

Hello English Application in Teaching Grammar For Students at SMP Tri Dharma Palembang

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Abstract: In today's era, all learning processes use modern methods. Learning media could be easily found by utilizing the digital era like today. One of them is the Hello English application that can be used as learning media for students. Many students felt bored learning grammar, especially using books. Therefore, the research aimed to determine the grammar understanding using the Hello English application. This research used a pre-experimental method. The population in this study were eighth-grade students at SMP Tri Dharma Palembang. The 25 out of 51 students were selected as the sample. This research used a paired sample t-test, and validity, and reliability results were calculated with a Likert scale and Cronbach alpha. Before analyzing the data, the normality test was conducted. The results of the paired sample t-test in the experimental group showed that the pre-test and post-test of the experimental group obtained a t-value of 10.719 and a p of 0.01 ($p < 0.05$). This proves that there was any significant enhancement in understanding grammar using the Hello English application. The findings show that teaching grammar using the Hello English application enhanced students' understanding of the grammar of the simple present tense for eighth-grade students of SMP Tri Dharma Palembang in the academic year 2024/2025.

INTRODUCTION

The arrangement of words to form a coherent phrase is known as grammar. As stated by Coghill and Megendaz (2003), "A language's grammar is the body of rules that control its structure." How much is organized into meaningful pieces depends on grammar. For grammar to make sense, it must follow a specific formula. The information cannot be effectively communicated if certain unstructured words are employed in conversation. Dykes (2007, p. 5) asserts that grammar is a language for discussing language. That implies that while learning grammar, children may also learn how to communicate in the language, as learning grammar is linked to learning vocabulary, sentence structures, and expression. Furthermore, Lin (2020)

mentioned English grammar is a crucial tool for efficient language acquisition since it examines not only the structure of the language but also its evolution, including its instrumental, regulatory, interactional, and representational purposes. In line with the previous researcher, Nagarathinam (2020) claims understanding grammar is essential to appreciating the value of language.

From the explanation of grammar, understanding grammar is very useful and important, especially when taught to students. Without knowing grammar, students will not know how to use language correctly. Murcia and Freeman (1999, p. 2) state that grammar is important to teach because grammar affects students in all four skills: listening, speaking, reading, and writing. Thornburry (2002, p. 4) also defines that students are expected to understand written and spoken English; they must know the system of rules or grammar of the target language because grammar is a tool to make meaning. In fact, the ability to understand grammar is still a problematic. Bahera et al. (2024) found some problems in Indian public schools, namely the lack of language skills, especially grammar, due to the late introduction of English and grammar. Students will be given grammar books when they are in grade IX.

Most likely, learning grammar is not an easy thing for students. Students often experience difficulties in learning grammar. Grammar is the centre of language teaching and learning which is also one of the most difficult aspects of language to teach and also learn well. So students when learning grammar feel bored especially when learning grammar with traditional and uninteresting methods, students must have a strategy to fight laziness when learning grammar. Therefore, students must practice their grammar skills through media that can attract students' interest in this experimental research, the researcher has a target to achieve grammar ability by using the *Hello English* application. Culture Alley created the *Hello English* program specifically for people learning English as a second language. It is a personalized, contextual, and interactive English learning aid. This application can help students to improve and encourage their grammar ability.

Butar butar (2018) mentioned that in his research using the *Hello English* application for junior high school students, it is very good and suitable for use in grammar lessons, especially simple present tense and he also said that it can motivate students by using technology. In addition, Maylan (2018) referred to The *Hello English* application helps students learn basic present tense content, particularly in listening skills, by assisting them in comprehending and improving their accuracy of the material being delivered.

Based on the description above, this research aims to find out whether there was any significant enhancement in students' understanding grammar of simple present tense after being taught by using the *Hello English* Application. Based on the explanation above, the researcher is interested in conducting the research entitled "*Hello English* Application in Teaching Grammar for Students at SMP Tri Dharma Palembang".

