعلمين بالنظر في استخدام هذا التطبيق في تعلم اللغة الإنجليزية، وخاصة لزيادة مشاركة الطلاب وتحفيزهم. بالنسبة في مجالات أخرى من تعلم اللغة الإنجليزية، مثل Wizer.me للباحثين الآخرين، يوصى باستكشاف استخدام التعلم التفاعلي وتطوير اللغة Wizer.me التحدث أو الاستماع أو المفردات، وكيف يدعم

CHAPTER I

INTRODUCTION

This chapter describes about the background of the study, research question, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms below.

1.1 Background of the Study

In the increasing advanced era of globalization, English language skills have become very important for individuals to compete internationally. English is not only used in daily communication but also in academic and professional world. One of the important aspects in mastering English is grammar. Grammar is a collection of rules that explain how words are arranged, ordered, or changed to convey certain meanings, and is central to the English language. As stated by Rohana & Harahap (2022), grammar is one of the main components in the language that ensures it can be understood properly by the people who use it, both when they are speaking and writing.

Further, they also stated that one of the components of grammar that students must learn and master in English is tenses. A sentence can be categorized as grammatically correct if it uses the right (Nurlaela & Nawir, 2020). In addition, according to Ummah (2018), learning grammar in English also includes many aspects, such as etymologically, it discusses the origin of words; orthography, which concerns the spelling of words; and syntax, which regulates sentence structure. From this explanation, mastering grammar can be

categorized as one of the important elements in learning English, especially for learners who have just learned English.

Learning grammar is an important step in mastering English although many people think that grammar is boring and difficult. According to Muslimah (2022), learning grammar is very important for students because grammar is the basic rule in forming sentences and composing phrases. This means that mastering grammar can help students form sentences according to context and make it easier to write correctly and more confidently. As claimed by Thohiri (2023), someone who has a good understanding of grammar can be called a grammar expert or grammar master. When a person has a deep understanding of grammar, it allows him or her to understand all components of the English language, including sentence structure, sentence usage, word usage, and related rules. This statement is similar to surah An-Nahl (16:125):

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ
بِالَّتِي هِيَ أَحْسَنُ

"Invite (people) to the way of your Lord with wisdom and good lessons and argue with them in a better way."

The verse emphasizes how important it is to use wisdom and good lessons in communication. A good understanding of grammar is essential for communication as it helps one communicate clearly, precisely and effectively. In order for the ideas to be conveyed to be well understood, grammar helps a person to compose clear and precise sentences. Prawira & Mukhaiyar (2020) said that learning grammar is very important because it helps us make good

words. In addition, understanding grammar well can help us be better at conveying information, both in formal writing and in everyday conversation. Therefore, learning grammar not only helps to master the language, but also helps to speak better and more easily understood.

According to Nadhif et al. (2022) English as a foreign language involves many skills that make it difficult for students to learn. Prawira & Mukhaiyar (2020) argued that there are four main skills in English that students need to learn including listening, speaking, reading, and writing. Meanwhile, according to Thohiri (2023), students in Indonesia are usually taught basic concepts of English grammar in Junior High School such as parts of speech. In addition, they also learn 16 tenses, and one of the tenses learned in junior high school is the simple present tense.

However, based on Butar et al. (2024), students often find it difficult to compose or complete sentences that use the simple present tense formula. Rohana & Harahap (2022) argued that there are several factors that can be the main cause of difficulties in learning simple present tense. First, most students may not have enough understanding of how simple present tense functions and how it is formed. Secondly, students often have difficulties in placing the appropriate verbs in simple present tense sentences. In addition, according to Sarasawati (2022), many factors make students have difficulty in understanding simple present. One of them is the lack of interest from students to learn it and the monotonous teaching method from the teacher which causes students to feel passive and bored during the learning process. As shown by the preliminary research described above, the difficulties faced by SMP X students

are almost similar to those faced by junior high school students previously described. This can show that these problems are indeed common among junior high school students in Indonesia.

There are several approaches that teachers can use to help overcome the difficulties in learning the simple present in English. In addition to using conventional methods such as repetition drill, arranging word, and jumble word, teachers can also take advantage of the technological advances of the 5.0 era. This era integrates technology with education (Fricticarani et al. 2023), which allows teachers to utilize various technology-based applications that support simple present tense learning. For instance, teacher can use Quizlet to create verb flashcards or kahoot! to create interactive quizzes that engage students directly. In addition, Duolingo provides fun practical exercises to reinforce students' simple present tense understanding. On the other hand, it is important to remember that the use of technology in education is not only limited to choosing the right application, but teachers must also integrate technology creatively and effectively in the learning process. One of them is by using the Wizer.me platform.

Wizer.me is an interactive learning platform that allows teachers to create digital worksheets and quizzes for students. According to Afriliyanti et al. (2023), Wizer.me is a learning media that helps teachers in creating more interactive learning materials, enhancing the effectiveness and enjoyment of the student learning process. In addition, Hamidah et al. (2023) said that wizer.me has many advantages, such as an attractive and interactive design, easy to access, can reduce the use of paper, and provide a fun experience like

playing a game. As an interactive learning media, teachers can create a more interesting and effective learning experience for students, especially in understanding and mastering simple present tense.

Wizer.me is an easy-to-use, free and engaging platform to provide online assignments to students. Wizer.me is designed with various question features that can increase interactivity and student engagement in the learning process. Some of the features available on this platform include multiple choice, short fill-in, true or false, open-ended questions, matching, sorting, audio questions, picture questions, and drawing. Aisyah & Supriyo (2024) stated that teachers can also utilize the Wizer.me website to create attractive designs as well as incorporate different types of questions. Wizer.me also allows teachers to structure assignments with various multimedia elements such as videos and images. In addition, the live feedback feature allows teachers to give feedback directly to students to support more purposeful learning. This platform is suitable for enhancing creativity in online learning and facilitating various student learning styles.

Overall, Wizer.me is a highly interactive and customizable online learning platform to create engaging assignments for students. With Wizer.me, teachers can create various types of learning activities, such as interactive quizzes, multiple-choice exercises, and project-based assignments. Although it is less suitable for teaching that relies on direct teacher-student interaction, Wizer.me gives teachers great flexibility to create engaging learning experiences that suit students' needs. This makes it a good choice especially for

teachers who want to utilize technology in learning or for students who prefer learning through technology.

There are several previous studies related to Wizer.me used in the teaching process. The first research from Laily (2023) with the title “The Use of Wizer.me As the Class Assignment on Descriptive Text Material for Senior High School Students.” The aim of this study is to investigate the use of the Wizer.me platform for completing class assignments on descriptive text material for high school students at Al-Djufri Blumbungan Pamekasan. This research is conducted at MA Al-Djufri Blumbungan Pamekasan using qualitative methods and descriptive approaches. The instrument used is an adaptation instrument for data validation. The result shows that the use of Wizer.me can increase students' interest in learning to write and listen.

The second research from Simanjuntak et al. (2022) with the title “The Use of Wizer.me As A Media to Stimulate Students’ Motivation in Writing Descriptive Text in SMA Swasta HKBP Doloksanggul.” The purpose of this study is to find out how the use of Wizer.me as a medium to increase student motivation in writing descriptive texts. This research is conducted at SMA Swasta HKBP Doloksanggul with the research subject of tenth grade social studies students. The method used is descriptive qualitative, with instruments in the form of cell phones, stationery, and student worksheets. The result shows that the use of Wizer.me can increase students' motivation and ability in writing descriptive text.

The third research from Sari et al. (2023) with the title “Enhancing Descriptive Material Learning at Public Junior High School Through

Differentiated Learning and Wizer.me E-Worksheet.” The purpose of this study is to develop electronic worksheets for learning descriptive material through differential learning and the use of the Wizer.me platform. This research is conducted at SMP Negeri 54 Palembang. The method used is Research & Development (R&D), with the instrument in the form of interactive worksheets using Wizer.me. The result shows that the development of worksheets for learning descriptive material in a public junior high school through differential learning and the use of the Wizer.me application is effective in improving student learning outcomes.

Based on previous studies that have been described by three researchers. The research conducted by the researcher has differences in various aspects. The first aspect; the researcher used a quantitative method with pre-test and post-test instruments to measure the improvement of students' grammar mastery. This aims to answer the first research question, which is to find out the effectiveness of the use Wizer.me application on students' grammar mastery. In addition, this study also used qualitative method through interview, which aimed to answer the second research question about the challenges faced by students in learning grammar by using Wizer.me application. The second aspect; the researcher used a junior high school as the research location, which is an Islamic junior high school that focuses on religious education such as tashih and tahfidz programs. The third aspect; the research subjects chosen by the researcher were 8th grade students with a homogeneous class consisting of female students.

Thus, this study fills a gap in the literature by exploring the effectiveness of Wizer.me in different contexts and with different methodological approaches. This motivates the researcher to title the study with "The Effectiveness of Wizer.me Application on Students' Grammar Mastery at SMP X."

1.2 Research Questions

The background explained previously provides the context and reasons why this study is important to conduct. The researcher feels that there is a problem or phenomenon that needs further investigation. Therefore, the aim of this study is to answer the following questions:

1. Is the use of Wizer.me application effective on students' grammar mastery at SMP X?
2. What are the challenges faced by the students in learning grammar by using the Wizer.me application?

1.3 Objectives of the Study

Based on the problem identification described above, this study has the following objective:

1. To find out the effectiveness of the use of Wizer.me application on students' grammar mastery at SMP X.
2. To find out the challenges faced by students in learning grammar by using the Wizer.me application.

1.4 Significance of the Study

This research is intended to offer valuable insights and guidance, both theoretically and practically, for various parties:

1. Students

The results of this study will help students understand how the Wizer.me app can help them learn grammar in a more interactive and engaging way. In addition, this study discusses the challenges that students may face when using the Wizer.me app, so that students can be better prepared to face these challenges. This is particularly for eight grade students at SMP X.

2. Teachers

The results of this study can provide inspiration for teachers to use Wizer.me in teaching grammar. Teachers will see how Wizer.me can make lessons more interesting and interactive, which can increase student engagement and understanding. In addition, this study provides information about problems that may be encountered in using Wizer.me, so the teacher can prepare strategies to overcome these problems so that the teaching and learning process runs smoothly.

3. Future Researchers

The results of this study can provide further knowledge about the effectiveness of Wizer.me application in grammar learning. This research can be used as a basis for future research that wants to study the use of Wizer.me in different fields of study or different contexts. Future researchers can also use these findings to develop additional research, review other aspects of the Wizer.me app, or find new ways to integrate Wizer.me into various contexts.

1.5 Scope and Limitation of the study

This study aims to measure the effectiveness of Wizer.me application on students' grammar mastery especially on simple present tense and to find out the challenges faced by students in learning grammar by using the Wize.me application. This study was conducted in two homogeneous classes, class 8C and class 8D at SMP X during the 2024/2025 academic year. Class 8C consisted of 21 female students, while Class 8D consisted of 20 female students. On the other hand, this research used Wizer.me application as an interactive learning media to help students understand and master the simple present tense through various interactive exercises. To assess students' grammar mastery level before and after using the application, the researcher conducted pre-test and post-test. In addition, the researcher also conducted interviews with students to find out the challenges that students face during the grammar learning process using Wizer.me application. However, there are several limitations to this study. This study only utilizes the features available in the free version of Wizer.me, which may have limitations in terms of the number of exercises, variety of materials, as well as the ability to analyze the results available compared to the paid version.

1.6 Definition of Key Terms

There are several definitions to avoid misunderstanding the terms used in this study. They are:

1. Effectiveness

Effectiveness refers to how well student's ability in understanding and using grammar correctly can be achieved in accordance with the plan by using

Wizer.me ensuring that the effort made has a positive impact and as expected. It also includes how an activity using wizer.me can be carried out appropriately to produce results in accordance with the objectives.

2. Mastery of grammar

Grammar mastery is the ability to understand and use grammar correctly in oral and written communication. It includes various aspects such as the proper use of words, proper sentence structure, and the application of appropriate punctuation and spelling.

3. Simple present tense

Simple present tense is a tense that is used to explain a situation that is happening now or to state facts, habits, generalizations, or activities that are done repeatedly.

4. Wizer.me

Wizer.me is a free online learning platform that can be used by teachers or students to create and work on interactive assignments. They can create digital worksheets filled with different types of content, such as multiple-choice questions, matching, short answer, and more.

5. Challenges

A challenge is a situation or problem that requires effort, skill or thought to overcome. Challenges can be difficulties, changes or obstacles that are faced by individual or groups of students to achieve learning goals.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the theories used in this study. The theories that will be discussed include the definition of grammar, grammar mastery, Wizer.me as teaching media, and procedure of using Wizer.me. In addition, this chapter also includes a review of previous studies related to Wizer.me.

2.1 Grammar

2.1.1 The Definition of Grammar

Grammar is one of the important components in linguistics that governs how words and phrases are combined to form comprehensible sentences. In the context of linguistics, grammar acts as a framework that determines the rules and structures in the construction of sentences. According to Crystal & Crystal (2008), grammar studies how words and linguistic components, such as morphology and syntax, are interconnected to compose and produce coherent sentences. On the other hand, as said by Magfirah (2015), grammar is a system that organizes structures and patterns of meaning by following certain pragmatic rules. This means that grammar does not only regulate word order, but also pays attention to the context of language use in various situations.

Kroeger (2005) claimed that grammar is a set of rules needed to form various systematic patterns in a particular language. In this case, grammar functions as a guideline that helps language speakers to form sentences that are in accordance with the applicable rules. This includes rules about sentence structure, the use of morphology, and the relationship between words and

phrases. However, according to Iffah et al. (2024), grammar refers to a way of using language that ensures statements are written coherently and according to grammatical rules. On the other hand, Lestari (2018) explained that grammar is the arrangement of words arranged into sentences to convey thoughts, feelings, or ideas. Meanwhile, Hartwell (1985) argued that grammar is a collection of formal patterns used to organize words in a language in order to convey a broader meaning.

Grammar plays an important role in helping students understand the structure and meaning of sentences they read or hear, as well as in constructing clear and precise sentences. As said by Andini et al. (2017) that the importance of grammar lies in its ability to make sentences clear and easy for readers to understand. In addition, Puspitaloka (2019) said that one of the important aspects that must be mastered by students in learning English is grammar. In addition, Prasetya & Roza (2022) also argued that grammar is one of the important aspects in every language. Thus, a good understanding of grammar will have a positive impact on students' English learning, helping them to communicate better and improve their comprehension, both in writing and orally.

2.1.2 Grammar Mastery

Grammar mastery is mastering formal rules about word forms and their use in sentences to produce correct and meaningful sentences. Based on Prasatyo et al. (2021), mastery of grammar includes an understanding of how sentences are structured, the elements that make up sentences, and also simple clauses and complex clauses. One important aspect of grammar mastery is the

ability to construct grammatically correct sentences. Grammar limitations will make students find it difficult to express or master grammar skills. As said by Andini et al. (2017), mastery of grammar plays an important role in understanding the text, because the complexity of grammar can cause difficulties in understanding the text. Therefore, a deep understanding of sentence structure including subject, predicate, object, and adverb is necessary to produce clear and effective sentences.

Rachmativani & Supeno (2020) emphasized that mastery of grammar is very important in the success of foreign language learning because it allows students to understand the meaning of sentences easily, compose sentences well, and use phrases, clauses, and sentences appropriately (Prasetia & Roza, 2022). In addition, Kumara et al. (2013) added that mastery of grammar can help students to improve their speaking, reading, listening, and writing skills, so that they can communicate well in English. Thus, mastery of grammar not only helps in forming correct sentences, but also supports the development of overall language skills and the understanding of complex meanings in various contexts.

On the other hand, Wulandari et al. (2019) defined grammar mastery as the ability to make sentences in accordance with proper grammar rules. Devi et al. (2023) confirmed that if students can make good sentences based on proper grammatical rules, they can be considered to have mastery of grammar. This shows that understanding and applying grammatical rules when creating sentences is part of grammar mastery. In other words, mastery of grammar is essential for learning a language, especially English. A deep understanding of

sentence structure and grammar rules helps students develop overall language skills.

2.1.3 Teaching Grammar in Junior High School

English language teaching has become an important part of the education curriculum in almost every school around the world where English serves as a primary, second, or foreign language (Habibah, 2018). Onesty & Fitrawati (2013) stated that one of the main aspects taught in English language teaching is the understanding of grammar. Without a strong understanding of grammar rules, students can have difficulty constructing good sentences and understanding their meaning correctly. Therefore, grammar subjects are very important topics to be considered and understood thoroughly when learning and teaching English (Aulia, 2021).

Teaching grammar in junior high school is very important to form the basis of students' English skills. At this stage, students are introduced to the basic rules of grammar such as sentence structure, the use of tenses, and word forms. The purpose of teaching grammar at this level is to give students a solid understanding of how grammar functions, so that they can use the language better. Aulia (2021) also emphasized that learning grammar well can improve students' writing, reading, and speaking skills. This can contribute greatly to the overall development of junior high school students' English language skills.

On the other hand, Onesty & Fitrawati (2013) argued that junior high school students often experience difficulties in learning English grammar for several reasons. First, English is a foreign language that has a very different structure and vocabulary from their native language, so it requires extra effort

to understand. Secondly, many students feel that grammar is boring and difficult to understand, as it is not directly related to their daily communication, which reduces their motivation to learn it. Thirdly, students often struggle to maintain focus for long periods of time, either due to lack of interest or distractions from the surrounding environment, which makes learning less effective. Fourthly, the teaching methods used by teachers often do not match the specific needs of students; for example, teachers only focus on explaining the theory in front of the class without providing opportunities for students to practice or apply the concepts that have been taught, students may feel that learning English grammar is not relevant or interesting.

However, Hanifa & Tiarina (2013) also argued that in junior high school students, getting all students active in grammar learning is not easy. The use of appropriate and serious methods is needed in teaching grammar in junior high school (Onesty & Fitrawati, 2013). Teachers need to apply various approaches in teaching material to students, given that English is a complex language to understand and learn (Aulia, 2021). Therefore, the use of varied and interactive approaches to the teaching process is essential and needed to ensure that students not only understand the grammar concepts, but can also apply the grammar effectively in everyday communication contexts.

Considering the challenges faced by junior high school students in learning grammar, as well as the importance of a deep understanding of grammatical concepts, this research focuses on developing teaching methods that are more effective and engaging for junior high school students, especially grade eight students. The use of varied and interactive approaches is expected

to increase students' motivation and provide them with opportunities to practice applying grammar in relevant contexts. Thus, grammar teaching serves not only as a tool for understanding language structure, but also as a means to strengthen students' communication skills in English.

2.1.4 Simple Present Tense

Learning tenses is very important in teaching grammar at the junior high school level. English has sixteen tenses that cover different ways of expressing the time and duration of an action or situation. However, simple present tense is one of the most basic and most commonly taught tenses to junior high school students. According to Azar (2002), the simple present is generally used to express events or conditions that occur routinely, habitually, or as a matter of course. These events or conditions exist in the present, have existed in the past, and can continue in the future. Ismiyati (2018) also added that simple present tense is a tense used to express general statements or universal truths.

In addition, Mukarromah & Suryanto (2022) defined that Simple present tense is a grammatical form used to describe situations or events that occur in the present. Meanwhile, Taslim (2016) emphasized that simple present tense is a basic tense that is very important for students to master because it is often used in daily conversations and activities. Based on the definitions above, it shows that mastery of the present simple tense is very important for learning English at the junior high school level. Therefore, this study focuses on the simple present tense because this tense is the basis of English structures that are often used in conversations and daily activities. By mastering the simple

present tense helps students understand basic sentence patterns, which are essential to communicate well in English.

A. The Verb Forms of Simple Present Tense

A verbal sentence is a type of sentence that contains a subject followed by a verb. Verb can have different forms depending on the subject and the time in which the action occurs (Ansell, 2002). This sentence structure involves a verb, subject, and object or adverbial phrase. The subject and object in the sentence can be either nouns or pronouns (Kartika, 2022). These sentences are often used to describe actions, activities, or circumstances performed by the subject. Here are the verb forms of the simple present (Azar, 2002):

- **Positive Sentence**

Subject (I, You, They, We, She, He, It) + Verb 1 (s/es) + Object

Examples:

1. I eat an apple.
2. She reads a book

- **Negative Sentence**

Subject (I, You, They, We, She, He, It) + Do/Does + not + Verb 1 +

Object

Examples:

1. I do not like coffee.
2. He does not play basketball.

- Interrogative Sentence

Do/Does + Subject (I, You, They, We, She, He, It) + Verb 1 + Object
+ ?

