

THE EFFECTIVENESS OF TODAI EASY ENGLISH APPLICATION ON  
STUDENTS' GRAMMAR ACQUISITION

THESIS



By:  
**Moh. Saddam Hozan**  
**NIM. 200107110060**

Advisor:  
**Septia Dwi Jayanti, M.Pd**

ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH TEACHER TRAINING  
THE STATE UNIVERSITAS ISLAM NEGERI MAULANA  
MALIK IBRAHIM  
MALANG  
2025

**THE EFFECTIVENESS OF TODAII EASY ENGLISH APPLICATION IN  
INCREASING STUDENTS' GRAMMAR ACQUISITION**

**THESIS**

*Submitted to the Faculty of Tarbiyah and Teacher Training in Partical Fulfillment  
of The Requirement of the Degree of English Language Teaching (S.Pd) in  
English Education Department*



By:

Moh Saddam Hozan

NIM 200107110060

**Advisor:**

**Septia Dwi Jayanti, M.Pd**

**ENGLISH EDUCATION DEPARTMENT FACULTY OF  
TARBIYAH TEACHER TRAINING UNIVERSITAS ISLAM  
NEGERI MAULANA MALIK IBRAHIM  
MALANG  
2025**

## APPROVAL SHEET

### APPROVAL SHEET

#### THE EFFECTIVENESS OF TODAII EASY ENGLISH APPLICATION IN INCREASING STUDENTS' GRAMMAR ACQUISITION

By:

**Moh Saddam Hozan**

**NIM 200107110060**

Has been approved by the advisor for the further approval by the board of examiners

Advisor,



**Septia Dwi Jayanti, M.Pd**

**NIP.198909122023212051**

Acknowledged by:

Head of English Education Department,



**Maslihatul Bisriyah, M.TESOL**

**NIP. 198909282019032016**

## LEGITIMATIONS SHEET

### LEGITIMATION SHEET

#### THE EFFECTIVENESS OF TODAII EASY ENGLISH APPPLICATION ON STUDENTS' GRAMMAR ACQUISITION

#### THESIS

By:

Moh. Saddam Hozan (200107110060)

He has been defended in front of the board examiners on December, 2025 and  
declared PASS.

It is accepted as the English Language Teaching (S.Pd) degree requirement in  
the English Education Department, Faculty of Education and Teacher Training.

Boar examiners,

Signatures

1. Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed Chairman ..... 

NIP. 19741025008012015

2. Ima Mutholliatil Badriyah, M.Pd Examiner ..... 

NIP. 198312172023212017

3. Septia Dwi Jayanti, M.Pd Secretary/advisor ..... 

NIP. 198909122023212051

Approved by



Prof. Dr. H. Muhammad Walid, MA

NIP. 197308232000031002

## THE OFFICIAL ADVISORS' NOTE

Septia Dwi Jayanti, M.Pd  
Lecturer of Faculty of Education and Teacher Training  
Maulana Malik Ibrahim State Islamic University, Malang

### THE OFFICIAL ADVIORS' NOTE

Malang, December 09, 2025

Matter : Thesis of Moh Saddam Hozan  
Appendix :

The Honorable,  
To the Dean of Faculty of Education and Teacher Training  
Maulana Malik Ibrahim State Islamic University of Malang  
In Malang

*Assalamu'alaikum Wr.Wb.*

After conducting several times of guidance in terms of content, language writing techniques and after reading the students' thesis as follow:

Name : Moh Saddam Hozan  
Student ID Number : 200107110060  
Department : English Education  
Thesis : The Effectiveness of Todai Easy English Application on Students' Grammar Acquisition

Therefore, we believe that the thesis of Moh Saddam Hozan has been approved by the advisor for the further approval by the board of examiners.

*Wassalamu'alaikum Wr.Wb.*

Advisor,  
  
Septia Dwi Jayanti, M.Pd  
NIP. 198909122023212051

## DECLARATION AUTHORSHIP

### DECLARATION AUTHORSHIP

Bismillahirrohmanirrohim, Herewit,

Name : Moh saddam Hozan  
NIM : 100107110060  
Department : English Education  
Faculty : Education and Teacher Training

Declare that:

This thesis has never been submitted to any other tertiary education institution for any other academic degree.

This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.

Should it be found later that this thesis is a pruduct of plagiarism, i am willing to accept any legal consequences that may be imposed on me.

Malang, December 09, 2025

The Researcher,



**Moh Saddam Hozan**

NIM. 200107110060

## **MOTTO**

“Beauty is not in face or the jewelry that adorns  
us, true beauty is the beauty of knowledge and  
morals.”

(Moh Saddam Hozen)

## **DEDICATION**

To begin with, researcher thank to Allah SWT almighty who has bestowed his golden glow and his grace, then to the Prophet Muhammad SAW who has brought us from the jahiliyah era to the bright era of science for his crusade over teachings of islam. To my father and mother whos has paased away, i hope it will brings both of my kind with pride in the other side. And to my dearest advisor Mrs. Septi who has guided me in my process. To my aunt and uncle who had educated me up, to my sisters who always encouraged me to finish this thesis even it was not done on time, as well as to my friends who always supported me in each work on this thesis.

## ACKNOWLEDGEMENTS

Alhamdulillah, all praise to be Allah SWT, the lord of the cosmos, for his grace and mercy. Therefore the researcher can complete this thesis entitled “The Effectiveness of Todaii Easy English Application on Students’ Grammar Acquisition” Shalawat and Salam may peace and blessing be upon to Prophet Muhammad SAW who has guided us from the darkness to the brightness era, namely “Addinul Islam” the great leader and inspirer of the world revolution. This thesis would not have been completed without the help of other parties. So that the researcher would like to thank to all of parties who are involved during the preparation of this thesis, the researcher desire to express the deepest and unlimited gratitude to:

1. Prof. Dr. Hj. Ilfi Nur Diana, M.Si as the rector of the state Islamic University of Maulana Malik Ibrahim Malang.
2. Prof. Dr. H. Nur Ali, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty.
3. Maslihatul Bisriyah, M. TESOL, as the Chairman of the Department of English Education.
4. All of lecturer and staff of the Department of English Education at State Islamic University of Maulana Malik Ibrahim Malang for their time, knowledge, and experiences giving to me.
5. Thanks to my dearest family, my father Alm. Drs. Suja’ei and mother Almh. Hasantin, my uncle Drs. Moh Muhdar Imamy and aunt Almh Hasantun. To all of my siblings that we can not mention them one by one.
6. Thank you to Mr. Waris as English teacher who greatly helped the writer when collecting data.
7. Thank you to all of my friends who had been helped, supported and

motivated me in conducting this thesis.

8. Big thank to my incredible uncle who has facilitated all my needs for being student of university
9. Big thank to my beloved advisor Mrs. Septia Dwi Jayanti who has guided me with great patience.
10. And other parties have provided offered assistance, support, and recommendations for completing this thesis.

## **LATIN ARABIC TRANSLITERATION**

The translation guidelines used in this thesis' Arabic-Latin translation are based on the joint decisions of the Republic of Indonesia's Ministers of Religion and Education and Culture, numbers 158 of 1987 and 0543b/U/1987, which are 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	ه	= w
خ	= kh	ظ	= zh	و	= h
د	= d	ع	= ‘	ء	= ’
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

### **B. Long Vocal**

**Long vocal (a)** = **â**

### **C. Diphthong Vocal**

أ = aw

<b>Long vocal (i)</b>	= ִ	يُ = ay
<b>Long vocal (u)</b>	= ֻ	وּ = ֻ
		אֵי = ֵי

## TABLE OF CONTENT

<b>APPROVAL SHEET .....</b>	ii
<b>LEGITIMATIONS SHEET .....</b>	iii
<b>THE OFFICIAL ADVISORS' NOTE .....</b>	iv
<b>DECLARATION AUTHORSHIP .....</b>	v
<b>MOTTO .....</b>	vi
<b>DEDICATION.....</b>	vii
<b>ACKNOWLEDGEMENTS .....</b>	viii
<b>LATIN ARABIC TRANSLITERATION .....</b>	ix
<b>TABLE OF CONTENT.....</b>	x
<b>LIST OF PICTURE.....</b>	xiii
<b>LIST OF TABLE .....</b>	xiv
<b>ABSTRACT.....</b>	xv
<b>ملخص البحث.....</b>	xvi
<b>ABSTRAK .....</b>	xvii
<b>CHAPTER I .....</b>	1
<b>INTRODUCTION.....</b>	1
1.1    Background of The Study .....	1
1.2    Research Question .....	6
1.3    Research Objective.....	6
1.4    Scope and Limitation of The Study.....	6
1.5    Significant of The Study.....	6
1.6    Definition of Key Term .....	7
<b>CHAPTER II .....</b>	8
<b>LITERATURE REVIEW .....</b>	8

<b>2.1 Grammar.....</b>	<b>8</b>
<b>2.1.1 Definition of Grammar .....</b>	<b>8</b>
<b>2.1.2 Grammar Acquisition .....</b>	<b>9</b>
<b>2.1.3 Importance of Grammar in Language Learning.....</b>	<b>11</b>
<b>2.1.4 The Rules of Awareness in Grammar learning .....</b>	<b>11</b>
<b>2.2 Using Technology in Learning Grammar .....</b>	<b>12</b>
<b>2.2.1 Theoretical Support for Technology in Grammar Learning .....</b>	<b>12</b>
<b>2.2.2 Advantages of using Technology in Learning Grammar .....</b>	<b>13</b>
<b>2.2.3 Disadvantages of using Technology in Learning Grammar.....</b>	<b>16</b>
<b>2.3 Todaii Easy English Application.....</b>	<b>17</b>
<b>2.3.1 Definition of Todaai Easy English Application .....</b>	<b>17</b>
<b>2.3.2 Advantages of Todaai Easy English Application .....</b>	<b>18</b>
<b>2.3.3 Disadvantages of Todaai Easy English Application.....</b>	<b>24</b>
<b>2.2 Previous Study .....</b>	<b>25</b>
<b>CHAPTER III .....</b>	<b>29</b>
<b>RESEARCH METHOD .....</b>	<b>29</b>
<b>3.1 Research Design .....</b>	<b>29</b>
<b>3.2 Research Setting .....</b>	<b>30</b>
<b>3.2.1 Population .....</b>	<b>31</b>
<b>3.3 Research Variables.....</b>	<b>31</b>
<b>3.4 Research Instrument.....</b>	<b>31</b>
<b>3.5 Data Collection .....</b>	<b>32</b>
<b>3.6 Validity and Reliability .....</b>	<b>33</b>
<b>3.6.1 Validity .....</b>	<b>33</b>
<b>3.6.2 Reliability .....</b>	<b>34</b>
<b>3.6.2.1 Scale Reliability .....</b>	<b>34</b>
<b>3.6.2.1 Test Reliability.....</b>	<b>35</b>
<b>3.7 Hypothesis.....</b>	<b>36</b>
<b>3.8 Technique of Collecting Data.....</b>	<b>36</b>
<b>3.9 Quantitative Analysis.....</b>	<b>37</b>
<b>CHAPTER IV.....</b>	<b>40</b>
<b>RESEARCH FINDING AND DISCUSSION .....</b>	<b>40</b>
<b>4.1 The Impact of Todaii Easy English Application as a Learning Tool.....</b>	<b>40</b>
<b>4.1.1 Data Analysis of Pre-Test .....</b>	<b>40</b>
<b>4.1.2 Data Analysis of Post Test .....</b>	<b>44</b>
<b>4.2 Students Achievement in Grammar Acquisition Before and After Using Todaai Easy English Application.....</b>	<b>47</b>
<b>4.3 Result of Validity Testing .....</b>	<b>49</b>

<b>4.3.1 Result of Reliability Testing .....</b>	<b>50</b>
<b>4.3.2 Result of Normality Testing .....</b>	<b>50</b>
<b>4.3.3 Result of Homogeneity Testing .....</b>	<b>51</b>
<b>4.3.4 Result of T-Test and Hypothesis Testing .....</b>	<b>52</b>
<b>4.2 Discussion.....</b>	<b>53</b>
<b>CHAPTER V .....</b>	<b>57</b>
<b>CONCLUSION AND SUGESTION .....</b>	<b>57</b>
<b>5.1 Conclusion.....</b>	<b>57</b>
<b>5.2 Suggestion .....</b>	<b>58</b>
<b>5.2.1 For English Teachers .....</b>	<b>58</b>
<b>5.2.2 For Future Researchers .....</b>	<b>59</b>
<b>REFERENCES.....</b>	<b>60</b>
<b>Appendix 2 : Documentation .....</b>	<b>64</b>

## **LIST OF PICTURE**

Picture 2. 1 News selection on Todaii Easy English Application.....	17
Picture 2. 2 Grammar on Todaii Easy English Application.....	20
Picture 2. 3 Setting on Todaii Easy English Application.....	21
Picture 2. 4 Dictionary on Todaii Easy English Application .....	22
Picture 2. 5 Video and Podcast on Todaii Easy English Application .....	23
Picture 4. 1 Test of Validity.....	49
Picture 4. 2 Reliability Test .....	50
Picture 4. 3 Normality Testing.....	51
Picture 4. 4 Homogeneity Testing .....	52
Picture 4. 5 Hypothesis Testing .....	53

## **LIST OF TABLE**

Table 3. 1 Design of the research.....	30
Table 3. 2 The classification of Students Score.....	35
Table 4. 1 Clasification of the score. ....	41
Table 4. 2 Pre-test of Experimental Class Students .....	41
Table 4. 3 Descriptive Statistic of Pre-test Experimental Class.....	42
Table 4. 4 Pre-test Scores of Control Class Students.....	43
Table 4. 5 Descriptive Statistic of Pre-test Control Class .....	43
Table 4. 6 Post-test of Experimental Class Students.....	45
Table 4. 7 Descriptive Statistic of Post-test Experiment Class .....	45
Table 4. 8 Post-test of Control Class Students.....	46
Table 4. 9 Descriptive Statistic of Post-test Control Class .....	46
Table 4. 10 Result Pre-test and Post-test of Experimental Class .....	47
Table 4. 11 Result Pre-test and Post-test of Control Class .....	48
Table 4. 12 Result Gain Score Experimental Class and Control Class.....	52

## ABSTRACT

Hozen, Saddam Moh. 2025. The Effectiveness of Todaii Easy English Application on Students' Grammar Acquisition at MTs. Tanwirul Hija, Sumenep. Thesis, Department of English Education. Faculty of Tarbiyah and Teacher Training. State Islamic University Maulana Malik Ibrahim Malang.