LITERATURE REVIEW

Grammar and Teaching Grammar

According to Kolln and Funk (2012), grammar is, of course, a common word. Grammar is not a new word; it has been heard or taught. However, there are a lot of various interpretations or nuances when it comes to grammar. According to Harmer (2007), grammar is the study of words and how they can take on different forms and be incorporated into sentences. Although Thornbury (2002) views grammar as an explanation of the rules for putting words together in a way that conveys meaning, Utari (2012) briefly emphasizes that grammar is concerned with the way words are put together in coherent sentences.

In relation to grammar learning in the context of English as a foreign language, teaching grammar in the classroom is recommended by Sugiharto (2005), referring to the process of

language acquisition. It is also advised that grammar instruction be combined with culturally appropriate resources since this will enhance students' learning outcomes on specific grammatical issues (Hua & Li, 2015). Another crucial component of teaching grammar is including language awareness (Nugroho, 2018).

The goal of teaching grammar, according to Kolln and Funk (2012), is "to teach people not only to speak, but to speak correctly and in accordance with the proper rules of language." According to Purpura (2001), grammar serves as the foundation for the four basic language skills of speaking, writing, listening, and reading as well as the essential elements that influence each of these skills.

According to Brown (2007, p. 107), the act of teaching involves guiding and augmenting learning, providing the learner with the means to learn, and establishing the necessary conditions for learning. In addition Ellis (2006), grammar teaching can help students understand the process, which involves instructional techniques that attract the attention of students. According to Freeman (2000), one important aspect of teaching grammar is clearly teaching English grammar. Azam (2014, p. 62) says that grammar teaching is a complex but very important process in educational programs and epistemology for learning any language, especially English.

But not everything will always run smoothly; there will be a problem. According to Andriani (2021), the problem that teachers often face in teaching English grammar is that students have poor grammar, so the text given for practice is often incomprehensible to students, or students have difficulty making sentences because of their lack of understanding of grammar.

Tense and Present Tense

English uses tenses to describe how we refer to time in the past, present, and future. Numerous languages employ tenses to express time. Tense is the part of grammar that indicates the time of an event and is indicated by the verb form (Greenbaum & Nelson, 1998). Swan (2005, p. 140) says tense plays a role in determining whether an event occurs in the present, past, or future. In addition, tenses are important and fundamental in learning English (Napratilora, 2019). According to Yule (2015, p. 16), tenses are the connection between a verb's form and the moment it represents an action or situation. According to Azar (2006), the tenses are divided into three main concepts: simple, continuous, and perfect. Of the three main concepts of tense, there are 16 kinds of tense, one of which is present tense.

The present tense is a tense that expresses an action that is currently happening or is habitually performed, or a state that is currently or generally occurring. According to Hewings (2005), when we discuss general topics, we utilize the simple present tense. We are not focusing solely on the present. When we state that something occurs frequently or is true generally, we employ the present simple tense. These tenses are used to describe or convey the idea that something is true now, was true in the past, and will be true in the future.

Mobile Application

The mobile application is the application that is available on the smartphone by downloading through the Play Store feature. It can be installed to help the smartphone user with various purposes. According to Liu (2014), learning English through apps on mobile devices also circumvents time and location constraints. The mobile application can be accessed easily. It is one of the technological developments of this globalization era.

For educational purposes, users often use mobile application features to help with their assignments, especially in English subjects. Mobile apps support students' English teaching by providing many useful features and materials, such as vocabulary, tenses, writing, speaking, and

listening. There are many types of mobile apps to improve grammar skills, such as Practice English Grammar, Grammaropolis Complete, Grammar Up, and *Hello English*.

***Hello English* Application**

CultureAlley released *Hello English* in October 2014. In December of 2012, Nishant Patni, an IIT Bombay alumnus, and Pranshu Patni, an NMIMS alumnus, from Kellogg School of Management created the edtech. The organization is a part of Jaipur-based Intap Labs Private Limited. An educational app for smartphones that aids in understanding and learning English is called Hello English.

Patni (2018) mentioned the main purpose of the app is to help people speak English. The app presents a variety of dancing features and delivery languages from different countries, such as Hindi, Indonesian, Thai, Arabic, Malay, Urdu, Bangladeshi, Bengali, Punjabi, Telugu, Tamil, Kannada, Marathi, Gujarati, Oriya, Assamese, Chinese, Portuguese, Turkish, and Nepali.

