

**THE USE OF LEARNENGLISH GRAMMAR APPLICATION TO
ENHANCE STUDENTS' GRAMMAR AT THE TENTH
GRADE OF MA ISLAHIYAH KALITIDU**

SKRIPSI



Presented to
IKIP PGRI Bojonegoro
In partial fulfilment of the requirements
For the degree of Sarjana in English Education

By:
Sudho Pamungkas
22120065

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2026**

APPROVAL SHEET

The skripsi entitled “**THE USE OF LEARNENGLISH GRAMMAR APPLICATION TO ENHANCE STUDENTS’ GRAMMAR AT THE TENTH GRADE OF MA ISLAHIYAH KALITIDU**” is compiled by:

Name : Sudho Pamungkas
NIM : 22120065
Department : English Education

Has been approved by the advisors.

Bojonegoro, 15 July 2026

Advisor I,



Ayu Fitrianingsih, S.Pd., M.Pd.
NIDN 0720049101

Advisor II,



Oktha Ika Rahmawati, S.Pd., M.Pd.
NIDN 0701108602

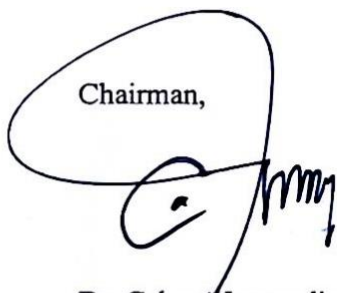
LEGITIMATION

The skripsi entitled “**THE USE OF LEARNENGLISH GRAMMAR APPLICATION TO ENHANCE STUDENTS’ GRAMMAR AT THE TENTH GRADE OF MA ISLAHIYAH KALITIDU**” is compiled by:

Name : Sudho Pamungkas
NIM : 22120065
Department : English Education

This is to certify that this skripsi has been approved by the Board of Examiners as the requirement for the degree of Sarjana in English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro on 17th July 2026.

Bojonegoro, 17th July 2026

Chairman,


Dr. Cahyo Hasanudin, M.Pd.
NIDN 0706058801

Examiner I,



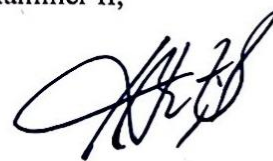
Dr. Moh. Fuadul Matin, S.S., M.Pd.
NIDN 0727028703

Secretary,



Ayu Fitrianingsih, M.Pd.
NIDN 0720049101

Examiner II,



Chyntia Heru Woro P., M.Pd.
NIDN 0728017903

Rector,

Dr. Junarti, M.Pd.
NIDN 0014016501

MOTTO

“If the road looks too easy, maybe you’re on the wrong road”

“Jika jalannya terlihat terlalu mudah, mungkin kamu berada di jalan yang salah”

-Monkey D Luffy-

“Everyone has their turn, be patient and wait your turn.”

“Setiap orang mempunyai gilirannya masing-masing, bersabarlah dan tunggu giliran mu.”

-Gold D Roger-

One Piece 849/18.28-

ACKNOWLEDGEMENT

First and foremost, all praise and gratitude be to Allah SWT, the Almighty, for His endless blessings, mercy, and guidance, so that I could complete this skripsi entitled **“THE USE OF LEARNENGLISH GRAMMAR APPLICATION TO ENHANCE STUDENTS’ GRAMMAR AT THE TENTH GRADE OF MA ISLAHIYAH KALITIDU”** as one of the requirements for obtaining a Bachelor’s Degree in English Education at IKIP PGRI Bojonegoro.