Examples:

1. Do you eat bread?
2. Does she go to school?

B. The Verb To Be of Simple Present Tense

Verb To Be is sentences that do not have a main verb, but only consist of adjectives, nouns, or adverbs. The simple present of the verb to be such as “I am”, “You are”, “They are”, “We are”, “He is”, “She is”, “It is” (Ansell, 2002). Verb To Be is generally used to state the state, identity, or description of someone or something. In other words, it is often used to describe or identify an object or subject without focusing on the action or event that occurs. Here are the simple present of the verb to be according to (Ansell, 2002) :

- Positive Sentence

Affirmative sentence is sentence that express the truth about something. In this sentence structure, the subject is followed by a verb.

Examples:

1. I am beautiful.
2. He is arrogant.

- Negative Sentence

Negative sentence is formed by adding the word "not" after the verb.

Examples:

1. You are not stupid.
2. She is not ugly.

- Interrogative Sentence

Questions sentence is formed by changing the order of the subject and verb, so that the verb comes before the subject.

Examples:

1. Are you at home?
2. Are they here?

2.2 Teaching Media

Teaching media plays a crucial role in enhancing the effectiveness of the teaching and learning process. Rahmi (2020) emphasized that teaching media greatly supports students' understanding in learning English as a foreign language. Teaching media includes various tools and resources that can be used by teachers to deliver teaching materials in a more varied and interesting way. While in the past, teaching media were generally limited to notebooks, blackboards, pictures, and others. However, with the advancement of technology, teaching media has grown rapidly to become more interactive and diverse. Effective use of media can make the teaching and learning process more dynamic and can help students in understanding complex concepts in a more accessible and comprehensible way.

In this digital era, the internet has become one of the main and most important sources for learning media. With the internet, students and teachers can access various educational resources anytime and anywhere. In addition,

the development of modern technology can also use digital tools as teaching media, making the learning process more interesting and interactive. Fatimah & Santiana (2017) stated that technological advances in education provide students with new learning experiences that are fun and efficient. Teachers can use various technological media such as apps or learning platforms to create a more diverse English learning experience. In addition, by utilizing technology as a teaching medium, teachers can make English learning more interesting and fun, and provide students with a more practical and thorough experience in mastering English. Thus, teaching media not only serves to convey information, but also plays an important role in assisting students' learning process by supporting various learning styles and creating a more engaging learning environment.

2.2.1 Wizer.me as Teaching Media

In today's digital age, there are many platforms and apps designed to help students learn English. Wizer.me is a platform that is very beneficial in improving students' understanding of English, especially grammar. Wizer.me is software that can be accessed online and has basic features that academics can download and use for free (Kaliappen et al. 2021). It can be installed and used on both computer and smartphone devices through a web browser, and is available for various platforms, including Android and iOS. Nildasari & Nur (2024) stated that, in the context of English language learning, Wizer.me is a very useful tool for teachers and students. Teachers can create and share interactive digital assignments online with their students using the Wizer.me platform (Khoirunnisaa' et al. 2023). In addition, Aisyah & Supriyo (2024)

confirmed that the use of Wizer.me platform in learning can increase students' learning motivation. This is due to the interesting features offered by the platform, such as interactive quizzes, game-based exercises and immediate feedback, which make the learning process more dynamic and fun. In this way, Wizer.me not only helps students in understanding English grammar, but also transforms the usually monotonous learning process into a more interactive and engaging one.

2.2.2 Advantages and Disadvantages of Using Wizer.me

Wizer.me is a platform that offers various useful features that help teachers to create engaging and effective student worksheets. Safitri (2022) argued that one of the main advantages of Wizer.me includes its ability to create interactive learner worksheets, with the integration of multimedia such as videos, images, and audio that can increase student interest and engagement. The platform can also be accessed through a variety of devices, including smartphones, tablets, and computers, allowing for flexible learning without the constraints of place and time. In addition, Aisyah & Supriyo (2024) also stated that wizer.me offers a variety of question types that can be tailored to learning needs and provides interesting background themes that make students feel more comfortable and motivated when learning using it. Another advantage is the live feedback feature that allows teachers to provide direct assessment and suggestions.

Although Wizer.me is a good platform for creating student worksheets. Aisyah & Supriyo (2024) mentioned that there are some drawbacks to consider when using Wizer.me. One of the main obstacles is the

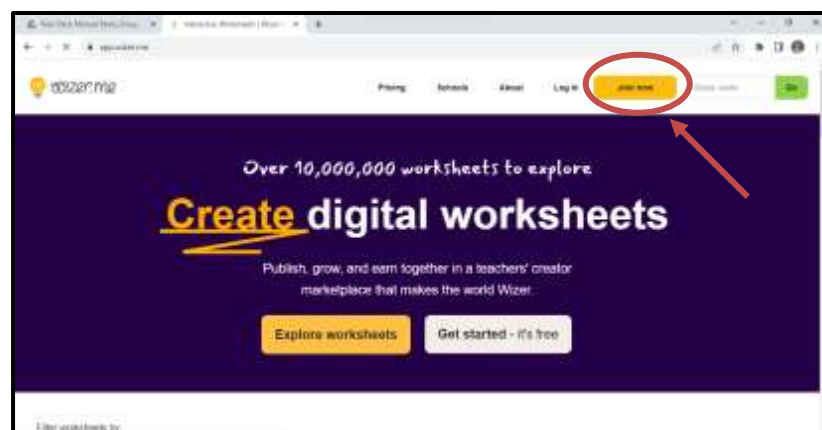
need for an internet connection. Without an internet connection, users cannot access or edit the worksheets effectively. In addition, Safitri (2022) also stated that there are a number of premium features that require additional fees to use. Nevertheless, by considering these advantages and disadvantages, the researcher wants to know whether students at SMP X in Probolinggo will face similar challenges when using Wizer.me in their learning process, especially in learning simple present tense or not.

2.3 Procedure of Using Wizer.me

2.3.1 Sign Up or Log in Wizer.me

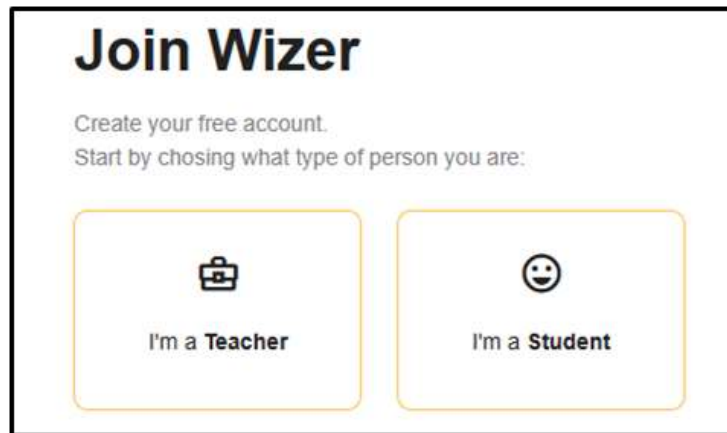
There are two ways to register on Wizer.me if you don't already have a Wizer.me account. First, select the *'I'm a teacher'* option if the user is a teacher. Here are the steps to follow:

1. Select the *'Join Now'* menu at the top in yellow as shown below.



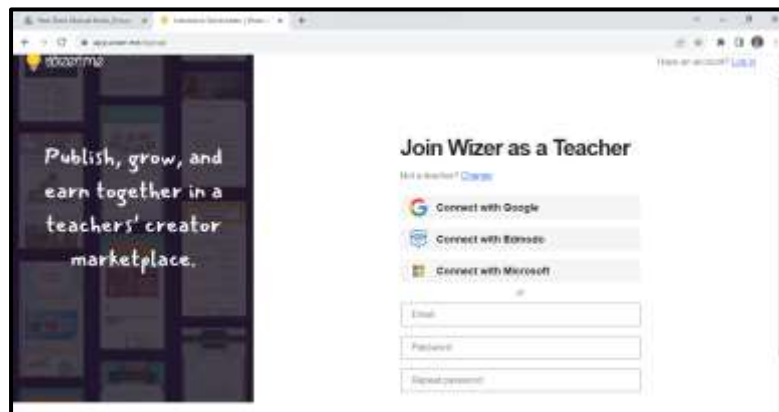
Picture 2. 1 Wizer.me Home Page

- The user will be redirected to the following page and select the option *'I'm a Teacher.'*



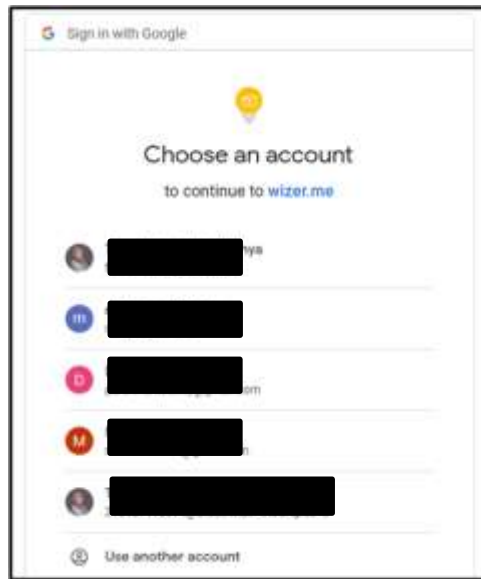
Picture 2. 2 Wizer.me Log in Page

- After that, the user will be taken to a new page as shown below and press *'Connect with Google'* to facilitate the registration process.



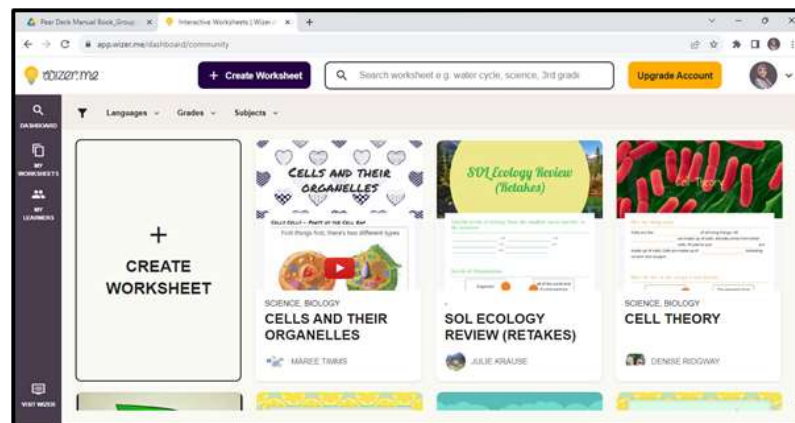
Picture 2. 3 Wizer.me Log in Page

4. In this page, the user selects the linked google account.



Picture 2. 4 Google Account Page

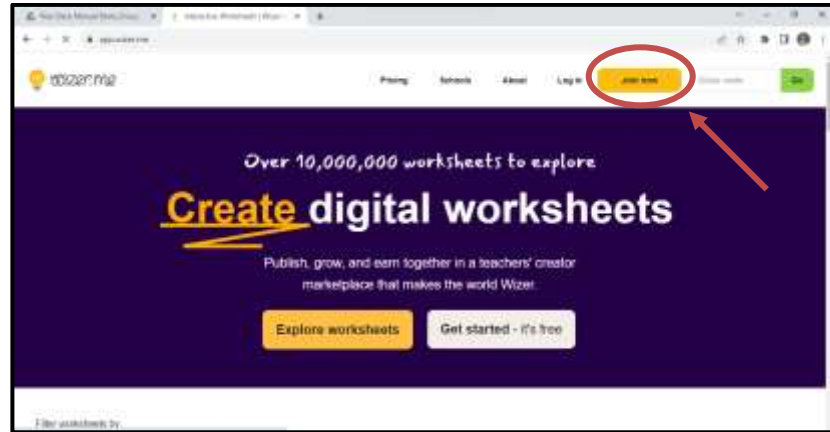
5. Next, the user will be redirected to the Wizer.me main page.



Picture 2. 5 Main Page of Wizer.me

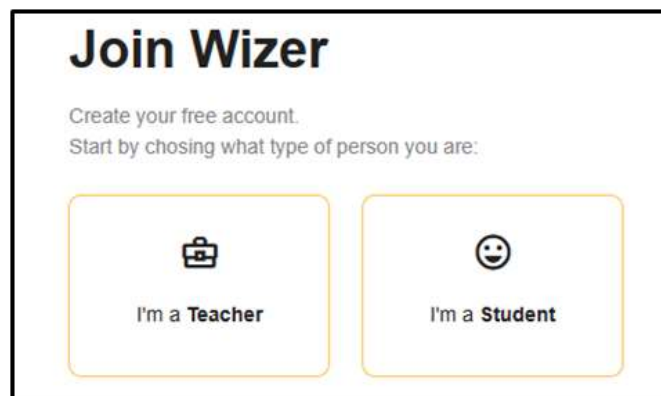
Secondly, the user can select 'I'm a student' if the user is a student. Here are the steps to take if the user is a student:

1. Select the 'Join Now' menu at the top in yellow as shown below.



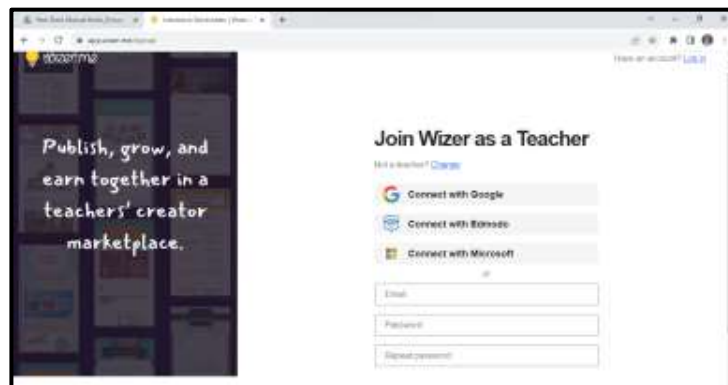
Picture 2. 6 Wizer.me Home Page

2. The user will be redirected to the following page and select the option '*I'm a Student.*'



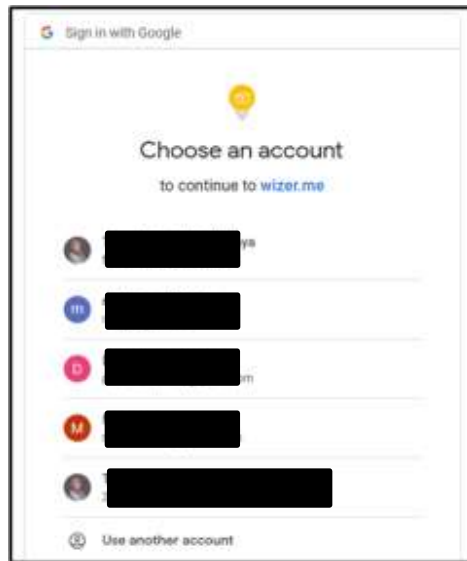
Picture 2. 7 Wizer.me Log in Page

3. After that, the user will be taken to a new page as shown below and press '*Connect with Google*' to facilitate the registration process.



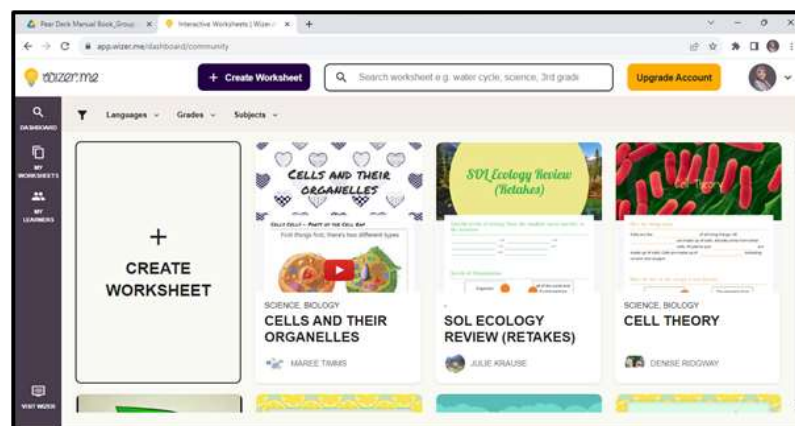
Picture 2. 8 Wizer.me Log in Page

4. In this page, the user selects the linked google account.



Picture 2. 9 Google Account Page

5. Next, the user will be redirected to the Wizer.me main page.



Picture 2. 10 Main Page of Wizer.me

2.3.2 Dashboard Page on Wizer.me

Dashboard on Wizer.me is the main page of the Wizer.me platform. On this page, teachers can create, edit and manage learning activities. Here are some of the components contained in the Wizer.me dashboard:



Picture 2. 11 Main Page of Wizer.me

- A. *'Languages' or 'Bahasa'*: In this section, teachers can choose the language they want to use.
- B. *'Grades' or 'Kelas atau Tingkatan'*: This option allows the teacher to choose according to the grade or level being taught.
- C. *'Subject' or 'Mata Pelajaran'*: Teachers can choose the subject that they are teaching.
- D. *'My Worksheets' or 'Lembar Kerja Saya'*: In this section, teachers can view or find all the worksheets they have created.
- E. *'My Learners' or 'Peserta Didik Saya'*: Teachers can view or access student profiles and also create classes (only available for premium accounts).
- F. *'Create Worksheet' or 'Membuat Lembar Kerja'*: This section is used to create a new worksheet.
- G. *'My Profile' or 'Profil Saya'*: Teachers can view and change their profile picture.

- H. *'Settings' or 'Pengaturan'*: Teachers can change or access account settings as needed.
- I. *'Search Worksheet' or 'Mencari Lembar Kerja'*: In this section, teachers can search and view worksheets created by other users.

2.3.3 Features of Wizer.me

Teachers will be directed to the design page as shown in the image below after selecting the *'Create Worksheet' or 'Buat Lembar Kerja'* option.

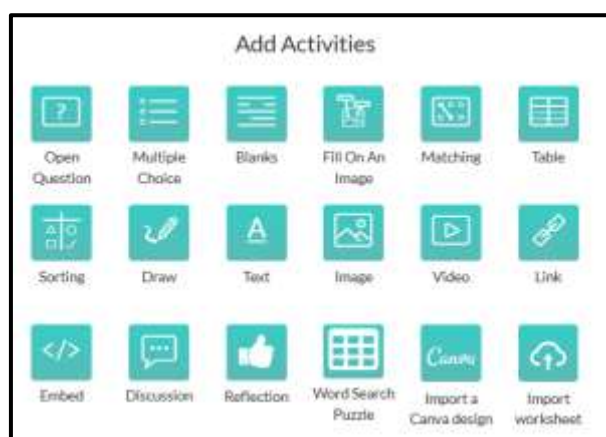


Picture 2. 12 Wizer.me Design Page Display

- A. *'Worksheet' or 'Lembar Kerja'*: This section is used to write the task description.
- B. *'Enter Tags' or 'Masukkan Tags'*: Teachers can enter tags that are relevant to the task.
- C. *'Select Design' or 'Memilih Desain'*: Teachers can choose the design appearance according to their preference.
- D. *'Worksheet Subject' or 'Subjek Lembar Kerja'*: This section is used to specify the subject of the worksheet.
- E. *'Worksheet Grades' or 'Tingkatan Lembar Kerja'*: Teachers can specify the grade or level for the worksheet.

F. *'Your Title Here'* or *'Judul Anda Di Sini'*: This section allows teachers to write the title of the worksheet.

In addition, Wizer.me also offers various types of questions to create worksheets that are very varied and interesting. The types of questions provided include Open Question, Multiple Choice, Fill in the Blank, Fill on Image, Matching, Table, Sorting, Draw, Text, Image, Video, Discussion, Reflection, dan Word Search Puzzle.



Picture 2. 13 Display of Features on Wizer.me

Each type of question provided has its own function and can be used by teachers to measure certain skills in students, especially in English learning such as Speaking, Listening, Writing, Vocabulary, and Grammar. In terms of grammar, teachers have various features to test students' understanding. The *'Multiple Choice'* feature allows students to choose the correct answer from several options, providing a quick and efficient way to assess their understanding of grammar rules. In addition, the *'Blank'* feature requires students to fill in the blanks in sentences with the correct word or grammar form, thus testing their knowledge of the use of tense, prepositions, and other sentence structures. The *'Fill on Image'* feature allows students to add

appropriate words to an image, linking grammar to visual context. The '*Sorting*' feature asks students to sort sentences or words according to the correct grammar rules, assessing their ability to construct sentences logically and precisely. On the other hand, the '*Matching*' feature can also be used to involve matching words with their definitions or phrases with correct grammar structures. This is very helpful for students in understanding about grammar.

