

# CHAPTER I

## INTRODUCTION

### A. Background of Study

A recent study found that technology integration has significantly transformed and become prevalent in all aspects of life. Technology plays a crucial part in life and has a new dimension in the field of language learning.<sup>1</sup> The rise of Mobile Assisted Language Learning (MALL) offers more interactive educational content and a flexible manner for both teachers and students.<sup>2</sup> We can engage Mobile Assisted Language Learning (MALL), which provides many applications designed to improve the students' proficiency in language learning.<sup>3</sup> Therefore, in learning English, mobile devices, smartphones, and tablets may support interactive language learning, particularly for grammar proficiency.

When it comes to learning a language, grammar is a fundamental component of language proficiency. As a fundamental of language, grammar plays a crucial part in language pedagogy since it can be analytical for the teaching

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<sup>1</sup> Redyta Zalfa Maharani, Dian Danayanti Degeng, and Khairil Azwar, "The Use of Mobile Assisted Language Learning to Improve English Grammar for Senior High School Students" 12, no. 3 (2024): 1455–66, <https://doi.org/https://dx.doi.org/10.33394/jollt.v12i3.11041> July. 1457.

<sup>2</sup> Sri Rejeki Murtiningsih, Nabila Putri Tosi Anggoro Wati, and Didit Haryadi, "The Effectiveness of Mobile Applications in Developing Students' English Grammar Skills," *E3S Web of Conferences* 594 (2024), <https://doi.org/10.1051/e3sconf/202459405008>. 2.

<sup>3</sup> E Panah et al., "Analysis of Mobile Apps for Learning Grammar through Mobile Assisted Language Learning Approach," *Asian TESOL ...* Vol. 1 No. (2021), <https://doi.org/https://doi.org/10.35307/asiantj.v1i1.21>, Analysis. 47.

and learning process.<sup>4</sup> On the other hand, grammar leads to misunderstanding in producing accurate and meaningful sentences.<sup>56</sup> Even though grammar has a role in developing the general system of students, many students are still struggling with the complexity of grammar rules, particularly in mastering tenses.<sup>7</sup> A vivid example of this challenge frequently arises in my teaching experiences when guiding students through the translation of sentences from Indonesian to English. Many students encounter difficulties in distinguishing between passive constructions involving verbs.

For instance, while trying giving two sentences between *Aku Mencintai and Aku dicintai*, most of my students translated for *AKU MENCINTAI* was ***I LOVE*** and for *AKU DICINTAI* was ***I LOVED***. Almost all of them assumed that the verb for ***LOVED*** was passive, whereas for making passive having the position of the verb is to put **BE + V3**. So, the correct sentence for *AKU DICINTAI* is ***“I AM LOVED”***. This is the simplest way to know and understand the pattern if we want to be capable in English. How can we communicate with other people fluently if we do not know how to make sentences

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<sup>4</sup> Aditya Nur Patria and Universitas Diponegoro, “Vocational English Students’ Perceptions of Learning English Grammar,” 2022, <https://doi.org/10.32996/ijels.62>.

<sup>5</sup> Durдона Axmadova and Axror Qizi, “American Journal Of Social Sciences And Humanity Research American Journal Of Social Sciences And Humanity Research” 03, no. 05 (2023): 118–22, <https://doi.org/> <https://doi.org/10.37547/ajsshr/Volume03Issue05-21> Durдона. 118.

<sup>6</sup> O Syvak, “Importance of Grammar in ESP Importance of Grammar in ESP,” no. January (2020), <https://doi.org/10.31174/SEND-Ph2018-183VI54-13>, 52.

<sup>7</sup> Khanh Cong Ly, “The Importance of Grammar in Language Teaching and Learning The Importance of Grammar in Language Teaching and Learning” no. July 2020 (2021), <https://doi.org/10.5281/zenodo.3947215>. 189.

correctly that are corrected by grammatically structure? Therefore, the researcher infers that it is an easy task since it is not too complicated. The teacher should provide appropriate methods so that can ease the students to understand where are both active and passive sentences. Indeed, to know kind of those, they are to know about tenses first.