Advisor : Septia Dwi Jayanti, M.Pd

**Keywords:** Todaii Easy English Application, Grammar Acquisition, Eighth Grade Students  
Many students struggle with grammar acquisition due to lack of engagement, motivation, and effective learning tools. This study aims at determining the effectiveness of using the Todaii Easy English Application in improving students' grammar acquisition among eighth-grade students. The research employed a quasi- experimental design with two groups: an experimental class taught using the Todaii Easy English Application and a control class taught using conventional methods. Data were collected through pre-tests and post-tests, then analyzed using validity, reliability, normality, homogeneity, and T-test analyses. The results showed that the experimental class's average score increased from 61.75 to 80.00, while the control class's average increased from 53.75 to 65.50. Statistical analysis yielded a significance value of 0.00 ( $<0.05$ ), indicating that the Todaii Easy English Application significantly improved students' grammar acquisition. The study concludes that the application is an effective learning tool and recommends its integration into grammar instruction to create a more engaging and student-centered learning environment.

## ملخص البحث

محمد صدام هوزن. ٢٥٢٥ فعالية تطبيق "توداي إيزي إنجلش" على اكتساب قواعد اللغة لدى طلاب الصف الثامن في المدرسة المتوسطة تنوير الهجاء، سومينيب. رسالة جامعية، قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، الجامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج.

المشرف: سينتيا ديوسي جاينتي، ماجستير في التربية.

**الكلمات المفتاحية:** تطبيق توداي إيزي إنجلش، اكتساب القواعد النحوية، طلاب الصف الثامن يواجه العديد من الطلاب صعوبات في اكتساب القواعد النحوية بسبب قلة التفاعل والتحفيز وأدوات التعليم الفعالة. تهدف هذه الدراسة إلى تحديد فعالية استخدام تطبيق "توداي إيزي إنجلش" في تحسين اكتساب القواعد النحوية لدى طلاب الصف الثامن في المدرسة المتوسطة تنوير الهجاء، سومينيب. استخدم البحث منهجاً شبه تجريبي مع مجموعتين: مجموعة تجريبية تدرس باستخدام التطبيق ومجموعة ضابطة تدرس بالطرق التقليدية. تم جمع البيانات من خلال اختبارات قبلي وبعدي، ثم تحليلها باستخدام اختبارات الصدق والثبات والتوزيع الطبيعي والتجانس واختبارات. أظهرت النتائج أن متوسط درجات المجموعة التجريبية ارتفع من ٦١,٧٥ إلى ٨٠,٠٠، بينما ارتفع متوسط المجموعة الضابطة من ٥٣,٧٥ إلى ٦٥,٥٠. وأظهر التحليل الإحصائي قيمة معنوية بلغت ( $0,00 < 0,05$ ، مما يشير إلى أن التطبيق قد حسن بشكل ملحوظ من اكتساب الطلاب للقواعد النحوية. تلخص الدراسة إلى أن التطبيق وسيلة تعليمية فعالة وتوصي بدمجه في تدريس القواعد لخلق بيئة تعليمية أكثر تفاعلاً وتركيزًا على الطالب.

## ABSTRAK

Hozien, Saddam Moh. 2025. Efektivitas Aplikasi Todaii Easy English terhadap Pemerolehan Tata Bahasa. Skripsi, Jurusan Pendidikan Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Dosen Pembimbing : Septia Dwi Jayanti, M.Pd

**Kata Kunci:** Aplikasi Todaii Easy English, Pemerolehan Tata Bahasa, Siswa Kelas VIII Banyak siswa mengalami kesulitan dalam pemerolehan tata bahasa karena kurangnya keterlibatan, motivasi, dan alat pembelajaran yang efektif. Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan Aplikasi Todaii Easy English dalam meningkatkan pemerolehan tata bahasa siswa kelas VIII di MTs. Tanwirul Hija, Sumenep. Penelitian menggunakan desain kuasi-eksperimen dengan dua kelompok: kelas eksperimen yang diajar menggunakan Aplikasi Todaii Easy English dan kelas kontrol yang diajar dengan metode konvensional. Data dikumpulkan melalui pre-test dan post-test, kemudian dianalisis menggunakan uji validitas, reliabilitas, normalitas, homogenitas, dan uji-T. Hasil penelitian menunjukkan bahwa nilai rata-rata kelas eksperimen meningkat dari 61,75 menjadi 80,00, sedangkan kelas kontrol meningkat dari 53,75 menjadi 65,50. Analisis statistik menghasilkan nilai signifikansi  $0,00 (<0,05)$ , yang menunjukkan bahwa Aplikasi Todaii Easy English secara signifikan meningkatkan pemerolehan tata bahasa siswa. Penelitian menyimpulkan bahwa aplikasi tersebut merupakan alat pembelajaran yang efektif dan merekomendasikan pengintegrasianya dalam pengajaran tata bahasa untuk menciptakan lingkungan pembelajaran yang lebih menarik dan berpusat pada siswa.

## CHAPTER I

### INTRODUCTION

This chapter explained several issues related to the topic investigated that consist of background of the study, research question, objective of the study, scope and limitation, and definition of the key term.

#### 1.1 Background of The Study

Grammar is understood to make a language make sense, however many students find it difficult to learn. As a result, when they do not get the outcomes they truly desire, they may become upset. Maintaining proficiency in grammar demands a great deal of commitment and effort. Any learner of the English language should understand that grammar serves as the foundation for both written and spoken discourse, and that mastering it is necessary to achieve communication success. As the foundation of the English language, grammar regulates the syntax or word ordering that are acceptable in the language and functions at the sentence level.

In learning English, we learn many skills, such as writing, speaking, reading, listening, vocabulary, and also grammar. In general grammar is a science that studies the rules that govern the use of language. In line with Yarrow (2007), the word “Grammar” refers to all features of the structure or use of language, such as spelling, punctuation, and pronunciation. It is often associated with the notion of truth. In addition, Chusing & Helks (2021) grammar is associated with labeling grammatical constructions at the clause level, “accuracy” of usage in writing, and identifying “rules” in artificial

example.

According to Quran, the first thing we must learn is grammar mastery, by grammar we can learn other knowledge easily. Therefore Allah commands us to learn grammar/language well, so that we can understand Allah's other sciences. Based on the Qur'an, in the Al-Baqorah verse 263

قُولُّ مَعْرُوفٍ وَمَغْفِرَةٌ حَيْرٌ مِنْ صَدَقَةٍ يَتَبَعُهَا أَذْلَىٰ وَاللَّهُ عَنِّي حَلِيمٌ

Meaning: "*Kind words and forgiveness are better than charity accompanied by hurtful actions. Allah is the Most Rich, the Most Forgiving.*"

From this verse we know that Allah commands us to use good language/correct language according to the rules of the language itself, so that it is easily understood by other people.

Besides, grammar should be a necessity for students. Lindawati & Sengkey (2017) define grammar as a set of rules that speakers of language must follow. They go on to say that the foundation of creating a good and beautiful language and ensuring the existence of a language. Grammar serves the same purpose as other sciences, which is to arrange sentences in a comprehensive and understandable manner. Lailika (2019) additionally clarifies the purpose of grammar, which helps us comprehend the information in the text. Grammar distinguishes between grammatical and non-grammatical form of language (Lindawati & Sengkey, 2017).

Based on the previously described definition and functions, we understand that Grammar is essential to be taught and must be taught from an early age to language learner. However, behind the length of teaching Grammar

that already exists in various schools, the results are arguably unsatisfactory. Puspitasari (2013) reported that certain pupils occasionally made grammatical errors, such as using the word “article” which ought to be part of an article. Additionally, Noviabahari (2010) investigated students’ grammatical faults; she found that many pupils misused verbs. She discovered that even when the adverb of time changed, students frequently did not alter the verbal form. Additionally, students occasionally struggled to comprehend the proper usage of the past tense. Based on the findings of the two experts, it is not unexpected that grammar is difficult to master and has always been a source of anxiety for students, despite extensive study.

In the fast-paced world of today, people may rely on technology to help them in their many vocations. Numerous advances or technology in education ease teachers in the teaching process as well as the students to do assignment. Technology-based approaches are an evolution of non-technology-based methods because they give users greater feedback and often more individualized content, which facilitates learning (AbuSeileek, 2009). In language learning, technology such as online grammar checkers and automatic grammar checkers, aids students in learning languages. Because it can help with grammar correction by highlighting words and phrases in student writing that are curiously uncommon in English, grammar checkers are more useful for students. (Harvey-Scholes, 2018). Not only Harvey, Lawley (2015) also reported some of the conveniences obtained by using the Grammar checking tool; he said that students could quickly identify Grammar errors by looking at phrases that have been marked automatically by the tool. McAlexander (2000)

argues that the program's feature is to highlight any grammatical flaws and offer comment for improving the text's style, grammar, or other issues. The Automatic Grammar Checker/Online Grammar Checker tool offers comments on grammatical writing faults, as Cavaleri & Dianti (2016) also explained.

There are numerous automatic grammar checker application available right now, including one named Todaii Easy English, Todaii Easy English is one of applications that has quite a lot of features for increasing grammar. Todaii Easy English has main features such as: English language courses, daily exercise, feature formulas and test and evaluation moreover, other services, such news text, can also be performed using Todaii Easy English application.

Many researchers have used applications to ease grammar understanding. A study conducted by Amaliah (2020) showed that the use of Kahoot, a game-based learning platform, as an evaluation tool for teaching English grammar. Kahoot offers features like Quizzes, surveys, and discussions that can make learning interactive and enjoyable (Amaliah, 2020). Using Kahoot as an evaluation tool can help with memory retention, boost enthusiasm and motivation for learning, increase interest in learning, and increase knowledge about the provided material (Hartanti, 2019). However, this application also has the disadvantage that there is no special features that support English learning such as grammar, feature formulas, and news text. Therefore, the researcher wants to use Todaii Easy English Application to examine how effective this application with features that were not available in previous research in improving students' grammar.

Another research conducted by Marina and Tatiana (2022) indicated

that the implementation of mobile learning tools significantly improved English grammar proficiency among students in the experimental groups compared to those in the control groups. The experimental groups predominantly exhibited sufficient to high levels of grammar command, while the control groups showed low to initial levels. Additionally, students expressed a predominantly positive attitude towards using mobile applications for learning English grammar, highlighting increased interest and productivity in their studies resulting from the use of these tools.

Then, a research done by Tarmizi (2024), found that reading by using Todaii Easy English Application positively impacted towards students' reading comprehension. The method that used by this research was mixed method. Moreover, his research also explored the students' perception. After giving interview to students, students stated that Todai Easy English Application also positively impacted to the students' motivation in reading and features in this application help in increasing students' reading comprehension. However this research focused on increasing students' grammar acquisition, while the previous research focused on the reading comprehension.

Based on the above explanation, the researcher applied the Todaii Easy English Application to help increasing students' grammar acquisition. Todaii Easy English can be effective in increasing students' grammar acquisition during the teaching-learning process. Therefore, to supply the results of previous research related to the use of Todaii Easy English, the researcher wants to conduct a study titled "The Effectiveness of Todaii Easy English Application in Improving Students' grammar acquisition",

## **1.2 Research Question**

According to the background above, the researcher focused on analyzing the impact of Todaii Easy English Application toward students' grammar acquisition. Therefore the research question of this study is does Todaii Easy English Application affect the students' grammar acquisition?

## **1.3 Research Objective**

Based on the background of the study and research question, the objective of this study is to find out whether or not there is a significant impact on grammar acquisition using Todaii Easy English Application.

## **1.4 Scope and Limitation of The Study**

Relevant to the research question, this study tries to fulfill the following scope and limitation. This study conducted in MTs. TH, on eight graders. The class divided into experimental group (experimental class) consisted of 21 students, and control group (control class) consisted of 21 students. This research, students focused on sentence structure of grammar and students focused on learning grammar sentence structure, namely simple present tense. It described the result of increasing the students' grammar acquisition when using Todaii Easy English Application.

## **1.5 Significant of The Study**

The significance of the study can be achieved if the research results are consistent with the research objectives. The results of this study can be used as a basis for further research on applying Todaii Easy English Application as a learning tool in learning grammar.

Theoretically, the findings of this research are expected to be used as a reference to develop new innovations to enhance students' grammar

acquisition using Todaii Easy English Application. Then, this research has several practical benefits. For students, it aims at improving grammar acquisition using the Todaii Easy English Application. While for teachers, it is expected to provide new insights into classroom teaching strategies that enhance students' grammar acquisition and improve the quality of learning outcomes. Additionally, this research is intended to serve as a reference for future studies on increasing grammar acquisition using Todaii Easy English Application.

### **1.6 Definition of Key Term**

In this research, some keywords are listed to avoid misinterpretation in the understanding of the study. The following definitions are provided below:

a. Grammar acquisition

Grammar acquisition is the process of using and learning the rules of language grammar. In other words, it is the process by which people learn to recognize and comprehend language as well as to create and utilize words and phrases for communication.

b. Todaii Easy English Application

Todaii Easy English Application is an english online learning media that emphasizes grammar acquisition. this apps has many features that can ease students to understand the grammar they need and this apps has a good influence to helps user (students) improve their english skills.

## CHAPTER II

### LITERATURE REVIEW

This literature review will discuss theories applicable to the research. The theories grammar acquisition, advantages learning grammar by using technology, disadvantages learning grammar by using technology, features of Todaii Easy English Application, and previous research.

#### 2.1 Grammar

This point will discuss about parts of Grammar which contains the definition of Grammar, parts of Grammar, and theoretical of this research

##### 2.1.1 Definition of Grammar

One of the most crucial parts of learning a foreign language is studying grammar since effective communication requires adherence to the language's grammatical norms (Hulstijn, 1995). Teachers should understand that complete command of the language requires knowledge of grammar, and that even perfect grammar knowledge does not equate to full command of the language in order to develop a rational strategy to teaching English grammar. Therefore, before we learn grammar itself, we need to know the definition of grammar itself, according to Hornby (2021), Grammar is the rules in a language for changing the form of words and joining them into sentence. For the listeners to understand them, English language learners must be able to compose grammatically correct sentences and utterances.

Knap and Watkins (2023) state that grammar only becomes meaningful when it is linked to the purpose and function of texts. Grammar

is the structural foundation of our ability to express ourselves. According to Greenbaum and Nelson (2002:13), grammar deals with the rules for combining words into larger units that are described in grammar are normally the sentence. Grammar gives a form of making sentences structured. In languages, grammar is a crucial guideline. Sentences' meaning is influenced by their grammar. Sentences that are grammatically incorrect will be nonsensical and illogical, which can be useless things to say. There should be a quick solution to the students' English grammar issues. Their mother tongue is the primary source and influence of incorrect grammar. However, according to DeKeyser (2020), grammar is not easy because of its factors, including the complexity of form, meaning, and the form and meaning relationship. Therefore, learners should master the form, apply the form for discourse purposes, and naturally use grammar in different contexts. The process of teaching and learning is required to find appropriate methods to meet the needs of this subject. Additionally, Krashen (2020) agrees that grammar should be included in the study but not as a core subject in the curriculum for two reasons: grammar is a good beginning to learning linguistics, and grammar is a tool for editing.