I would like to express my sincere gratitude to the following individuals for their invaluable support, guidance, and encouragement throughout the completion of this skripsi:

1. Dr. Junarti, M.Pd., the Rector of IKIP PGRI Bojonegoro.
2. Dr. Cahyo Hasanudin, M.Pd., the Dean of the Faculty of Language and Arts Education.
3. Ayu Fitrianingsih, M.Pd., the Head of the English Education Study Program.
4. Ayu Fitrianingsih, M.Pd., as my first advisor, and Oktha Ika Rahmawati, M.Pd., as my second advisor, for their invaluable guidance, patience, encouragement, and constructive suggestions throughout this skripsi.
5. All lecturers and academic staff of the Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, for their knowledge, guidance, and support during my study.
6. Dhedi Hartanto, S.Pd., the Headmaster of MA Islahiyah Kalitidu, for granting permission to conduct this research.
7. To my beloved father, Mr. Tarkim, thank you for being my greatest sanctuary and the strongest figure in my life. Behind every step of my success lie your prayers, sacrifices, and unseen hard work. I dedicate this humble work to you as a token of my love, respect, and gratitude for everything you have strived to achieve for me.
8. To my beloved late mother, Mrs. Dasirah, the little child who once rested in your arms has now grown into an adult. Thank you for the love, prayers, and affection that have always guided my journey—even though I can now only feel them through memories. I hope that from your beautiful resting place by Allah

SWT's side, you are proud to see how far I have come. I dedicate this work to you as an expression of a longing and love that will never fade.

9. To my beloved siblings, Dasiran, Tutik, and especially Wahananto, thank you for your love, prayers, and unwavering support throughout this journey.
10. My classmates in the English Education Study Program, my friends at home, my best friends, and everyone who has supported me throughout this journey for their kindness, encouragement, and unwavering support.
11. And the last, to myself, Sudho Pamungkas. As the youngest child, thank you for staying strong, never giving up, and completing this skripsi with your best effort. Whatever your strengths and weaknesses, celebrate yourself.

Finally, I realize that this skripsi is still far from perfect. Therefore, constructive suggestions are sincerely welcomed for its improvement. I hope this skripsi will be useful for readers and future researchers.

Bojonegoro, 17 July 2026

The Researcher

Sudho Pamungkas

NIM 22120065

STATEMENT OF AUTHORSHIP

The undersigned below:

Name : Sudho Pamungkas
NIM : 22120065
Department : English Education
Faculty : Languages and Arts Education

In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the skripsi entitled:

THE USE OF LEARNENGLISH GRAMMAR APPLICATION TO ENHANCE STUDENTS' GRAMMAR AT THE TENTH GRADE OF MA ISLAHIYAH KALITIDU

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 17 July 2026

The Researcher



Sudho Pamungkas

NIM 22120065

ABSTRACT

Pamungkas, Sudho. 2026. The Use of LearnEnglish Grammar Application to Enhance Students' Grammar at the Tenth Grade of MA Islahiyah Kalitidu. Skripsi. English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro. Advisor (I) Ayu Fitrianingsih, S.Pd., M.Pd. Advisor (II) Oktha Ika Rahmawati, S.Pd., M.Pd.

Grammar is an essential component of English language learning, yet the preliminary study revealed that the grammar achievement of the tenth-grade students at MA Islahiyah Kalitidu was still low. Students experienced difficulties in understanding grammatical concepts, while grammar instruction mainly relied on textbooks and worksheets. Therefore, this study aimed (1) to describe the implementation of the LearnEnglish Grammar Application in grammar learning and (2) to investigate the improvement of students' grammar achievement. This study employed Classroom Action Research (CAR) consisting of two cycles, each involving planning, acting, observing, and reflecting. The participants were 16 tenth-grade students of MA Islahiyah Kalitidu. The data were collected through observation and grammar tests and analysed descriptively using the mean score and the percentage of students achieving the Minimum Mastery Criterion (KKM) of 70. The findings showed that the LearnEnglish Grammar Application created a more interactive and student-centred learning process. Students became more active and independent during grammar learning. Their mean score improved from 46.56 in the Preliminary Study to 57.50 in Cycle I and 84.69 in Cycle II. Likewise, the learning mastery increased from 0% to 6.25% and finally reached 100% in Cycle II. It can be concluded that the LearnEnglish Grammar Application effectively improved both the grammar learning process and students' grammar achievement at the tenth grade of MA Islahiyah Kalitidu.

Keywords: LearnEnglish Grammar Application, Grammar Achievement, Classroom Action Research.

