



The Effect of Using the “Grammar Tool: Pronoun” on Understanding Possessive Pronouns and Possessive Adjectives

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Abstract

The purpose of this study is to determine whether or not using the Grammar Tool: Pronoun application has a significant impact on students' understanding of possessive pronouns and possessive adjectives. Participants in this study are seventh-grade students at SMPN 52 in Jakarta. There are 216 students that classified into six classes. VII A is selected as the experimental class by the researcher utilizing a cluster random sampling method to select one class. This research was held over eight meetings and this research was carried out outside of school hours. Researchers used multiple choice tests as a data collection tool. There were 40 questions but after the validity and reliability test, only 29 questions that can be used as the instrument for this research. After the research is done, it is possible to say that using the Grammar Tool: Pronoun has an effect on how well students understand possessive pronouns and possessive adjectives there was an improvement of the students understanding on possessive pronouns and possessive adjectives. It can be shown by the data findings and the discussion. The results of the data analysis indicated that the null hypothesis examined in the study cannot be accepted because the significant value of the 2-tailed test was less than 0.05 (0.05). The alternative hypothesis, which indicated that the use of the Grammar Tool: Pronoun is effective on students' understanding of possessive pronouns and possessive adjectives, was accepted as a result of this study.

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INTRODUCTION

Language is a tool for a human to communicate both spoken and written form. With good structure or good pattern, it will be easier to understand what is being spoken or written. However, when the structure is not well structured, it can raise a misunderstanding between the communicators. Zhang (2009) pointed out the importance of grammar because it is the foundation of English, and it helps words in the English language to be constructed. A language's grammar is its set of rules, and

understanding them can help learners construct innumerable meaningful sentences throughout their lives. This is supported by Subasini & Kokilavani (2013), they said that grammar includes sounds, meanings, and the process of creating phrases and sentences from words, making it the fundamental building block of students' abilities to express themselves. Swan (2002) defines grammar as the set of rules that govern how words are combined, structured, and modified to convey specific meaning. Grammar is also the foundation of our ability to communicate either in speaking or writing. The more students understand how the grammar works, the better students can stay focused on the one meaning and produce the sentences effectively.

The grammatical structure of English has many essential elements. Nouns, verbs, adverbs, gerunds, active and passive sentences, participles, and pronouns are only a few of the crucial components that make up the English language's grammatical structure. Possessive pronouns and possessive adjectives are two grammar-related pronoun and adjective properties. For speakers of English as a foreign language, certain grammatical components are essential. Because they are frequently employed in conversations and phrases to replace words that name persons, places, or things, pronouns are important. However, students struggle to distinguish between the use of possessive pronouns and possessive adjectives because of the variety of subjects for these words.

Based on the pre-observation at SMPN 52 Jakarta in seventh-graders, the researcher realized that so many learners were weak in grammar, specifically in possessive pronouns and possessive adjectives. They struggle to construct a statement using possessive pronouns and possessive adjectives. Many learners in SMPN 52 Jakarta, however, struggle to construct a statement using possessive pronouns and possessive adjectives. This occurred for a variety of reasons, including the students' poor understanding of grammar, particularly in usage of possessive pronouns and possessive adjectives. According to Hermawati (2008), students' ability to use possessive pronouns and possessive adjectives could be weak. And this is influenced by students' internal factors, students' motivation, and students' learning activities. Additionally, some students struggled with the proper use of the single, plural, and subject and object pronouns. And learning the English structure is not as easy as students imagine, especially with little motivation to learn English for learners, especially since English is still a foreign language for us. So the teacher needs to look for other media so that the students can understand the material more.

With their advanced smartphone, not only can they use it for playing games or social media, but also they can use it to support their learning. As Sharma (2013) asserted, students' achievement and retention in learning English are significantly increased through interactive multimedia. Students can implement the grammar they have learnt in an appropriate and correct manner when they can recall it. Plus, nowadays, there are many applications that can help students to learn independently. Learners can easily and freely access these English learning apps based on their needs and interests. With these applications, students can be beneficial in mastering learning materials that have been taught in school by their teacher. Plus, most of these applications are free, and they do not need to spend their money at all to access these applications; they just need to download them on their cell phone. Improving English grammar performance through educational games for students is critical for

performance and well-being in any school. Students’ learning can be enhanced by improving teaching practices and media. This study shows that an effective way to improve English grammar performance is to use games and warm-up activities in a well-defined cohesive structure. There are many applications that students can use to improve their English learning, such as Grammarly, Grammar Tool, Quizziz, Duolingo, Hello Talk, and Cake. Most of the applications are free to use and have easy to access by the students.

Grammar tool: Pronoun" is an application that can help the learner to get more understanding on possessive pronouns and possessive adjectives. This application can help learners learn possessive pronouns and possessive adjectives in a new visual-tactile style. With its emphasis on touch, visuals, sound, and play, this application is an excellent tool for all learning styles - visual, auditory, and tactile/kinaesthetic-which will not make the learners bored in using this application.

METHOD

1. Research Design

In this research, the researcher chose to use the pre-experimental research design with quantitative approach. The researcher used one-group pretest posttest design. There were only one class in this research. The students had two tests: before being taught with the Grammar Tool application and after being taught with the grammar tool application to investigate the effectiveness of using the Grammar Tool application on students' understanding of possessive pronouns and possessive adjectives. Then both scores would be compared to know the significant difference.