### **2.1.2 Grammar Acquisition**

Linguistic outcomes are the language usages that we select or favor (Genesee & Richard, 1988; Sankoff, 2004). Considering these findings along with the causes and/or goals that led to them combines language instruction with critical thinking. Students attempt to understand

which language use is preferred and why during the process of teaching the structure and operation of language (Leinonen, Paul, Stephen, Sami, Seth, Joanee, Andrew, & Arto, 2023; Macaro, 2025). With this understanding, they learn about the structure and nature of language without separating it from its cultural and communicative contexts (Solmaz, 2021). Students are therefore supposed to understand linguistic structure and the rationale behind learning it.

It cannot be denied that learning a foreign language is only a matter of course, because considering that language is a skill that is quite broad in it, both in terms of understanding its rules, its structure, to the meaning of each word and sentence implied in it, therefore we often find students who always misunderstand the meaning of a foreign language itself and even some find it very difficult to learn it (Denny, 2022). but all of that requires a habit to always improve our foreign language skills either by formal or informal learning so that we become experts in the foreign language itself. Therefore, learning a foreign language must really understand all its aspects in their entirety, and the biggest problem at this time, especially in the teaching and learning process in the classroom, is the boredom and monotony of the teaching and learning process itself which still focuses on the teacher's explanation only, and of course that will be enough to make students not interact and enjoy themselves too much so that the learning material is difficult to understand or capture properly (Griffin, 2016).

According to Tasdemir, Atalay and Celikpazu (2024), they said

that grammar acquisition refers to the process through which individuals learn the rules and structures of a language. This process is crucial for effective communication and comprehension in both first and second language contexts.

### **2.1.3 Importance of Grammar in Language Learning**

Grammar serves as the foundation for language skills, enabling learners to construct meaningful sentences and understand the relationships between words. It is essential for developing reading, writing, speaking, and listening skills (LarsenFreeman, 2023). As stated in the quote above, grammar is the most important thing in learning a foreign language because by understanding good and correct grammar, our intentions will be clearly and easily understood by people if we understand grammar well.

### **2.1.4 The Rules of Awareness in Grammar learning**

Awareness of grammar is vital for learners to understand the purpose and value of grammar instruction. This awareness can significantly influence learners' motivation and engagement, ultimately affecting their ability to use language effectively Ülper, (2020). Bialystok (2020), and Edward (2019) said that the development of metalinguistic awareness, which involves understanding the nature and structure of language, is closely linked to grammar acquisition. It allows learners to analyze and internalize grammatical rules rather than merely memorizing them.

## 2.2 Using Technology in Learning Grammar

Technology has become an integral part of modern education, transforming traditional teaching methods into more interactive, accessible, and student-centered experiences. The integration of digital tools in language learning, particularly in grammar instruction, offers new opportunities for engagement, practice, and autonomous learning.

### 2.2.1 Theoretical Support for Technology in Grammar Learning

The effectiveness of technology in language education is supported by contemporary pedagogical theories that emphasize student-centered learning and learner autonomy. According to Saparaliyevna (2022), technology serves as a beneficial platform in grammar classes by promoting interactive and independent learning. She argues that digital tools help shift the educational process from teacher-dominated instruction to a more participatory model where students take an active role in their learning journey.

Saparaliyevna (2022) further highlights that technology enhances metacognitive awareness and confidence among language learners. When students use applications like Todaii Easy English, they are not only exposed to structured grammar lessons but also engage in self-paced practice, immediate feedback, and real-world language use through authentic materials. This aligns with the principles of constructivist learning, where learners build knowledge through interaction with digital content and reflection on their progress.

Moreover, Saparaliyevna notes that the success of technology in grammar learning depends significantly on teacher

competency and strategic integration. Educators must be skilled in selecting appropriate digital resources and designing activities that align with learning objectives. When effectively implemented, technology can:

- Increase student motivation and engagement
- Provide personalized learning experiences
- Facilitate collaborative and interactive practice
- Extend learning beyond the classroom

This theoretical perspective supports the use of applications like Todaii Easy English as more than just supplementary tools—they are transformative mediums that can reshape how grammar is taught and acquired.

### **2.2.2 Advantages of using Technology in Learning Grammar**

The integration of technology into the educational landscape has revolutionized the teaching and learning process, offering profound benefits that extend into the specific domain of language and grammar acquisition. According to Chi Duc Nguyen (2024), a primary advantage lies in its ability to significantly enhance student engagement and motivation. Unlike traditional textbook methods, technology can present grammar rules and practice through interactive multimedia resources, such as educational games, animated videos, and dynamic exercises. This multimodal approach caters to various learning preferences, transforming abstract grammatical concepts into tangible and interactive experiences. To

leverage this, educators are encouraged to periodically incorporate these technological tools into their curriculum, thereby maintaining high levels of student interaction, interest, and enthusiasm for learning.

Beyond engagement, technology introduces a powerful mechanism for accelerated learning through immediate and consistent feedback. Many educational applications and online platforms are designed with algorithms that provide instant corrections on grammar exercises. This real-time response allows learners to identify errors the moment they are made, creating a direct link between action and correction. Such immediate reinforcement is crucial for breaking bad habits and solidifying correct language patterns in the learner's mind, thereby leading to more robust and durable learning outcomes compared to delayed feedback from traditional homework grading.

Another transformative benefit is the capacity for personalized and self-paced learning. Digital platforms can tailor the educational experience to the individual needs of each student. Learners can diagnose their weaknesses and spend more time on specific grammar areas where they need improvement, such as mastering complex tenses or prepositions, without being held back or rushed by the pace of an entire class. This customization ensures that instruction is relevant and efficient, addressing the unique learning trajectory of each student. The ability of technology to provide on-demand, needs-based support is one of its most critical contributions

to modern, student-centered education.

Furthermore, technology dramatically expands the ecosystem of learning through unprecedented access to resources and collaborative opportunities. Online platforms grant students and teachers access to a vast global array of materials, including expert tutorials, massive exercise libraries, and international discussion forums. This diversity supports all learning styles, allowing students to explore content in ways they find most comfortable and enjoyable. Simultaneously, technology breaks down the walls of the classroom, facilitating collaboration through shared documents, online discussion boards, and virtual group projects. This collaborative approach not only enhances understanding through peer teaching and discussion but also mirrors the interactive nature of language itself, making practice an integral and social part of the learning process.

Finally, the overarching benefit of flexibility and convenience empowers learners to take full ownership of their educational journey. Online grammar tools and digital resources can be accessed anytime and anywhere, from a smartphone on the bus to a laptop at home. This flexibility accommodates diverse schedules and learning environments, encouraging more consistent and self-directed practice. It effectively decouples learning from the physical classroom, allowing students to reinforce and extend their understanding outside of formal instruction hours. This constant accessibility leads to increased exposure and practice, which is

fundamental to achieving true mastery of a new language.

### **2.2.3 Disadvantages of using Technology in Learning Grammar**

While the integration of technology like the Todaii Easy English Application offers significant benefits, the teaching and learning process through digital means is not without its drawbacks. A primary disadvantage is the limited interaction and immediate feedback compared to a traditional classroom. Technology often lacks the personal touch of an instructor who can provide nuanced, on-the-spot corrections and explanations, which is crucial for mastering complex grammar rules and avoiding the fossilization of errors (VanPatten, 2020). This can leave learners with unanswered questions and a potentially incomplete understanding.

Furthermore, there is a risk of overreliance on software features. Students may become dependent on built-in dictionaries and grammar aids, which can hinder the development of their independent problem-solving skills and internalization of language structures. This reliance often results in a superficial understanding of grammar, where students recognize correct forms within the app but struggle to produce them accurately in their own spontaneous writing or speaking (Boers, 2021).

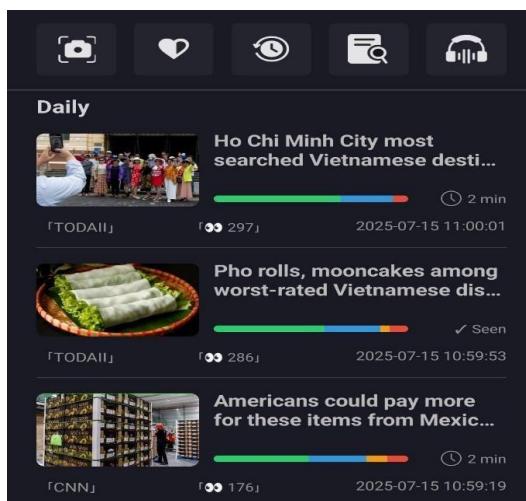
Another significant challenge is the potential for distraction and multitasking. The very devices used for learning are often gateways to social media, entertainment, and other non-educational content. This can easily fragment a student's focus, leading to less

effective and more superficial engagement with the learning material, which negatively impacts the retention of grammar rules (Gass & Mackey, 2021). Finally, the inconsistent quality of online resources presents a major hurdle. Unlike vetted textbooks, the grammar explanations and exercises found across various apps and websites can vary dramatically in accuracy and depth. Learners may inadvertently internalize incorrect or oversimplified rules, leading to persistent misconceptions that are difficult to unlearn later (Boers, 2018). Therefore, while technology is a powerful tool, its effective use requires careful guidance and a critical approach from both students and educators.

## 2.3 Todaii Easy English Application

### 2.3.1 Definition of Todaii Easy English Application

Todaii English is a learning tool aimed at assisting students in enhancing their English grammar abilities. The application includes tenses formulas and news article sources from CNN, FOX, BBC, NW, and VOA. It offers the following features:



Picture 2. 1 News selection on Todaii Easy English Application

The picture above shows the first view of Todaii Easy English Application. In the first view there are several news from various sources and themes. The sources are CNN, BBC, VOA and others. There are several themes such as lifestyle, health, economy and others. To increase students' interest in reading, students can choose a theme according to their hobbies. If students already have a high interest in reading, then students should choose another topic to increase their vocabulary and knowledge. Students can choose the reading level, there is an easy level and a difficult level. As a beginner, researcher recommend students to use the easy level. In this view there are also several features such as story options, notebooks, settings, dictionaries, text exams, and others (videos).

The application is organized into several key sections, each dedicated to a specific skill. The main interface is a news reader that presents articles categorized by theme (e.g., lifestyle, health, economy) and difficulty level (easy or difficult). Beyond news, the app features dedicated areas for grammar lessons, a built-in dictionary, video and podcast content, and customizable settings. This integrated approach allows students to move seamlessly between reading real-world content and studying fundamental language rules, making it a versatile resource for independent study.

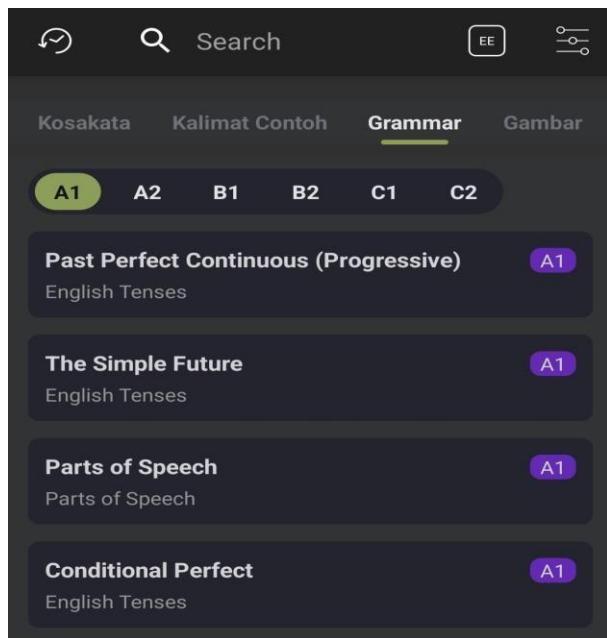
### **2.3.2 Advantages of Todaii Easy English Application**

The Todaii Easy English Application offers numerous advantages that support effective language learning. Firstly, its use of authentic, regularly updated news articles helps students learn English in a real-world context, simultaneously improving their

language skills and general knowledge. The ability to choose articles based on personal interest and reading level (easy or difficult) helps maintain student engagement and motivation.

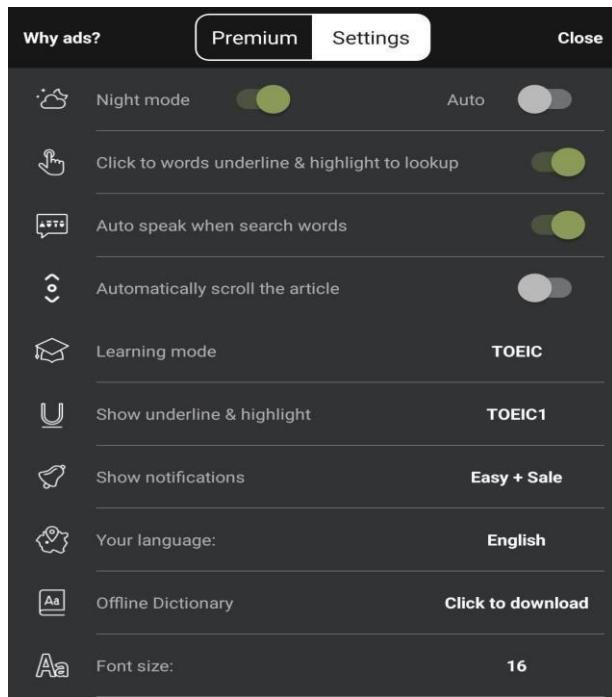
A significant advantage is the app's extensive and well-organized grammar section, which covers topics from basic tenses to advanced concepts, providing complete explanations that students can study at their own pace. Furthermore, the integrated dictionary is not just a simple word lookup tool; it includes example sentences, related grammar points, and visual aids, which greatly enriches vocabulary acquisition and retention.

The application also supports the development of multiple skills through its video and podcast library, featuring content from sources like TED Talks and BBC, which is particularly beneficial for improving listening and speaking skills. Additional features like text-to-speech (auto-speak), the ability to save vocabulary in a digital notebook, and customizable display settings (like day/night mode and font size) create a highly personalized and accessible learning experience. The premium version removes ads, allows offline use, and provides free TOEIC and IELTS preparation classes, adding significant value for serious learners.