ABSTRAK

Pamungkas, Sudho. 2026. The Use of LearnEnglish Grammar Application to Enhance Students' Grammar at the Tenth Grade of MA Islahiyah Kalitidu. Skripsi, Progam Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro, Pembimbing (I) Ayu Fitriarningsih, S.Pd., M.Pd. Pembimbing (II) Oktha Ika Rahmawati, S.Pd., M.Pd.

Grammar merupakan komponen penting dalam pembelajaran bahasa Inggris, namun studi pendahuluan menunjukkan bahwa kemampuan grammar siswa kelas X MA Islahiyah Kalitidu masih rendah. Siswa mengalami kesulitan memahami konsep grammar, sementara pembelajaran masih didominasi buku teks dan lembar kerja siswa. Oleh karena itu, penelitian ini bertujuan untuk (1) mendeskripsikan implementasi LearnEnglish Grammar Application dalam pembelajaran grammar dan (2) mengetahui peningkatan kemampuan grammar siswa setelah penerapan aplikasi tersebut. Penelitian ini menggunakan metode Classroom Action Research (CAR) yang dilaksanakan dalam dua siklus yang meliputi perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian berjumlah 16 siswa kelas X MA Islahiyah Kalitidu. Data dikumpulkan melalui observasi dan tes grammar, kemudian dianalisis menggunakan nilai rata-rata dan persentase ketuntasan belajar berdasarkan Kriteria Ketuntasan Minimal (KKM) sebesar 70. Hasil penelitian menunjukkan bahwa LearnEnglish Grammar Application menciptakan pembelajaran yang lebih interaktif. Siswa menjadi lebih aktif dan mandiri selama pembelajaran. Nilai rata-rata meningkat dari 46, 56 pada studi pendahuluan menjadi 57, 50 pada Siklus I dan 84, 69 pada Siklus II. Ketuntasan belajar meningkat dari 0% menjadi 6, 25% dan mencapai 100% pada Siklus II. Dengan demikian, LearnEnglish Grammar Application efektif meningkatkan kemampuan grammar siswa kelas X MA Islahiyah Kalitidu.

Kata Kunci: Aplikasi LearnEnglish Grammar, Kemampuan Tata Bahasa, Penelitian Tindakan Kelas.

PREFACE

This skripsi, entitled “*The Use of LearnEnglish Grammar Application to Enhance Students’ Grammar at the Tenth Grade of MA Islahiyah Kalitidu*,” is submitted as a partial fulfilment of the requirements for obtaining the Bachelor’s Degree in English Education at IKIP PGRI Bojonegoro. The primary purpose of this study is to investigate the implementation of the LearnEnglish Grammar Application and its effectiveness in enhancing students’ grammar achievement through Classroom Action Research, with the intention of contributing to the development of English language teaching, particularly grammar instruction through the integration of technology. The process of conducting this study has provided valuable academic experience, enabling the researcher to improve research skills, deepen the understanding of classroom-based learning, and develop appropriate instructional strategies to support students’ grammar learning. Although every effort has been made to ensure the quality and accuracy of this skripsi, the researcher realizes that this study still has limitations and therefore welcomes constructive suggestions for future improvement. It is hoped that this skripsi will provide meaningful contributions to English language teaching and serve as a useful reference for teachers, students, future researcher, and other readers interested in the integration of technology into English language learning.

TABLE OF CONTENTS

APPROVAL SHEET.....	ii
LEGITIMATION	iii
MOTTO.....	iv
ACKNOWLEDGEMENT	v
STATEMENT OF AUTHORSHIP.....	vii
ABSTRACT.....	viii
ABSTRAK.....	ix
PREFACE	x
TABLE OF CONTENTS	xi
LIST OF TABLES.....	xiii
LIST OF FIGURES.....	xiv
LIST OF APPENDICES	xv
CHAPTER I.....	1
INTRODUCTION	1
A. Background of Study	1
B. Formulation of the Problems.....	10
C. Objectives of the Study	11
D. Significances of the Study.....	11
E. Definition of Terminologies	14
CHAPTER II.....	18
REVIEW OF RELATED LITERATURE	18
A. Review of Previous Studies	18
B. Theoretical Review	24
C. Theoretical Framework	33
CHAPTER III	37
RESEARCH METHODOLOGY.....	37
A. Research Design.....	37
B. Research Procedures	40
C. Research Settings	46
D. Research Subjects	48