2. Population and Sample

The population of this research, was the seventh-graders in SMPN 52 Jakarta. There are 216 students that classified into six classes. A class in the population was taken as a sample in this study. The sample was chosen by the researcher using cluster random sampling, and as a consequence, class 7A was selected as the experimental group for this study.

3. Instrumentation

This research was used the multiple choice test as the instrument to collect the data. The researcher held a pre-test and a post-test for the experimental group to see if there was an effect of using the Grammar Tool application on students’ understanding of possessive pronouns and possessive adjectives.

RESULT AND DISCUSSION

Research Findings

In this study, some data were obtained after the pre-test and post-test procedures were carried out after being given the treatment. The data is processed with SPSS to get an informative picture including the mean, minimum score, maximum score, and standard deviation. The table below shows the results of the data description carried out in SPSS based on the results of the pre-test and post-test.

Table 1. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	36	21	90	44,05	20,84356
Post-test	36	21	100	61,5	22,07843

According to the data presented in the table above, the pre-test scores ranged from 21 to 90, with 90 being the highest possible score and 21 being the lowest possible score. On the other hand, there is an increase in the students' score for the maximum score on the post-test. The maximum score has been raised to 100, but the minimum score has remained the same at 21. The mean score of the pre-test is 44.05 and the mean score of the post-test is 61.5. It means that the mean score of the data in the post-test is greater than the mean score of the pre-test.

1. Normality Test

The normality was analysed using SPSS and analysed with SPSS's Kolmogorov Smirnov test. The table below shows the results of the SPSS test to determine whether the data is normally distributed.

Table 2. One-Sample Kolmogorov-Smirnov Test

		Pre-test	Post-test
N		36	36
Normal Parameters ^{a,b}	Mean	44,0556	61,5000
	Std. Deviation	20,84356	22,07843
Most Extreme Differences	Absolute	,142	,102
	Positive	,142	,102
	Negative	-,134	-,068
Test Statistic		,142	,102
Asymp. Sig. (2-tailed)		,064 ^c	,200 ^{c,d}

If the significance value is more than 0.05, then the data can be considered to be normal. The significance value of the pre-test is 0.064, that indicates that it is greater than 0.05. Additionally, the post-test value is 0.2, which is also greater than 0.05, and as a result, the results of this study are distributed regularly.

2. Hypothesis Test

The researcher then used the paired sample t-test in order to do the data analysis. The researcher analysed the hypothesis by using the paired t-test in SPSS. The result of the paired t-test is presented in the table that can be seen below.

Table 3. Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test – Post-test	-17,4444	16,63807	2,77301	-23,07396	-11,81493	-6,291	35	,000

The table for the paired sample t-test that can be found above shows how to analyze the hypothesis. In order to analyze the hypothesis with the help of the paired sample t-test, the assumption that must be made is that if the significance values for the two-tailed test are less than 0.005 (0.05), then the H0 hypothesis must be rejected, and the H1 hypothesis must be accepted. Furthermore, if the significance values for the two-tailed test are greater than 0.05, then hypothesis H0 will be accepted, whereas hypothesis H1 will be rejected. As can be observed from the data presented in the table that is located above, the significance value for the two-tailed test is 0.000. It means that the significance value is less than 0.05, which indicates that the null hypothesis (H0) cannot be accepted and that the alternative hypothesis (H1) must be accepted instead.

Discussion

The result of this study shows that the using of the Grammar Tool: Pronoun application has a significant effect on the students' comprehension of possessive pronouns and possessive adjectives. The demonstration consisted of holding eight meetings in total: six for the treatment, a pre-test and a post-test.

It can also be verified by calculating the mean score on both the pre-test and the post-test that was given in the experiment class. It was discovered that the mean of the data from the experiment class's post-test was greater than the mean of the data from the experiment class's pre-test. In addition, the difference between the mean score that students could get before and after the treatment was that the mean score had increased. Before getting the treatment, the students had a mean score of 44.05, but after getting the treatment, their mean score increased to 61.5, which was higher than before. The researcher proceeded to look at the data from the normality test score, and while doing so, they found that the data fit the normal distribution. Afterwards, the significant value of the two-tailed paired sample t-test was less than 0.05, which shown that the null hypothesis was rejected and the alternative hypothesis was accepted. The use of Grammar Tool: Pronoun has a considerable effect on students' knowledge of possessive pronouns and possessive adjectives. As the result, there was an

improvement of the students understanding on possessive pronouns and possessive adjectives after the students use the Grammar Tool: Pronoun application.

CONCLUSION

This research is a pre-experimental study with the purpose of determining whether or not using the Grammar Tool: Pronoun application has a great effect on students' comprehension of possessive pronouns and possessive adjectives. Students in the seventh grade at SMPN 52 in Jakarta are participating in this research. The researcher using the cluster random sampling to choose one class for the experimental class, VII A is chosen to be the experimental class. After the research is done, it is possible to say that using the Grammar Tool: Pronoun has an effect on how well students understand possessive pronouns and possessive adjectives. It can be shown by the data findings and the discussion. The findings of the data analysis showed that the significant value of 2-tailed was less than 0.05 (<0.05), which indicates that the null hypothesis tested in the study cannot be accepted. The alternative hypothesis, which indicated that the use of the Grammar Tool: Pronoun is effective on students' understanding of possessive pronouns and possessive adjectives, was accepted as a result of this study.

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