Picture 2. 2 Grammar on Todaii Easy English Application

The picture above shows the grammar page menu. This section contains a wide selection of grammar materials, from basic grammar topics like tenses to advanced grammar topics like parts of speech, the conditional perfect, and more. And this page menu, there are many choices of grammar materials about tenses that students can learn according to the needs and level of the students' material at each level, here all tenses are explained completely, just click on the part that the students are studying about tenses, after clicking it will go to the explanation page about the material itself (grammar) that the students have clicked on earlier. Then the students just have to study it and read it with the teacher in the class. And in this section there is also audio on how to pronounce it



Picture 2. 3 Setting on Todaii Easy English Application

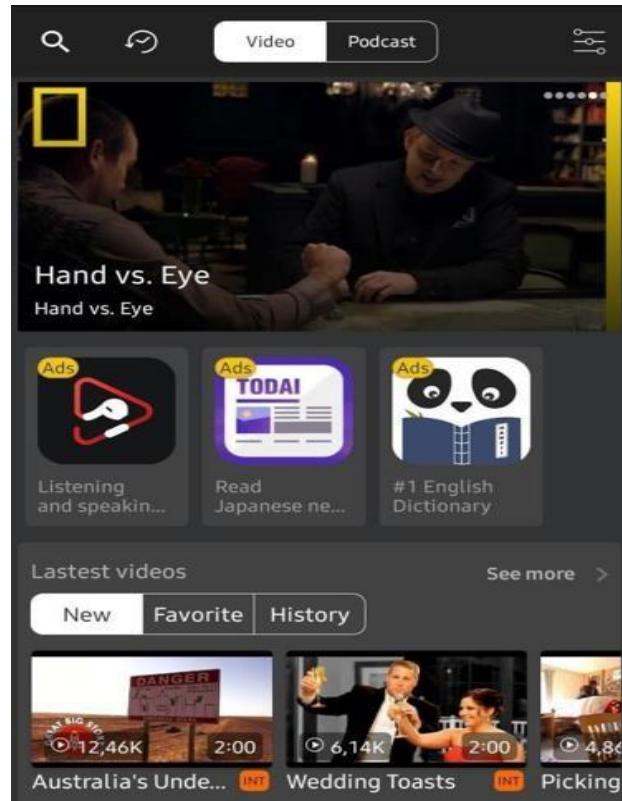
The picture above shows the settings feature. In this feature, students can adjust the overall appearance of the text. Students can set the display mode. Day mode and night mode are available. If using day mode, the display will be white and if using night mode. Second, students can underline or highlight words, in this feature students can recall the vocabulary learned. Then, auto speak when searching for words, in this feature, the machine will help students read the text in its entirety. And other feature such as auto scroll through articles, language setting, font size, letter spacing.



Picture 2. 4 Dictionary on Todaii Easy English Application

The picture above shows the dictionary feature. In this feature, there are several displays such as vocabulary, example sentences, grammar, and images. In the vocabulary feature, students can find the history of vocabulary that has been searched. In this feature, students can also review the vocabulary they have learned. Not only that, in the example sentence feature, students can find other example sentences according to the selected vocabulary. That will make it easier for students to make sentences related to the vocabulary. Moreover, in the grammar feature, students can learn grammar according to the level, there are A1, A2, B1, B2, C1, and C2 levels. With this grammar feature, students can learn about tenses, parts of speech, conditional sentences, subjective, and the usage of regular and irregular verbs. In the picture section, students can find examples of pictures according to the selected vocabulary.

This image feature had been very helpful for beginner students in finding real example of a vocabulary.



Picture 2. 5 Video and Podcast on Todai Easy English Application

The picture above shows another feature which consists of videos and podcasts from various sources, such as VOA, TED Talk, BBC and others. In this feature, students not only improve reading skills, but students can also improve listening skills and speaking skills, it is especially beneficial for senior high school students. With this feature, students can gain knowledge from the source's point of view. This can strengthen students' background knowledge. In addition, this app also offers premium features, where students will get TOEIC and IELTS classes free. Another advantage of the premium feature is that students can use the app offline and there is

no advertisement.

### **2.3.3 Disadvantages of Todaii Easy English Application**

Despite its many strengths, the Todaii Easy English Application has some potential disadvantages. A primary concern is the potential for information overload due to its vast amount of content. Beginners or less disciplined students might feel overwhelmed by the sheer number of articles, grammar topics, and features, which could hinder focused learning without proper guidance from a teacher.

The app's heavy reliance on text-based and audio-visual content means it offers limited opportunities for interactive practice, such as speaking with a partner or receiving personalized writing feedback. Learning is largely passive (reading, listening) rather than active production. While the grammar explanations are comprehensive, they are presented in a static, reference-like format, which may not be as engaging or effective as interactive exercises or quizzes for some learners.

Finally, while the app is functional in its free version, many of the most attractive features—such as an ad-free experience, offline access, and structured test preparation classes—are locked behind a premium paywall. This could limit the app's utility for users who are unable or unwilling to pay for a subscription, making the free version feel more restricted in comparison.

## 2.2 Previous Study

A research has been done by Tarmizi (2024), found that reading by utilizing Todai Simple English Application empactly affected students' reading comprehension. The strategy that utilized in investigate was blended strategy. Additionally, this investigate moreover investigated the students' recognition. After giving a treatment to the students, they expressed that Todai Easy English Application empactly affected to the students' inspiration in reading and highlights in this application truly helped students in expanding students' reading comprehension. The crevice of this research with the previous research is this investigate will center to expanding students' linguistic use securing. In the interim, the previous research centered to the reading comprehension. The research employs a mixed-method approach, specifically: Quasi-experimental design: This involves pre-tests and post-tests to measure the reading comprehension of students before and after using the application. Qualitative interviews: Semi-structured interviews are conducted with students to gather their perceptions and experiences regarding the use of the application.

The journal investigated the effectiveness of the Todai Easy English Application as a learning tool to enhance students' reading comprehension skills. It emphasizes the importance of reading in language learning and how technology can facilitate this process. The study highlights the features of the application, such as direct translation, quizzes, and various reading topics, which support students in improving their reading abilities. The findings suggest that the application positively impacts students' motivation and comprehension skills (Tassim & Razali, 2022).

Many researchers have used applications to ease to learn language structure more effectively, as expressed in previous research, This consider investigates the utilize of Kahoot, a game-based learning stage, as an assessment device for educating English linguistic use. Kahoot offers highlights like Tests, overviews, and talks that can make learning intelligently and pleasant (Amaliah, 2020). Utilizing Kahoot as an assessment device can offer assistance with memory maintenance, boost excitement and inspiration for learning, increase interest in learning, and increase information regarding the material provided. (Hartanti, 2019). However, this application also has the drawback namely the lack of special features to support english learning, such as the use of language similarities, highlights, and news content. Further, the researcher needs to utilize Todaii Easy English Application to see how successfull this application by highlighting things that is not accessible students' language use.

The journal discusses the implementation of Kahoot, a game-based learning platform, as an evaluation tool to enhance grammar learning in Indonesian high schools. It highlights the benefits of using Kahoot, such as improving grammar understanding, increasing student motivation and interaction, and providing a userfriendly experience. The study also addresses the challenges faced during the implementation of Kahoot, including technical issues and the need for stable internet access. Overall, the article emphasizes the positive responses from students regarding the use of Kahoot in grammar learning and recommends its broader adoption in educational settings. Method used in this study employs a qualitative case study design. Data collection

methods include: classroom observations semistructured interviews with an english teacher questionnaires administered to 27 high school students thematic analysis is used to analyze the data, identifying patterns and themes related to the implementation and effectiveness of Kahoot as an evaluation tool.

Another research conducted by Marina and Tatiana (2022) demonstrate that the usage of versatile learning instruments overall improves english language structure skills due to students in the experimental group compared to those in the control group. The experimental group showed mastery of language structures at a sufficient to advanced level. Meanwhile, the control group showed maastry at a beginner level. In addition, the students communicated a very positive respons towards the use of application for learning english highlighting their increased interest and efficiency and their progress.

The research title is learning English Grammar by Means of M-Learning: A Case Study Focus: The journal discusses the effective implementation of mobile applications for learning English grammar in English as a Foreign Language (EFL) courses, specifically targeting students in non-linguistic higher educational institutions. Key Points Discussed in the journal the importance of grammar in learning a foreign language and its role in effective communication. the integration of mobile learning (m-learning) tools to enhance the learning process. the positive impact of mobile applications on students' attitudes towards learning English grammar. the necessity for further research on improving EFL teachers' methodological preparation for mobile learning. Methodology used participants: The study

involved a case study conducted at Sumy National Agrarian University, Ukraine, with two experimental groups (35 students) and two control groups (36 students), all aged 18-19. Data Collection: Quantitative outcomes were calculated using the knowledge ratio technique. A scaling method was applied to organize data for comparative analysis. Interviews were conducted to assess students' attitudes towards mobile learning applications. Tools: Mobile devices (tablets and cellphones) were used in experimental groups, while traditional teaching tools were used in control groups. Results: The study found that students in experimental groups showed significantly higher levels of English grammar proficiency compared to control groups, indicating the effectiveness of mobile learning tools.

## CHAPTER III

### RESEARCH METHOD

This chapter presents the methodology that will be used in this study involving the research design, research subjects, research instrument, data collection process and data analysis

#### 3.1 Research Design

Based on the research question, this study will apply the quantitative method. Quantitative research is an objective research design that employs statistical testing techniques, as well as the collection and analysis of quantitative data. The aim of quantitative research in education is to test the theory and models connected to learning that support the development of learning. The researcher will use pre-test and post-test control design as the approach to the study to test hypotheses related to learning models and learning theories that appears in analyzing the impact of Todaii Easy English Application toward students' reading comprehension.

The type of this research is quasi experiment. It is because the purpose of experimental research is to determine whether there is a causal relationship between two or more variables, this research method presents evidence of the effect of the independent variable on the dependent variable. There are two main variables in the experimental research, namely the independent and dependent variables. (Rukminingsih et al. 2020).

Group	Pretest	Treatment	Post test
Experimental Group 1	O1	X1	O2
Control Group	O3	-	O4

Table 3. 1 Design of the research

**Description:**

**O1** = Experimental group before given treatment

**O2** = Experimental group after given treatment

**O3** = Control group before given treatment

**O4** = Control group that was not given treatment

**X** = Treatment (The use Todaii Easy English Application in learning)

- = Class conventiona

The table above clearly describe that this research will consist of two groups: those who will be conducted the pre-test and post-tests. The purpose of the pre-test is to ascertain their baseline grammar in English before receiving treatment. In meanwhile, the purpose of the post-test is to determine how successfully they have understood grammar following the course of treatment.

### 3.2 Research Setting

This research conducted in MTs. Tanwirul Hija, located on Kalimas Street, Pocang, Cangkreng, Kec. Lengteng, Sumenep, Jawa Timur. The researcher selected this school because the researcher had experience with Teaching Assistance Program in that school. Based on the results of observations for several months, the researcher found the poor students'

grammar acquisition in the classroom. Additionally, it is easier to meet with participants and collect the data.

### **3.2.1 Population**

Population is a category for generalization made up of items or subjects with specific attributes chosen by researchers for analysis before conclusions are made (Sugiyono). The researcher will select a class of 8th grade as a population which the total of the students is 47 students. Furthermore, the researcher will select students of 8th grade from A class as a sample where there are 22 students and 25 students from B class. Moreover, the researcher select 8 th grade as a sample because they have learnt grammar in previous. Moreover, the sample for this study was not randomly selected.

### **3.3 Research Variables**

In this research, the variable is classified into two distinct categories: independent and dependent variables. The independent variable remains unaffected by the dependent variable, while the dependent variable is influenced by the independent variable. The aim of this study is to examine the impact of experimental class on control class and students' grammar acquisition. The experimental class considered as independent variables in this investigation.

### **3.4 Research Instrument**

An approach of pre-test and post-test will be used in this study. The purpose of the pre-test is to find out whether students are familiar with the material that has been taught. Through the pre-test, the researcher will be able to assess particular attributes or characteristics of the students before students

will have the experimental treatment. On the other hand, the researcher designed post-test to evaluate students' grammar acquisition achievement after given treatment (Creswell, 2012). The pre-test and post-test will use multiple-choice test, which ensures the researcher an evaluation procedure that is consistent. There will be twenty multiple-choice test items in each of the pre- and post-tests.

### **3.5 Data Collection**

At this section, the researcher had carefully thought to gathering data. Researchers use some of instruments to gather and examine data. A tool used to gather data is called an instrument. (Airasian& Gay, 2012). Therefore, data for this study was gathered with quasi experiment.

#### **a. Primary Study**

In the present study, there are three primary data that has been gained directly from the study object, those inferred quasi-experimental, in-depth semi-structured interviews and documentation analysis. By quasi experiment, the students will have pre-test and posttest with multiple choice question. Moreover, the researcher selected eight class as a population which the total of the students is 42 students. Furthermore, the researcher selected students of eight class where there is 21 students from A class as a sample and 21 students from B class. Moreover documentation in form of pictures has been used as a proof to ensure the integrity and authenticity of information and as additional information.

#### **b. Secondary Data**

In the secondary data, data has been collected by other people, such as

institutions of government, journals, libraries, ect is referred to as secondary data. The researcher reviewed old documents in form of pictures from previous research that were connected to grammar acquisition and grammar acquisition by using technology.

c. Documentation

The term "documentation as an instrument" in educational research refers to the process of gathering related data or information for educational research through the use of written records, documents, or specific information source. Salim and Haidir (2019) mentioned that finding information about objects or variables through notes, transcripts, books, newspapers, magazines, meeting minutes, and other sources is known as the documentation method. Using documentation as a tool for educational research can improve the quality of data gathered, enable deeper analysis, and assist researchers in comprehending the larger context of the educational phenomenon they are exploring. To ensure its validity and applicability in the study, care must be taken when gathering and evaluating documentation data.

### **3.6 Validity and Reliability**

#### **3.6.1 Validity**

Valid means that the instrument can be used to measure what should be measured. A valid instrument means that measuring instrument used to obtain data (measuring) is valid (Sugiyono, 2013). On the other hand, Creswell (2012) defined that validity as proof of quality to the idea or construct that the test is measuring. To measure the validity, the researcher will use excel with the formula:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

### Description:

**R<sub>XY</sub>** = Correlation coefficient between variable X and Y

**N** = Total number of respondents

**$\sum X$**  = Total score of items

**$\sum Y$**  = Individual total scores

**$\sum X^2$**  = Sum of the squared scores of the item

**$\sum Y^2$**  = Sum of the total scores for the squares of the item

## 3.6.2 Reliability

Reliability is the degree of consistency and stability in an instrument's scores. If the instrument's reliability can be properly assessed, it may be used with certainty. As a result, data will be able to correspond with the provided facts in the field (Creswell, 2021). In this research, the reliability will use IBM SPSS 22.

### 3.6.2.1 Scale Reliability

In this study, to measure the reliability, the researcher will use Cronbach's Alpha formula by using IBM SPSS 22

$$r_{tt} = \frac{k}{K-1} \left( 1 - \frac{\sum S_i^2}{S_t^2} \right)$$

### Description:

**R<sub>tt</sub>** = Test reliability

**k** = Number of valid item

**vt** = Total variance

**p** = Proportion of subjects who answered the question correctly

**q** = Proportion of subjects who answered the question incorrectly

$\sum pq$  = Number of multiplication result between p and q

Value of r count > r table 5% then the item is accepted

### 3.6.2.1 Test Reliability

To measure the reliability of the test, researchers used the Kuder- Richardson formula 20 (K-R 20).

$$R_{tt} = \frac{K}{K-1} \left( \frac{v_t - \sum pq}{v_t} \right)$$

#### Description:

**R<sub>tt</sub>** = Test reliability

**K** = Number of valid items

**vt** = Total variance

**p** = Proportion of subjects who answered the questions correctly

**q** = Proportion of subjects who answered the questions incorrectly

$\sum pq$  = Number of multiplication results between p and q

Reliability	Level of Reliability
>0.90	Very high
0.80 - 0.90	High
0.70 - 0.79	Reliable
0.60 - 0.69	Marginally / Minimally

Table 3. 2 The classification of Students Score

### **3.7 Hypothesis**

According to the assumptions, there are two hypothesis that can be outlined which is can be answered by the results, namely:

- a. Null Hypothesis (HO): Todaii Easy English Application does not have impact to students' grammar acquisition in eight class MTs. TH Cangkreng.
- b. Alternative Hypothesis (HA): Todaii Easy English Application has impact to students' grammar acquisition in eight class MTs. TH Cangkreng.