E. Data and Data Sources	51
F. Data Collection Techniques	54
G. Data Analysis Techniques	58
H. Data Validation Techniques	61
I. Criteria of Success	64
CHAPTER IV	68
RESEARCH FINDINGS AND DISCUSSION	68
A. Research Findings	68
B. Discussion	113
CHAPTER V	123
CONCLUSION AND SUGGESTION	123
A. Conclusion	123
B. Suggestion	124
REFERENCES	129
APPENDICES	131

LIST OF TABLES

Table 4.1. Mean Scores of Students' Grammar Achievement	108
Table 4.2. Percentage of Students' Grammar Achievement.	109

LIST OF FIGURES

Figure 2.1. Theoretical Framework.....	33
Figure 4.1. Distribution of Students' Preliminary Grammar Test Scores.....	70
Figure 4.2. Students' Observation Results in Cycle I.....	83
Figure 4.3. Distribution of Students' Post-test Scores in Cycle I.....	87
Figure 4.4. Students' Observation Results in Cycle II	102
Figure 4.5. Distribution of Students' Post-test Scores in Cycle II	105
Figure 4.6. Mean Scores of Students' Grammar Achievement	111
Figure 4.7. Percentage of Students' Achievement.....	112

LIST OF APPENDICES

Appendix 1 Research Instruments	119
Appendix 2 Lesson Plan.....	124
Appendix 3 Result Score.....	129
Appendix 4 Observation	130
Appendix 5 Example of Students' Grammar Test.....	132
Appendix 6 Learning Documentation.....	141
Appendix 7 Grammar Materials.....	142

CHAPTER I

INTRODUCTION

A. Background of Study

English is recognized as an international language that plays a significant role in many aspects of human life, including education, science, technology, economic activities, and global communication. As technology continues to develop rapidly, English proficiency has become one of the essential competencies that students should possess in order to respond to the demands of the twenty-first century. Therefore, English has been included as a compulsory subject at different educational levels in Indonesia, including Madrasah Aliyah.

Learning English not only aims to develop learners' ability to communicate using English, but also to help them understand various information and knowledge that is mostly available in English. During English learning, students are expected to develop competence in the four basic language skills: listening, speaking, reading, and writing. However, mastering these skills cannot be separated from understanding the linguistic elements that support the proper and effective use of language. Among the linguistic components, grammar is considered one of the most essential elements. According to Richards and Renandya (2002), grammar serves as a fundamental component of language learning because it enables learners to understand and use language accurately. In line with that opinion, Thornbury (1999) stated that grammar is a system of rules that regulates how words are arranged into meaningful sentences so that the message to be conveyed can be understood properly.

Therefore, grammar provides a strong foundation for English learning since it supports learners in understanding, producing, and using the language appropriately. In addition to understanding grammatical rules, learners are expected to apply grammar appropriately in various communicative situations. Grammar learning is not merely concerned with memorizing language patterns, but also with developing learners' ability to use those patterns accurately and meaningfully in both spoken and written communication. Therefore, grammar mastery becomes an essential foundation that supports learners in achieving effective communication in English.

The importance of mastering grammar in learning English cannot be denied because grammar has a close relationship with all language skills. Harmer (2007) explained that grammar allows a person to form the right sentence so that communication can take place effectively. Learners who have good grammar will more easily understand the reading text, compose sentences in written form, express opinions orally, and understand various information that they listen to. On the other hand, students who have low grammar tend to have difficulty using English properly because they have not understood the basic rules that govern the use of the language. Although grammar plays a crucial role, many students still perceive it as among the most challenging aspects of learning English.