To measure listening skills, teachers often need to provide questions designed to test students' comprehension of information delivered orally or audio visually. The '*Blank*' feature is particularly helpful in this context, where students have to fill in the blanks in the text they have listened to. In addition, the '*Video*' feature can also be used to evaluate students' listening skills, by asking students to complete tasks or answer questions based on the video content they have watched.

In addition, writing skills can be evaluated through various types of questions, such as open-ended questions, texts, and reflections. '*Open-ended questions*' give students the opportunity to write long answers that demonstrate their ability and understanding of writing. The '*Text*' feature allows students to have the opportunity to write a text based on a specific prompt or topic. This tests their ability to structure sentences, paragraphs, or essays well. Moreover, the '*Reflection*' feature is also an effective tool to assess their writing skills, as students are asked to write about their thoughts and feelings on a particular topic.

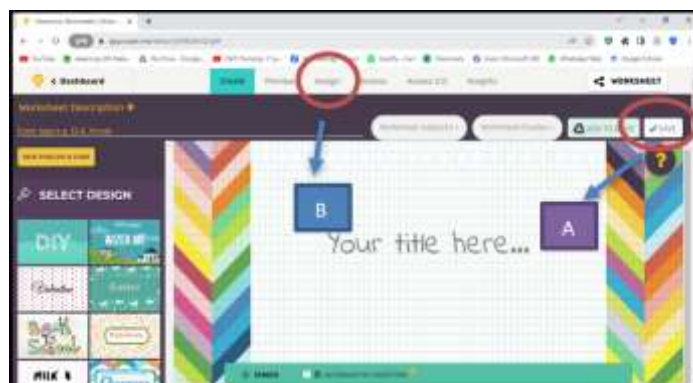
In terms of vocabulary, various features can be used by teachers to test students' vocabulary understanding. '*Matching*' is an excellent tool used for

matching to match images with words or words with their definitions. The '*Fill on Image*' feature is also very useful in this context, as students are asked to add the right word to the image. This can help to strengthen students' vocabulary understanding. In addition, the '*Word Search Puzzle*' feature also offers a fun and interactive way to test vocabulary by asking students to search for relevant words in the puzzle.

On the other hand, speaking skills can be assessed through questions that encourage students to express their ideas or opinions orally. The '*Open Question*' feature is an excellent tool to use, as it allows students to provide long answers that reflect their understanding of the topic at hand. In addition, the '*Draw*' feature can also be used in a speaking context, where students draw ideas or concepts and then explain what they have drawn orally. In addition, the '*Discussion*' feature is also effective for measuring speaking skills, as it engages students in conversations or debates on relevant topics.

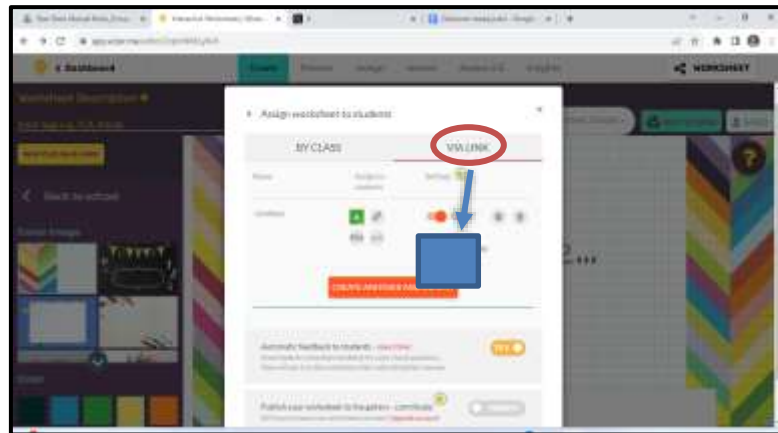
2.3.4 Distributing the Worksheet

All questions have been considered sufficient, so the next step is to distribute the worksheet to students. Here is the procedure for distributing worksheets using '*Via Link*':



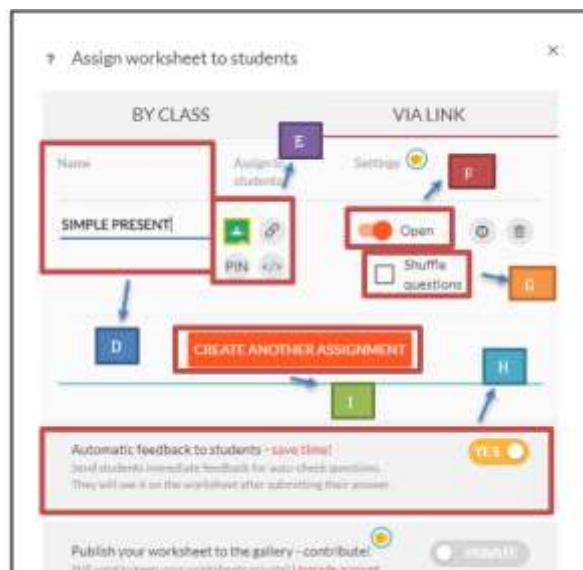
Picture 2. 14 Wizer.me Design Page Display

- A. The teacher can select the 'Save' option to save the worksheet.
- B. Then, select the 'Assign' icon and the display will appear as below.



Picture 2. 15 Assign Worksheet View

- C. Then, select the 'Via Link' option and the display will appear as below.



Picture 2. 16 Assign Worksheet View

- D. In the 'Name' option, teachers can write the name of the worksheet.
- E. Worksheet can be shared directly through 'Google Classroom' or by selecting the 'Link icon' to copy and paste the link for students.
- F. Select the 'Open' option to allow other students to access the worksheet or select 'Close' if students are not allowed to access it.

- G. In the '*Shuffle Question*' section, questions can be shuffled (for premium accounts only).
- H. In the '*Automatic Feedback to Student*' section, the 'Yes' or 'No' option can be selected as needed.
- I. In the '*Create Another Assignment*' option, another worksheet can be created.

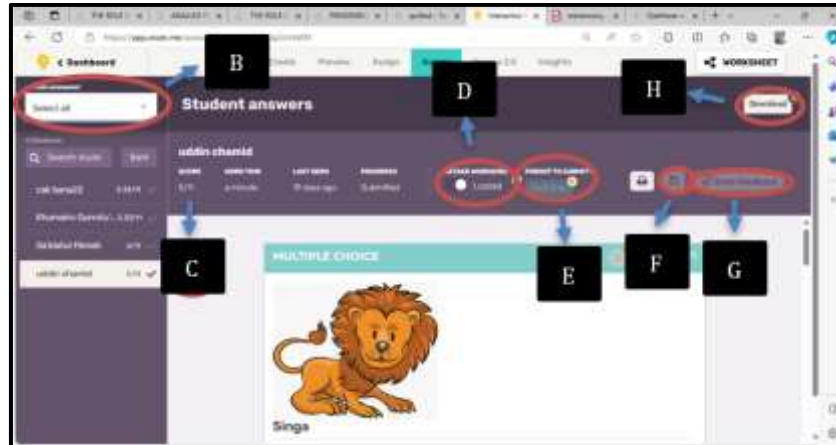
2.3.5 Viewing Worksheet Results

Monitoring students' grades is very important to know their academic progress. The following are the steps that can be followed to view student grades on Wizer.me:



Picture 2. 17 Wizer.me Design Page Display

- A. In this section, teachers can select the '*Assess*' section and then the display will appear as shown below.



Picture 2. 18 Wizer.me Design Page Display

- B. *'Select All'*: This section allows teachers to select an entire assignment or class for further management or analysis.
- C. *'Score'*: Provides a view of the student's progress in completing the assignment, which includes the scoring and results obtained.
- D. *'Retake Worksheet'*: Teachers can select the 'Open' option to give students access to do the worksheet from the beginning or select 'Close' to lock the worksheet after students submit it (this feature is available only for premium accounts).
- E. *'Call it'*: This section allows teachers to call up or access a student's worksheet even if the student has not submitted it (this feature is also exclusive to premium accounts).
- F. *'Saving Student Progress'*: This section allows teachers to save and track student progress in the worksheet process.
- G. *'Send Feedback'*: This section allows teachers to provide feedback to students, which will be displayed on the student link after the worksheet has been reviewed.

- H. *'Download'*: The section allows teachers to download student worksheet grades (This feature is only available for premium accounts).

2.4 Challenges

Definition of “challenges” in Cambridge dictionary refers to a difficult task or problem that requires effort, skill or perseverance to overcome. This can also mean a situation that tests one's abilities or involves competition. Facing challenges often forces individuals out of their comfort zone, which requires creativity, mental resilience and adaptability. In this case, challenges are not only seen as obstacles, but also as opportunities to develop, improve skills and formulate more effective strategies. In addition, challenges can motivate individuals to improve performance, thereby encouraging the achievement of more optimal results. Challenges therefore play an important role in determining success, demonstrating the importance of mental preparedness, careful planning and the ability to manage resources efficiently.

2.5 Previous Studies

There are several previous studies related to Wizer.me used in the teaching process. The first research from Laily (2023) with the title “The Use of Wizer.me As the Class Assignment on Descriptive Text Material for Senior High School Students.” The aim of this study is to investigate the use of the Wizer.me platform for completing class assignments on descriptive text material for high school students at Al-Djufri Blumbungan Pamekasan. This research is conducted at MA Al-Djufri Blumbungan Pamekasan using qualitative methods and descriptive approaches. This research conducted

observation, interview, and documentation to collect the data. The result shows that the use of Wizer.me significantly increased students' engagement and understanding of the descriptive text material. The interactive features of the platform encouraged active participation, which enabled students to complete tasks in a more dynamic and collaborative environment. In addition, students reported increased motivation and enjoyment in their learning process, indicating that Wizer.me can be an effective tool for improving educational outcomes in a high school setting. This study concludes that integrating technology such as Wizer.me in the teaching of descriptive text not only aids comprehension but also prepares students for a more digitally-oriented learning landscape. Future research can explore the long-term impact of such tools on student performance and their applicability in other subject areas.

The second research from Simanjuntak et al. (2022) with the title “The Use of Wizer.me As A Media to Stimulate Students’ Motivation in Writing Descriptive Text in SMA Swasta HKBP Doloksanggul.” The purpose of this study is to find out how the use of Wizer.me as a medium to increase student motivation in writing descriptive texts. This research is conducted at SMA Swasta HKBP Doloksanggul with the research subject of tenth grade social studies students. The method used is descriptive qualitative, with instruments in the form of cell phones, stationery, and student worksheets. The result shows that the use of Wizer.me significantly improve students' descriptive text writing skills. Students make progress in various aspects of writing, such as more relevant content and in-depth details. The organization of their writing also improve, with a more logical and coherent structure, which helps readers better

comprehend the message being conveyed. In addition, students' grammar skills improve, as evidenced by the reduction in grammatical errors. More appropriate use of vocabulary is also noted, with students beginning to choose appropriate words to describe their ideas. Writing mechanics, including spelling and punctuation, showed significant improvement. On the other hand, students' motivation in writing clearly increases. They show more enthusiasm while using Wizer.me, feeling more engaged and comfortable in the learning process. The immediate feedback from the app helps students recognize their mistakes, thus increasing confidence in writing. Thus, this study confirms that Wizer.me is not only effective in improving students' descriptive writing ability, but also in motivating them to be more actively involved in learning, creating a more enjoyable and productive learning atmosphere.

The third research from Sari et al. (2023) with the title “Enhancing Descriptive Material Learning at Public Junior High School Through Differentiated Learning and Wizer.me E-Worksheet.” The purpose of this study is to develop electronic worksheets for learning descriptive material through differential learning and the use of the Wizer.me platform. This research is conducted at SMP Negeri 54 Palembang. The method used is Research & Development (R&D), with the instrument in the form of interactive worksheets using Wizer.me. Data are analysed by applying t-test to determine the difference between pre-test and post-test results. The results show that the developed worksheet for teaching descriptive text is validated as effective, practical, and engaging for seventh-grade learners. Expert evaluations indicate high validity scores: 97.3% for content, 86% for language, and 90% for media

presentation, affirming the worksheet's reliability for classroom use. Small group evaluations reveal that 100% of learners found the worksheet visually appealing and practical, with 75% appreciating the convenience of the PDF format for saving internet balance. Field tests demonstrate significant improvements in learner outcomes, with pre-test mean scores of 56.43 increasing to post-test mean scores of 82.50, indicating a 26.071-point increment. Statistical analysis using a t-test confirmed the worksheet's positive impact on learning outcomes ($p < 0.001$). It shows that the development of worksheets for learning descriptive material in a public junior high school through differential learning and the use of the Wizer.me application is effective in improving student learning outcomes.

Based on previous studies that have been presented by three researchers, the main focus is on the use of Wizer.me in the learning process. First, Laily (2023) investigated the utilization of Wizer.me for class assignments on descriptive text material in high school with a qualitative method and descriptive approach. Second, Simanjuntak et al. (2022) examined the use of Wizer.me as a medium to increase student motivation in writing descriptive texts at HKBP Doloksanggul Private High School, using a descriptive qualitative method. Third, Sari et al. (2023) developed electronic worksheets for learning description material at SMP Negeri 54 Palembang using the Research & Development (R&D) method.

On the other hand, the research conducted by the researcher has significant differences in several aspects. The first aspect; the researcher used a quantitative method with pre-test and post-test instruments to measure the

improvement of students' grammar mastery. This aims to answer the first research question, which is to find out the extent to which students' mastery of grammar has improved after the learning intervention. In addition, this study also used qualitative method through interview, which aimed to answer the second research question about the difficulties faced by students in learning grammar. The second aspect; the researcher used a junior high school as the research location, which is an Islamic junior high school that focuses on religious education such as tashih and tahfidz programs. The third aspect; the research subjects chosen by the researcher were 8th grade students with a homogeneous class consisting of female students.

CHAPTER III

RESEARCH METHODS

This chapter describes the research techniques in detail, including the data collection steps carried out by the researcher based on the chosen approach. This section includes research design, time of setting of the research, variables of the research, population and sample of the research, research data, research instrument, validity and reliability of the research, data collection technique, and data analysis.

3.1 Research Design

In this study, the researcher used two different methods to answer the research questions. To answer the first research question, the researcher used a quantitative method with a quasi-experimental design and to answer the second research question, the researcher used a qualitative method with interview as the instrument.

To answer the first research question, this research used quantitative methods to analyze data objectively and measurably. According to Watson (2015), quantitative method involves various methods used to investigate social phenomena systematically, by utilizing numerical or statistical data. This research focuses on the experimental method which aims to measure the effectiveness of using the Wizer.me application on improving students' mastery of grammar at SMP X, especially in the simple present tense. Singh (2021) said that the experimental method is a type of research that systematically follows the scientific method, in which researchers formulate hypotheses, manipulate variables, and measure, calculate, and compare variables to obtain valid results.

In this study, the research design used by the researcher is quasi-experimental. A quasi-experimental study is a type of research that involves the deliberate introduction of an intervention to observe its effects. In this type of research, manipulation of the variables being studied is conducted without applying randomization techniques. Therefore, the results obtained can be used to draw conclusions regarding the effects of the intervention applied Constantini & Higginson (2007). The researcher involved two classes with different roles in this study, namely the experimental class and the control class. Both classes took a pre-test which aimed to measure students' initial ability in understanding simple present tense before being given treatment. After the pre-test, the experimental class was given treatment in the form of using Wizer.me platform in the learning process of simple present tense. In contrast, the control class did not receive the same treatment. In the control class, the learning process was conducted using the lecture method, where the teacher explained the material directly without using additional technological assistance. The quasi-experimental design of this research can be seen in the following table.

Table 3. 1 Illustration of Quasi-Experimental Design

Control Class	Pre-Test	Treatment	Post-Test
Experimental Class	Pre-Test	-	Post-Test

To answer the second research question, the researcher used qualitative method. According to Creswell (2018), qualitative method is an approach used to analyze and understand social phenomena in a natural context. It aims to explore the experiences, feelings, and views of individuals by collecting data through interview, observation, or document analysis techniques.

In this study, the researcher chose to use interviews as one of the data collection methods to answer the second research question which focuses on the challenges students face in learning grammar using Wizer.me application. The type of interview that was used in this research was semi- structured interview, because this interview can provide freedom for respondents to provide more in-depth explanations about their experiences. According to Hazır & Karlıdağ (2024), semi-structured interview provides a framework that encourages open-ended responses, allowing participants to express their thoughts and experiences more freely. This flexibility can lead to deeper insights into their challenges and perceptions.

3.2 Time and Setting of the Research

This research was conducted at SMP X, in the even semester of the 2024/2025 school year, precisely in January 2025. This school was chosen as the research location because it has facilities that support the application of technology-based learning methods. The technology used in this study is Wizer.me, an online-based interactive platform designed to help students in learning grammar, especially simple present tense, more effectively and fun. Therefore, the school gives full support to the implementation of this research because English teachers at SMP X also need new innovations in teaching grammar that are more interesting and interactive for students. The schedule plan that was implemented in this research can be seen in the table below.

Table 3. 2 Schedules of the Research

No	Activity	Date	Description
Quantitative Method			
1.	Observation	2 January 2025	The researcher conducted observations to see the conditions and atmosphere in the school, including facilities, as well as the overall learning environment.
2.	Pre-Test	23 January 2025	The researcher conducted an initial test to assess students' understanding of simple present tense before the treatment begins.
3.	Treatment 1	30 January 2025	The researcher introduced about Wizer.me application and taught simple present tense (positive sentence).
4.	Treatment 2	6 February 2025	The researcher explained about simple present (negative sentences) and gave exercises to students to change positive sentences

			into negative through the Wizer.me application.
5.	Treatment 3	13 February 2025	The researcher explained about simple present (interrogative sentences), gave some exercises to students and reviewed all positive, negative, and interrogative sentences in simple present.
6.	Post-Test	20 February 2025	The researcher conducted a final test as a post-test to collect data on students' understanding of the simple present tense after being given treatment.
Qualitative Method			
3.	Interview	27 February 2025	The researcher conducted semi-structured interviews to collect data on students' challenges in learning grammar.

3.3 Variables of the Research

This research involves two variables, namely the independent variable and the dependent variable. The independent variable in this study is the Wizer.me platform (X), while the dependent variable is the mastery of grammar in simple present tense (Y). This study aims to find out the effectiveness of Wizer.me application on students' grammar mastery especially on simple present tense and to find out the challenges faced by students in learning grammar by using the Wize.me application.

3.4 Population and Sample of the Research

Population refers to all individuals, objects, or events that are the main focus in a study (Susanto et al., 2024). In this study, the population was eight grade students at SMP X in Probolinggo. The research sample consisted of two homogeneous classes, namely class 8C and class 8D consisting of female students. Class 8D served as the experimental group that was taught grammar using the Wizer.me platform, while class 8C served as the control group that followed learning through the lecture method, where the teacher explained the material directly without using additional technology. Both classes have similar characteristics. First, the number of students in each class is almost balanced, with 21 female students in class 8C and 20 female students in class 8D. Secondly, both classes consisted entirely of female students, which provided uniformity in terms of gender. Third, English teaching in these two classes is conducted by the same teacher. Fourth, both classes have similar academic abilities.

On the other hand, the reason the researcher chose a homogeneous class consisting of female students is although according to Anwar et al. (2019), female students have greater intelligence potential than male students, especially in terms of learning ability. In addition, Muspiroh (2020) stated that female students tend to be more motivated and more active in participating in the learning process than the male students. Harso & Merdja (2019) also argued that female students have higher learning motivation than male students.

3.5 Research Data

3.5.1 Primary Data

Primary data is data collected directly by the researcher from the source. This data is considered more recent and original than secondary data. In this study, the researcher conducted a pre-test and post-test to collect primary data aimed at answering the first Research Question, which is to find out the effectiveness of the use Wizer.me application on students' grammar mastery. In addition, the researcher also conducted semi-structured interview with students in the experimental group to collect primary data used in answering the second research question, which is to find out the challenges faced by students in learning simple present tense by using wizer.me. The results obtained from the pre-test, post-test, and interview were used as primary data to analyze how effective the use of the applied method was as well as the experiences or challenges faced by students while learning simple present tense using wizer.me.

3.5.2 Secondary Data

Secondary data will be used to provide additional context, strengthen the findings obtained from primary data, and provide references or comparisons from previous relevant studies. Secondary data will assist in providing a broader theoretical foundation and information on the topic under study, so it can enrich the interpretation of the research results. Secondary data that will be used in this study will be obtained from journals, books, and various related articles.