### **3.8 Technique of Collecting Data**

#### **a. Pre-Test**

In collecting data at the fisrt meeting, the researcher given a pre-test to test the students' grammar while before giving treatment. The pre-test has been tested for experimental class and control class. In particural way, students will be tested on their comprehension. The researcher shared 20 multiple choice questions which bews item text material using technology and science as its theme. The question will be appropriated to the rubric question that has been designed. This result has been used as starting point for comparing the experiment class which the control class before treatment given.

#### **b. Treatment**

In the experimental class. Treatment by using Todaii easy English Application has been given from second to fourth meeting. In the beginning, the researcher explained the material about simple present tense, conclude explanation, structure, and formula. The learning material focused on simple present tense. Moreover, after teaching learning, the researcher asked

students to do practice by multiple-choice which the researcher has been given. After that, the students can see the result of the practice. On the other hand, for the control class, researcher explained learning material and given students practice by using conventional learning strategy.

c. Post-Test

The post-test has been given after some treatment by using Todaii Easy English Application. The purpose of post-test is to measure students' grammar acquisition. Students had 20 multiple choice question with the same question rubric to pre-test. The result of post-test appeared result whether there is a big differences impact between experimental class with Todaii easy English Application and control class without Todaii Easy English Application.

d. Interview

In this study, the researcher used semi-structured interview to get deeper information after giving treatment by Todaii Easy English Application. The type of interview in this research used semi-structured interview to have the deeper necessary data. In this study, the researcher selected 5 students with the highest scores from the experimental class and 5 students with the lowest scores from the experimental class. The purpose of the interview in this study is to get the deeper information about the students' perception related to the impact of Todaii Easy English Application toward students' grammar acquisition.

### **3.9 Quantitative Analysis**

In this study, for analyzing the quantitative data, the researcher used the

analysis by sugiyono (2013), the following are the explanations of the three steps. First of all, the researcher did normality test to know whether the data collection from experimental and controlled class is going to be normally distributed or not. Secondly, the researcher did homogeneity test to determine whether the data in both of classes are homogenous or not. The last, the researcher did t- test to know the significant difference between students' grammar acquisition by using Todai Easy English Application in experimental class and in the control class.

a. Normality Test

In this research, normality test will use to know whether the data collection from experimental and controlled class is going to be normally distributed or not. This normality test has been conducted by using SPSS version 22 that has requirements as follows: if the result of normality test is more than  $> 0.05$ , it can be categorized that the distribution of the data is normal. But, if result of scores is less than  $< 0.05$ , it means that the distribution of the data is not normal.

b. Homogeneity Test

After getting the results of normality test, the next step is calculating the homogeneity of data. The homogeneity test will use to determine whether the data in both of classes are homogenous or not. The test also will be conducted by using SPSS version 22 to know the homogeneity of data with the significant level more than  $\alpha = 0.05$

c. T-Test

T-test is the data analysis will process to know the significant difference between students' grammar acquisition by using Todai Easy English Application in experimental class and students' grammar acquisition without using Todai Easy English Application in the control class. The t-test has been used in this research is Independent Samples t-test with two-tailed test of significance by using SPSS version 22. If the result shows  $\text{Sig. (2-tailed)} > \text{sig } \alpha = 0.05 \text{ (5\%)}$ , then the null hypothesis is accepted. But, if  $\text{Sig. (2 tailed)} < \text{sig } \alpha = 0.05 \text{ (5\%)}$ , then alternative hypothesis is accepted.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter discussed the impact of Todaii Easy English Application as a learning media in improving students' grammar acquisition by using Todaii Easy English Application and discussion.

#### **4.1 The Impact of Todaii Easy English Application as a Learning Tool**

In this section, the researcher described students' grammar acquisition levels before and after using Todaii easy English Application as a learning tool when learning teaching process. The instrument used by the researcher is multiple choices, the data has been collected by two steps; the first step has been conducted by learning and teaching process without using Todaii Easy English Application while the second step has been conducted by using Todaii Easy English Application during learning and teaching process and the final test were given afterward, both tests were conducted on eight class in MTs. TH. To analyze the data, the researcher used the T-test formula to compare the pre-test and post-test results, as only one group was evaluated.

##### **4.1.1 Data Analysis of Pre-Test**

A pre-test was administered to both the experimental class (8A) and the control class (8B) at MTs. TH on August 26<sup>th</sup> 2025. Each class contained 20 students. This assessment was a single, 30-minute test featuring 20 multiple-choice questions, each with four answer options. The key difference between the two groups lay in their instructional method; the experimental class was taught using the Todaii Easy English Application, while the control class followed a conventional learning approach relying

solely on textbook materials.

Catagory	Range of score	Description
Very low	0-39	Grammar acquisition is very limited. Need a lot of guidance to improve
Low	40-59	Grammar acquisition is still low. Requires intensive practice for improvement.
Fair	60-74	Grammar acquisition is sufficient, but there are some areas that need strengthening.
Good	75-89	Grammar acquisition is good. Able to understand most of the text with few errors.
Very good	90-100	Grammar acquisition is very good. Able to understand almost all of the accurately

Table 4. 1 Clasification of the score.

No	Initials Name	Pre-Test	Category
1	BDS	90	Very good
2	ADL	75	Good
3	IDL	60	Fair
4	FRH	60	Fair
5	AMG	50	Low
6	BRHR	45	Low
7	FIN	30	Very low
8	FRZ	35	Very low
9	ASA	50	Low
10	INMR	65	Fair
11	NDA	60	Fair
12	AZKS	75	Good
13	LTQ	45	Low
14	DJFH	90	Very good
15	ADS	70	Good
16	IDR	50	Low
17	FSR	90	Very good
18	KTND	60	Fair
19	RFH	60	Fair
20	DSN	75	Good
Total		1235	
Average		61,75	Fair

Table 4. 2 Pre-test of Experimental Class Students

The results from the experimental class's pre-test, as shown in Table 4.2, indicate a lowest score of 30 and a highest score of 90. The total sum of all scores was 1235, resulting in an average, or mean, score of 61.75. Further descriptive statistics for this data set show a standard deviation of 17.341, which serves as a measure of how spread out the individual scores are from the average:

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
PreExp	20	60	30	90	1235	61.75	3.878	17.341
Valid N (listwise)	20							

Table 4. 3 Descriptive Statistic of Pre-test Experimental Class

An analysis of these statistics reveals that the standard deviation value is smaller than the mean value. This relationship suggests that the students' pre-test scores were not excessively dispersed but were instead relatively clustered around the average. Consequently, it can be concluded that the experimental class's pre-test data is of good quality for the purposes of this study.

No	Initials Name	Pre-test	Catagory
1	MHH	25	Very low
2	ZTR	50	Low
3	NRA	60	Fair
4	SNF	75	Good
5	NEIR	15	Very low
6	SRJ	15	Very low
7	MMIJ	40	Low
8	MBT	25	Low
9	SSA	60	Fair
10	SNN	90	Very good
11	MRA	50	Low
12	NSH	40	Low
13	URK	75	Good
14	MDF	60	Fair
15	MKU	80	Good
16	RBA	65	Fair
17	MRJ	75	Good

18	MFEZ	75	Good
19	GBR	40	Low
20	MSBA	60	Fair
Total		1075	
Average		53,75	Low

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

The pre-test results for the control class (8B), detailed in Table 4.3, show a significant range in student performance. The lowest score recorded was 15, while the highest achieved was 90. Across all 20 students, the combined total score was 1075, yielding an average score of 53.75 for the class. The descriptive statistics of the Control class pre-test data scores are:

	Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PreCont	20	75	15	90	1075	53.75	4.959	22.176	491.776
Valid N (listwise)	20								

Table 4. 5 Descriptive Statistic of Pre-test Control Class

Further statistical analysis of this data, as presented in Table 4.4, indicates a standard deviation of 22.176. The minimum and maximum scores align with the initial findings of 15 and 75, respectively. In this instance, the standard deviation is actually larger than the mean score, suggesting the data points are more spread out from the average. Despite this wider dispersion, the data is still concluded to be of good quality for the study's purposes.

Following the analysis of both classes' pre-test results, a treatment was administered exclusively to the experimental class. This intervention involved using the Todaii Easy English Application as a learning tool. Subsequently, a post-test was conducted to evaluate and compare any differences in the students' scores from before and after the treatment period.

#### 4.1.2 Data Analysis of Post Test

The post-test was conducted on September 9th, immediately following the final session of a three-treatment series utilizing the Todaii Easy English application. This assessment was designed with 20 multiple-choice questions that closely mirrored the format and difficulty of the pre-test to ensure a valid and comparable benchmark for measuring progress. Students were allocated 40 minutes of lesson time to complete the test by selecting their answers on provided sheets. As with the pre-test, the implementation, students were asked to work on the questions distributed by crossing out the answers they felt were correct. It can be seen from the results of the students' post-test in the table below whether there is a comparison of scores from before the treatment in class.

No	Initials Name	Post-Test	Catagory
1	BDS	60	Fair
2	ADL	90	Very good
3	IDL	75	Good
4	FRH	60	Fair
5	AMG	80	Good
6	BRHR	60	Fair
7	FIN	75	Good
8	FRZ	85	Good
9	ASA	95	Very good
10	INMR	70	Fair
11	NDA	90	Very good
12	AZKS	85	Good
13	LTQ	100	Very goof
14	DJFH	85	Good
15	ADS	75	Good
16	IDR	90	Very good
17	FSR	80	Good
18	KTND	85	Good
19	RFH	85	Good
20	DSN	75	Good
Total		1600	
Average		80	Good

Table 4. 6 Post-test of Experimental Class Students  
 Results from the experimental class (8A), shown in Table 4.5, indicate a notable improvement. The scores ranged from a new minimum of 60 to a maximum of 100. The total score for the class was 1600, resulting in a significantly higher average score of 80.00 compared to the pre-test. The descriptive statistic of the experimental class post test data is as follows:

	Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PostExp	20	40	60	100	1600	80.00	2.539	11.355	128.947
Valid N (listwise)	20								

Table 4. 7 Descriptive Statistic of Post-test Experiment Class

As detailed in Table 4.6, the descriptive statistics for this post-test data show a standard deviation of 2.539. The fact that this standard deviation is substantially smaller than the mean score indicates that the students' results were very tightly clustered around the new, higher average. This consistency leads to the conclusion that the post-test data for the experimental class is of excellent quality and suitable for analysis.

No	Initials Name	Post-Test	Catagory
1	MHH	70	Fair
2	ZTR	50	Low
3	NRA	90	Very good
4	SNF	65	Fair
5	NEIR	60	Fair
6	SRJ	75	Good
7	MMIJ	65	Fair
8	MBT	60	Fair
9	SSA	70	Fair
10	SNN	45	Low
11	MRA	65	Fair
12	NSH	50	Low
13	URK	85	Good
14	MDF	70	Fair
15	MKU	65	Fair
16	RBA	80	Good
17	MRJ	70	Fair

18	MFEZ	50	Low
19	GBR	55	Low
20	MSBA	70	Fair
Total		1310	
Average		65,5	Fair

Table 4. 8 Post-test of Control Class Students

The post-test results for the control class (8B) are presented in

Table 4.7. The data shows that the lowest score achieved by a student was 45, while the highest score of 90 was earned by three individuals. The collective sum of all scores amounted to 1310, which calculates to an average score of 65.5 for the class, The form in the descriptive statistic of the control class post-test can be seen below:

	Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PostCont	20	45	45	90	1310	65.50	2.663	11.910	141.842
Valid N (listwise)	20								

Table 4. 9 Descriptive Statistic of Post-test Control Class

Further descriptive statistics for this dataset are provided in Table

4.8, which confirms the average post-test score of 65.50. The calculated standard deviation for these results is 2.663. This table also reiterates the score range, with a minimum value of 45 and a maximum value of 90.

A key finding from this data is that the standard deviation is considerably smaller than the mean average score. This relationship indicates that the majority of the students' scores were closely grouped around the class average, demonstrating low variability. Consequently, it can be concluded that the post-test data for the control class is statistically consistent and of good quality for analysis.

#### 4.2 Students Achievement in Grammar Acquisition Before and After Using Todaii Easy English Application

No.	Initials Name	Pre-Test	Post-Test	Description
1	BDS	90	60	Decrease
2	ADL	75	90	Increase
3	IDL	60	75	Increase
4	FRH	60	60	Increase
5	AMG	50	80	Increase
6	BRHR	45	60	Increase
7	FIN	30	75	Increase
8	FRZ	35	85	Increase
9	ASA	50	95	Increase
10	INMR	65	70	Increase
11	NDA	60	90	Increase
12	AZKS	75	85	Increase
13	LTQ	45	100	Increase
14	DJFH	90	85	Decrease
15	ADS	70	75	Increase
16	IDR	50	90	Increase
17	FSR	90	80	Decrease
18	KTND	60	85	Increase
19	RFH	60	85	Increase
20	DSN	75	75	-
Total		1235	1600	Increase
Average Score		61,75	80	

Table 4. 10 Result Pre-test and Post-test of Experimental Class

An analysis of the experimental class's pre- and post- test scores

reveals a disparity in student performance. The pre-test was administered prior to the Todaii Easy English intervention, and the post-test was conducted afterward. The results demonstrate a clear score improvement.

Furthermore, the class's initial pre-test average was 61. Following the treatment and post-test, the new average was 80, indicating a 19-point gain.

These findings confirm that the experimental class's post-test scores are

higher than their pre-test scores.

No.	Initials Name	Pre-Test	Post-Test	Description
1	MHH	25	70	Decrease
2	ZTR	50	50	-
3	NRA	60	90	Increase
4	SNF	75	65	Decrease
5	NEIR	15	60	Increase
6	SRJ	15	75	Increase
7	MMIJ	40	65	Increase
8	MBT	25	60	Increase
9	SSA	60	70	Increase
10	SNN	90	45	Decrease
11	MRA	50	65	Increase
12	NSH	40	50	Increase
13	URK	75	85	Increase
14	MDF	60	70	Decrease
15	MKU	80	65	Decrease
16	RBA	65	80	Increase
17	MRJ	75	70	Decrease
18	MFEZ	75	50	Decrease
19	GBR	40	55	Increase
20	MSBA	60	70	Increase
Total		1075	1310	Increase
Average Score		53,75	65,5	

Table 4. 11 Result Pre-test and Post-test of Control Class

The pre-test and post-test scores for the Control class also show a difference in student results. The data indicates an increase in scores here as well. The control class's original pre-test average was 53. After their standard treatment and subsequent post-test, the average rose to 65. Unlike the experimental group, the control class's average increased by only 12 points. It is concluded that the control class's post- test scores are higher than their pre-test scores.