The complexity of grammar rules, the difference in structure between English and Indonesian, and the many grammar concepts that must be understood often cause learners to have difficulty in learning them. In addition, classroom learning continued to rely mainly on traditional teaching approaches,

including teacher explanations and written practice activities, making students less actively involved during the learning process. As a result, students become less motivated to learn grammar and tend to consider the material as something boring and difficult to understand. This condition indicates that students need a learning approach with not only explains grammatical rules but also provides sufficient opportunities to practice, receive immediate feedback, and become more actively engaged during classroom activities. Without meaningful learning experiences, students may continue to perceive grammar as a difficult subject, resulting in low motivation and limited improvement in their grammar competence.

The researcher preliminary observation at MA Islahiyah Kalitidu indicated that the grammar proficiency of tenth-grade students still required greater attention. Most students have difficulty in understanding the use of tenses, composing correct sentence patterns, determining the appropriate verb form, and applying grammar rules in various contexts of English usage. The difficulty is seen when students are asked to do grammar exercises or compose simple sentences using English. In addition, the observation results during the learning process show that some students still continued to show limited classroom participation. When the teacher explained the grammar material, only a few students showed interest in asking or giving responses, while most of the others just listened without showing significant participation.

This condition indicates that the current learning activities have not fully supported students' needs in understanding grammar concepts. If this problem is not solved immediately, then the grammar ability of the students will remain

low and can have an impact on their low ability to master English language skills as a whole. These findings indicate that the existing grammar learning process has not yet fully facilitated students in developing a comprehensive understanding of English grammar. Although the teacher has delivered the material and provided classroom exercises, many students still encounter difficulties in applying grammatical rules accurately in different learning activities. This situation suggests that a more interactive and student-centred instructional strategy is required to encourage active participation, provide continuous practice, and support students in constructing their grammatical understanding more effectively. Therefore, an appropriate instructional action is necessary to improve both the grammar learning process and students' grammar achievement.

Advances in information and communication technology have created numerous opportunities for education to develop more innovative and effective learning processes that meet the needs of today's learners. The integration of technology into classroom instruction not only serves as a supporting tool, but also contributes to a more meaningful learning experience for students. Chapelle (2003) stated that technology can provide broader opportunities for learners to engage with language learning materials, making the learning experience more meaningful. In addition, technology enables students to learn more flexibly because learning resources are available whenever and wherever they are needed. In the context of learning English, the utilization of technology is becoming more relevant because today's learners are a generation that is very familiar with the use of digital devices such as smartphones, tablets, and

computers.

Therefore, integrating technology in grammar instruction offers a promising approach to improving students' motivation and academic achievement. The integration of technology into English language learning has increasingly become an effective strategy for improving both the quality of instruction and students' learning experiences. Technology-based learning media enable students to access learning materials independently, practice grammatical structures repeatedly, and receive immediate feedback that helps them identify and correct their mistakes.

Such learning experiences foster greater student participation while promoting learner autonomy. In the context of grammar learning, these advantages are particularly important because students often require continuous practice and immediate feedback to master grammatical rules effectively. Supporting this view, Rahmawati and Tirtanawati (2024) explained that appropriate grammar learning strategies contribute significantly to students' understanding of grammatical concepts and improve their language proficiency. Furthermore, Rahmawati, Nurdianingsih, and Fitriyaningsih (2021) reported that digital learning modules successfully increased students' learning interest by providing more accessible and engaging learning experiences. Likewise, Rahmawati, Nurdianingsih, and Andri (2022) emphasized that online learning applications facilitate English language learning by providing flexible learning opportunities and encouraging students to participate actively in learning activities.

These findings indicate that technology-based learning media have

considerable potential to improve students' motivation, engagement, and grammar achievement, making them appropriate tools for supporting grammar instruction. Recent studies have also demonstrated that integrating digital technology into English instruction contributes positively to students' academic achievement, classroom engagement, and learning motivation. Technology-assisted learning enables students to access learning materials more flexibly while encouraging them to become active participants in the learning process. Consequently, technology has become one of the promising alternatives for addressing learning problems, particularly in grammar instruction (Klimova & Pikhart, 2023).