According to Fajiani (2020), there are several features in the *Hello English* application. The researcher can conclude thought the *Hello English* Application features are excellent for learning English. All ages can easily utilize the *Hello English* application. starting from children to adults, they will definitely understand using this *Hello English* Application. Moreover, this feature can be in offline mode, which means that users will not spend their quota just to open this application.

Kurniawati (2018) mentioned that using the *Hello English* application provides benefits for students. The students can easily learn English. The students can understand English easily because in every lesson and exercise there is a brief explanation of the material clearly and using accessible words. The students can learn English step by step because this application provides the basic level to the intermediate level and completes the grammar and vocabulary according to the level. The students can learn English anytime and anywhere they want.

Liam (2016) claims that *Hello English* can help students comprehend the material and prevent boredom in the classroom. enhance the fun factor of studying English by providing engaging content and a visually appealing interface that helps students advance their language proficiency. Using "*Hello English*" as a teaching tool while teaching English to speakers of other languages may invigorate the classroom, stimulate students, and encourage them to pick up the language again (Simatupang 2020).

RESEARCH METHOD

Research Methodology

The method used in this research was the experimental method. There are four types of pre-experimental designs, which are: one-shot case study, one-group pretest, and post-test (Creswell, 2015). This research used a pre-experimental design. In addition, the researcher used a one-group design in this investigation. One-Group Pretest-Post-test Design is the method used by the researcher in this investigation.

The reason the researcher used a one-group design in experimental research with a form of Pre-experimental Design with a One-Group Pretest-Post-test Design, is that the researcher lack a class VIII group that can be used as material for research.

Teaching Procedures and Learning Materials

In this study, the researcher conducted the teaching procedures in 12 meetings, which were divided into three stages, opening, main activity, and closing. Each meeting takes 45 minutes.

The *Hello English* Application was the tool of choice for the researcher in this research. Pre- and post-tests were included in the twelve meetings that made up the study. The researcher

selected the Simple Present material directly from the *Hello English* application.

Research Variables

The *Hello English* application thus served as the researcher's independent variable. Variables with criteria, outcomes, and effects were other terms for dependent variables. The result variable brought about by this variable was identified as an effect.

Population and Sampling Technique

In this research population studied was all eight grade students of SMP Tri Dharma Palembang, totalling 51 people. The reason the researcher chose class VIII students is because simple present learning is in accordance with the learning material in class VIII which has been listed in the syllabus.

The sampling method was convenience sampling. Nikolopoulou (2023) defines convenience sampling as a non-probability sampling technique in which units are chosen for the sample based on their accessibility to the researcher. In sampling, the researcher took the sample of class VIII B SMP Tri Dharma Palembang which consists of 25 students. The reason why the researcher took the sample of class VIII B is because the researcher had taught in that class during PPL, the researcher observed that class VII B still lacked interest in learning English, especially learning grammar.

Validity and Reliability

In this research, the validity was determined by compiling items regarding the ability to understand the simple present. The validity test used assessment techniques by experts in this study, namely experts related to the world of education in the sense of teachers. The results of the assessment instrument after the validator were further determined in more detail using Aiken's v indexes with the help of Microsoft excel.

The reliability test was conducted by using a try-out. Every test had to be reliable. To test the reliability of the test, the researcher used SPSS v 27. To measure reliability, the Cronbach Alpha formula was used.

The technique of Collecting the Data and Technique of Analyzing the Data

In this study, the tests were used to measure student learning outcomes after receiving instruction from materials and teaching resources that had been delivered cognitively. The data that were taken from this study were student learning outcomes measured through tests. The tests were conducted twice, namely the pre-test and post-test. The test that was used for data collection was a multiple-choice test consisting of 40 questions with 4 choices, namely a, b, c, and d, with material derived from the *Hello English* Application, including 22 questions and 18 questions made directly by the researcher, each with a score of 2.5 points.

In the data analysis technique in this study, the researcher used a paired sample t-test. In the calculation, the researcher used the help of the SPSS v 27 Windows version computer program.