### 4.3 Result of Validity Testing

Validity testing for the question items was performed using construct and content validity, assessed by expert validators comprising lecturers and teachers. The researcher administered a set of 50 questions to eighth-grade students from class 8C, who were not part of the subsequent control or experimental groups. This validity test was executed in a single day, specifically on August 12, 2025.

For this validity analysis, Microsoft Excel was utilized. The Corel formula was applied within the software to calculate the r-count value for each individual question item. The outcomes were as follows:

Picture 4. 1 Test of Validity

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	0	23	24	25	26	27		
2	Responden	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	0	23	24	25	26	27
3	Respon 1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4	Respon 2	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1
5	Respon 3	1	1	0	0	1	0	1	1	0	1	0	0	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0
6	Respon 4	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0
7	Respon 5	1	1	0	1	0	1	0	1	0	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1
8	Respon 6	0	0	0	1	0	1	0	1	0	0	1	0	1	0	0	1	0	0	0	0	1	1	1	1	1	0	0
9	Respon 7	1	1	0	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
10	Respon 8	0	0	1	1	1	1	1	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	0	0	1	1
11	Respon 9	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	Respon 10	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	Respon 11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14	Respon 12	0	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15	Respon 13	0	0	0	0	1	1	1	0	1	0	1	1	0	1	1	0	1	1	0	0	0	1	1	0	0	1	0
16	Respon 14	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
17	Respon 15	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0
18	Respon 16	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1
19	Respon 17	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0
20	Respon 18	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1
21	Respon 19	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22	Respon 20	1	1	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23	Respon 21	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
24	Uji Validitas	0.89464	0.85079	0.38892	0.56079	0.24077	0.22695	0.5372	0.84366	0.25655	0.29766	0.6969	0.58189	0.64138	0.18211	0.19384	0.50298	0.52626	0.53268	0.26148	0.51475	0.53145	0.43909	0.3069	0.46366	0.13297	0.61488	0.17219
25	Correlation	0.89464	0.85079	0.38892	0.56079	0.24077	0.22695	0.5372	0.84366	0.25655	0.29766	0.6969	0.58189	0.64138	0.18211	0.19384	0.50298	0.52626	0.53268	0.26148	0.51475	0.53145	0.43909	0.3069	0.46366	0.13297	0.61488	0.17219
26	Rtabel	0.433	0.433	0.433	0.433	0.433	0.433	0.433	0.433	0.433	0.433	0.433	0.433	0.433	0.433	0.433	0.433	0.433	0.433	0.433	0.433	0.433	0.433	0.433	0.433	0.433	0.433	0.433
27	Rtabel	Valid	Valid	NO	Valid	NO	NO	Valid	Valid	NO	NO	Valid																
28	Kepuasan	Valid	Valid	NO	Valid	NO	NO	Valid	Valid	NO	NO	Valid																
29																												
30	Uji Reliabilitas	0.25714	0.24762	0.2619	0.25714	0.24762	0.25714	0.2619	0.25714	0.2619	0.23333	0.21429	0.25714	0.24762	0.2619	0.25714	0.23333	0.25714	0.25714	0.21429	0.23333	0.2619	0.24762	0.2619	0.2619	0.2619		
31	Jumlah Varians	0.25714	0.24762	0.2619	0.25714	0.24762	0.25714	0.2619	0.25714	0.2619	0.23333	0.21429	0.25714	0.24762	0.2619	0.25714	0.23333	0.25714	0.25714	0.21429	0.23333	0.2619	0.24762	0.2619	0.2619	0.2619		
32	Jumlah Varians	12.5095	12.5095	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619		
33	Varians Total	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619	73.3619		
34	Kepuasan	0.84641	0.84641	0.84641	0.84641	0.84641	0.84641	0.84641	0.84641	0.84641	0.84641	0.84641	0.84641	0.84641	0.84641	0.84641	0.84641	0.84641	0.84641	0.84641	0.84641	0.84641	0.84641	0.84641	0.84641	0.84641		

2	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total
3	0	0	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	1	1	0	1	0	1	1	37
4	1	1	1	0	0	1	0	0	1	0	1	1	0	1	0	1	0	1	1	1	0	1	1	1	37
5	1	1	1	1	0	1	1	0	0	1	0	0	0	1	0	0	0	1	1	1	1	1	1	1	31
6	0	0	0	1	1	0	1	0	0	0	1	1	0	0	0	1	0	0	1	1	0	0	1	1	34
7	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	1	0	0	1	1	1	37
8	0	0	1	0	0	1	0	0	0	0	1	1	0	0	0	0	0	1	1	0	0	1	1	0	20
9	1	1	1	0	1	0	1	1	1	1	0	1	0	0	1	0	0	1	0	1	1	1	1	1	37
10	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	1	1	19
11	1	0	0	1	0	0	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	17
12	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12
13	1	0	1	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	17
14	0	0	1	1	1	1	1	1	1	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	22
15	0	1	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	23
16	1	0	1	0	0	0	1	0	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	22
17	0	0	0	0	0	0	1	0	0	0	1	0	1	1	0	0	1	0	1	1	1	1	1	1	20
18	0	0	1	1	1	0	0	1	1	0	0	1	0	0	0	0	1	0	1	0	0	0	0	0	33
19	1	0	1	1	1	1	1	1	0	1															

The validation results indicate that a question is deemed valid if its r-count value exceeds the r-table value. From the 50 questions tested, 25 were found to have an r-count value lower than the r-table value, rendering them invalid. Consequently, it is concluded that 25 of the 50 questions were valid. As the study required only 20 questions, the researcher selected 20 questions from the pool of 25 valid items.

#### 4.3.1 Result of Reliability Testing

A reliability test was administered following the validity assessment of the question items. This test's objective is to determine if the assessment yields consistent outcomes upon repeated administration. For this procedure, the researcher utilized Microsoft Excel. The subsequent results were obtained:

Picture 4. 2 Reliability Test

AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AU	AV	AW	AX	AY	AZ	B
0	1	1	1	1	0	0	1	1	1	0	1	0	1	0	1	1	36	
0	0	1	1	1	0	0	1	1	1	0	0	1	1	1	0	1	33	
1	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	36	
0	0	1	0	0	1	0	0	1	1	0	1	1	1	0	1	1	31	
0	0	1	1	0	1	1	0	0	0	1	0	0	0	0	0	0	17	
<hr/>																		
-0,04276 0,21675 0,50623 -0,03313 -0,09538 -0,2525 0,13797 0,48941 -0,12488 0,07876 0,56079 0,00403 0,49172 0,46366 -0,18359 0,47539 0,51884																		
0,433 0,433 0,433 0,433 0,433 0,433 0,433 0,433 0,433 0,433 0,433 0,433 0,433 0,433 0,433 0,433 0,433 0,433																		
NO NO Valid NO NO NO NO Valid NO NO NO Valid NO NO Valid NO NO Valid NO NO Valid																		
<hr/>																		
0,25714 0,24762 0,21429 0,2619 0,25714 0,24762 0,2619 0,2619 0,23333 0,2619 0,25714 0,23333 0,25714 0,24762 0,2619 0,24762 0,21429 73,3619																		

From the reliability analysis, which employed the Kuder-Richardson 20 (KR-20) formula, a result of 73.3619 was achieved. It can therefore be concluded that the data is deemed reliable, with a correlation coefficient indicating "Reliable."

#### 4.3.2 Result of Normality Testing

A normality test is conducted to ascertain if the obtained data

follows a normal distribution. The study employs the Shapiro-Wilk normality test. According to Ayuningtyas (2012), the Shapiro-Wilk test is more effective for datasets containing fewer than fifty samples. The condition for normality is that the data is considered normally distributed if the significance value (p-value) is greater than 0.05.

Picture 4. 3 Normality Testing

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreEks	.140	20	.200*	.953	20	.416
PostEks	.161	20	.186	.943	20	.272
PostCont	.153	20	.200*	.961	20	.562
PreCont	.170	20	.131	.937	20	.208

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

a. Lilliefors Significance Correction

This study uses a normality test with the Shapiro-Wilk test. Ayuningtyas (2012) states that the normality test using Shapiro-Wilk is more effective if the data is less than fifty data.

The results of the Shapiro-Wilk test are as follows: the Experimental class pre-test result is 0.416, the Control class pre-test is 0.272, the Experimental class post-test is 0.562, and the Control class post-test is 0.208. Since all of these values exceed the 0.05 significance level, it can be concluded that all data sets are normally distributed.

#### 4.3.3 Result of Homogeneity Testing

After establishing normality, a test for homogeneity was performed to assess if the variance within the population samples was equal. This step is essential before conducting an Independent Sample T-test or ANOVA. The analysis was

performed using SPSS:

Picture 4. 4 Homogeneity Testing

**Test of Homogeneity of Variances**

hasil\_belajar

Levene Statistic	df1	df2	Sig.
4.673	3	76	0.005

The rule for interpreting the test is that a significance value less than 0.05 signifies a lack of homogeneity, while a value above 0.05 confirms it. The result from the test was a significance value of 0.005. Consequently, the data from the two classes are determined to be homogeneous and appropriate for proceeding to hypothesis testing.

#### 4.3.4 Result of T-Test and Hypothesis Testing

Following the completion of validity and reliability tests, which confirmed the survey instrument was sound, the researcher proceeded with normality and homogeneity tests. The results indicated that the collected data was both normally distributed and homogeneous.

The final step involved a hypothesis test, specifically an independent sample t-test, to determine if a significant effect existed between the class taught with the Todaii Easy English application and the class taught without it. Using SPSS for analysis, the results are shown in the accompanying table:

Table 4. 12 Result Gain Score Experimental Class and Control Class  
**Group Statistics**

	group	N	Mean	Std. Deviation	Std. Error Mean
hasil_belajar	1	20	61.75	17.341	3.878
	2	20	53.75	22.176	4.959

In the table above, it can be seen that the difference between the average student learning outcomes of those who use learning with Todaii Easy English (experimental class) and classes without using the Todaii Easy English application (control class) is significant. In the table above, it can be seen that the average post-test result of the experimental class is 61.75, while the average post-test result of the control class is 53.75.

Picture 4. 5 Hypothesis Testing

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	
						8.000	6.295	-4.743	20.743
hasil_belajar	Equal variances assumed	1.881	.178	1.271	.38	.000	8.000	6.295	-4.768
	Equal variances not assumed			1.271	35.913	.000	8.000	6.295	20.768

or the hypothesis test, the decision rule stated that  $H_0$  is rejected and  $H_a$  is accepted if the significance value (2-tailed) is less than 0.05. The obtained significance value of 0.00 is below this threshold. Therefore, it is concluded that the Todaii Easy English application is effective for learning in class 8 at MTs TH, indicating a significant change following the treatment.

## 4.2 Discussion

Based on the research question in this research, Students in the experimental and control classrooms had poor average scores, according to the pre-test findings. Subsequently, following learning treatment from the Todaii application and a post-test in the experimental class, students' post-test scores demonstrated improvement over their pre-treatment pre-test results, ranging from an average score of 61.75 to 80, which is considered a good score. On the other hand, the control class's post-test scores likewise rose from their pre-test results, which were 53.75 to 65.5, indicating that the score is considered fair.

These results indicate that the Todaii Easy English Application has a positive and effective effect on students' grammar acquisition.

Based on the results above, The digital sources can help students improve in students' learning process, it is supported by Anh Tuan Pham, Chau Thi Hong Thai (2025) stated that with the assistance of mobile device and computers, new digital sources have made a big difference, leading to a positive transformation of learning activities that maintain and promote students' language learning outcomes. The statement above is in line with the Todaii Easy English Application which has good effect toward students' grammar acquisition according to the research results in this research, students got interactive learning by the features of the application such as digital sources in this research. The digital sources / technology has been proven by many in many different areas of learning due to its feasibility and usefulness (Hurtado & Diaz, 2021; Lim & Yunus, 2021). It has been reported that digital sources can be used for various functions, from designing activities to motivating students and to evaluate students' performance.

According to experts in their field, technology-based learning resources can help students become more motivated to learn grammar. This can alter the learning model that solely focuses on the students through the use of learning book resources brought by the teacher. In this instance, researchers use the Todai Easy English Application as an additional method to find students comfortable learning grammar because it offers a more detailed explanation that can make it easier for students to study in class or at home because it can be accessed via a cellphone, which allows students to study at any time and any

every situation. This can increase students' enjoyment and motivation to consistently learn grammar. Furthermore, there is audio functionality included in this Todaii program. Students can thus learn how to pronounce unfamiliar words right away. There are also a variety of accents, including British accents, among others.

Additionally, the application's home page includes news articles that teachers can use as reading material for students to analyze about the grammar they are learning in this case, the simple present tense. And from that comes interactive learning which is expected to quickly understand students directly, which is practice that is not just learning the theory of grammar itself, namely the simple present tense in this case study. Hands, the use of technology can make students more interactive, it is also supported by Paraliyevna (2022) stated that the use of technology helps make the educational process become more student-centered and increase language learners' autonomy and confidence. From that statement the researcher know that technology can really help the students motivation, interactive, and encouragment in their spirit of learning. Besides that, teachers also have important role in implementing the technology in learning process like choosing the materials student need.

According to Paraliyevna (2022) said that when introducing new material to students, teachers should be highly skilled and make an effort to employ all relevant strategies. For instance, according to activity theory, teachers should incorporate all students into the learning process by utilizing technology to concurrently integrate learning, growth, and consciousness strategies. Based on the statement above, the teacher should be competent in

using the technology which can make the successful in conveying the materials need, teacher should wisely observe whether the materials delivered through technology is conveyed and understood easily by the students or not. Because the success or failure of technology-based learning is also greatly influenced by the role of the teacher. Moreover in this research the students used learning technology namely Todaii Easy English Application.

Todaii Easy Application is one of innovative application which is able to make students more interactive in learning, this can make learning process become student-centered in order to ease students in learning by practice directly. Because this application has many feature that can ease students become more interactive in learning such as news text, audio pronunciation, grammar exercises, and of course it can be used outside classroom by their cellphone. According to the result above that the result of using technology especially Todaii Easy English Application in this research is positive result, this statement is line with Paraliyevna (2022) it was from her research findings that the participants positively perceived technology as media beneficial platforms for grammar classes.

Using technology in learning grammar can ease teacher to monitor students and this will be student-centered which helps students to be more interactive during the teaching and learning process so that students can directly practice and learn at the same time.

## CHAPTER V

### CONCLUSION AND SUGESTION

This last section discusses all of the aftereffects of the discussions in this study that have been discussed and all that has been written previously. This section also contains suggestions aimed at teachers and future researchers.