3.6 Research Instrument

In this study, the researcher used two types of instruments to collect data, the first instrument which aims to find out the effectiveness of using the Wizer.me application in learning grammar and the second instrument to find out the challenges faced by students in learning grammar using the application.

The first instrument was used to measure students' understanding of simple present tense is a test consisting of pre-test and post-test. The test is designed in written form and included a total of 20 questions to be done within 30 minutes. This number of questions and their duration are chosen because they are considered sufficient to show a comprehensive picture of students' understanding without making them feel rushed. Students are expected to complete each question with focus and comfort in about 1-2 minutes on each question. This will allow for more accurate results to be obtained.

Each question is multiple choice and divided into four different categories to assess the level of students' understanding of the simple present tense. There are five questions in the first category, which focuses on the basic understanding of the

simple present tense, and the second category includes 5 positive sentence questions, which aim to measure students' ability to construct positive sentences correctly. The third category includes 5 negative sentence questions, which aim to measure students' ability to understand and construct negative sentences correctly. Finally, the fourth category, which includes 5 question sentences, aims to test students' ability to form questions using simple present tense. In addition, the questions will be shuffled before being given to students to maintain the accuracy and objectivity of the assessment. This randomization was conducted by the researcher to ensure that the order of the questions is different for each student, thus reducing the possibility of students comparing answers or cheating. The research assessment rubric is presented in the table below.

Table 3. 3 Scoring Rubric

No	Aspect in Grammar	The Total Number of Questions	Quality	Rating
1.	Basic understanding of Simple Present Tense	5	5	25
2.	Positive Simple Present Tense	5	5	25
3.	Negative Simple Present Tense	5	5	25
4.	Interrogative Simple Present Tense	5	5	25
Total			20	100

The second instrument was used to find out the challenges faced by students in learning grammar using the Wizer.me application was through an interview. This interview consists of 10 questions and divided into four aspects. The 1st to 4th

questions were related to the user experience aspect, which aimed to find out the students' interaction with the application, their comfort in using it, as well as the obstacles they faced during the learning process. The 5th and 6th questions were focused on the learning experience aspect, which evaluated how far the app assisted students in understanding grammar and provided clear feedback. The 7th to 9th questions were related to technology and technical issues aspect, which seek to identify the difficulties students faced related to the accessibility and stability of the application. Meanwhile, the 10th question focused on time management and efficiency, specifically examining the impact of using the application on students' time management during learning.

3.7 Validity and Reliability of the Research

Test is instrumental in measuring students' abilities that play an important role in evaluating learning. Therefore, the researcher designed quality tests in order to provide accurate and useful information about the development of students' grammar skills. The researcher also ensured that each item in the test is relevant and in accordance with the learning objectives that have been set. Thus, the researcher tested the test given to students through validity and reliability tests.

3.7.1 Validity

Validity is a concept that shows the level of accuracy of an instrument in measuring what is intended (Susanto et al., 2024). This means that a test can be said to be valid if the instrument actually measures what should be measured in accordance with the objectives set. In this context, effectiveness is not only assessed from the tools used, but also from how to interpret and understand the

resulting scores. To determine whether a test has good validity, the researcher uses two types of validity, namely construct validity and content validity.

A. Construct Validity

Construct validity is a concept that refers to the extent to which a measurement instrument can accurately reflect the construct or concept to be measured in a field of knowledge. In the context of measuring English language skills, construct validity aims to prove that the scores obtained from the instrument truly reflect the English language skills that are the focus of measurement. Sugiyono (2012) stated that one way to ensure construct validity is to use expert judgment. In this study, in this study, after designing an instrument to measure the intended elements, the researcher consulted with experts in related fields. The experts involved include the eighth-grade English teacher of SMP X and the lecturer who teaches the English Grammar course, both of whom have in-depth knowledge in their fields. They provided the researcher with various inputs, opinions, and recommendations for improvements to the test that has been designed. To measure validity, the researcher used SPSS or excel, in this study researcher uses excel with the formula:

$$R_{xy} : \frac{N \sum XY - (\sum X)(\sum Y)}{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}$$

R_{XY} : Correlation coefficient between variables X dan Y

N : Total number of respondents

∑X : Total score of items

∑Y : Individual total scores

∑X² : Sum of the squared scores of the items

ΣY^2 : Sum of the total scores for the squares of the items

B. Content Validity

Content validity is an aspect that measures how well a test or instrument can cover and represent the content or substance to be measured. Sugiyono (2012) stated that on instruments in the form of tests, content validity testing can be done by comparing the content of the instrument with the material that has been taught before. This means that the content of the test must be relevant and in accordance with the learning that has been done. Therefore, the instruments used in this study was designed based on the learning outcomes (CP) and the flow of learning objectives (ATP) contained in the Merdeka Curriculum for eight grade in junior high school, so that they fulfil the content validity criteria. The following table presents information about the learning outcomes (CP) and the flow of learning objectives (ATP) contained in the Merdeka Curriculum for grade eight of junior high school.

Table 3. 4 Learning Outcomes and Flow of Learning Objectives in Merdeka Curriculum of English for Junior High School at 8th Grade

Learning Outcomes (CP)	Flow of Learning Objectives (ATP)
Writing-Presenting By the end of phase D, students are able to convey their ideas and experiences in simple, organized	W.7.31. Using verbs used in daily life to construct simple sentences

<p>paragraphs, showing progress in the use of specialized vocabulary and simple sentence structures. Using examples, they plan, write and present informative, imaginative and persuasive texts, using simple sentences as well as compound sentences to construct arguments and explain or defend their views.</p>	
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3.7.2 Reliability

Reliability is a measure of how consistent and reliable a measuring instrument or test is in producing the same results in repeated measurements (Slamet & Wahyuningsih, 2022). On the other hand, Susanto et al. (2024) also emphasized that reliability refers to the extent to which a measuring instrument or research instrument can be trusted and provides consistent results over time.

In this study, the researcher conducted test reliability testing before applying it to the experimental and control groups. This step was taken to ensure that the instrument used can provide consistent results. Therefore, the researcher conducted a trial to assess the reliability of the instrument. After the

trial was complete, the researcher used the SPSS 24 for Windows program to calculate the reliability of the instrument. The results of this calculation showed how well the instrument was reliable in the measurements taken. According to Slamet & Wahyuningsih (2022), the following is the range of Cronbach's Alpha values to assess the reliability of measurement instruments:

- a. If Alpha 0.90 to 1.00: very strong reliability
- b. If Alpha 0.80 to 0.89: strong reliability
- c. If Alpha 0.70 to 0.79: sufficient reliability
- d. If Alpha 0.50 to 0.69: moderate reliability
- e. If Alpha 0.00 to 0.49: low reliability

3.8 Data Collection Technique

3.8.1 Pre-Test

Pre-test is an evaluation carried out before the learning process begins with the aim of measuring students' initial knowledge or understanding of the material will be taught. In this study, the researcher conducted a pre-test to the experimental and control groups before treatment was given. The process was as follows: 1) The teacher distributed question sheets to 20 students from the experimental group and 21 students from the control group, so a total of 41 students were involved. 2) Students were given instructions on how to complete the task, which consisted of multiple-choice questions. 3) Students were asked to answer 20 questions about the present simple tense individually within 30 minutes. 4) After completing the task, students were asked to submit their answers to the teacher. 5) Next, the researcher checked the results of the pre-test that had been given.

3.8.2 Treatment

In this study, the treatment includes various interventions given to the experimental class with the aim to evaluate how effective the use of Wizer.me platform is in learning Simple Present Tense grammar. The purpose of this treatment is to find out the extent to which the application can help students understand and comprehend the grammar concepts taught, especially in the simple present positive, negative, and interrogative forms.

During the research process, the experimental class underwent treatment for three meetings, which were held on January 30, 2025, February 6, 2025, and February 13, 2025. The purpose of the researcher conducting treatment at each meeting is to build students' understanding gradually, starting from the introduction of the Wizer.me application, to the application of grammar concepts through interactive exercises.

The first treatment: the researcher introduced and explained the Wizer.me platform, explained its function as an interactive media in English learning, and provided examples of how to use it in Simple Present Tense material (positive sentences). The second treatment: the students focused on learning Simple Present Tense (negative sentences), where students used Wizer.me for interactive exercises. The third treatment: the researcher taught Simple Present Tense (interrogative sentences) with interactive exercises using Wizer.me, reviewed the learning material from the 3 meetings, and provided a reflection on the learning that had been done. The teaching process was divided into three phases for each meeting: pre-activity, main activity, and post-

activity. The following table shows the teaching procedure treatment scenario for each meeting.

Table 3. 5 The Treatment Scenario of Teaching Procedures (First Meeting)

No	Aspect	Teachers' Activity	Students' Activity
1.	Pre-Activity	- The teacher begins with a group prayer led by one of the students.	- Students pray together
		- The teacher introduces the Wizer.me application and explains its functions and uses in the learning process.	- Students listen to the teacher's explanation about the platform and ask questions if there is something they don't understand.
2.	Main Activity	- The teacher provides guidance on how to create an account and use the features on Wizer.me.	- Students follow the teacher's instructions to create an account and begin to learn the basic features

			of the wizer.me platform.
		- The teacher introduces simple present tense (positive sentences) in the form of verbs and To Be verbs, gives formulas and example sentences.	- Students pay attention to the teacher's explanation and take notes on the material presented.
3.	Post-Activity	- The teacher asks students to do simple present tense exercises using positive sentences via Wizer.me.	- Students do exercises on Wizer.me such as composing random sentences.
		- The teacher provides feedback on student work and reviews the learning that has been learned.	- Students receive feedback, ask questions about things they don't understand and draw conclusions.
		- The teacher gives homework about the simple present tense	- Students receive assignments and complete them at

		positive and to work on it via Wizer.me.	home as independent practice.
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Table 3. 6 The Treatment Scenario of Teaching Procedures (Second Meeting)

No	Aspect	Teachers' Activity	Students' Activity
1.	Pre-Activity	- The teacher begins with a group prayer led by one of the students.	- Students pray together
		- The teacher gives questions and answers about the simple present positive sentences that were studied in the previous meeting.	- Students answer questions given by the teacher regarding simple present positive sentences.
2.	Main Activity	- The teacher explains the concept of simple present tense (negative sentences) in the form of verbs and To Be verbs, gives formulas and example sentences.	- Students listen to the teacher's explanation and note down the formulas and examples of negative

			sentences that have been given.
		- The teacher asks students to do exercise questions via Wizer.me related to changing positive sentences into negative sentences.	- Students do exercise questions through Wiz.me and practice changing positive sentences into negative sentences.
3.	Post-Activity	<ul style="list-style-type: none"> - The teacher gives feedback on students' work, and asks again about points that students find difficult to understand. - The teacher asks students to give conclusions related to the lessons they have learned. - The teacher gives additional assignments to make several negative 	<ul style="list-style-type: none"> - Students receive feedback and ask questions about things they don't understand. - Students provide conclusions related to the lessons they have learned. - Students receive assignments to be completed at

		sentences and find out about the lesson material that will be discussed in the next meeting.	home and collected and discussed at the next meeting.
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Table 3. 7 The Treatment Scenario of Teaching Procedures (Third Meeting)

No	Aspect	Teachers' Activity	Students' Activity
1.	Pre-Activity	- The teacher begins with a group prayer led by one of the students.	- Students pray together.
		- The teacher reviews the material on simple present positive and negative sentences that was studied in the previous meeting.	- Students answer questions given by the teacher regarding simple present positive and negative sentences.
2.	Main Activity	- The teacher explains the concept of simple present tense (interrogative sentences) and how to construct	- Students listen to the teacher's explanation and note down the formulas and

		questions in the form of verbs and To Be verbs.	examples of interrogative sentences that have been given.
		- The teacher asks students to do exercise questions via Wizer.me related to changing and composing interrogative sentences from positive and negative sentence forms.	- Students do exercise questions through Wizer.me and practice changing positive and negative sentences into interrogative sentences.
3.	Post-Activity	- The teacher gives feedback on students' work, and asks again about points that students find difficult to understand.	- Students receive feedback and ask questions about things they don't understand.
		- The teacher closes the meeting by reviewing the learning material during the 4 meetings	- Students express what they have learned and experiences

		and providing a reflection on the learning that has been learned.	during the learning process. Students can also ask questions related to aspects that are not yet understood.
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3.8.3 Post-Test

Post-test is an evaluation conducted after the learning process with the aim of measuring students' knowledge or understanding of the material that has been taught. In this study, the researcher conducted a post-test after the experimental class received treatment through the Wizer.me platform, while the control class went through the conventional method, which was lecturing. The purpose of this test is to assess students' understanding of grammar, particularly on simple present, as well as evaluate their scores after receiving the treatment. The process was as follows: 1) The teacher distributed the question sheets to 20 students from the experimental group and 21 students from the control group, making a total of 41 students involved. 2) Students were given instructions on how to complete the task, which consisted of multiple-choice questions. 3) Students were asked to answer 20 questions about the present simple tense individually within 30 minutes. 4) After completing the task, students were asked to submit their answers to the teacher. 5) Next, the researcher checked the results of the post-test that had been given.

3.8.4 Interview

Interview is one of the most commonly used methods of collecting information through direct conversation between the interviewer and the respondent. This method allows researchers to listen to respondents' experiences, opinions, and interests. In this study, the researcher conducted an interview with 10 students from class 8C as the experimental class, where these students had used Wizer.me before. The selection of these 10 students was done by random sampling to avoid bias and ensure that each student has the same opportunity, so that the results of the study can be more objective.

The purpose of this interview is to answer the second research question about what challenges students face in learning grammar, especially on simple present tense material. The process was as follows: 1) The researcher gave a brief explanation about the purpose of the interview, which was to find out the challenges students faced using the Wizer.me application in learning grammar. 2) The researcher asked 10 questions that focused on students' experiences while using Wizer.me in learning grammar, especially the simple present tense. 3) Students were asked to answer the questions individually, where the researcher listened to the answers carefully and asked follow-up questions or clarifications when needed. 4) After the interview was over, the researcher analyzed the results of the interview to assess their experiences as well as the challenges they faced using Wizer.me in learning grammar.

3.9 Data Analysis

According to Muthiah & Hamidah (2024), data analysis is one of the important aspects in a study that aims to process and interpret the data that has been collected

to test hypotheses and answer research questions. In this study, two data analysis methods were used to answer two different research questions. The first research question used quantitative data obtained from students' pre-test and post-test results. To find out whether the mastery of grammar has improved significantly, data analysis was carried out using a statistical program known as SPSS. The data was processed using appropriate statistical techniques, such as the t-test for paired samples which will test the difference between the two groups of scores. Through this analysis, the researcher can assess how effective the Wizer.me platform toward students' grammar mastery.

On the other hand, to answer the second research question, which aims to find out the challenges students face in learning grammar using the Wizer.me app, this study uses a qualitative approach. Data were collected through interviews with students who have used the Wizer.me application. Data analysis was conducted through three steps: first, data reduction to select relevant data, second, data display to present data in a structured manner, and third, drawing conclusions about the challenges faced. In addition, to increase the reliability of the findings, this study also used triangulation, by comparing the interview results with quantitative data from the pre-test and post-test, to ensure a more accurate and thorough conclusion.

3.9.1 Quantitative Data Analysis

A. The Normality Test

The normality test is carried out to see if the data is normally distributed.

This is important because normally distributed data is required to perform parametric statistical tests. In this study, the normality test is used to check whether the distribution of data in the experimental and control classes is

normal. The researcher used the Shapiro-Wilk test and analyzed it with IBM SPSS Statistics 24. If the p value is more than 0.05, with a significance limit of 0.05, then the data is considered normally distributed.

The normality test hypothesis in this study is stated as follows:

- a) H_0 : Data is normally distributed
- b) H_a : Data is not normally distributed

The hypothesis explanation above shows that if H_0 is accepted, the data is declared normally distributed. Conversely, if H_a is accepted, the data is not normally distributed. In this case, if the significance value is greater than 0.05 ($\alpha = 5\%$), H_0 is accepted; while if the significance value is smaller than 0.05 ($\alpha = 5\%$), H_0 is rejected.

B. The Homogeneity Test

The homogeneity test is a method used to determine whether the two samples in the study have uniform variants or not (Ratnasari et al., 2022). To measure the homogeneity of the population in this study, the researcher used the Variance Homogeneity Test, which is conducted with SPSS 24. This test aims to determine whether the variance between the experimental class and the control class is the same or not. According to Stanislaus (2009), in testing homogeneity, there are several things that need to be considered, namely: if the significance value is greater than 0.05, the data distribution is considered homogeneous, while if the significance value is less than 0.05, the data distribution is considered inhomogeneous.

C. The Hypothesis Test

After the researcher analyses the normality and homogeneity of the data, the next step is to calculate the data to test the hypothesis. The purpose of this test is to find out whether there is a significant difference between the students' grammar mastery ability in the experimental class and the control class. This hypothesis test is very important to determine whether the initial hypothesis is rejected or accepted. The researcher used t-test with a significance level of 0.05 through SPSS software version 24 to analyze the data. The following are the hypotheses used in this study:

- a) H_0 : The use of Wizer.me platform does not have a significant effect on students' mastery of simple present tense.
- b) H_a : The use of Wizer.me platform has a significant effect on students' mastery of simple present tense.

3.9.2 Qualitative Data Analysis

A. Data Reduction

According to Mezmir (2020), data reduction is the process of simplifying and condensing qualitative data to make it more manageable, summarized, and presentable. In addition, in this process a researcher is needed to identify themes and patterns that emerge from the collected data. Data reduction is carried out continuously and systematically throughout the research, thus a researcher can simplify, abstract, and focus existing data. This process aims to facilitate understanding of the phenomenon under study by eliminating irrelevant data and prioritizing the main elements that support research findings. Thus, data reduction allows a researcher to change the information contained in field notes to be more organized, focused, and have a deeper meaning in accordance with the research objectives.

B. Data Display

Data display is the stage after the data reduction process, in which the filtered information is presented in a more structured form. In qualitative research, data is usually presented through brief descriptions using original text, which can be in the form of graphs, matrices, or other forms, to make it easier for readers to understand. The aim is to make it easier for readers to understand the findings and results of the research in a clearer and more structured way.

C. Drawing Conclusion

According to Mezmir (2020), Drawing a conclusion is drawing meaning from the data displayed by identifying relevant structures or processes based on the type of analysis used. This process helps the researcher to comprehensively understand the findings and produce in-depth interpretations that support the research objective or analysis.

D. Triangulation

According to Sugiyono (2012), Triangulation is defined as a data collection method that involves the use of various techniques and existing data sources. In using triangulation, a researcher not only collects data, but also tests the credibility of the data by checking its consistency through various data collection techniques and different sources. Therefore, in this study, the type of triangulation used is methodological triangulation, where the researcher employed two different data collection methods: a pre-test and post-test (quasi-experimental) to answer the first research question regarding the effectiveness of Wizer.me in improving students' grammar mastery (quantitative), and in-depth interviews to answer the second research question regarding the challenges students experienced when using the platform (qualitative). Although both types of data were collected, they were analyzed separately, not integrated into a single analysis. Therefore, this study is not categorized as mixed methods research, but rather as a study that uses methodological triangulation to obtain a more comprehensive understanding of the research problem.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes the effectiveness of the Wizer.me application in improving students' mastery of grammar and the challenges faced by students in learning grammar using the Wizer.me application.

4.1 Finding

The findings presented include data analysis from the pre-test, normality test, homogeneity test, post-test, and hypothesis testing. In addition, this section also identifies various challenges faced by students during the learning process using the Wizer.me application.

4.1.1 The Effectiveness of Wizer.me Application on Students' Grammar Mastery

In this section, the researcher presents the findings from the data analysis conducted to find out the effectiveness of the use of Wizer.me application on students' mastery. The analysis is conducted based on the pre-test and post-test results, normality test, homogeneity test, and hypothesis testing.

A. Data Analysis of Pre-test

The researcher conducted the pre-test on January 23, 2025, which consisted of 20 multiple choice questions. The questions were presented in shuffled through Google Form, with the time given to work for 30 minutes. Each student was asked to choose the answer that was considered correct from the four options given. This pre-test was distributed to two classes, class 8C which served as the control class with 21 students, and

class 8D which served as the experimental class with 20 students. The purpose of giving this pre-test is to assess the initial ability of students before being given treatment.