Moreover, today's academic trend shows that learning grammar using Mobile Assisted Language Learning (MALL) enables the enhancement of the student's grammar proficiency of junior high school students, senior high school students, vocational high school students, and even undergraduate students. This method has been applied in some universities, such as Malaysia.<sup>8</sup> It can be concluded that using mobile applications like Grammar Guide Application (EGGA) and Throw Back Time (TBT) has a positive impact on students' grammar and is also useful as effective supplementary resources for self-directed language learning, particularly in grammar.

Regarding the scientific article, Wang et al. conducted a research study investigating the effectiveness of Mobile Assisted Language Learning (MALL) designed to facilitate English grammar. According to their findings, the sample consisting of 598 EFL students, 278 experimental students, and 320 control students obtains significantly high scores in learning grammar through self-regulated learning (SRL) as a

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<sup>8</sup> Lilly Metom et al., "Evaluating the Effectiveness of EGGA ( English Grammar Guide Application) for Grammar Learning" 9, no. 1 (2024): 161–72, <https://doi.org/10.24191/ijms.v9i1.24203>.

supplementary tool in the classroom.<sup>9</sup> Moreover, the research study conducted to investigate the use of MALL in learning grammar in junior high school students proves that teaching grammar using MALL helps to increase the design and development of materials.<sup>10</sup>

Having looked at those studies, as a teacher, the researcher realizes that technological advancement might be a brilliant solution to create and design interactive tools and methods in teaching grammar. In addition, it might not be a continuous matter, which is the eagerness to not learn grammar. The teachers should make an exact method for teaching grammar by using the modern method that can make grammar simple to teach. Besides, the teachers must create learning activity not boring and exhausted. However, in this study, the researcher guided the students to one model, such approach is “Perkawinan Tenses.” The method facilitated the students' learning of grammar most efficiently with different forms. By linking related tenses together, the “Perkawinan Tenses” help students understand easily and have fun. Besides teaching “Perkawinan tenses” to cope, the researcher identified and investigated how technology can affect students' grammar proficiency. On the other hand, the researcher identified the

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<sup>9</sup> Xiao Wang, Jing Chen, and Tingting Zhang, “Facilitating English Grammar Learning by a Personalized Mobile-Assisted System With a Self-Regulated Learning Mechanism” 12, no. October (2021): 1–13, <https://doi.org/10.3389/fpsyg.2021.624430>.

<sup>10</sup> Muniiswaran Kingston Pal Thamburaj, Karthegees Ponniah, “The Use of Mobile Assisted Language Learning in Teaching and Learning Tamil Grammar” 17, no. 10 (2020), 843.

students' responses after learning grammar using "Perkawinan tenses," which Suherman's book *Top Grammar: A Guide to Write English* is the source of explaining it.

## **B. Problem Identification**

Learning grammar using Mobile Assisted Language Learning (MALL) necessitates a new approach and method to engage students' comprehension in learning grammar, particularly in mastering tenses. Although tenses are challenging to acquire and learn, tenses are one of the vital to master.<sup>11</sup> In addition, using an application to teach and apply "Perkawinan tenses" is beneficial for students. Students can learn everywhere and anywhere they want. Addressing this issue is therefore essential not only for the teachers but also for the students.

Overall, the stated concern is the need to investigate the impact and students' responses to Mobile Assisted Language Learning (MALL) in learning grammar using "Perkawinan tenses" to enhance students' grammar skills and the method to solve the challenges in mastering tenses.

## **C. Problem Formulation**

Related to the background above, the researcher asked three research questions as follows:

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<sup>11</sup> Dragana Stosic, "A Functional Perspective on the Challenges of Teaching English Tenses to Speakers of Other Languages: The Case of Adult Speakers of Serbian," *Linguistics and Education* 51 (2019): 79–90, <https://doi.org/10.1016/j.linged.2019.04.005>. 79.