#### 5.1 Conclusion

Based on the research that has been carried out, it can be concluded that the Todaii Easy English Application is effective and recommended for use in improving students' grammar acquisition. The application provides a comprehensive and interactive learning experience, with features such as structured grammar lessons, authentic news articles, an integrated dictionary, and audio pronunciations, which collectively address various aspects of language learning. This makes it a suitable tool for students to learn and practice grammar in a more engaging and autonomous manner, both inside and outside the classroom.

The effectiveness of the application is strongly supported by the quantitative data obtained from the study. The results of the pre-test and post-test in both the Experimental and Control classes show a significant difference in learning outcomes. The Experimental class, which used the Todaii Easy English Application, achieved an average post-test score of 80.00, a substantial increase from its pre-test average of 61.75. In contrast, the Control class, which was taught using conventional methods, showed a smaller improvement, with its average score rising from 53.75 to only 65.5. The results of the statistical hypothesis testing (Independent Sample T-Test) confirmed a significance value

of 0.00, which is less than 0.05. This leads to the rejection of the null hypothesis ( $H_0$ ) and the acceptance of the alternative hypothesis ( $H_a$ ), confirming that the Todaii Easy English Application has a significant positive impact on students' grammar acquisition at the eighth-grade level of MTs. TH.

Therefore, the application serves as a powerful technological tool that can transform grammar learning into a more student-centered, motivating, and effective process.

## **5.2 Suggestion**

In a rigorous research study, recommendations and suggestions are essential for guiding future practice and investigation. Based on the data analysis and conclusions of this study, the following suggestions are offered:

### **5.2.1 For English Teachers**

The findings of this study indicate that the Todaii Easy English Application is an effective medium for enhancing students' grammar acquisition. Therefore, English teachers are encouraged to integrate this application as a supplementary tool in their teaching repertoire, particularly for grammar instruction. To keep pace with the evolving technological landscape and cater to the needs of digital-native students, teachers should move beyond purely conventional methods. The researcher suggests that teachers design lesson plans that incorporate the app's features, such as using its graded news articles for reading comprehension and grammar analysis, or assigning specific grammar modules for self-paced learning. By strategically leveraging this application, teachers can foster a more engaging, student-centered, and effective learning environment that extends beyond the

classroom walls.

### **5.2.2 For Future Researchers**

This study has explored the effectiveness of the Todaii Easy English Application on grammar acquisition, specifically focusing on the simple present tense. To build upon these findings, future researchers are encouraged to investigate its impact on other grammatical structures, such as complex tenses, conditional sentences, or passive voice. Furthermore, research could be expanded to different proficiency levels, educational contexts, or age groups to determine the app's broader applicability. A mixed-methods study incorporating more in-depth qualitative interviews or classroom observations could provide richer insights into the students' learning experiences and the pedagogical strategies that maximize the app's utility. Exploring the long-term retention of grammar rules learned through this application would also be a valuable contribution to the field

## REFERENCES

Bialystok, E. (2020). Children's concept of word. *Journal of Psycholinguistic Research*, 15, 13–32. doi:10.1007/BF01067389

Boers, F. (2018). Intentional versus incidental learning. In J. I. Lontas (Ed.), *The TESOL encyclopedia of English language teaching* (pp. 1-6). John Wiley & Sons, Inc.

Boers, F. (2021). Evaluating second language vocabulary and grammar instruction: A synthesis of the research on teaching words, phrases, and patterns. Routledge.

DeKeyser, R. M. (2020). What Makes Learning Second-Language Grammar Difficult? A Review of Issues.

Edwards, H. T., & Kirkpatrick, A. G. (2019). Metalinguistic awareness in children: a developmental progression. *Journal of Psycholinguistic Research*, 28, 313–329. doi:10.1023/A:1023275214000

Gass, S. M., & Mackey, A. (2002). Frequency effects and second language acquisition: A complex picture? *Studies in Second Language Acquisition*, 24(2), 249-260.

Genesee, F., & Richard, Y. B. (1988). Evaluative Reactions to Language Choice Strategies: The Role of Sociostructural Factors. *Language & Communications*, Vol. 8 (3/4).

Greenbaum and Nelson. (2002). *An Introduction to English Grammar*. Great Britain Pearson Education.

Gillian. (2004). Linguistic Outcomes of Language Contact. *The Handbook of Language Variation and Change*. <https://doi.org/10.1002/9780470756591.ch25>

Hornby, A.S. (2021). *OxfordAdvancedLearner's Dictionary*. Oxford. Oxford University Press.

Hulstijn, J. H. (1995). Not all grammar rules are equal: giving grammar instruction its proper place in foreign language teaching. In R. Schmidt (Ed.), *Attention and awareness in foreign language learning*. Second Language Teaching & Curriculum Center, University of Hawaii at Manoa.

Jean M. Griffin. 2016. Learning by Taking Apart: Deconstructing Code by Reading, Tracing, and Debugging. In Proc. of the 17th Annual Conf. on Information

Technology Education. ACM, 148–153.

Knapp, P., and Watkins, M. (2023). *Genre, Text, Grammar Technologies for Teaching and Assessing Writing*. Sydney: University of New South Wales Press.

Krashen, S. (2020). Teaching grammar: Why bother? *California English*, 3(3), 241-258. Retrieved March 4, 2023

Larsen-Freeman, D. (2023). *Teaching Language: From Grammar to Grammaring*. Boston, MA: Heinle&Heinle Publishers.

Leinonen, Paul, Stephen, Sami, Seth, Joane, Andrew, &Arto. (2023). Comparing Code Explanations Created by Students and Large Language Models. ITiCSE, ISBN979-8-4007-0138-2/23/07. <https://doi.org/10.1145/3587102.3588785>

Lhamo, T. (2021). The use of TED talk videos to improve ESL speaking skills of Bhutanese sixth-graders.

Macaro, E. (2025). Exclusive use of the second language in classroom interaction in English Medium Instruction science classrooms: The beliefs of students and their monolingual teachers. *Language Teaching Research*.

Meccawy, Maram. (2022). Creating an Immersive XR Learning Experience: A Roadmap for Educators. Faculty of Computing and Information Technology, King Abdulaziz University, Jeddah 22254, Saudi Arabia. <https://doi.org/10.3390/electronics11213547>

Paul Denny, Sami Sarsa, Arto Hellas, and Juho Leinonen. 2022. Robosourcing Educational Resources—Leveraging Large Language Models for Learnersourcing. *arXiv preprint arXiv:2211.04715* (2022).

Ramzan, M., Bibi, R., &Khunsa, N. (2023). Unravelling the Link between Social Media Usage and Academic Achievement among ESL Learners: A Quantitative Analysis. *Global Educational Studies Review*, VIII(II), 407- 421. [https://doi.org/10.31703/gesr.2023\(VIII-II\).37](https://doi.org/10.31703/gesr.2023(VIII-II).37)

Saparaliyevna, Rakhmanova Makhfuzna. (2022). The Role of ICT in Teaching Foreign Languages. 2 (20). <https://doi.org/10.24412/2181-1784-2022-20-307-314>

Solmaz Abdi, Hassan Khosravi, Shazia Sadiq, and Gianluca Demartini. 2021. Evaluating the Quality of Learning Resources: A Learnersourcing Approach. *IEEE*

Transactions on Learning Technologies 14, 1 (2021), 81– 92.

Sugiyono, Dr. "Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D." (2013).

Sankoff, Gillian. "Linguistic outcomes of language contact." *The handbook of language variation and change* (2004): 638-668.

Tassim, S. N. & Razali, N. S. M. (2022). Development of Basic English LearningApplication (Easy English). Research and Innovation in Technical and Vocational Education and Training Vol. 2 No. 2126- 136. <https://doi.org/10.30880/ritvet.2022.02.02.015>

Ülper, H. (2020). Perceptions about grammar teaching. In Grammar Teaching (pp. 193– 213). Ankara: Pegem Academy.

VanPatten, B. (2020). Input processing in adult second language acquisition. In B. VanPatten & J. Williams (Eds.), Theories in second language acquisition (pp. 115– 135). Mahwah, NJ: Lawrence Erlbaum Associates.

## LIST OF APPENDIX

### Appendix 1 : Letter of Colpetion Research



#### SURAT PERNYATAAN

Nomor : MTsS/MTH/PP.05/029/VIII/2025

Yang bertanda tangan di bawah ini :

Nama	: <b>H. SUBAIRI, S.Pd.I</b>
NIP	: -
Jabatan	: Kepala Madrasah Tsanawiyah Tanwirul Hija
Alamat	: Poreh Lenteng Sumenep

Dengan ini Menyatakan bahwa :

Nama	: <b>MOH SADDAM HOZEN</b>
NIM	: 200107110060
Program Studi	: Tadris Bahasa Inggris
Judul Penelitian	: <i>"The Effectiveness of Today Easy English Application in Increasing Students' Grammar Acquisition".</i>

Adalah telah benar-benar melaksanakan tugas Penelitian di MTs. Tanwirul Hija Desa Cangkreng Kecamatan Lenteng Kabupaten Sumenep, dilaksanakan pada tanggal **16 Agustus 2025 s/d 27 Agustus 2025**.

Demikian surat pernyataan ini dibuat dan dapat dipergunakan sebagaimana mestinya. Dan apabila di suatu hari terdapat suatu kekeliruan agar dapat dirubah sebagaimana mestinya.

Sumenep, 25 Agustus 2025  
Yang membuat pernyataan



## Appendix 2 : Documentation



## Appendix 3: Evidence of Guidance Consultation

Septia Dwi Jayanti, M.Pd  
Lecturer of Faculty of Education and Teacher Training  
Maulana Malik Ibrahim State Islamic University, Malang

### THE OFFICIAL ADVIORS' NOTE

Malang, December 09, 2025

Matter : Thesis of Moh Saddam Hozan  
Appendix :

The Honorable,  
To the Dean of Faculty of Education and Teacher Training  
Maulana Malik Ibrahim State Islamic University of Malang  
In Malang

*Assalamu'alaikum Wr.Wb.*

After conducting several times of guidance in terms of content, language writing techniques and after reading the students' thesis as follow:

Name : Moh Saddam Hozan  
Student ID Number : 200107110060  
Department : English Education  
Thesis : The Effectiveness of Todaii Easy English Application on Students' Grammar Acquisition

Therefore, we believe that the thesis of Moh Saddam Hozan has been approved by the advisor for the further approval by the board of examiners.

*Wassalamu'alaikum Wr.Wb.*

Advisor,  
  
Septia Dwi Jayanti, M.Pd  
NIP. 198909122023212051

## Appendix 4: Instrument of Pre-Test

### INSTRUKSI Pengerjaan PRE-TEST & POST-TEST

Mata Pelajaran: Bahasa Inggris

Materi: Simple Present Tense

Jumlah Soal:

Waktu Pengerjaan: 60 menit

#### Petunjuk Umum:

- - Bacalah setiap soal dengan cermat.
- - Pilih satu jawaban yang paling tepat dari pilihan A, B, C, atau D.
- - Tidak diperbolehkan membuka buku catatan, menggunakan ponsel, atau berdiskusi selama ujian berlangsung.
- - Pastikan menuliskan nama lengkap, kelas, dan nomor absen di bagian atas lembar jawaban.
- - Periksa kembali jawaban sebelum dikumpulkan.

#### Alokasi Waktu Pengerjaan: 60 Menit

- Soal berjumlah butir.
- Gunakan waktu dengan efektif:
  - 45 menit pertama untuk mengerjakan semua soal.
  - 15 menit terakhir untuk mengecek ulang jawaban.

Choose the best answer (A, B, C, or D).

1. She \_\_ to school every day.  
A. go B. goes C. going D. gone
2. I \_\_ breakfast at 7 a.m.  
A. eats B. eating C. eat D. ate
3. My father \_\_ coffee in the morning.  
A. drink B. drinks C. drinking D. drank
4. He \_\_ not like pizza.  
A. does B. do C. did D. is
5. He \_\_ not like pizza.  
A. does B. do C. did D. is
6. My mother \_\_ early in the morning.  
A. wake B. wakes C. waking D. woke
7. The sun \_\_ in the east.  
A. rise B. rises C. rising D. rose
8. Mr. John \_\_ science.  
A. teach B. teaches C. teaching D. teached

9. Mr. John \_\_ science.  
A. teach B. teaches C. teaching D. teached

10. I always \_\_ my homework after school.  
A. does B. doing C. do D. did

11. They \_\_ not speak Japanese.  
A. does B. do C. did D. are

12. My brother \_\_ TV at night.  
A. watches B. watch C. watching D. watched

13. We \_\_ to school by bus.  
A. going B. go C. goes D. gone

14. I \_\_ water every day.  
A. drinks B. drink C. drinking D. drank

15. The dog \_\_ loudly.  
A. bark B. barks C. barking D. barked

16. Does it \_\_ often in your city?  
A. rain B. rains C. raining D. rained

17. They \_\_ football on Sundays.  
A. plays B. playing C. play D. played

18. I \_\_ to school by bike.  
A. go B. goes C. going D. went

19. He \_\_ a new book every month.  
A. read B. reads C. reading D. read

20. We \_\_ the guitar in music class.  
A. plays B. play C. played D. playing

21. My mother \_\_ coffee in the morning.  
A. drinks B. drink C. drinking D. drank

22. Does she \_\_ to school every day?  
A. going B. goes C. go D. gone

## Appendix 5 : Instrument of Post-Test

### INSTRUKSI PENERJAAN POST-TEST

Mata Pelajaran: Bahasa Inggris Materi: Simple Present Tense Jumlah Soal:

Waktu Pengerjaan: 60 menit

#### Petunjuk Umum:

- - Bacalah setiap soal dengan cermat.
- - Pilih satu jawaban yang paling tepat dari pilihan A, B, C, atau D.
- - Tidak diperbolehkan membuka buku catatan, menggunakan ponsel, atau berdiskusi selama ujian berlangsung.
- - Pastikan menuliskan nama lengkap, kelas, dan nomor absen di bagian atas lembar jawaban.
- - Periksa kembali jawaban sebelum dikumpulkan.

Alokasi Waktu Pengerjaan: 60 Menit

• Gunakan waktu dengan efektif:

- 45 menit pertama untuk mengerjakan semua soal.
- 15 menit terakhir untuk mengecek ulang jawaban.

1. She \_\_\_\_\_ breakfast at 7 a.m. every day.

A. eat  
B. eats  
C. eating  
D. ate

2. They \_\_\_\_\_ football on Sundays.

A. plays  
B. playing  
C. play  
D. played

3. I \_\_\_\_\_ to school by bike.

A. go  
B. goes  
C. going  
D. went

4. He \_\_\_\_\_ a new book every month.

A. read  
B. reads  
C. reading  
D. readed

5. We \_\_\_\_\_ the guitar in music class.

A. plays  
B. play  
C. played  
D. playing

6. My mother \_\_\_\_\_ coffee in the morning.

A. drinks  
B. drink  
C. drinking  
D. drank

7. Does she \_\_\_\_\_ to school every day?

A. going  
B. goes  
C. go  
D. gone

8. Do they \_\_\_\_\_ English at school?

A. learning  
B. learned

C. learn  
D. learns

9. Does he \_\_\_\_\_ in a bank?

A. work  
B. works  
C. working  
D. worked

10.