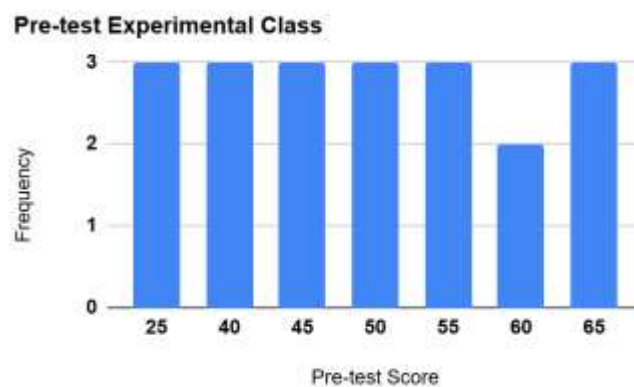
After conducting the pre-test, students in class 8C as the control class continued learning in a conventional way without using the Wizer.me application. Meanwhile, students in class 8D as the experimental class continued to follow the same learning, but they are treated with the additional use of Wizer.me application to support their learning process. The results can be used as an initial reference in the research. The results of the pre-test can be seen in the table below:

Table 4. 1 Pre-test Scores of Experimental Class Students

No.	Initial Names	Score of Pre-test
1.	ASAW	65
2.	AAF	50
3.	ADP	50
4.	AMY	50
5.	AMPN	25
6.	AHY	45
7.	BASPL	25
8.	FMNLI	25
9.	HPZ	40
10.	JHN	55
11.	KAM	55
12.	KMI	55
13.	KFN	40
14.	MEF	60
15.	RM	65
16.	SKEP	65
17.	SK	40
18.	SRNL	45
19.	SJM	45
20.	ZAP	60
Total		960
Average Score		48

Table 4.1 displays the pre-test scores of the experimental class students at SMP X in Probolinggo. According to the table, the lowest score achieved by students is 25, and the highest score is 65. The total number of scores of all students is 960, with an average pre-test score of 48. In addition, the distribution of pre-test scores is also illustrated in the diagram as follows:

Diagram 4. 1 Pre-test Scores of Experimental Class Students



The diagram above displays the pre-test score data of the experimental class, arranged from the lowest to the highest score. The results show a variation in students' performance, with the lowest score being 25 and the highest being 65. A total of 9 students scored below 50. Several scores appeared more frequently than others, namely 25, 40, 45, 50, and 65. In detail, 3 students obtained a score of 25, 3 students scored 40, 3 students achieved 45, another 3 received 50, 3 students got 55, 2 students earned 60, and 3 students obtained 65. The Minimum Completion Criteria (KKM) set by SMP X in Probolinggo is 75. Based on the results, none of the students reached or exceeded the KKM, as the highest score recorded was only 65, which is still below the KKM. The majority of students did not meet the KKM, with nine of them scoring under 50. The following

presents the descriptive statistics of the experimental class's pre-test results.

Table 4. 2 Descriptive Statistic of Pre-test Score of Experimental Class

Descriptive Statistics									
	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Sum Statistic	Mean Statistic	Std. Error Statistic	Std. Deviation Statistic	Variance Statistic
Pre-test Experimental	20	40	25	65	960	48.00	2.865	12.814	164.211
Valid N (listwise)	20								

Based on Table 4.2, the mean score of the pre-test in the Experiment class is 48.00, with a standard deviation of 12.814. The descriptive data also shows a minimum score of 25 and a maximum score of 65. By comparing the mean value and the standard deviation, it can be concluded that the standard deviation is smaller than the mean, indicating that the students' scores are not widely spread from the average. In addition, this also indicates that the Experiment class pre-test data is of good quality, where most of the students' scores tend to be around the mean which reflects the consistency and stability of good results.

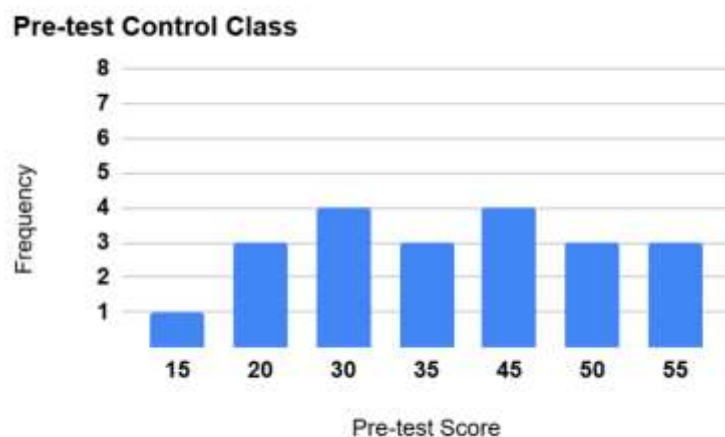
Table 4. 3 Pre-test Scores of Control Class Students

No.	Initial Names	Score of Pre-test
1.	ANJK	30
2.	AJHK	55
3.	NBHG	15
4.	UIYI	45
5.	LKJH	50
6.	UYTL	50
7.	ASDF	30
8.	VBNM	30
9.	LKJM	55
10.	OPIN	30
11.	NGRE	20
12.	QJKD	55
13.	NNCX	35
14.	MEFN	20
15.	UYTU	50

16.	MLPO	45
17.	QSDVB	35
18.	BBN	45
19.	YTRR	45
20.	MKLA	20
21.	HYTR	35
Total		795
Average Score		38

Table 4.3 shows the pre-test results of the students in the control class at SMP X in Probolinggo. According to the table, the lowest score achieved by students is 15, and the highest score is 55. The total number of scores of all students is 795, with an average pre-test score of 38. In addition, the distribution of pre-test scores is also illustrated in the diagram as follows:

Diagram 4. 2 Pre-test Scores of Control Class Students



The diagram above displays the pre-test score data of the control class, arranged from the lowest to the highest score. The results show a variation in student performance, with the lowest score being 15 and the highest reaching 55. Some scores appeared more frequently than others, particularly 30 and 45. In detail, 1 student obtained a score of 15, 3

students scored 20, 4 students received 30, 3 students achieved 35, 4 students obtained 45, 3 students earned 50, and another 3 students scored 55. The Minimum Completion Criteria (KKM) set by SMP X in Probolinggo is 75. Based on these results, none of the students reached or exceeded the KKM, as the highest score recorded was only 55 and it is still below the KKM. The following presents the descriptive statistics of the control class's pre-test results.

Table 4. 4 Descriptive Statistic of Pre-test Scores of Control Class

Descriptive Statistics									
	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Sum Statistic	Mean Statistic	Std. Error	Std. Deviation Statistic	Variance Statistic
Pre-test Control	21	40	15	55	795	37.86	2.794	12.803	163.929
Valid N (listwise)	21								

Based on Table 4.4, the mean score of the pre-test in the control class is 37.86, with a standard deviation of 12.803. The descriptive data also shows a minimum score of 15 and a maximum score of 55. By comparing the mean value and the standard deviation, it can be concluded that the standard deviation is smaller than the mean, indicating that the students' scores are not widely spread from the average. In addition, this also indicates that the control class pre-test data is of good quality, where most of the students' scores tend to be around the mean which reflects the consistency and stability in the results.

After getting the pre-test scores from the experimental class and control class, the researcher gave the treatment in the form of using the Wizer.me application in the experimental class. After giving the treatment, the researcher provided the treatment by using the Wizer.me application in the experimental class. Following the treatment, the researcher conducted

a post-test to assess the difference in student scores before and after the treatment.

B. Data Analysis of Post-test

The post-test was conducted on February 20, 2025, with the aim of measuring changes in student understanding after three treatments in class. This post-test consisted of 20 multiple choice questions presented in shuffling through Google Form, similar to the pre-test that was carried out previously. The time to complete the post-test was 30 minutes, and each student was asked to choose one answer that was considered correct from the four answer options given. The format of the questions in this post-test was designed similarly to the pre-test. This ensured a valid comparison between both tests, pretest and post-test.

In addition, post-test was given to the two same classes as the pre-test, namely class 8C as the control class consisting of 21 students and class 8D as the experimental class consisting of 20 students. The questions given in the post-test were not much different from the pattern of questions in the pre-test. This aims to create a consistent measurement and objectively comparable results. By using a similar question pattern and multiple-choice method, it can provide a good insight into how much understanding of the students has changed after the treatment given in class. The results of the post-test can be seen in the table below:

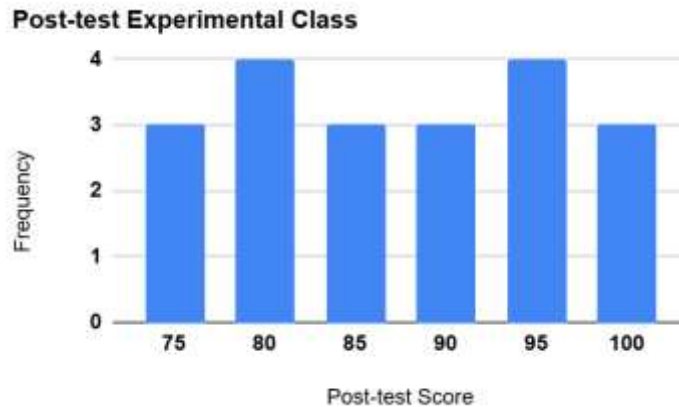
Table 4. 5 Post-test Scores of Experimental Class Students

No.	Initial Names	Score of Post-test
1.	ASAW	100
2.	AAF	90
3.	ADP	80
4.	AMY	90
5.	AMPN	85
6.	AHY	85
7.	BASPL	75
8.	FMNLI	80
9.	HPZ	75
10.	JHN	95
11.	KAM	90
12.	KMI	75
13.	KFN	80
14.	MEF	80
15.	RM	95
16.	SKEP	100
17.	SK	85
18.	SRNL	95
19.	SJM	95
20.	ZAP	100
Total		1.750
Average Score		88

Table 4.5 presents the post-test results of the experimental class students at SMP X in Probolinggo. From the table, it can be observed that the lowest score achieved by students is 75, and the highest score is 100. The total number of scores of all students is 1.750, with an average pre-test

score of 88. In addition, the distribution of post-test scores is also illustrated in the diagram as follows:

Diagram 4. 3 Post-test Scores of Experimental Class Students



The diagram above displays the post-test score data of the experimental class, arranged from the lowest to the highest score. The results show a variation in student performance, with the lowest score being 75 and the highest reaching 100. Several scores appeared more frequently than others, specifically 80 and 95. In detail, 3 students scored 75, 4 students obtained a score of 80, 3 students scored 85, 3 students received 90, 4 students scored 95, and 3 students achieved 100. The Minimum Completion Criteria (KKM) set by SMP X in Probolinggo is 75. Based on these results, 3 students met the KKM by scoring 75, while the remaining 17 students exceeded the KKM, with scores ranging from 80 to 100. The following presents the descriptive statistics of the experimental class's post-test results.

Table 4. 6 Descriptive Statistic of Post-test Scores of Experimental Class

	Descriptive Statistics								
	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Sum Statistic	Mean Statistic	Std. Error	Std. Deviation Statistic	Variance Statistic
Posttest Experimental	20	25	75	100	1750	87.50	1.936	8.660	75.000
Valid N (listwise)	20								

Based on Table 4.6, the mean score of the pre-test in the control class is 87.50, with a standard deviation of 8.660. The descriptive data also shows a minimum score of 75 and a maximum score of 100. By comparing the mean value and the standard deviation, it can be concluded that the standard deviation is smaller than the mean, indicating that the student scores are not widely spread from the average. In addition, this also indicates that the experimental class post-test data is of good quality, where most of the students' scores tend to be around the mean which reflects the consistency and stability in the results.

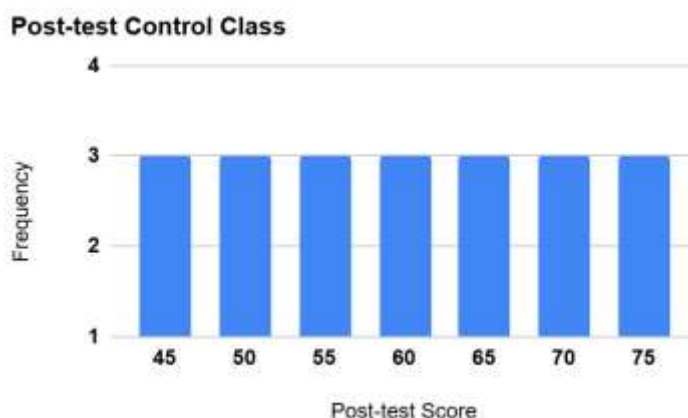
Table 4. 7 Post-test Scores of Control Class Students

No.	Initial Names	Score of Post-test
1.	ANJK	75
2.	AJHK	65
3.	NBHG	55
4.	UIYI	70
5.	LKJH	75
6.	UYTL	55
7.	ASDF	45
8.	VBNM	50
9.	LKJM	45
10.	OPIN	60
11.	NGRE	45
12.	QJKD	65
13.	NNCX	70
14.	MEFN	60
15.	UYTU	70
16.	MLPO	60
17.	QSDVB	55
18.	BBN	50
19.	YTRR	75
20.	MKLA	50
21.	HYTR	65

Total	1.260
Average Score	60

Table 4.7 shows the post-test results of the control class students at SMP X in Probolinggo. According to the table, the lowest score achieved by students is 45, and the highest score is 75. The total number of scores of all students is 1.260, with an average pre-test score of 60. In addition, the distribution of post-test scores is also illustrated in the diagram as follows:

Diagram 4. 4 Post-test Scores of Control Class Students



The diagram above displays the post-test score data of the control class, arranged from the lowest to the highest score. The distribution of scores shows variation, with the lowest score being 45 and the highest score being 75. The scores appear with equal frequency, with 3 students achieving each of the following scores: 45, 50, 55, 60, 65, 70, and 75. The Minimum Completion Criteria (KKM) set by SMP X in Probolinggo is 75. Based on these results, 3 students achieved the KKM by scoring 75, while the remaining 18 students scored below the KKM, with scores

ranging from 45 to 70. The following presents the descriptive statistics of the control class's post-test results.

Table 4. 8 Descriptive Statistic of Post-test Scores of Control Class

Descriptive Statistics									
	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Sum Statistic	Mean Statistic	Std. Error	Std. Deviation Statistic	Variance Statistic
Post-test Control	21	30	45	75	1260	60.00	2.236	10.247	105.000
Valid N (listwise)	21								

Based on Table 4.8, the mean score of the pre-test in the control class is 60.00, with a standard deviation of 10.247. The descriptive data also shows a minimum score of 45 and a maximum score of 75. By comparing the mean value and the standard deviation, it can be concluded that the standard deviation is smaller than the mean, indicating that the student scores are not widely spread from the average. In addition, this also indicates that the control class post-test data is of good quality, where most of the students' scores tend to be around the mean which reflects the consistency and stability in the results.

C. Students' Achievement in Mastering Simple Present Tense Before and After Using Wizer.me

Table 4. 9 Experimental Class Pre-test and Post-test Scores

No.	Initial names	Difference		Description
		Pre-test	Post-test	
1.	ASAW	65	100	Increase
2.	AAF	50	90	Increase
3.	ADP	50	80	Increase
4.	AMY	50	90	Increase
5.	AMPN	25	85	Increase
6.	AHY	45	85	Increase
7.	BASPL	25	75	Increase
8.	FMNLI	25	80	Increase
9.	HPZ	40	75	Increase
10.	JHN	55	95	Increase
11.	KAM	55	90	Increase

12.	KMI	55	75	Increase
13.	KFN	40	80	Increase
14.	MEF	60	80	Increase
15.	RM	65	95	Increase
16.	SKEP	65	100	Increase
17.	SK	40	85	Increase
18.	SRNL	45	95	Increase
19.	SJM	45	95	Increase
20.	ZAP	60	100	Increase
Total		960	1.750	Increase
Average Score		48	88	

As shown in the table, the comparison between the pre-test and post-test scores of the experimental class reveals a significant difference between both scores. The pre-test was conducted before the treatment, so students did the test without any intervention. On the other hand, the post-test was given after the students received the treatment, which involved using the Wizer.me application aimed at enhancing their understanding. The average score in the pre-test was 48, whereas the average score in the post-test increased to 88, indicating a significant improvement of 40 points. This improvement in average scores indicates that the use of the Wizer.me application was effective in improving students' learning outcomes. In conclusion, the experimental class post-test score is higher than the pre-test score, which shows the treatment's success in improving students' abilities

Table 4. 10 Control Class Pre-test and Post-test Scores

No.	Initial Names	Difference		Description
		Pre-test	Post-test	
1.	ANJK	30	75	Increase
2.	AJHK	55	65	Increase
3.	NBHG	15	55	Increase
4.	UIYI	45	70	Increase

5.	LKJH	50	75	Increase
6.	UYTL	50	55	Increase
7.	ASDF	30	45	Increase
8.	VBNM	30	50	Increase
9.	LKJM	55	45	Increase
10.	OPIN	30	60	Increase
11.	NGRE	20	45	Increase
12.	QJKD	55	65	Increase
13.	NNCX	35	70	Increase
14.	MEFN	20	60	Increase
15.	UYTU	50	70	Increase
16.	MLPO	45	60	Increase
17.	QSDVB	35	55	Increase
18.	BBN	45	50	Increase
19.	YTRR	45	75	Increase
20.	MKLA	20	50	Increase
21.	HYTR	35	65	Increase
Total		795	1.260	Increase
Average Score		38	60	

As shown in the table, the comparison between the pre-test and post-test scores of the control class reveals significant differences between both scores. The pre-test was conducted before the treatment, meaning students took the test without any intervention. Meanwhile, the post-test was given after students received treatment using the Wizer.me application, which aimed at improving their understanding. The average score in the pre-test was 38, whereas the average score in the post-test increased to 60, showing a significant improvement of 22 points. In conclusion, the control class post-test scores were higher than their pre-test scores, indicating the success of the treatment in improving the students' abilities.

D. Validity Testing Results

The researcher conducted a test of item validity using construct validity and content validity, which involved validators such as lecturer and teacher. There were 50 validity questions given to eight grade students who were not included in the control class or experimental class. The validity test was held in class 8B using Google Form, in which questions were shared with the shuffling feature available on the platform. This validity test was conducted in one meeting which took place for 40 minutes on January 16, 2025. During the process, the researcher used the correlation formula in Microsoft Excel to calculate the r-count for each item, ensuring the validity of the questions based on the data collected. Below are the results of the validity test:

[illegible]

Picture 4. 1 Validity Test Results

Based on the results of the validation test, a question is considered valid if the r-count value is greater than the r-table value. Out of the 50 questions tested, 5 questions were found to be invalid because their r-count value was less than the r-table value. The invalid questions were

numbers 13, 16, 30, 34, and 39. Therefore, it can be concluded that, out of the 50 questions tested, 45 were valid. However, the researcher selected only 40 questions from the 45 valid ones, with 20 questions used for the pre-test and the remaining 20 for the post-test.

E. Reliability Testing Results

The reliability test was conducted after the validity test for each question to ensure the consistency of the test results when retaken. Additionally, the reliability test aims to verify that the instrument used produces stable and dependable data under various conditions. In this study, the researcher used SPSS 24 to perform the reliability test. The results of the reliability test are presented below:

Reliability Statistics	
Cronbach's Alpha	N of Items
.966	50

Picture 4. 2 Reliability Test Results

Based on the calculations using SPSS 24, the reliability of the measurement instrument is 0.966. According to Cronbach's Alpha criteria, this value falls within the "very strong reliability" category, as it is in the range of 0.90 to 1.00. This indicates that the measurement instrument has very high internal consistency and is reliable in providing consistent and accurate results.

F. Normality Testing Results

The normality test is conducted to assess whether the data collected is normally distributed or not. In this study, the Shapiro-Wilk normality test was used. As said by Razali & Wah (2011), the Shapiro-Wilk test is very effective for testing the normality of data distribution, especially in samples with small sizes (less than 50). Therefore, if the Shapiro-Wilk test results show a p-value > 0.05 , then the data can be considered normally distributed. On the other hand, if the p-value < 0.05 , then the data is considered not normally distributed. The results of the normality test are presented below:

Tests of Normality							
Hasil	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	PreEx	.116	20	.200 [*]	.918	20	.090
	PostEx	.157	20	.200 [*]	.914	20	.076
	PreCon	.188	21	.052	.921	21	.090
	PostCon	.121	21	.200 [*]	.926	21	.115

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Picture 4. 3 Normality Test Results

The results of the normality test indicate that the pre-test normality values for the experimental group (0.090) and the control group (0.090) are both greater than 0.05 ($0.090 > 0.05$ and $0.090 > 0.05$). This leads to the conclusion that H_0 is accepted and H_a is rejected, it means that the pre-test data in both groups (experimental and control) are normally distributed. Similarly, the normality values for the post-test are 0.076 for the experimental group and 0.115 for the control group. Both values are also greater than 0.05 ($0.076 > 0.05$ and $0.115 > 0.05$), indicating that H_0

is accepted and H_a is rejected, and the post-test data for both groups are normally distributed.