1. How does “Perkawinan Tenses” affect EFL students’ grammar proficiency?
2. How does Mobile Assisted Language Learning (MALL) affect EFL students’ grammar proficiency?
3. How is Mobile Assisted Language Learning (MALL) implemented in class for teaching grammar using “Perkawinan tenses”?
4. What are the students’ responses after learning grammar using “Perkawinan tenses” and Mobile Assisted Language Learning (MALL)?

#### **D. Objectives of Study**

The objectives of the study are:

1. To investigate whether “Perkawinan Tenses” affect EFL students’ grammar proficiency of the English Madany Kampung Inggris course.
2. To examine whether Mobile Assisted Language Learning (MALL) affect EFL students’ grammar proficiency of the English Madany Kampung Inggris course.
3. To identify Mobile Assisted Language Learning (MALL) can be implemented in a learning activity in English Madany Kampung Inggris course.
4. To elaborate the responses of EFL students after learning grammar using “Perkawinan tenses.”

### **E. Limitation of the study**

Based on the identification of the problem, there are many areas in which grammar and Mobile Assisted Language Learning (MALL) can be explored in the English Language Teaching (ELT) context. Nevertheless, the researcher only focuses on mastering tenses using “Perkawinan Tenses” and application-related issues. As a result, the study may have a limited sample size from grammar programs in the classroom.

### **F. Previous Study and Novelty of Present Study**

The foundation previously done by some researchers related to the topic is the thesis conducted by Sabani, “*Integrating Mobile Assisted Language Learning (MALL) in Teaching EFL of Senior High Schools in Jember Regency.*”<sup>12</sup> This study was conducted to determine which online learning resources instructors utilize to instruct students in English. The study used an explorative case study. Google Browser, YouTube, Quizziz, and Busuu were the platforms used by the researcher. Among the difficulties identified are the teachers' lack of experience with digital platforms, the large class size, and the scarcity of auxiliary equipment.

A previous study conducted by Nazatul et al, “*Mobile-Assisted Language Learning ( MALL ) in Language Learning*”.<sup>13</sup>

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<sup>12</sup> Efran Sabani, Integrating Mobile-Assisted Language Learning (Mall) in Teaching EFL of Senior High Schools in Jember Regency (Jember: Universitas Jember, 2025). 8.

<sup>13</sup> Tengku Nazatul, Shima Tengku, and Nurma Abdul Manap, “Mobile-Assisted Language Learning ( MALL ) in Language Learning,” *Journal of ASIAN Behavioural Studies* 6, no. 19 (2021): 61–73, <https://doi.org/10.21834/jabs.v6i19.391>. 62.

Used a mixed-method approach to examine the effectiveness of using the interactive digital game that enrolled 48 TESL Foundation program students of UiTM Dengkil. The findings indicated that the Throw Back Time (TBT) app could be an interactive and alternative tool digital game for enhancing grammar skills. Yet, TBT must still be updated due to the limitation of time to play games and the lack of visual and audio variety.

Another mixed-method study conducted by Panah<sup>14</sup> aimed to evaluate the effectiveness of mobile apps and analyze the features of selected grammar-learning apps with pedagogical principles. The result of the study showed that the grammar apps still tended to adapt to the user's skill since it was still out of the grammar context, and many apps were indicated as not adequately supporting the learning and teaching process.

In addition, a study conducted by Dubien<sup>15</sup> "*Teaching Grammar to English Language Learners with Videp: An Integrative Literature Review on Effectiveness, Perceptions, and Practice Teaching Grammar to English Language Learners*" revealed the use of the interactive digital game of Throwback Time (TBT) via Mobile Assisted Language Learning. The result findings confirmed that teaching and learning TBT via MALL has a positive impact and may become an effective method for learning grammar concepts. Although extensive studies have

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<sup>14</sup> Panah et al., "*Analysis of Mobile Apps for Learning Grammar through Mobile Assisted Language Learning Approach.*"...46.