Do you

basketball after \_\_\_\_\_ he watch TV every night?

school?  
A. play  
B. plays  
C. playing  
D. played

11. I \_\_\_\_\_ like spicy food.

A. don't  
B. doesn't  
C. not  
D. no

12. She \_\_\_\_\_ speak French.

A. don't  
B. doesn't  
C. isn't  
D. can't

13.

They \_\_\_\_\_ go

to the gym every weekend.

A. doesn't  
B. not  
C. don't  
D. aren't

14. He \_\_\_\_\_ play the violin.

A. don't  
B. does  
C. doesn't  
D. isn't

15. My father \_\_\_\_\_ smoke.

A. don't

B. doesn't  
C. didn't  
D. not

16. Does your sister \_\_\_\_\_ milk?

A. drinks  
B. drink  
C. drank  
D. drinking

17. \_\_\_\_\_ he watch TV every night?

A. Is  
B. Does  
C. Do  
D. Are

18. \_\_\_\_\_ you walk to school?

A. Does  
B. Do  
C. Did  
D. Are

19. \_\_\_\_\_ they speak English well?

A. Do  
B. Does  
C. Did  
D. Is

20. \_\_\_\_\_ it rain in the morning?

A. Is  
B. Did  
C. Does  
D. Do

## Appendix 6: Validation Sheet

### Validation Sheet

#### Pronunciation Test

##### **“The Effectiveness of Todaii Easy English Application in Increasing Students’ Grammar Acquisition”**

Validator : Harir Mubarok, M.Pd

NIP : 198707082023211024

Expertise : English Grammar

Validation Date : *August 12<sup>th</sup>, 2025*

#### A. Introduction

This validation sheet is used to obtain an assessment from the validator on the research instrument that will be used in this research. Every feedback is essential to improve the quality of the research instrument. The researcher owes a lot for the willingness of validator in filling out this validation sheet.

#### B. Guidance

Please give a score on each item of the statement using the sign (✓) in the scale as follow  
1 = Very Poor, 2 = Poor, 3 = Average, 4 = Good, 5 = Very Good.

#### C. Assessment Rubric

No	Indicators	Score					Feedback/ Suggestions
		1	2	3	4	5	
1.	The research instrument is well constructed				✓		
2.	The research instrument is reliable				✓		
3.	The research instrument uses a good and proper grammar/tenses				✓		
4.	The research instrument mostly accurate grammar usage				✓		
5.	The research instrument is easy to understand				✓		
6.	The research instrument can help the researcher find out students' abilities in grammar acquisition				✓		

#### D. Suggestion

I hope by using this instrument, you can  
dig up the data in the field for your  
research. Good Luck.

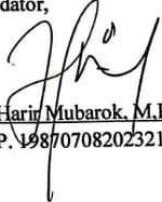
#### E. Conclusion

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

*Please five a strikethrough (example) on the answer that does not match your conclusion.*

- 1. Appropriate to be used to collect data without revision.
- 2. Appropriate to be used to collect data within the revision.
- 3. Not appropriate to be used to collect data.

Malang, August, 12<sup>th</sup> 2025  
Validator,

  
Harin Mubarok, M.Pd

NIP. 498707082023211024

## Appendix 7: Students' Test Result

MTs. TANWIRUL HIJA

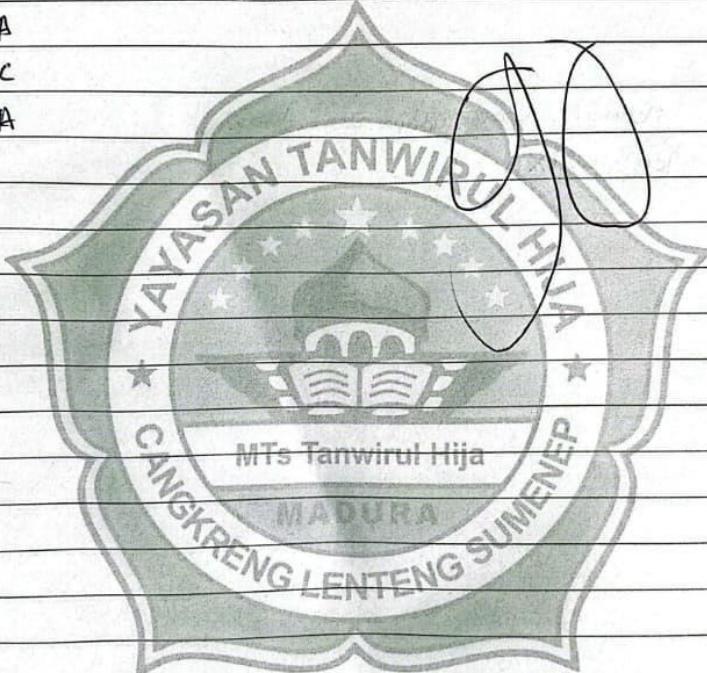
No. \_\_\_\_\_

Date - - -

1.b 11.b 19.b  
2.A 12.b 20.b  
3.b 13.b 21.A  
5.A 14.b 22.c  
6.b 15.b  
7.b 16.A  
8.g.b 17.c  
10.c 18.A

8 : 18

○ ○



YAYASAN TANWIRUL HIJA  
MTs Tanwirul Hija  
CANGKRENG LENTENG SUMENEP  
MADURA

TANAM Karakter Iman, PETIK Bahagia, SUKSES MULYA Bersama Allah

CS Dipindai dengan CamScanner



MTs. TANWIRUL HIJA

Nama : Ahmad Syibranul Isi  
Kelas : 3A

No. \_\_\_\_\_

Date - -

1 A B

2 A

3 B

4 A

5 A

6 B

7 B

8 B

9 B

10 A B

11 A

12 B

13 B

14 B

15 B

16 B

17 A

18 A

19 B

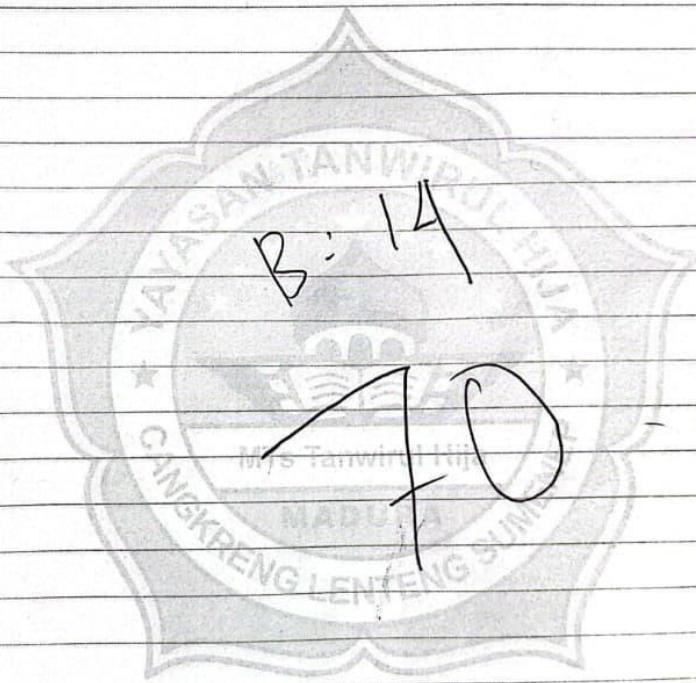
20 A

21 A

22 B

B : 14

10



..... Karakter Iman, PETIK Bahagia, SUKSES MULYA Bersama Allah

CS Dipindai dengan CamScanner



Nama = Azzahra khairunnisa'

Kelas = 1X - A

1. c

2. A

3. b

4. b

5. a

6. a

7. a

8. d

9. B

10. d

11. d

12. b

13. a

14. d

15. a

16. d

17. d

18. a

19. c

20. c

21. d

22. b

B : 2

10

TANAM Karakter Iman, PETIK Bahagia, SUKSES MULYA Bersama Allah

Nama = Azzahra khairunnisa'

kelas = 1X - A

1. b

11. b

21. a

2. a

12. A

22. C

3. b

13. b

4. a A

14. d

5a

15. b

6. D

16. a

7. b

17. d

8. b

18. A

9.

19. b

10. c

20. a

B : 14

100

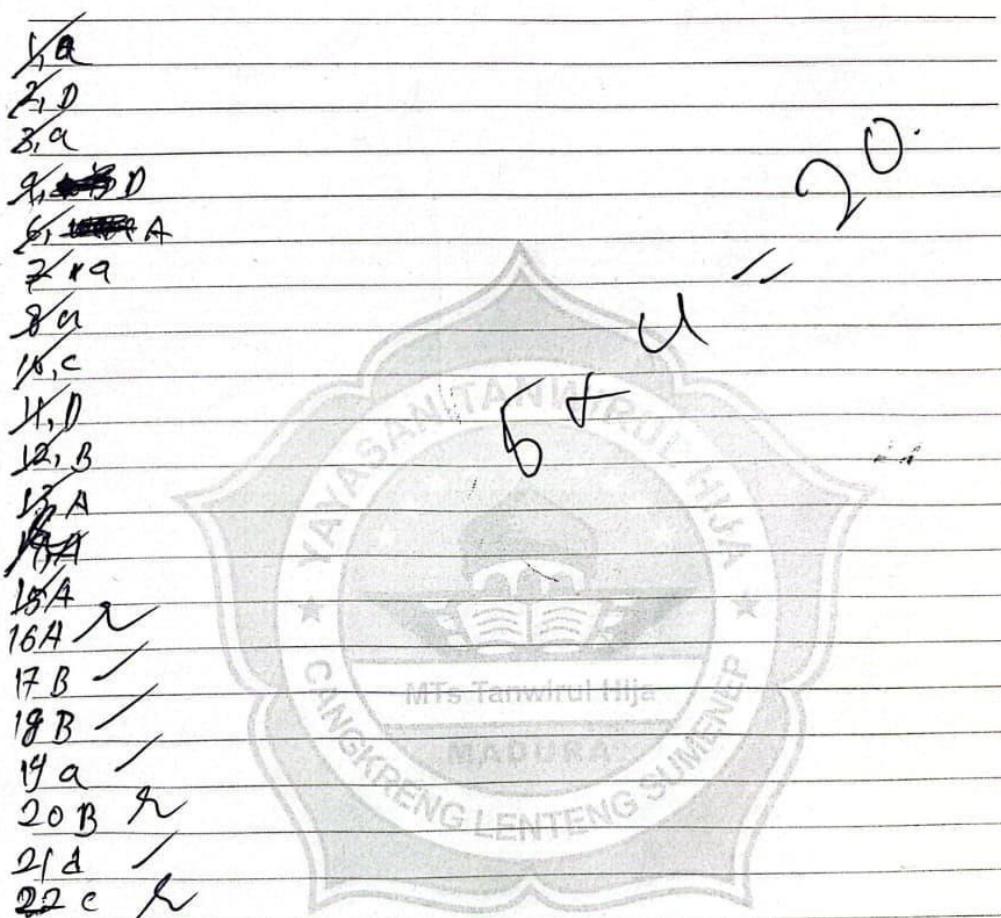


Nama : AHMAD SYIBRANALISI

MTs. TANWIRUL HIJA KELAS: 3A

No. \_\_\_\_\_

Date \_\_\_\_\_



TANAM Karakter Iman, PETIK Bahagia, SUKSES MULYA Bersama Allah

CS Dipindai dengan CamScanner



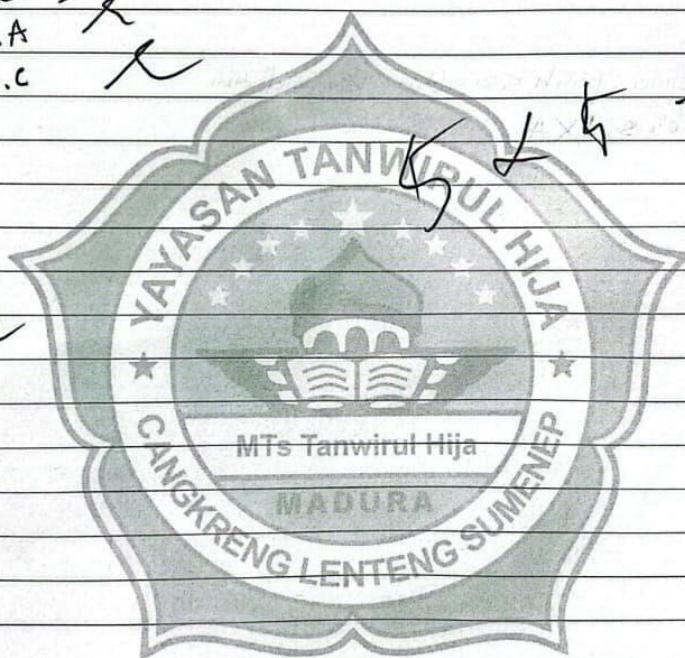
MTs. TANWIRUL HIJA

No. \_\_\_\_\_

Date - -

1.a 16.c /  
2.b 17.b /  
3.A 18.b /  
4.b 19.c /  
6.c 20.c /  
7.A / 21.A /  
8.A 22.c /  
10.b /  
11.b /  
12.c /  
13.c /  
14.A /  
15.b /

25



TANAM Karakter Iman, PFTIK Bahagia, SUKSES MULYA Bersama Allah

CS Dipindai dengan CamScanner

## Appemdix 8 : Lembar Bimbingan Skripsi

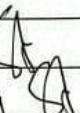
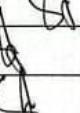
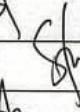
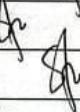
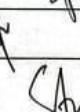
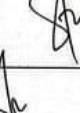
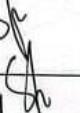
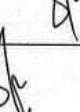
### LEMBAR BIMBINGAN SKRIPSI

Nama : Moh Saddam Hozen

NIM : 200107110060

Judul : The Effectiveness of Todaii Easy English Application on Students' Grammar Acquisition

Dosen Pembimbing : Septia Dwi Jayanti, M.Pd

No.	Tanggal/Bulan/Tahun	Materi Bimbingan	Tanda Tangan
1	18 Oktober 2023	Konsultasi bab 1	
2	21 Februari 2025	Bimbingan bab 1-3	
3	28 Februari 2025	Revisian bab 1-3	
4	5 Maret 2025	Bimbingan bab 1-3	
5	14 Maret 2025	Bimbingan bab 3 metode penelitian	
6	19 Maret 2025	Penyempurnaan bab 3	
7	1 Agustus 2025	Konsultasi bab 4	
8	8 Agustus 2025	Bimbingan bab 4	
9	9 Agustus 2025	Konsultasi instrument	
10	13 Agustus 2025	Bimbingan pre-test dan post-test	
11	16 Oktober 2025	Bimbingan bab 4 hasil penelitian	
12	2 Desember 2025	Bimbingan 4 discussion	
13	3 Desember 2025	Bimbingan bab 2, 4, dan 5	