Therefore, both the pre-test and post-test data for the experimental and control groups are normally distributed. As a result, parametric testing using the t-test can be conducted to assess the differences between the experimental and control groups in both the pre-test and post-test.

G. Homogeneity Testing Results

In this section, the researcher analyzed the homogeneity test using SPSS version 24. The Levene test was applied to evaluate the similarity of variance between the data collected from the Pre-Test and Post-Test in classes 8D and 8C. The results of the reliability test are presented below:

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	.182	1	39	.672
	Based on Median	.170	1	39	.682
	Based on Median and with adjusted df	.170	1	38.120	.682
	Based on trimmed mean	.200	1	39	.657

Picture 4. 4 Homogeneity Results in Experimental and Control Classes (Pre-test)

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	.535	1	39	.469
	Based on Median	.535	1	39	.469
	Based on Median and with adjusted df	.535	1	36.268	.469
	Based on trimmed mean	.535	1	39	.469

Picture 4. 5 Homogeneity Results in Experimental and Control classes (Post-test)

The results of the homogeneity test show that if the significance value < 0.05 , the data is not homogeneous, while if the significance value > 0.05 , the data is homogeneous. For the Pre-Test homogeneity test, the significance value is $0.672 > 0.05$, indicating that the Pre-Test data for both classes is homogeneous. Similarly, for the Post-Test homogeneity test, the significance value is $0.469 > 0.05$, which means the Post-Test data is also homogeneous. Therefore, it can be concluded that the data from both classes (8D and 8C) are homogeneous.

H. T-Test and Hypothesis Testing Results

After conducting the validity test and reliability test, the researcher obtained the results that the questions to be used in this study had been proven valid and reliable. Furthermore, the researcher continued with the normality and homogeneity tests to assess the distribution and variance similarity of the data. The test results showed that the data were normally distributed and homogeneous, which fulfilled the assumptions for further statistical analysis.

In the final step, the researcher conducted hypothesis testing using the Independent T-test. This test was used to examine the significant effect between the class taught using the Wizer.me application and the class that did not use it. Data analysis was performed using SPSS 24, and the results of the hypothesis test are presented in the table below:

Descriptives				
Kelompok		Statistic		Std. Error
NGain_Percent	Experimental	Mean	77.07	3.589
		95% Confidence Interval for Mean	Lower Bound	69.56
			Upper Bound	84.58
		5% Trimmed Mean	77.61	
		Median	78.89	
		Variance	257.594	
		Std. Deviation	16.050	
		Minimum	44	
		Maximum	100	
		Range	56	
		Interquartile Range	24	
		Skewness	-.349	.512
		Kurtosis	-.458	.992
	Control	Mean	33.92	4.284
		95% Confidence Interval for Mean	Lower Bound	24.98
			Upper Bound	42.85
		5% Trimmed Mean	35.29	
		Median	37.50	
		Variance	385.341	
		Std. Deviation	19.630	
		Minimum	22	
		Maximum	64	
		Range	87	
		Interquartile Range	26	
		Skewness	-1.110	.501
		Kurtosis	1.998	.972

Picture 4. 6 N-Gain Score Results of Experimental and Control Classes

The N-Gain calculation results show that the use of the Wizer.me application has a significant impact on improving students' learning outcomes in the simple present tense. In the experimental class, the mean N-Gain value of 77.07 is categorized as effective, indicating that the Wizer.me application is effective in enhancing students' learning outcomes. On the other hand, the control class has an average N-Gain value of 33.92, which is categorized as ineffective which indicates that learning without the Wizer.me application does not provide significant improvement.

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	
Posttest									
Equal variances assumed	535	.469	8.356	39	.000	27.990	2.976	21.492	33.508
Equal variances not assumed			9.297	38.471	.000	27.990	2.958	21.514	33.486

Picture 4. 7 Hypothesis Testing Result

The acceptance or rejection of the null hypothesis (H0) is determined by the significance value. If the significance value is < 0.05 , H0 is rejected, indicating a significant difference. On the other hand, if the significance value is > 0.05 , H0 is accepted, meaning no significant difference exists. Based on the hypothesis table above, the results indicate a significant difference between the pretest and posttest scores. The obtained significance value is 0.000, which is < 0.05 . Therefore, it can be concluded that the use of the Wizer.me platform has a significant effect on improving students' grammar mastery, especially in the simple present tense.

4.1.2 The Challenges Faced by Students in Learning Grammar Using the Wizer.me Application

In this section, the researcher describes the challenges faced by students in learning grammar using the Wizer.me application. The researcher chose 10 students from class 8C as the experimental class, where these students had used Wizer.me before. The selection of these 10 students was done by random sampling to avoid bias and ensure that each student has the same opportunity, so that the results of the study can be more objective.

The researcher used semi-structured interviews, which allowed students to explain their experiences more openly and in depth. The interview

consisted of 10 questions divided into four aspects. The questions 1-4 are related to the user experience, questions 5-6 are related to the learning experience, questions 7-9 are related to technology and technical issues, and question 10 focuses on time management and efficiency. Before describing the findings, here are the initials of the participants:

Table 4. 11 The Initials of The Participants

No.	Initial Names	Participants
1.	S1	Student 1
2.	S2	Student 2
3.	S3	Student 3
4.	S4	Student 4
5.	S5	Student 5
6.	S6	Student 6
7.	S7	Student 7
8.	S8	Student 8
9.	S9	Student 9
10.	S10	Student 10

1. User Experience in Using Wizer.me

User experience refers to the overall experience felt by students when using the Wizer.me platform. This includes the first impression when using the platform, the comfort and discomfort in the learning process, and the aspects disliked by students.

In the context of using a platform like Wizer.me, first impression refers to how users perceive the platform during their initial interactions. This includes their opinions on ease of use, design, features, and how

confusing the platform is at first. Some students experienced difficulties at the first time of use because they were not familiar with this platform. S1, S3, S4, S6, and S9 stated that they felt confused in understanding how Wizer.me works, especially in accessing questions and using its features. However, after several times trying and exploring this platform, they began to get used to it and felt more comfortable.

S1: "I am confused the first time I use it because it looks different from other apps I've used. But after trying a few exercises, I started to understand how it works."

S3: "At first I was a little confused with the display and features. However, after getting used to it, it became easy."

S4: "At first I didn't understand how to do the questions on Wizer.me. It took some time to adapt, but after that it became easier."

On the other hand, there are five students (S2, S5, S7, S8, and S10) who did not experience any significant difficulties in using Wizer.me. They considered the platform to be simple and easy to understand, so they were able to use it immediately without any significant obstacles.

S8: "I didn't find it difficult because the interface is simple and clear. I could understand how to use it right away after trying a few features."

S10: "I felt that Wizer.me is easy to use. It even felt like playing an educational game, so I was immediately interested."

In addition, comfort and discomfort refer to the user's emotional response experienced during the learning grammar of using the Wizer.me platform. Based on the results, the students have various experiences of comfort and discomfort in the learning grammar using Wizer.me. Most of the students felt comfortable using this platform because of its attractive display and interactive features that make learning more fun. Almost all students as the respondents said that they are more motivated to learn

English grammar because Wizer.me provides a different experience compared to conventional methods. They also mentioned that the interactive features help them understand the material better.

S1: *"I feel very comfortable learning grammar using Wizer.me because it gives me a different way of learning than usual. Usually, I learn grammar only from books or notes which makes me bored easily, but when using Wizer.me I feel very excited because the features are fun and make it easier for me to understand the material."*

S10: *"I feel really comfortable! The design is colorful and doesn't make me bored, and there are many interesting features that make learning more exciting. It's not like an ordinary app, in Wizer.me it feels like playing while learning."*

However, some students did not feel comfortable learning grammar using Wizer.me. Some students mentioned the obstacles that they experienced, especially the unstable internet connection and the time needed to adapt to this platform.

S1: *"An uncomfortable experience for me while using Wizer.me was when my internet connection was unstable. If the connection is slow, the question page can take a very long time to load, and sometimes it won't open at all."*

S4: *"Actually, there was nothing that made me feel uncomfortable. Everything went smoothly, and the instructions were clear. It's just that sometimes I need more time to get used to some of the interactive features."*

Additionally, in the next context. Dislike is a feeling of disapproval or dislike towards something. There were some things that the students disliked about Wizer.me. One of the main obstacles is the login that must be done repeatedly when accessing the platform. This was mentioned by S4, S7, S8, and S9. They found it quite inconvenient and time-consuming.

S4: *"I don't like logging in every time I want to join a class or activity on Wizer.me. If I can access it directly without having to log in again, it will be more practical."*

In addition, S3 complained that the display or questions on Wizer.me sometimes lag or take a long time to load, which makes them impatient when using it.

S3: "I don't like it when the display or questions lag or take a long time to load. It can make me impatient."

However, the majority of other students had no significant complaints about Wizer.me and instead enjoyed a more interactive and engaging learning experience.

2. Learning Experience

Learning experience refers to how students feel and understand using Wizer.me in completing the exercise and how they react to the feedback provided by the platform. This experience can involve the challenges faced, the ease or difficulty in understanding the material, and their feelings in using Wizer.me in their learning process. This includes challenges in completing simple present tense exercises and feedback on Wizer.me.

In the context of learning or using Wizer.me platform, a challenge is a problem or task faced by the student that makes the learning process more difficult. Some students faced challenges in completing the simple present tense exercises on Wizer.me, especially related to choosing the correct verbs. One of the main difficulties faced was distinguishing the use of "do" and "does" in questions. As experienced by S1 and S2, they were often confused when determining the correct form according to the subject.

S1: "I often get confused and confused when I have to choose between 'do' or 'does' in questions."

In addition, some students had difficulty in differentiating between verbal sentences and sentences with verb to be, especially S3, S6, and S7.

S3: *"I like to get confused when deciding whether this is a verbal sentence or a verb to be."*

Another challenge is the use of "-s" or "-es" endings on verbs when the subject is he, she, or it, as experienced by S8 and S9.

S8: *"I often forget to add '-s' or '-es' to verbs when the subject is he, she, or it."*

However, some students felt that the exercises on Wizer.me were clear and easy to understand without facing significant difficulties (S4, S5, S10).

S5: *"So far I don't feel any challenges, because the questions are clear and easy to understand."*

On the other hand, it is related to feedback on Wizer.me. Feedback refers to comments or evaluations given to students about their progress or understanding of the material. Most students felt that the feedback from Wizer.me was clear and helped them understand their mistakes (S1, S2, S4, S6, S7, S9, S10).

S6: *"The feedback is really clear, I immediately know where my answers are wrong, and it immediately helps me learn more."*

However, some students wanted a more detailed explanation so that they could better understand the reasons for their mistakes, rather than just knowing what was wrong and correct (S3, S5, S8).

S5: *"The feedback from Wizer.me is quite clear, I can immediately know which of my answers are the wrong and correct ones. But it is better if it is more detailed, not just wrong and correct."*

3. Technology and Technical Issues

Technology and Technical Issues refer to challenges that user face in using Wizer.me platform. These issues can affect the smoothness and quality of the user experience. This includes the technical issues or difficulties accessing Wizer.me, the stability and reliability of Wizer.me, and the drawback of Wizer.me.

In the context of technical issues or difficulties. It refers to problems that hinder the functioning of the platform affecting user experience. Most students did not experience any technical issues when accessing Wizer.me because the platform ran smoothly for them (S6, S7, S9, S10).

S10: "I didn't have any technical problems at all. Everything was smooth, there was no interruption or difficulty in accessing Wizer.me."

However, some students faced problems if their internet connection was unstable which caused the platform to be slow or difficult to access (S1, S2, S3, S4, S5, S8).

S5: "Sometimes if the internet connection is unstable, the platform becomes a bit slow. That is a bit disruptive to the learning process."

Based on the interview results above, it can be concluded that the main problem faced is more related to the internet connection, not with the Wizer.me system.

In addition, it is related to the stability and reliability of Wizer.me for learning. Stability and reliability refer to the consistent and reliable performance of the Wizer.me platform over time. Most students agree that Wizer.me is a stable and reliable platform for learning (S1, S2, S4, S5, S6, S7,

S8, S9, S10). They seldom have technical issues and they feel comfortable using the platform.

S10: *“The Wizer.me platform is very stable and reliable. I've never experienced technical problems or interruptions when studying.”*

Some students also mentioned that although the platform is generally stable, there is sometimes a bit of delay when loading pages, especially if the internet connection is unstable (S3, S4).

S3: *“I think it's stable and reliable, but sometimes there are small problems like a longer loading time that makes me feel impatient.”*

On the other hand, many students will recommend that Wizer.me be used by their teachers because the features are interesting and can make learning grammar more interactive.

The next, it is related to drawbacks of Wizer.me. A weakness is a shortcoming or negative aspect of something that can limit its effectiveness or attractiveness. Most students felt that the main drawback of Wizer.me is the limited features for free users, because some features can only be accessed through premium accounts (S1, S2, S3, S5, S6, S7, S8, S10).

S1: *“The only drawback of Wizer.me is the features. Because I have to use a premium account, I can't try the paid features.”*

However, some students still enjoyed using Wizer.me even though it was limited to free features, and found the platform interesting and fun to learn on (S3, S7, S10).

S10: *“There are really no drawbacks, it's just the premium features. But overall, Wizer.me is really good! Very exciting...”*

In addition, one student mentioned that the questions could not be redone or revised after being answered (S9).

S9: "Sometimes there are some problems that cannot be repeated or corrected after finishing."

There were also students who felt no drawbacks in using Wizer.me and considered all the features available were helpful enough for them (S4).

Based on the interview results above, it can be concluded that the limited access to premium features is the main drawback of Wizer.me, but Wizer.me is also still considered as an interesting and useful learning platform.

4. Time Management and Efficiency

Time Management and Efficiency is the ability to plan, organize, and allocate time effectively to complete tasks or achieve goals without wasting time or effort. This includes the time efficiency in learning simple present tense with Wizer.me, where students can complete exercises and understand the material more quickly due to the platform's interactive and engaging features.

Most students felt that learning simple present tense using Wizer.me did not take much time. They considered this platform more efficient than traditional methods such as using a book because the material presented is more interesting, interactive, and colorful (S1, S2, S4, S5, S7, S10).

S1: "Using Wizer.me is more efficient than using a book. The material is interesting and makes me more enthusiastic about learning and it is easy to understand."

In addition, the feature of feedback also helps students complete the exercises faster without waiting for the discussion (S3, S6, S8, S9).

S6: "The questions are short and after completing them, the feedback appears immediately. This really shortens the time"

because we can immediately know the wrong and correct answers.”

Based on the interview results above, it can be concluded that Wizer.me is considered an effective learning method and does not waste time because of the attractive appearance and quick feedback.

4.2 Discussion

This section, the researcher discusses the effectiveness of the Wizer.me application in improving students' mastery of grammar and the challenges faced by students in using the Wizer.me application. Wizer.me.

4.2.1 The Effectiveness of Wizer.me Application on Students' Grammar Mastery

The results of this study show that the use of Wizer.me application can significantly improve students' mastery of grammar, especially in simple present tense. This finding is consistent with research by Aisyah & Supriyo (2024), who found that the use of Wizer.me can increase students' learning motivation. They noted that the interactive features and attractive design of Wizer.me made students more engaged in the learning process. This research also supports the findings by Hamidah et al. (2023), which showed that interactive learning media can help students understand the material better. In this context, Wizer.me not only serves as a learning aid, but also as a means to create a more enjoyable learning experience.

This study used pre-test and post-test instruments on two homogeneous classes consisting of girls, namely class 8C as the experimental group that used Wizer.me and class 8D as the control group that was not given treatment. To

compare the pre-test and post-test results of the two groups, the researcher used SPSS software version 24.

The analysis showed that the control class only experienced an increase in the average score from 38 to 60, or a 22-point increase. While the average score obtained by the experimental group of 88 was much higher than the control group which only reached a score of 60. To find out whether this difference was significant, the researcher conducted an independent t test which showed a significance value of 0.000. This value is smaller than 0.05, so the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Thus, it can be concluded that the use of Wizer.me application is effective in improving students' grammar mastery.

The research by Simanjuntak et al. (2022) supports these findings, showing that the use of interactive media such as Wizer.me can improve student motivation and learning outcomes better than conventional learning methods. In addition, the research by Laily (2023) also strengthens these results, where it was found that Wizer.me can increase students' interest in writing. This shows that this app is not only effective in teaching grammar, but also in improving other language skills. On the other hand, the research of Simanjuntak et al. (2022) also finds that Wizer.me can increase students' motivation in writing descriptive text, which shows that this application has wide potential in various aspects of English learning.

Overall, the results of this study show that the use of the Wizer.me app can significantly improve students' mastery of grammar, especially in the use of simple present tense and increase motivation and other language skills. In

addition, this finding is consistent with previous studies that show the benefits of interactive applications in improving student learning outcomes. Thus, the use of Wizer.me can be an effective alternative in optimizing the English learning process in the classroom, both in improving mastery of grammar, writing, listening, and other language skills.

4.2.2 The Challenges Faced by Students in Learning Grammar Using the Wizer.me Application

Based on the result of the research, there are some challenges faced by students during the grammar learning process using Wizer.me application especially at the beginning of using the application, namely students' difficulty in understanding the interface and features in the application. Some students expressed confusion when using the application for the first time, especially in recognizing the function and navigation of the features. However, after a few tries and adaptations, they began to feel more comfortable using the application. This result is in line with the findings by Afriliyanti et al. (2023) who states that Wizer.me is an interactive learning media that helps teachers in creating more interesting and effective learning materials. However, this application works well when students are familiar with its features.

In addition, although most students stated that Wizer.me is an effective and enjoyable platform to use in the learning process, there are certain limitations related to access to premium features. Some students expressed that not all features on Wizer.me are available for free, which creates restrictions in fully utilizing the platform. This finding is in line with the study conducted by Safitri (2022), who notes that Wizer.me offers several premium features that

require additional payment, which can be a challenge for users who do not have full access. Nevertheless, this limitation does not serve as a major obstacle in the learning process. The majority of students still felt supported and motivated in their learning, even when using only the freely available features. They considered that the attractive design and immediate feedback provided by the platform were sufficient to help them understand the material, particularly in learning the simple present tense.

Another challenge observed in the study was students' difficulty in understanding and correctly using tenses, especially the Simple Present Tense. Some students revealed that they had difficulty determining the correct verb tense in sentences using Simple Present Tense. This difficulty is similar to the findings by Rohana & Harahap (2022), which shows that many students have difficulty in understanding the function and form of Simple Present Tense. They argued that students are often confused in differentiating the use of the right verb form for each subject in Simple Present Tense, such as the use of “do” or “does” in negative sentences or questions. This is also proven in a study by Butar et al. (2024), who mentions that lack of understanding of tenses is often the main obstacle for students in mastering grammar well.

Moreover, some students reported difficulties when their internet connection was unstable. They complained about long page load times to access questions smoothly. This problem often disrupted their learning experience. This is in line with the findings of Aisyah & Supriyo (2024), who highlights that reliance on a stable internet connection is one of the main drawbacks of using the Wizer.me application.

Additionally, students' interest and motivation levels varied. Some students show disinterest in grammar lessons which are considered difficult and boring. This is in line with the findings of Sarasawati (2022), who argues that boredom and lack of interest in grammar material can hinder students' understanding. Nevertheless, the use of Wizer.me in this study gave a positive change to the level of students' participation in learning. This application provides more fun and challenging exercises, which can increase students' motivation in learning grammar. As an example, the interactive features on Wizer.me that allow students to practice with various question formats, such as multiple choice, fill-in, and picture questions, help students to be more active in learning and improve their understanding of simple present tense.

While there are challenges in the early stages of using the Wizer.me application, the results show that this application has a positive impact on students' understanding of grammar, especially in the use of Simple Present Tense. This also strengthens the findings of Prawira & Mukhaiya (2020), who states that the use of interactive learning applications can increase student engagement and improve their understanding of grammar materials. In other words, although there are initial difficulties, the utilization of Wizer.me can be an effective solution in learning grammar, if it is applied in an appropriate and creative way by the teacher.

CHAPTER V

CONCLUSION

5.1 Conclusion

Based on the results of the research, it can be concluded that the use of Wizer.me application has a significant positive effect on improving students' grammar mastery, particularly in understanding tenses. The application provides an interactive and engaging learning experience through features such as quizzes, game-based exercises, and instant feedback. These features allow students to learn independently, based on their own pace and learning preferences.