RESULT AND DISCUSSION

RESULT

The Results of Normality

The normality test aims to determine whether the sample data comes from a normally distributed population or not. Data that is good and feasible to use in this study is normally distributed data. distributed normally, in this study researcher used a normality test with the

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Shapiro Wilk test. Here are the test results.

Tabel 1. The Results of normality

Normality Shapiro-Wilk		
Pre-Experimental Design		
	Statistic	Sig.
Pre-test	.931	.091
Post-test	.938	.136

Based on Table 1 regarding the normality test using Shapiro Wilk, the significance of the pretest value in the experimental class was $0.091 > 0.05$, while the post-test value was $0.136 > 0.05$, it can be concluded that the regression method in this study has fulfilled the assumption of normality. After the data was normally distributed, the requirements for the t-test can be carried out.

1. Descriptive Analysis

During the research at SMP Tri Dharma Palembang, the researcher used a test instrument with 40 multiple choice questions. This test was conducted to measure students' understanding of simple present using Hello English application. The researcher conducted the experiment in class VIII B consisting of 25 students, 10 female students and 15 male students. For range and category results, they were obtained directly from the criteria for achieving learning objectives at SMP Tri Dharma. The researcher can conclude that the pre-test and post-test scores using the *Hello English* application experienced a considerable increase of 30, meaning that the teaching of simple present tense using the *Hello English* application can be said to be successful at SMP Tri Dharma Palembang. The summary of pre-test and post-test results can be seen in table 2, the complete results can be seen in table 3, and the calculation of pre-test and post-test can be seen in table 4.

Tabel 2. Summary of Pre-Test and Post-Test

Experimental Group	Pre-Test	Post-Test	Gained Score
Minimal	28	40	12
Maximal	80	98	18
Mean	47.40	77.40	30
Total	1.185	1.935	750

The results of the descriptive analysis of the experimental class's pre- and post-tests were shown as follows:

Tabel 3. Pre-Test Scores Analysis In Pre-Experimental Design

Score Range	Category	Experimental Design (Pre-Test)		SD
		Frequency	Mean	
90-100	Very Good	-	-	
80-89	Good	1	80.00	-
70-79	Fair	2	71.25	1.768
< 69	Poor	22	43.75	11.745
Total		25		

The table showed that analysis of the results of the pretest scores in class VIII B in the fair category and the remaining 22 students were in the poor category. The researcher concluded that

before being given treatment, students at SMP Tri Dharma Palembang were in the poor category in learning simple present tense.

Tabel 4. Post-Test Scores Analysis In Pre-Experimental Design

Score Range	Category	Experimental Design (Post-Test)		SD
		Frequency	Mean	
90-100	Very Good	5	93.50	2.850
80-89	Good	8	84.25	2.673
70-79	Fair	7	74.50	2.784
< 69	Poor	5	55.00	9.354
Total		25		

The results of the analysis of post-test scores for class VIII B as the experimental class are in table 4, that 5 students were in the very good category, 8 students in the good category, 7 students in the fair category and the last 5 students in the poor category. In conclusion, many students whose abilities improved after getting treatment. Based on the explanation above, the average value of the experiment post-test is greater at 77.40 than the average value of the pre-test which is 47.40. In the treatment class, there was a difference between the pretest before treatment and the post-test after treatment which is about 30 (gain score). Then, from these results there was any significant enhancement in the grammar understanding of simple present tense after being taught through the *Hello English* application.

2. Statistical Analyses of Reading Test Results

In this research, t-test analysis was conducted on pre-test and post-test data using SPSS v.27. The researcher used paired sample t-test to assess the mean value of students' understanding grammar enhancement on simple present tense using *Hello English* application before and after the treatment.

Hypotheses Testing

After the normality test was conducted and confirmed that the data was normal, the application of *Hello English* application in class VIII B of SMP Tri Dharma Palembang was then tested using paired sample t-test. Significant enhancement on students' understanding grammar on simple present tense was determined using the paired sample t-test. The table below shows the statistical analysis of the experimental class.