One form of technology that can effectively support grammar learning is the LearnEnglish Grammar Application developed by British Council. This application is specifically designed to help learners improve their understanding of English grammar through systematic learning materials, interactive exercises, quizzes, automatic evaluations, and immediate feedback. Unlike conventional learning methods that often rely on teacher explanations and printed textbooks, the application enables students to learn independently, practice grammar repeatedly, identify their mistakes, and receive instant corrections. These features motivate students to participate more actively during classroom learning while developing greater confidence in applying grammatical rules. Furthermore, the flexibility of mobile learning allows students to access grammar materials anytime and anywhere according to their individual learning pace.

Therefore, the LearnEnglish Grammar Application is expected not only to

strengthen students' comprehension of grammatical concepts but also to enhance their motivation, classroom participation, and overall grammar achievement. The LearnEnglish Grammar Application was selected in this study because it provides comprehensive grammar materials, interactive practice exercises, instant feedback, and self-paced learning opportunities that are suitable for senior high school students. These features allow learners to practice grammar repeatedly, identify their grammatical errors independently, and continuously improve their understanding through immediate correction.

Furthermore, the application supports a more student-centred learning process by encouraging learners to actively engage in grammar learning both inside and outside the classroom. Therefore, the application is considered an appropriate instructional medium to facilitate the improvement of students' grammar in this study. Previous studies have consistently demonstrated that applications supported by digital technology can improve grammar instruction. Wang, Chen, and Zhang (2021) found that a mobile-assisted grammar system significantly enhanced students' grammatical competence by providing more flexible, personalized, and student-centred learning opportunities. The research results show that technology can be an effective means to help students understand grammar concepts that have been considered difficult. The findings also show that learning applications enhance students' motivation, active classroom participation, and independent learning.

In addition to these findings, previous studies conducted by researchers from IKIP PGRI Bojonegoro also demonstrate the positive contribution of digital learning approaches to English language teaching. Rahmawati,

Nurdianingsih, and Fitriyaningsih (2021) found that digital learning modules increased students' learning interest by creating more engaging and accessible learning experiences. Moreover, Rahmawati, Nurdianingsih, and Andri (2022) reported that online learning applications provide flexible learning opportunities while promoting greater student participation in English classroom activities. These findings reinforce the argument that digital instructional media enhance students' understanding of the learning materials while simultaneously promoting learning motivation and classroom participation, which are essential aspects of successful grammar learning.

Overall, previous studies consistently indicate that technology-based learning media provide positive contributions to English language learning by improving students' motivation, engagement, learning autonomy, and grammar achievement. These findings strengthen the assumption that integrating mobile-assisted learning into grammar instruction has considerable potential to improve students' learning outcomes.

However, despite the positive findings reported in previous studies, most of those studies examined digital instructional media or smartphone-assisted English instruction across different educational environments, learner characteristics, and research contexts. Studies specifically investigating the implementation of the LearnEnglish Grammar Application through the Classroom Action Research (CAR) approach to improve the grammar of the tenth-grade students of MA Islahiyah Kalitidu have not yet been conducted.

Furthermore, many previous studies primarily focused on measuring the effectiveness of technology-based learning media using experimental or

quantitative approaches. In contrast, the present study employs Classroom Action Research (CAR), which emphasizes continuous instructional improvement through cycles of planning, action, observation, and reflection to solve authentic classroom problems. Therefore, this study not only investigates the effectiveness of the application but also seeks to enhance classroom grammar instruction.

Accordingly, the present study addresses this research gap through an investigation of not only how the application is implemented in grammar learning but also the extent to which it improves students' grammar through systematic classroom action research cycles. To overcome the problems found in the classroom, an action is needed that not only aims to identify the problem, but also provides real solutions through the process of continuous learning improvement.

Therefore, the present study adopted the Classroom Action Research (CAR) method. According to Kemmis, McTaggart, and Nixon (2014), Classroom Action Research (CAR) refers to a reflective inquiry undertaken by educators with the purpose of enhancing instructional quality through recurring cycles consisting of planning, action, observation, and reflection. Through these recurring cycles, the researcher can identify the strengths and limitations of each implemented action while refining the subsequent instructional activities.