The statistical analysis using an independent t-test showed a significance value of 0.000, which is lower than 0.05. This indicates that the improvement in the experimental group was statistically significant compared to the control group. Therefore, it can be concluded that Wizer.me is effective as a learning tool in grammar instruction.

However, some challenges were identified during the learning process. Several students faced difficulties in adapting to the application at the beginning, especially those who were not familiar with technology-based learning. In addition, the limited opportunity for direct interaction with the teacher made it difficult for some students to understand their mistakes in detail. Internet connectivity issues were also reported as an obstacle.

Despite these challenges, the overall findings support that Wizer.me is a useful and effective digital learning tool. It not only improves grammar skills but also increases students' motivation and participation in the learning process. Therefore, it is suggested that teachers consider using interactive applications like Wizer.me

to support grammar learning, especially in modern, technology-integrated classrooms.

5.2 Suggestions

1. For Teacher

The teacher is suggested to create a supportive and fun learning atmosphere to make students feel more comfortable and interested in learning. The use of the Wizer.me application can help create an interactive and engaging learning experience. However, the teacher needs to ensure that the instructions and rules for using the application are clearly explained and easily understood by students to avoid confusion when using it. In addition, the teacher is suggested to use simple language and avoid foreign words that are difficult to understand to avoid students having difficulties in following the lesson, especially when doing exercises or tasks on the app. In order to make the use of Wizer.me more effective, the teacher needs to encourage students to be active in the learning process and provide homework assignments that can train their higher order thinking skills.

2. For Future Researcher

The future researchers are suggested to explore the use of Wizer.me app in English language learning by focusing on other aspects besides grammar, such as the development of speaking, listening or vocabulary acquisition skills. In addition, the future researchers can look at how this app can support interactive learning and improve students' English skills in various contexts.

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Improve Students' Grammar Mastery in Writing Cause and Effect
Composition. *English Education*, 7(3), Article 3.
<https://doi.org/10.20961/Edj.V7i3.39496>

APPENDIXES

Appendix I Research Permission Letter

	KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang http:// fitk.uin-malang.ac.id email : fitk@uin-malang.ac.id	
Nomor	: 4008/Un.03.1/TL.00.1/11/2024	19 November 2024
Sifat	: Penting	
Lampiran	: -	
Hal	: Izin Survey	
Kepada		
Yth. Kepala SMP Kota Probolinggo		
di		
Probolinggo		
Assalamu'alaikum Wr. Wb.		
Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:		
Nama	: Tiara Nadiya Itabi Wahya	
NIM	: 210107110074	
Tahun Akademik	: Ganjil - 2024/2025	
Judul Proposal	: The Effectiveness of Wizer.me Application on Students' Grammar Mastery at SMP X	
Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu		
Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.		
Wassalamu'alaikum Wr. Wb.		
		
Dekan, Dekan Bidang Akademik		
Muhammad Walid, MA NIP. 19730823 200003 1 002		
Tembusan :		
1. Ketua Program Studi TBI		
2. Arsip		



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://fitk.uin-malang.ac.id. email : fitk@uin-malang.ac.id

Nomor : 4601/Un.03.1/TL.00.1/12/2024
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

17 Desember 2024

Kepada

Yth. Kepala SMP
di

Kota Probolinggo

Probolinggo



Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: Tiara Nadiya Itabi Wahya
NIM	: 210107110069
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	: Ganjil - 2024/2025
Judul Skripsi	: The Effectiveness of Wizer.me Application on Students' Grammar Mastery at SMP X
Lama Penelitian	: Januari 2025 sampai dengan Maret 2025 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix II Instrument Validator Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : fitk@uin_malang.ac.id

Nomor : B-12 /Un.03/FITK/PP.00.9/01/2025
Lampiran : -
Perihal : Permohonan Menjadi Validator

06 Januari 2025

Kepada Yth.
Ima Mutholliatil Badriyah, M.Pd
di -
Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Tiara Nadiya Itabi Wahya
NIM : 210107110074
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : The Effectiveness Of Wizer.Me Application On
Students' Grammar Mastery At SMP X
Dosen Pembimbing : Ima Mutholliatil Badriyah, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.


Wakil Bids. Akademik
Dr. Muhammad Walid, M.A
NIP. 197308232000031002

Appendix III Instrument of Validity

Please read the question carefully, eliminate incorrect answers, and select the most appropriate one.

1. What is the main function of the *verb to be* in Simple Present sentences?
 - A. To describe an action performed by the subject.
 - B. To describe the state, identity, or characteristic of someone or something.
 - C. To show a past event.
 - D. To describe a process in progress.
2. Which of the following describes a characteristic using the verb to be of simple present tense?
 - A. Geiza runs fast.
 - B. I have a car.
 - C. He is tall.
 - D. They play football.
3. Which pronoun would use "is" as the verb?
 - A. I
 - B. Tiara and Tika
 - C. He
 - D. We
4. Which of the following sentences is incorrect?
 - A. She is my friend.
 - B. Nafisa and Dinda is my neighbors.
 - C. We are classmates.
 - D. I am ready.
5. Which of the following sentences uses the verb to be to show someone's identity?
 - A. They are playing soccer.
 - B. She is my sister.
 - C. I am going to school.
 - D. You are running fast.
6. Which of the following sentences uses the correct the verb to be form in the simple present tense?
 - A. Tiara Speaks English
 - B. She is a nurse
 - C. They are studying Japanese
 - D. My mother and I am happy
7. Identify the sentence with the correct use of "are"
 - A. My friend are tall.
 - B. They are excited.
 - C. Are we study English?
 - D. Yuli are tall.
8. _____ a doctor.

- A. Farisma are
 - B. I do not
 - C. She is
 - D. Albana dan Shirene is
9. _____ a student.
- A. Hisyam does not
 - B. You and I am
 - C. Tiara is
 - D. I do not
10. _____ my favorite teacher.
- A. Tika does not
 - B. He is
 - C. Michelle and Queen is
 - D. You and I am
11. _____ a comfortable chair.
- A. It is
 - B. It does
 - C. It do
 - D. Is it
12. _____ in class right now.
- A. She is
 - B. Sahrul and Nanik is
 - C. He does not
 - D. Tia and I am
13. _____ very busy today.
- A. She does
 - B. Nanik and Yanto is
 - C. He does
 - D. I am
14. _____ my favorite subject.
- A. Math is not
 - B. Math are not
 - C. Maths does not
 - D. Math do not
15. _____ a cat.
- A. This is not
 - B. This does not
 - C. This do not
 - D. This
16. _____ the answer.
- A. It does not
 - B. It is not
 - C. It do not
 - D. It not
17. _____ in the park.
- A. Tika and Zizah isn't
 - B. He does not
 - C. She is not

- D. Michelle and Riya is not
18. _____ a big house.
- A. It does not
 - B. It do not
 - C. It were not
 - D. It is not
19. _____ ready for the exam.
- A. We do not
 - B. They are not
 - C. Aurel and I am not
 - D. I do not
20. _____ good at math.
- A. He is not
 - B. They do not
 - C. Nabiha and I am not
 - D. We do not
21. _____ a good student?
- A. Are you
 - B. Do you
 - C. Does you
 - D. Am you
22. _____ a cat your pet?
- A. Is
 - B. Are
 - C. Do
 - D. Does
23. _____ this your favorite movie?
- A. Is
 - B. Are
 - C. Do
 - D. Does
24. _____ my parents at home.
- A. Are
 - B. Is
 - C. Do
 - D. Does
25. _____ she the team captain?
- A. Is
 - B. Are
 - C. Do
 - D. Does
26. _____ this your favorite movie?
- A. Is
 - B. Are
 - C. Do
 - D. Does
27. What do we use the simple present tense for?
- A. To describe actions happening now.

- B. To express habitual actions.
 - C. To talk about future events.
 - D. To discuss completed actions.
28. Which sentence shows a habitual action?
- A. She is eating lunch now.
 - B. He studies every night.
 - C. They will travel tomorrow.
 - D. I have finished my homework.
29. Which pronoun would use "goes" as the verb?
- A. I
 - B. They
 - C. He
 - D. We
30. Which subject would use the verb "run" without adding "s"?
- A. She
 - B. He
 - C. They
 - D. Tiara
31. Which sentence is in the simple present tense?
- A. She was going to school.
 - B. She goes to school.
 - C. She is going to school.
 - D. She will go to school.
32. Which of the following sentences is correct?
- A. Maria doesn't likes ice cream.
 - B. She doesn't go to the gym.
 - C. They doesn't speak French.
 - D. He don't play football.
33. Which of the following sentences is incorrect?
- A. The sun rises in the east.
 - B. She play tennis every Sunday.
 - C. He likes to read books.
 - D. They study English at school.
34. _____ every Sunday.
- A. I am play
 - B. She play
 - C. They are play
 - D. Roni plays
35. _____ in the afternoon.
- A. Tiara and Dinda go

- B. They are go
- C. He does go
- D. I am going

36. _____ English every day.

- A. They study
- B. He studying
- C. I studies
- D. She study

37. _____ a lot of pictures.

- A. She take
- B. She is taking
- C. She is take
- D. He takes

38. _____ to music in the evening.

- A. I am listen
- B. Iqbal and Shinta listen
- C. Tiara listen
- D. They listen

39. _____ a new car.

- A. Tiara do not buy
- B. Tiara does not buys
- C. Tiara does not buy
- D. Tiara is not buy

40. _____ chocolate.

- A. She does not like
- B. I don't likes
- C. She is not like
- D. Geiza and Sahrul does not like

41. _____ in the morning.

- A. He do not wake up
- B. He doesn't wakes up
- C. He does not wake up

- D. He is not wake up
42. _____ in the library.
- A. She doesn't study
 - B. She don't studies
 - C. She is not study
 - D. She doesn't studies
43. _____ every day.
- A. I take a bath
 - B. I takes a bath
 - C. am take a bath
 - D. I am taking a bath
44. _____ always study in the evening?
- A. Does she
 - B. Is she
 - C. She
 - D. Do she
45. _____ visit their grandparents every weekend?
- A. Does they
 - B. Do they
 - C. Is they
 - D. They
46. _____ always wake up early?
- A. Does my brother
 - B. Do my brother
 - C. Is my brother
 - D. My brother
47. _____ open every day?
- A. Does the school library
 - B. Is the school library
 - C. The school library
 - D. Do the school library
48. _____ finish their homework on time?

- A. Do the students
- B. Does the students
- C. Is the students
- D. Are the students

49. _____ enjoy reading books?

- A. Does you
- B. Do you
- C. Are you
- D. You

50. _____ play the guitar very well?

- A. Does Nisa
- B. Do Nisa
- C. Is Nisa
- D. Am Nisa

ANSWER KEYS

1. B	14. A	27. B	40. A
2. C	15. A	28. B	41. C
3. C	16. B	29. C	42. A
4. B	17. C	30. C	43. A
5. B	18. D	31. B	44. A
6. B	19. B	32. B	45. B
7. B	20. A	33. B	46. A
8. C	21. A	34. D	47. A
9. C	22. A	35. A	48. A
10. B	23. A	36. A	49. B
11. A	24. A	37. D	50. A
12. A	25. A	38. D	
13. D	26. A	39. C	

Appendix IV Pre-test Simple Present Tense

Choose the correct answer by selecting a, b, c, or d!

1. What is the main function of the *verb to be* in Simple Present sentences?
 - A. To describe an action performed by the subject.
 - B. To describe the state, identity, or characteristic of someone or something.
 - C. To show a past event.
 - D. To describe a process in progress.
2. Which pronoun would use "is" as the verb?
 - A. I
 - B. Tiara and Tika
 - C. He
 - D. We
3. What do we use the simple present tense for?
 - A. To describe actions happening now.
 - B. To express habitual actions.
 - C. To talk about future events.
 - D. To discuss completed actions.
4. Which pronoun would use "goes" as the verb?
 - A. I
 - B. They
 - C. She
 - D. We
5. Which of the following sentences is incorrect?
 - A. The sun rises in the east.
 - B. She play tennis every Sunday.
 - C. He likes to read books.
 - D. They study English at school.
6. _____ a doctor.
 - A. Farisma does
 - B. I do not
 - C. She is

- D. Albana and Syafira is
7. _____ my favorite teacher.
- A. Tika does not
 - B. He is
 - C. Michelle and Queen is
 - D. You and I am
8. _____ in the afternoon.
- A. Tiara and Dinda go
 - B. They are go
 - C. He go
 - D. I am going
9. _____ to music in the evening.
- A. I am listen
 - B. Iqbal and Shinta listens
 - C. Tiara listen
 - D. They listen
10. _____ in class right now.
- A. Rosalina is
 - B. Sahrul and Nanik is
 - C. He does not
 - D. Tia and I am
11. _____ in the park.
- A. Tika and Zizah is not
 - B. He does not
 - C. She is not
 - D. Michelle and Riya is not
12. _____ ready for the exam.
- A. We do not
 - B. They are not
 - C. Aurel and I am not
 - D. I do not
13. _____ good at math.

- A. He is not
- B. They do not
- C. Nabiha and I am not
- D. We do not

14. _____ chocolate.

- A. She does not like
- B. She is not like
- C. She does not likes
- D. She do not like

15. _____ every day.

- A. I take a bath
- B. I takes a bath
- C. I am take a bath
- D. I am taking a bath

16. _____ always study in the evening?

- A. Does she
- B. Is she
- C. She
- D. Do she

17. _____ visit their grandparents every weekend?

- A. Does they
- B. Do they
- C. Is they
- D. They

18. _____ play the guitar very well?

- A. Does Nisa
- B. Do Nisa
- C. Is Nisa
- D. Nisa

19. _____ a good student?

- A. Are you
- B. Do you

C. Does you

D. You

20. _____ a cat your pet?

A. Is

B. Are

C. Do

D. Does

ANSWER KEYS

1. B

2. C

3. B

4. C

5. B

6. C

7. B

8. A

9. D

10. A

11. C

12. B

13. A

14. A

15. A

16. A

17. B

18. A

19. A

20. A

Appendix V Post-Test Simple Present Tense

Choose the correct answer by selecting a, b, c, or d!

1. Which of the following describes a characteristic using the verb to be of simple present tense?
 - A. Geiza runs fast.
 - B. I have a car.
 - C. He is tall.
 - D. They play football.
2. Identify the sentence with the correct use of "are"
 - A. My friend are tall.
 - B. They are excited.
 - C. Are we study English?
 - D. Yuli are tall.
3. Which sentence shows a habitual action?
 - A. She is eating lunch now.
 - B. He studies every night.
 - C. They will travel tomorrow.
 - D. I have finished my homework.
4. Which sentence is in the simple present tense?
 - A. She was going to school.
 - B. She goes to school.
 - C. She is going to school.
 - D. She will go to school.
5. Which of the following sentences is correct?
 - A. Maria does not likes ice cream.
 - B. She does not go to the gym.
 - C. They do not speaking French.
 - D. He is play football.
6. _____ a student.
 - A. Hisyam does not
 - B. You and I am
 - C. Tiara is
 - D. I do not
7. _____ a comfortable chair.
 - A. It is
 - B. It does
 - C. It do
 - D. Is it
8. _____ every Sunday.
 - A. I am play
 - B. She play
 - C. They are play
 - D. Roni plays

9. _____ English every day.
- A. They study
 - B. He study
 - C. I studies
 - D. She study
10. _____ very busy today.
- A. She does
 - B. Nanik and Yanto is
 - C. Tiara and I am
 - D. I am
11. _____ my favorite subject.
- A. Math is not
 - B. Math are not
 - C. Maths does not
 - D. Math do not
12. _____ a cat.
- A. This is not
 - B. This does not
 - C. This do not
 - D. This
13. _____ a new car.
- A. Tiara do not buy
 - B. Tiara does not buys
 - C. Tiara does not buy
 - D. Tiara is not buy
14. _____ in the morning.
- A. He do not wake up
 - B. He does not wakes up
 - C. He does not wake up
 - D. He is not wake up
15. _____ in the library.
- A. She does not study
 - B. She do not studies
 - C. She is not study
 - D. She does not studies
16. _____ this your favorite movie?
- A. Is
 - B. Are
 - C. Do
 - D. Does
17. _____ my parents at home?
- A. Are
 - B. Is
 - C. Do
 - D. Does

18. _____ always wake up early?
A. Does my brother
B. Do my brother
C. Is my brother
D. My brother
19. _____ enjoy reading books?
A. Does you
B. Do you
C. Are you
D. You
20. _____ finish their homework on time?
A. Do the students
B. Does the students
C. Are the students
D. The students

ANSWER KEYS

- | | |
|--------------|--------------|
| 1. C | 11. A |
| 2. B | 12. A |
| 3. B | 13. C |
| 4. B | 14. C |
| 5. B | 15. A |
| 6. C | 16. A |
| 7. A | 17. A |
| 8. D | 18. A |
| 9. A | 19. B |
| 10. D | 20. A |

Appendix VI Interview Guide

Assalamualaikum Warahmatullahi Wabarakatuh

My name is Tiara Nadiya Itabi Wahya (210107110074), a student of the English Education Department at Universitas Islam Negeri Maulana Malik Ibrahim Malang. This interview is conducted as part of the data collection for my undergraduate thesis. The purpose of this interview is to explore the challenges faced by secondary school students in learning grammar through the use of the Wize.me application. Thank you for agreeing to take part in this interview voluntarily. All the information you share will be kept private and won't be shared with anyone else. Thank you for your time and contribution. May Allah bless and guide us all.

Wassalamualaikum Warahmatullahi Wabarakatuh

User Experience

1. How was your first experience using Wizer.me to learn simple present tense? Was it easy or difficult to use? Why or why not?
2. Did you feel comfortable learning simple present tense using Wizer.me? Why or why not?
3. What was your uncomfortable experience while learning present tense using wizer.me?
4. what do you dislike about wizer.me?

Learning Experience

5. What challenges/difficulties did you face while completing the simple present tense exercises on Wizer.me?
6. Did you feel Wizer.me provides feedback clearly enough to help you understand your mistakes?

Technology & Technical Issues

7. Have you faced any technical issues or difficulties accessing Wizer.me?
8. Did you find the Wizer.me platform stable and reliable to use for learning simple present tense?
9. What are the drawbacks of wizer.me regarding how it operates?

Time Management & Efficiency

10. Did learning simple present tense using wizer.me take a lot of time? why or why not?

Appendix VII Validation Sheet

Validation Sheet

(Pre-test & Post-test and Interview)

“The Effectiveness of Wizer.me Application on Students’ Grammar Mastery at SMP X”

Validator : Ima Mutholliatil Badriyah, MPd
NIP : 198312172023212017
Expertise : English Language Teaching
Instance : Maulana Malik Ibrahim State Islamic University of Malang
Validation Date : January, 6th 2025

A. Introduction

This validation sheet aims to get an assessment from the validator (Mr/Ms) on the research instrument that I use. Every feedback and suggestion are essential for increasing the quality of the instrument. Thank you so much for your willingness to become a validator in my study.

B. Guidance

- In this section, asses by ticking (✓) with the following criteria to the columns below:
1 = Very Poor
2 = Poor
3 = Average
4 = Good
5 = Very Good
- Please give comments and suggestion in the columns below:

C. Assessment Rubric

No	Aspect	Score					Feedback/Suggestion
		1	2	3	4	5	
1.	Research instruments are well constructed & formulated					✓	
2.	The research instrument is relevant with the research objectives					✓	

D. The use of language in the research instrument

No	Aspect	Score					Feedback/Suggestion
		1	2	3	4	5	
1.	Research instruments are goof and correct language and punctuation					✓	
2.	The research instruments are less effort to understand.					✓	
3.	The research instruments are communicative.					✓	
4.	The research instruments do not cause bias (clear).				✓		

E. The effectivity of the research instrument

No	Aspect	Score					Feedback/Suggestion
		1	2	3	4	5	
1.	The research instruments can help the researcher examine the effectiveness of the Wizer.me application on students' grammar mastery.					✓	
2.	The research instruments can identify the challenges faced by students in learning grammar using the Wizer.me application.					✓	

F. Conclusion

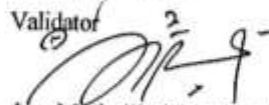
Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out the answer that doesn't match the conclusion you gave.

1. The instrument can be used without revision.
- ② The instrument can be used with alight revision.
3. The instrument can be used with many revisions.
4. The instrument can be used.