Tabel 5. Paired Sample T Test

Variable	Experimental Group		Mean Difference Pre and Post Exp.	T-Value and Pre- Sig. Within
	Pre-Test	Post-Test		
Grammar	47.40	77.40	30.000	-10.719 (.001)

Based on showed that

was 0.01. Which means that it was lower than 0.05 ($0.01 < 0.05$). It meant that H_0 was **rejected** and H_a was **accepted**. It could be concluded that there was a significant enhancement.

the table above, it the significant value

DISCUSSION

Based on the findings and statistical analysis of this study, several interpretations can be made. The experimental class received treatment that focused on learning grammar using the *Hello English* application. The treatment used material on the Simple Present Tense. After the

implementation of the Simple Present Tense learning as a treatment, there was a noticeable improvement in students' understanding of grammar related to the Simple Present Tense. This finding is in line with the research conducted by Anwar (2021) titled "The Effect of *Hello English* Application in Teaching Simple Present Tense for English as a Foreign Language." Anwar's research also explored the Simple Present Tense in students' grammar understanding using the *Hello English* application. The results of his research showed a significant improvement in students' understanding of the Simple Present Tense.

In this study, the researcher used a pre-experimental design that involved only one class. The instruments used in this study included pre-tests and post-tests. The pre-test was administered before the treatment, and the post-test was given after the treatment. This is supported by Arikunto (2010), who states that this method allows for more accurate results because the researcher can compare the outcomes with the conditions before the treatment was given. This indicates that the design is effective in assessing the impact of the intervention conducted.

Statistical analysis of the test results showed a significant increase in student achievement, between students who were taught using the *Hello English* app and those who did not. There are several factors that may cause why learning using the *Hello English* application is effective when applied. First, after the researcher conducted the learning research using the materials available in the *Hello English* application, it clearly motivated students to engage in learning, as students typically learn in school using textbooks, whereas during this treatment, they learned using their mobile phones. This is supported by Cohen (2007), who states that learning applications with interactive elements can enhance student engagement in the learning process. Second, another reason for the improvement in students' understanding of the Simple Present Tense is that the researcher provided direct practice through the *Hello English* application. The questions given were in the form of multiple-choice and included a game. Through the *Hello English* application, it was evident that it made students easier for students to understand the concept of the Simple Present Tense.

In addition, researcher did not forget to remind students to keep studying at home using the *Hello English* application, so that students got used to using the *Hello English* application as a learning medium. This was in line with Iskandar (2019) perspective which stated that the importance of realizing meaningful education and not only focusing on academic or cognitive achievements at school but also the process of achieving learning at home. In addition, researcher also occasionally helped students who did not understand the meaning of the questions given. This approach created a supportive learning environment where students could actively engage with the material and receive additional guidance when needed.

In this study, there was a noticeable improvement in students' understanding of grammar. This was due to the fact that students were very active, enthusiastic, and confident in their learning. During the treatment, the researcher observed that students were very happy using the *Hello English* application. This was because the *Hello English* application was not boring. Similarly, Khubyari and Narafshan (2016) stated that the use of the *Hello English* application can eliminate boredom during reading and help students understand the material better. This indicates that the application is not only effective in teaching but also enjoyable for students.

Based on the explanation above, the researcher concluded that the use of the *Hello English* application can make a significant enhancement in the process of students' grammar understanding. This happens because the *Hello English* application makes students very active, enthusiastic, and engaged during the learning process. The *Hello English* application is a good tool for enhance students' grammar understanding. This statement can be proved from the results

of the pre-test and post-test conducted by the researcher. Therefore, the researcher concludes that the *Hello English* application is very effective in achieving grammar understanding at SMP Tri Dharma Palembang for the 2024/2025 academic year.

CONCLUSSION

The pre-test scores of students before using the *Hello English* Application were 47.40, while the post-test scores after using the application were 77.40. These results show that the post-test scores were higher than the pre-test scores ($77.40 > 47.40$). Additionally, statistical analysis using a paired sample t-test through SPSS v 27 revealed a t-count value of 10.719 and a significance value of 0.01. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted, indicating a significant difference in students' understanding grammar in the simple present tense before and after using the *Hello English* application. Consequently, the *Hello English* application was found to be effective in improving grammar and is recommended for use in grammar teaching.

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