<sup>15</sup> Moses Dubien, "Teaching Grammar to English Language Learners with Video: An Integrative Literature Review on Effectiveness, Perceptions, and Practices Teaching Grammar to English Language Learners with Video: An Integrative Literature Review on Effectiveness, Perce," no. February (2022), <https://doi.org/10.34579/00000564>. 24.

been carried out in the study of teaching and learning grammar through Mobile Assisted Language Learning (MALL), and most of the results confirmed that those are effective, no single study exists with grammar in tense context and uses new model language learning in teaching grammar.

Therefore, the main purpose of this study is to investigate the effectiveness and students' responses to Mobile Assisted Language Learning in students' grammar proficiency and to explore the new approach to learning tenses using "Perkawinan tenses." Indeed, the researcher shows the network, overlay, and destiny visualization of data regarding the use of Mobile Assisted Language Learning (MALL) in learning grammar proficiency. The visualization of data on publications regarding learning and teaching grammar using Mobil Assisted Language learning is shown in the network visualization (figure 1). This shows the correlation or network among elected elements, such as keywords, authors, institutions, or journals and to understand the association structure between the authors and institutions. If viewed in time information, overlay visualization shows that the research field evolves from time to time, and identifies developed research. This research study indicated the use of Mobile Assisted Language Learning (MALL) has attracted much attention in the last five years (Figure 2). Moreover, identification of the most used scope or topic is yielded in destiny visualization, depicted in Figure 3.