Malang, 6th 2025

Validator



Ima Mutholliatil Badriyah, M.Pd

NIP: 198312172023212017

Appendix VIII Lesson Plan

**MODUL AJAR BAHASA
INGGRIS KELAS VIII/FASE D
SIMPLE PRESENT TENSE**

A.	Komponen Informasi Umum	
	Komponen	Simple Present Tense
1.	Informasi Umum Perangkat Ajar	
	Nama Penyusun	TIARA NADIYA ITABI WAHYA
	Nama Institusi	SMP X Kota Probolinggo
	Tahun Pelajaran	2025 – 2026
	Jenjang Sekolah	Sekolah Menengah Pertama
	Fase/Kelas	D/VIII
	Semester	Genap
	Alokasi Waktu	6 x 40 menit
2.	Kompetensi Awal	
	Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat	Peserta didik dapat memahami dan menggunakan simple present tense dalam kalimat positif, negatif, dan tanya dengan benar.
3.	Profil Pelajar Pancasila	
	Profil Pelajar Pancasila yang berkaitan	1. Kreatif 2. Bernalar kritis 3. Gotong royong
4.	Sarana dan Prasarana	
	Fasilitas	Handphone, Laptop, Proyektor
	Lingkungan Belajar	Kelas
5.	Target Peserta Didik	Peserta didik kelas 8 SMP yang sedang mempelajari dasar-dasar tata bahasa Inggris, khususnya tentang penggunaan simple present tense dalam konteks komunikasi sehari-hari.
6.	Jumlah Peserta Didik	20 Siswa
7.	MODA/Metode/Model Pembelajaran	Diskusi, Tanya jawab, Praktik, Metode Pembelajaran Interaktif berbasis Teknologi

B.	Komponen Inti
1.	Tujuan Pembelajaran
	<p>1.1 Memahami konsep dan penggunaan simple present tense dalam kalimat positif, negatif, dan tanya.</p> <p>1.2 Menggunakan simple present tense dengan tepat dalam konteks rutinitas sehari-hari dan kegiatan umum.</p> <p>1.3 Membuat kalimat sederhana dengan simple present tense secara benar dan efektif.</p> <p>1.4 Menerapkan simple present tense dalam komunikasi lisan dan tulisan, baik secara individu maupun dalam diskusi kelompok.</p>
2.	Asesmen
	<p>Asesmen Formatif</p> <p>Asesmen Sumatif</p>
3.	Pemahaman Bermakna
	<i>Simple present tense</i> digunakan untuk menyatakan kebiasaan, fakta umum, rutinitas sehari-hari, atau sesuatu yang selalu benar.
4.	Pertanyaan Pemantik
	<p>1. What do you do every morning?</p> <p>2. What do you usually do on weekends?</p>
C.	Kegiatan Pembelajaran
PERTEMUAN 1	
Kegiatan Awal (5 menit)	<ol style="list-style-type: none"> 1. Guru memulai dengan doa bersama yang dipimpin oleh salah satu siswa. 2. Guru memberi salam 3. Guru menanyakan kondisi peserta didik 4. Guru mengecek kehadiran siswa
Kegiatan Inti (65 Menit)	<ol style="list-style-type: none"> 1. Guru memperkenalkan aplikasi Wizer.me dan menjelaskan fungsi dan kegunaannya dalam proses pembelajaran. 2. Guru memberikan panduan tentang cara membuat akun dan menggunakan fitur-fitur di Wizer.me. 3. Guru memperkenalkan simple present tense (kalimat positif) dalam bentuk kata kerja dan kata kerja To Be, memberikan rumus dan contoh kalimat. 4. Guru meminta siswa untuk melakukan

	latihan present tense sederhana menggunakan kalimat positif melalui Wizer.me.
Kegiatan Penutup (10 menit)	<ol style="list-style-type: none"> 1. Guru memberikan umpan balik atas pekerjaan siswa dan mengulas pembelajaran yang telah dipelajari. 2. Guru memberikan pekerjaan rumah tentang simple present tense positif dan mengerjakannya melalui Wizer.me. 3. Guru mempersilahkan salah satu peserta didik untuk mengakhiri pembelajaran dengan doa 4. Guru memberi salam
PERTEMUAN 2	
Kegiatan Awal (5 menit)	<ol style="list-style-type: none"> 1. Guru memulai dengan doa bersama yang dipimpin oleh salah satu siswa. 2. Guru memberi salam 3. Guru menanyakan kondisi peserta didik 4. Guru mengecek kehadiran siswa
Kegiatan Inti (65 Menit)	<ol style="list-style-type: none"> 1. Guru memberikan tanya jawab mengenai kalimat simple present positive yang telah dipelajari pada pertemuan sebelumnya. 2. Guru menjelaskan konsep simple present tense (kalimat negatif) berbentuk kata kerja dan To Be, memberikan rumus dan contoh kalimat. 3. Guru meminta siswa mengerjakan soal latihan melalui Wizer.me terkait perubahan kalimat positif menjadi kalimat negatif.
Kegiatan Penutup (10 menit)	<ol style="list-style-type: none"> 1. Guru memberikan umpan balik terhadap pekerjaan siswa, dan bertanya lagi tentang hal-hal yang menurut siswa sulit dipahami. 2. Guru meminta siswa untuk memberikan kesimpulan terkait pelajaran yang telah dipelajarinya. 3. Guru memberikan tugas tambahan untuk membuat beberapa kalimat negatif dan mencari tahu tentang materi pelajaran yang

	<p>akan dibahas pada pertemuan berikutnya.</p> <ol style="list-style-type: none"> 4. Guru mempersilahkan salah satu peserta didik untuk mengakhiri pembelajaran dengan doa 5. Guru memberi salam
PERTEMUAN 3	
Kegiatan Awal (5 menit)	<ol style="list-style-type: none"> 1. Guru memulai dengan doa bersama yang dipimpin oleh salah satu siswa. 2. Guru memberi salam 3. Guru menanyakan kondisi peserta didik 4. Guru mengecek kehadiran siswa
Kegiatan Inti (65 Menit)	<ol style="list-style-type: none"> 1. Guru mengulas materi kalimat positif dan negatif simple present yang telah dipelajari pada pertemuan sebelumnya. 2. Guru menjelaskan konsep simple present tense (kalimat tanya) dan cara menyusun pertanyaan dalam bentuk kata kerja dan To Be. 3. Guru meminta siswa mengerjakan soal latihan melalui Wizer.me terkait dengan mengubah dan menyusun kalimat tanya dari bentuk kalimat positif dan negatif.
Kegiatan Penutup (10 menit)	<ol style="list-style-type: none"> 1. Guru memberikan umpan balik terhadap pekerjaan siswa, dan bertanya lagi tentang hal-hal yang menurut siswa sulit dipahami. 2. Guru menutup pertemuan dengan mengulas materi pembelajaran selama 4 kali pertemuan dan memberikan refleksi terhadap pembelajaran yang telah dipelajari. 3. Guru mempersilahkan salah satu peserta didik untuk mengakhiri pembelajaran dengan doa 4. Guru memberi salam
D. Profil Pelajar Pancasila	
<ol style="list-style-type: none"> 1. Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia: Pembelajaran yang interaktif dan kolaboratif membantu siswa untuk menghargai perbedaan pendapat serta bekerja sama dengan baik, 	

memperkuat nilai-nilai keimanan dan akhlak yang mulia dalam kehidupan sehari-hari.

2. **Mandiri:** Dengan memberikan tanggung jawab penuh kepada siswa dalam proses belajar, mereka didorong untuk menjadi individu yang mampu mengambil inisiatif, berani mencoba hal baru, serta belajar dari pengalaman mereka sendiri.
3. **Bernalar Kritis:** Melalui pembelajaran yang melibatkan analisis, evaluasi, dan refleksi terhadap materi seperti Simple Present Tense, siswa belajar untuk berpikir kritis, menyusun argumentasi yang logis, serta memahami penerapan konsep dalam konteks yang lebih luas.
4. **Kreatif:** Siswa didorong untuk berpikir kreatif dengan menggunakan Simple Present Tense dalam cara yang inovatif. Salah satu contoh penggunaan alat bantu pembelajaran seperti *Wizer.me* dapat memperkaya cara siswa menyampaikan ide dan hasil karya mereka, serta memberikan pengalaman belajar yang lebih menarik.
5. **Bergotong Royong:** Kerja sama antar sesama siswa dalam kelompok membantu mereka untuk saling membantu dan mendalami materi dengan cara yang lebih kolektif. Ini mengajarkan mereka tentang pentingnya kerja sama dalam mencapai tujuan bersama.

E. Materi Pembelajaran

1. Penggunaan Simple Present Tense untuk menyatakan kebiasaan, fakta umum, dan kejadian yang terjadi saat ini.
2. Struktur kalimat Simple Present Tense (positif, negatif, dan interogatif).
3. Penggunaan *to be* (am, is, are) dan kata kerja bentuk dasar (verb 1).
4. Penambahan -s/-es pada kata kerja untuk subjek orang ketiga tunggal (he, she, it).

F. Diferensiasi

Untuk mengakomodasi perbedaan gaya belajar dan tingkat pemahaman peserta didik, pembelajaran akan didiferensiasi sebagai berikut:

Diferensiasi Konten: Dalam pembelajaran menggunakan *Wizer.me*, materi disajikan dalam berbagai format yang bisa dipilih oleh peserta didik, seperti teks, gambar, audio, dan video.

Diferensiasi Proses: Melalui *Wizer.me*, peserta didik dapat memilih berbagai aktivitas yang sesuai dengan gaya belajar mereka. Mereka bisa memilih untuk mengikuti diskusi kelompok dalam bentuk forum, bermain kuis interaktif, atau bekerja dalam proyek berbasis tugas yang didukung oleh alat di *Wizer.me*.

Ini memberi fleksibilitas dalam cara mereka belajar dan berinteraksi dengan materi.

Diferensiasi Produk: Dengan menggunakan *Wizer.me*, peserta didik dapat menghasilkan produk belajar dalam berbagai bentuk. Mereka bisa memilih untuk membuat esai tertulis, menyusun presentasi, atau menghasilkan video yang menjelaskan pemahaman mereka tentang materi, semuanya dalam satu platform yang mudah diakses.

Mengetahui
Kepala Sekolah

Gatot Ary Wibowo, S.Pd.

Probolinggo, 14 Januari 2025

Guru Mata Pelajaran

Tiara Nadiya Itabi Wahya
NIM.210107110074

Appendix IX List of Questions

Questions	Cognitive Verb	Bloom's Category	Cognitive Code	Explanation
1. What is the main function of the verb "to be" in Simple Present sentences? 2. Which of the following describes a characteristic using the verb "to be" of Simple Present tense? 3. Which pronoun would use "is" as the verb?	Identify, choose	Remembering	C1	Recalling the function and usage of the verb "to be" and its forms.
4. Which of the following sentences is incorrect? 5. Which of the following sentences uses the verb "to be" to show someone's identity? 6. Which of the following sentences uses the correct form of "to be" in the simple present tense?	Recognize, choose	Understanding	C2	Understanding the sentence structure and correct usage.
7. Identify the sentence with the correct use of "are". 8. _____ a doctor. 9. _____ a student.	Identify	Understanding	C2	Understanding the agreement between subject and the form of "to be".
10. _____ my favorite teacher. 11. _____ a comfortable chair. 12. _____ in class right now. 13. _____ very busy today.	Complete, identify	Understanding	C2	Identifying the usage of "to be" based on context.

14. _____ my favorite subject. 15. _____ a cat. 16. _____ the answer. 17. _____ in the park.	Select, choose	Understanding	C2	Determining the correct negative form of the verb "to be" in sentences.
18. _____ a big house. 19. _____ ready for the exam. 20. _____ good at math.	Select, choose	Understanding	C2	Completing negative sentences with the correct form of "to be".
21. _____ a good student? 22. _____ a cat your pet? 23. _____ this your favorite movie? 24. _____ my parents at home. 25. _____ she the team captain? 26. _____ this your favorite movie?	Complete, choose	Applying	C3	Applying the correct question form of "to be" in sentences.
27. What do we use the simple present tense for? 28. Which sentence shows a habitual action?	Identify, describe	Understanding	C2	Understanding the function of tenses and habitual sentences.
29. Which pronoun would use "goes" as the verb? 30. Which subject would use the verb "run" without adding "s"?	Identify	Remembering	C1	Recalling the rules for verb forms according to the subject.
31. Which sentence is in the simple present tense? 32. Which of the following sentences is correct? 33. Which of the	Identify correct usage	Understanding	C2	Understanding and distinguishing correct tense forms.

following sentences is incorrect?				
34. _____ every _____ Sunday. 35. _____ in the _____ afternoon. 36. _____ English every day. 37. _____ a lot of _____ pictures. 38. _____ to music in the evening.	Recognize, choose	Applying	C3	Using the correct present tense sentence structures accurately.
39. _____ a new car. 40. _____ chocolate. 41. _____ in the morning. 42. _____ in the library.	Identify incorrect use	Analysing	C4	Analysing incorrect sentence forms and correcting them.
43. _____ always study in the evening? 44. _____ visit _____ their grandparents every weekend?	Complete question	Applying	C3	Applying the correct question form with different subjects.
45. _____ always wake up early? 46. _____ open every day? 47. _____ finish their homework on time? 48. _____ enjoy reading _____ books? 49. _____ play the guitar very well? 50. _____ play the guitar very well?	Complete questions	Applying	C3	Completing questions in the present tense.

Appendix X Students' Answer Sheets

45 of 100 points

Release score

PRE-TEST

Choose the correct answer below.

* Indicates required question

Email *

✓

What is the main function of the verb to be in Simple Present sentences? *

5 / 5

☐ To describe an action performed by the subject.

☒ To describe the state, identity, or characteristic of someone or something. ✓

☐ To show a past event.

☐ To describe a process in progress.

Add individual feedback

✓

Which pronoun would use "is" as the verb? *

5 / 5

60 of 100 points

Release score

PRE-TEST

Choose the correct answer below.

* Indicates required question

Email *

.....



What is the main function of the verb to be in Simple Present sentences? *

5

/ 5

- ☐ To describe an action performed by the subject.
- ☒ To describe the state, identity, or characteristic of someone or something. ✓
- ☐ To show a past event.
- ☐ To describe a process in progress.

Add individual feedback



Which pronoun would use "is" as the verb? *

0

/ 5

70 of 100 points

[Release score](#)

POST-TEST

Choose The Correct Answer by selecting a, b, c, or d!

* Indicates required question

Email *

.....

✓ Which of the following describes a characteristic using the verb to be of simple present tense? * 5 / 5

☐ Geiza runs fast.

☐ I have a car.

☒ He is tall.



☐ They play football.

Add individual feedback

✓ Identify the sentence with the correct use of "are" * 5 / 5

55 of 100 points

Release score

POST-TEST

Choose The Correct Answer by selecting a, b, c, or d!

* Indicates required question

Email *

c.....m.....

✓ Which of the following describes a characteristic using the verb to be of simple present tense? * 5 / 5

☐ Geiza runs fast.

☐ I have a car.

☒ He is tall.



☐ They play football.

Add individual feedback

✓ Identify the sentence with the correct use of "are" * 5 / 5

46 of 100 points

Release score

Uji Validitas

Please read the question carefully, eliminate incorrect answers, and select the most appropriate one.

* Indicates required question

Email *

VERB of TO BE (Simple Present Tense)

16 of 52 points



What is the main function of the verb to be in Simple Present sentences? *

0 / 2

- ☐ To describe an action performed by the subject.
- ☐ To describe the state, identity, or characteristic of someone or something.
- ☒ To show a past event. ✖
- ☐ To describe a process in progress.

Correct answer

- ☒ To describe the state, identity, or characteristic of someone or something.

Add individual feedback

Uji Validitas

Please read the question carefully, eliminate incorrect answers, and select the most appropriate one.

* Indicates required question

Email *

!

VERB of TO BE (Simple Present Tense)

30 of 52 points



What is the main function of the verb to be in Simple Present sentences? *

2 / 2

- ☐ To describe an action performed by the subject.
- ☒ To describe the state, identity, or characteristic of someone or something. ✓
- ☐ To show a past event.
- ☐ To describe a process in progress.

Add individual feedback



* 0 / 2

Appendix XI Letter of Completion Research



YAYASAN
SMP

NPSN: 69989956 TERAKREDITASI A

Jl. Basuki Rahmad No. 44A RT 01 RW 15 Mangunharjo Mayangan Kota Probolinggo 67217
@smp-namira.sch.id ☎ 0335-4496344 • 081219593508 ✉ namirasmp@gmail.com



SURAT KETERANGAN

Nomor : 218/SNMR/9/IV/2025

Yang bertanda tangan dibawah ini:

Nama : Gatot Ary Bowo, S.Pd.
NIP : -
Pangkat/Gol : -
Jabatan : Kepala SMP 1 Probolinggo

Menerangkan dengan sebenarnya:

Nama : Tiara Nadiya Itabi Wahya
NIM : 210107110074
Pendidikan : Mahasiswa Universitas Islam Negeri Maulana Malik Ibrahim Malang
Fakultas Ilmu Tarbiyah dan Keguruan
Jurusan : S1 - Tadris Bahasa Inggris (TBI)
Judul Skripsi : THE EFFECTIVENESS OF WIZER.ME APPLICATION ON STUDENTS' GRAMMAR MASTERY AT SMP X
Lama Penelitian : 16 Januari sampai dengan 20 Februari 2025

Yang bersangkutan adalah benar-benar telah melakukan penelitian di SMP 1 Probolinggo.
Demikian surat keterangan ini kami buat dengan sebenarnya, untuk digunakan sebagaimana mestinya.

Probolinggo, 16 April 2025

Kepala Sekolah



Gatot Ary Bowo, S.Pd.


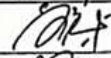
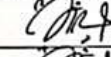
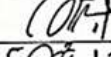
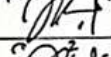
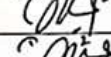

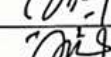
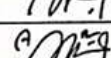

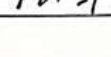
Appendix XII Documentations



Appendix XIII Thesis Consultation Logbook

Name : Tiara Nadiya Itabi Wahya
NIM : 210107110074
Title : The Effectiveness of Wizer.me Application on Students' Grammar Mastery at SMP X
Supporting lecture : Ima Mutholliatil Badriyah, M.Pd

LEMBAR BIMBINGAN PROPOSAL SKRIPSI

No.	Tanggal/Bulan/Tahun	Materi Bimbingan	Tanda Tangan
1.	29 Maret 2024	Konsultasi Judul + ACC Judul	
2.	3 Juli 2024	Konsultasi Bab 1	
3.	14 Agustus 2024	Revisi Bab 1 + Konsultasi BAB 2	
4.	11 Oktober 2024	Revisi Bab 1, 2 + Konsultasi Bab 3	
5.	5 November 2024	Revisi Bab 1, 2, 3 + ACC Sempro	
6.	24 Desember 2024	Revisi Seminar Proposal	
7.	14 Februari 2025	Konsultasi Bab 4	
8.	21 Februari 2025	Revisi Bab 4 & Konsultasi Bab 5	
9.	24 Maret 2025	Konsultasi Bab 5 & Revisi	
10.	11 April 2025	Konsultasi Bab 1 - 5	
11.	14 April 2025	ACC Skripsi	
12.			
13.			

Mahasiswa



Tiara Nadiya Itabi Wahya
NIM. 210107110074

Malang, 5 November 2024
Mengetahui
Dosen Pembimbing



Ima Mutholliatil Badriyah, M.Pd
NIP: 198312172023212017

Appendix XIV Curriculum Vitae

Curriculum Vitae

Nama Lengkap	: Tiara Nadiya Itabi Wahya	
Tempat, Tanggal Lahir	: Probolinggo, 14 April 2001	
Jenis Kelamin	: Perempuan	
Agama	: Islam	
Fakultas	: Tarbiyah dan Ilmu Keguruan	
Jurusan	: Tadris Bahasa Inggris	
Perguruan Tinggi	: UIN Maulana Malik Ibrahim Malang	
Alamat Rumah	: Jl. R. Soejoso No.103 RT.02 RW.01 Dusun Bengkingan, Desa Kalirejo, Kecamatan Dringu, Kabupaten Probolinggo	
No. Hp / Telp	: 089647636422	
Alamat Email	: tiaranadiya2@gmail.com	
Nama Wali	: Eko Sugiyanto	

Riwayat Pendidikan

- | | |
|--------------|----------------------------------|
| 1. 2005-2007 | TK Kartini |
| 2. 2007-2013 | SD Negeri Wiroborang 1 |
| 3. 2013-2016 | SMP Negeri 5 Kota Probolinggo |
| 4. 2016-2019 | SMK Negeri 2 Kota Probolinggo |
| 5. 2021-2025 | UIN Maulana Malik Ibrahim Malang |