Therefore, Classroom Action Research was selected for the present study since it not only measures students' grammar improvement but also supports the continuous refinement of grammar instruction and classroom learning. This method was adopted to align with the objectives of the study, namely to enhance

grammar instruction while improving students' grammatical competence through the implementation of the LearnEnglish Grammar Application. Through actions that are carried out systematically and continuously, it is hoped that learners can obtain a more engaging, participatory, and meaningful educational experience, thereby enhancing their grammatical competence. Considering the classroom problems identified during the preliminary observation, particularly students' difficulties in understanding and applying English grammar as well as their limited classroom participation, an appropriate instructional action is required to enhance grammar instruction while improving students' grammar achievement.

The implementation of the LearnEnglish Grammar Application through Classroom Action Research is expected to offer a practical alternative by fostering an interactive, engaging, and reflective education environment. Through continuous cycles of planning, action, observation, and reflection, the present study aims to strengthen students' grammatical competence while improving the quality of classroom grammar instruction. Considering the issues discussed above, this study is conducted under the title "The Use of LearnEnglish Grammar Application to Enhance Students' Grammar at the Tenth Grade of MA Islahiyah Kalitidu."

B. Formulation of the Problems

Based on the background of study presented above, the researcher formulated the research problems to guide the implementation of this study. The research problems are presented as follows:

1. How is the implementation of the LearnEnglish Grammar Application in

grammar learning at the tenth grade of MA Islahiyah Kalitidu?

2. To what extent can the LearnEnglish Grammar Application improve the grammar achievement of the tenth-grade students at MA Islahiyah Kalitidu?

C. Objectives of the Study

The objectives of this study were formulated to guide the implementation of the research. They are presented as follows:

1. To describe the implementation of the LearnEnglish Grammar Application in grammar learning at the tenth grade of MA Islahiyah kalitidu.
2. To improve the grammar achievement of the tenth-grade students at MA Islahiyah kalitidu through the LearnEnglish Grammar Application.

D. Significances of the Study

1. Theoretical Significance

The findings of this study are anticipated to contribute to advances in English language education, particularly by enriching knowledge of grammar instruction and technology-supported instructional practices. The findings of this study are anticipated to expand the theoretical understanding of LearnEnglish Grammar Application implementation as an alternative instructional medium for enhancing students' grammatical competence.

In addition, this research is expected to provide information and a more in-depth picture of how the use of technology-based learning applications can support a more effective, interactive, and learner-cantered grammar learning process. This study is also anticipated to serve as a scholarly resource for students, researchers, and academics who are interested in conducting further research on technology-enhanced learning

media in English language education, particularly for improving grammar through Classroom Action Research.

2. Practical Significance

a. For Students

This study is anticipated to support learners in improving English grammar by using the LearnEnglish Grammar Application, which provides various interactive, engaging, and easily accessible learning features. By using the application, learners are encouraged to understand various grammar concepts more easily, improve the accuracy of English grammar use, and gain opportunities for independent learning in classroom settings as well as beyond the classroom.

In addition, the use of learning applications is also expected to increase learning motivation, activity in following the learning process, and grow students' self-confidence in using English more accurately and effectively.

b. For Teachers

This study is anticipated to offer additional instructional strategies and technology-enhanced instructional media for teachers in teaching grammar materials to students. The findings of this study may serve as a useful reference for teachers when selecting and utilizing technology-supported instructional media that suits students' needs and the current development of education.

In addition, this research is expected to help teachers create a more engaging, dynamic, and non-monotonous classroom environment,

enabling students to become more enthusiastic and actively participate during instructional activities. Thus, teachers can enhance the quality of classroom instruction while improving students' academic achievement, particularly in mastering English grammar.

c. For School

This study is anticipated to make a meaningful contribution to efforts aimed at enhancing education quality, particularly in English instructional at MA Islahiyah Kalitidu. The findings of this study are anticipated to serve as a valuable source of information for the school regarding the importance of utilizing technology to support more effective instructional practices that align with current educational developments.