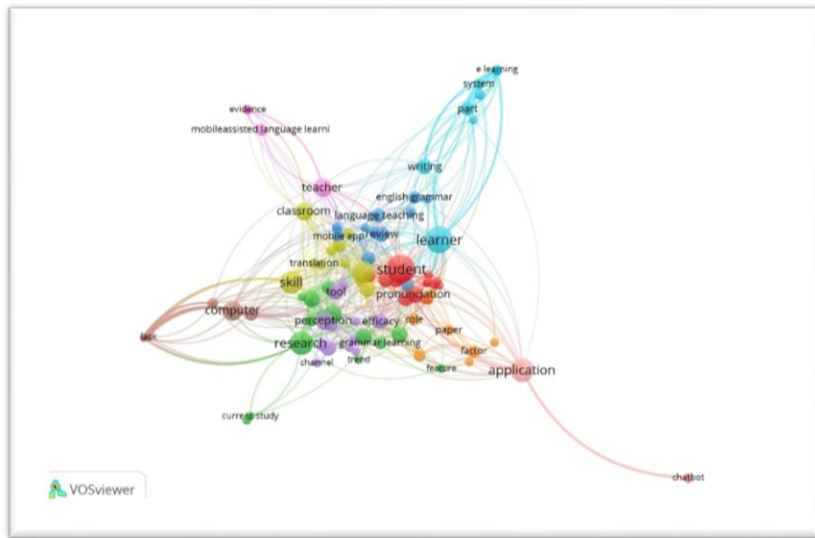


Figure 1.1 Network Visualization

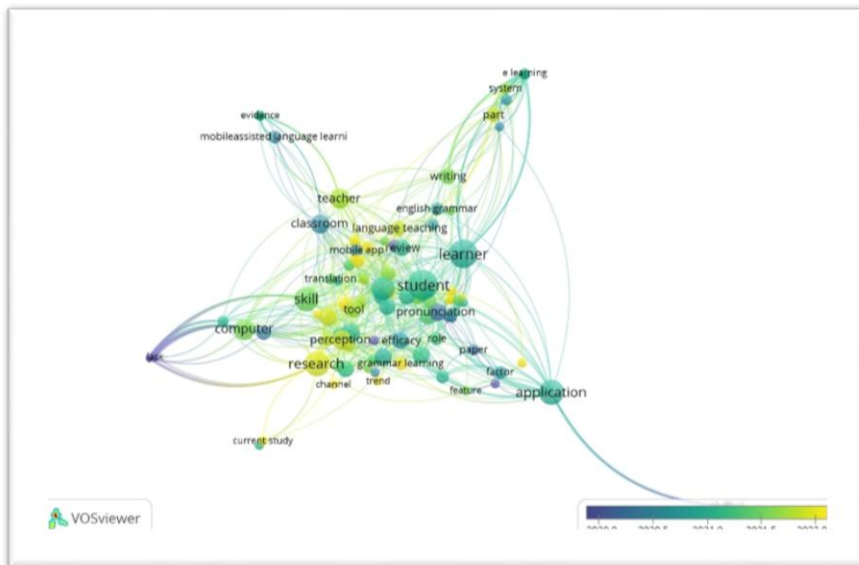


Figure 1.2. Overlay Visualization

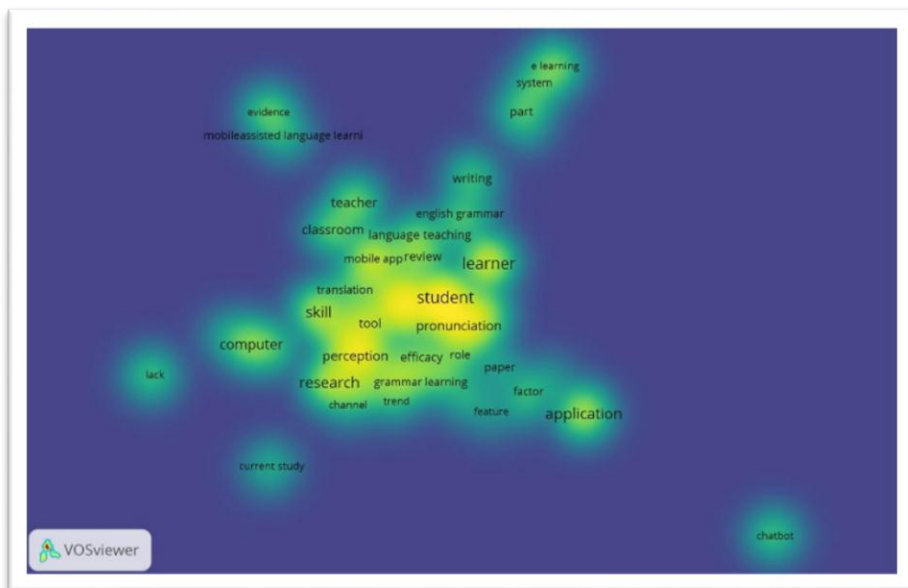


Figure 1.3. Destiny Visualization

## G. Writing Organization

To enhance the clarity of this study, the author has organized it into three distinct chapters:

### Chapter 1: Introduction

The initial chapter functions as an introduction to the research, covering various essential aspects, including the study's background, statement of the problem, the objective of the study, limitation of the study, previous study the novelty of the present study, and writing organization.

### Chapter 2: Theoretical Reviews

Within this chapter, the researcher extensively examines the nature of grammar, the definition of tense, the kinds of tense, how to form tense using “Perkawinan Tenses,” the background of Mobile Assisted Language Learning (MALL), Types of Mobile Assisted Language Learning

(MALL), and digital platforms as tools to support learning activity.

#### Chapter 3: Research Methodology

The third chapter provides a detailed exposition of the research methodology employed in the study. This encompasses the chosen research method, place and time of research, respondents, the research instrument, techniques for data collection, and the analytical methods used for interpreting the gathered data.

#### Chapter 4: Findings and Discussion

The chapter discusses the findings gathered from the research. The detailed discussions and analysis of these findings are provided to present a comprehensive understanding of the results.

#### Chapter 5: Conclusion

The final chapter focuses on presenting the overall results of the study, the key findings and drawing conclusions based on the research outcomes. Besides, this chapter also includes appropriate recommendations for further research.