Furthermore, this study is anticipated to motivate schools to further optimize technology utilization as support for instructional activities, so that fostering an innovative and adaptive learning environment that contributes to better student achievement.

d. For Researcher

This study is anticipated to offer valuable experience together with practical insights for the researcher in conducting Classroom Action Research, particularly concerning the application of technology-supported instructional media in English education. Through this research, the researcher can develop the ability to plan, implement, observe, and evaluate systematic instructional actions to address challenges encountered during classroom instructional.

In addition, this research is also expected to increase the researcher's insight regarding the utilization of educational technology as one of the solutions in improving students' grammar, as well as being a useful provision in carrying out the profession as an educator in the future.

E. Definition of Terminologies

To minimize possible differences in interpreting the terminology applied throughout this study, the researcher presents the operational definitions of several key concepts associated with the research. This operational definition aims to provide clear limits on the meaning of each term so that the discussion in the research can be more directed, focused, and aligned with the predetermined research objectives that have been set. In addition, operational definition is also necessary so that there is no misunderstanding in understanding the research variable, the research subject, and the research context used in this classroom action research. The terms used in this research are explained as follows.

1. LearnEnglish Grammar Application

LearnEnglish Grammar Application is a technology-based learning application designed to help learners learn, understand, and master English grammar through various available learning features, such as material presentation, practice questions, interactive quizzes, learning evaluation, and direct feedback on the answers given. Along with technological advances in education, the adoption of learning applications has become an alternative approach for enhancing instructional effectiveness because it

offers a more engaging, interactive, and flexible education experience for learners.

According to Stockwell (2022), integrating technology into language instruction can enhance learners' involvement in the learning process and provide wider opportunities for independent study beyond the classroom environment. In this study, LearnEnglish Grammar Application is defined as a learning media used to help the tenth-grade students of MA Islahiyah Kalitidu understand grammar material through various learning activities available in the application so that students can get a more active learning experience, get continuous practice, and get direct feedback on the learning results achieved.

2. Grammar

Grammar considered an essential components of English learning which functions as a system of rules that regulates the use of language so that a person can compose words, phrases, clauses, and complete sentences appropriately based on the intended meaning. Mastery of grammar plays an essential role as it serves as the foundation for the good and correct use of English, both in speaking, writing, reading, and listening.

According to Larsen-Freeman (2015), grammar is not only understood as a collection of language rules that must be memorized, but also as a skill that allows someone to use language accurately, meaningfully, and in accordance with the context of the communication faced. Therefore, grammar ability is one of the aspects that students need to master in order to use English proficiently. In this study, grammar refers to the

understanding and use of English grammar rules learned by the tenth-grade students of MA Islahiyah Kalitidu during the learning process.

3. Classroom Action Research (CAR)

Classroom Action Research (CAR) refers to a type of inquiry carried out by teachers or researcher within the classroom to enhance both instructional processes and students' learning outcomes through systematically planned actions. Burns (2019), explains that Classroom Action Research is a reflective cycle that enables researchers to identify learning problems, formulate improvement strategies, implement the planned actions, monitor the outcomes of the implementation, and conduct reflection to determine the subsequent improvements. Classroom action research consists of several stages, including planning, action, observation, and reflection, which are implemented repeatedly in the form of cycles until the expected results are obtained.

In the present study, Classroom Action Research (CAR) serves as the research approach because the primary objective of this study is not only to examine learners' grammar ability but also to enhance that ability through the implementation of the LearnEnglish Grammar Application in English learning process.

4. Tenth Grade Students

In this research refers to the tenth-grade students of MA Islahiyah Kalitidu who are the subjects of the research. The students were chosen based on the initial observation results which showed that their grammar still needed to be improved so that a learning action was needed that could

help overcome the problem. The entire series of actions given in this study is aimed at tenth grade students as the main research subjects, starting from the implementation of learning using the LearnEnglish Grammar Application, observation activities, to the evaluation of students' achievement across every research phase. Thus, the tenth-grade of MA Islahiyah Kalitidu served as the primary data source for this study to examine the effectiveness of the use of LearnEnglish Grammar Application in improving students' grammar.