

The Effect of Reverso Online Application on Enhancing Grammar in Narrative Texts: A Study of Eleven-Grade Students at SMAN 1 Palangka Raya

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Abstract

The research investigates the effectiveness of the Reverso online application in improving grammar in narrative text writing among eleventh-grade students at SMAN 1 Palangka Raya. The study compared the improvement in grammar abilities between the experimental group using Reverso and the control group using conventional methods. Data was collected through pre-test and post-tests, focusing on narrative writing abilities. Normality tests showed significant differences, necessitating non-parametric tests for further analysis. The hypothesis testing results indicated a significant enhancement in the experimental group relative to the control group, with a p-value of .000, which is less than the significance threshold of 0.05, or the post-test of class XI IPS 2 as the experiment group was 93.33 and the post-test of control group XI IPA 4 was 81.40. This suggests that the Reverso application had a positive effect on students' grammar improvement in narrative texts. The study concludes that the Reverso online application is effective in enhancing students' grammar in writing narrative texts. Based on the findings, suggestions are made for teachers to integrate similar technological tools in their teaching practices, for students to practice grammar using educational applications regularly.

Keywords: Reverso Application, Enhancing Grammar, Narrative Text

INTRODUCTION

English language skills, particularly in writing, are crucial for non-English speakers in education. Mastery of grammar is essential for producing clear, cohesive, and easy-to-understand narrative texts. However, many students, including XI students at SMAN 1 Palangka Raya, still struggle with applying grammar rules correctly. Grammatical errors, such as inconsistent tenses, inappropriate conjunctions, and sentence structure, can affect the quality of their writing and ultimately affect their academic achievement in English subjects (Cahyono & Mukminatien, 2011).

Mastery of English is crucial for students worldwide, including in Indonesia, as it allows access to high-quality research and educational resources. Educational institutions are increasingly using English as the language of instruction in various programs (Zemni et al., 2020). Online-based learning applications like Reverso Online have emerged as tools to improve grammar skills (Lamine in Boudina 2020). Previous studies and research gaps draw attention to the scant investigation of technological aids designed expressly for grammar acquisition. For instance, Fahmi and Cahyono's (2021) study examined Grammarly's efficacy for ESP writing but provided no information on contextualized grammar acquisition. This study closes the gap in earlier studies on tools designed for particular genres and linguistic aspects by highlighting Reverso's efficacy for composing narrative texts and concentrating on context-based grammar correction.

This study aimed to explore the effectiveness of Reverso Online in improving grammar mastery among eleventh grade students at SMAN 1 Palangka Raya. The study examined the application's effect on students' narrative text writing, providing insights into the potential of technology in English language learning. The results are expected to be a reference for teachers and educators in integrating technology into the learning process to improve student learning outcomes, particularly in writing narrative texts with good grammar. Strong grammar skills not only help students achieve academic goals but also prepare them for success in the international world. The school aims to develop quality individuals by improving their understanding of the world and everyday skills. English is a tool for communication and writing, which involves expressing information, developing knowledge, and understanding culture. Mastering writing is often considered the most difficult skill, as it involves putting ideas into written form. Learning English helps develop skills like critical thinking, grammar, effective communication, creativity, and preparation for academic and professional success (Maria et al (2020). Writing is a crucial form of communication that enables students to express their thoughts and feelings in a structured manner, fostering their personal identity and understanding (Collins, 2011). It requires the ability to analyze information, formulate arguments, and organize ideas logically, fostering critical thinking skills (Aulia, 2020). Writing activities help students improve their grammar, word choice, and sentence structure, making them valuable in both academic and professional contexts (Harmer, 2015). Good writing skills are essential for preparing reports, proposals, and communicating with coworkers. Writing also allows students to develop creativity through stories, poetry, and other creative writing forms. Writing skills are crucial for students to understand and appreciate cultural differences, explore different perspectives, and develop a deeper understanding of global society. They involve organizing ideas, understanding the audience, and constructing persuasive arguments. In learning English, developing writing skills is essential for effective communication. Technology supports student learning by providing access to digital tools and platforms, allowing interactive exploration and developing essential skills in the digital era. As digital natives, students need ICT-literate teaching methods to analyze campus facilities. Researchers use students' interest in technology to design ICT-based learning processes to promote other learning processes (Misrita et al 2020). Technology has made English courses and learning materials available online, enabling students to efficiently utilize these resources. The Reverso application, which offers automatic grammar correction and real-time improvement suggestions, can help students learn from mistakes and understand grammar rules better. Regular use of Reverso can improve writing skills and provide easy access through various devices, making it a valuable tool for improving English language skills. (Maritsa et al., 2021; Raya, 2016). The study focuses on the effect of the Reverso online application on enhancing grammar in narrative texts among XI students at SMAN 1 Palangka Raya.

METHOD

The pre-test/post-test design is used to assess the impact of the intervention on specific outcomes. The research adopts a quantitative approach, involving two classes as samples to test the effect of the Reverso application on grammar mastery in narrative text. This design is characterized by a postpositivist approach, involving experiments and surveys, and using statistical data as the main analytical tool. The study aims to observe the effect of the manipulation on one or more dependent variables related to grammar proficiency in narrative texts. The experimental design allows for a focused examination of the intervention's effectiveness within a specific classroom setting while maintaining experimental rigor. The researchers used an experimental design with two groups, the experimental group and the

control group. The differences caused by the application of the experimental treatment were evaluated by comparing the pretest and posttest scores of the two groups.

Population refers to all elements in research, including objects and subjects with specific traits (Adnyana, 2021). In this research, the population is the eleven grade students of SMAN 1 Palangka Raya year 2023/2024. Populations are complete groups of individuals or elements with certain characteristics, and are the focus of a study. Due to limited resources and time, research often uses representative samples to make general inferences or conclusions about the population. A sample is a portion of the population that represents the entire population in a study, and research activities are conducted for various reasons, such as population size, cost, time, destructive experiments, accuracy, and economic problems (Amin, et al 2021). In this study, random sampling is used as a probabilistic sampling method, ensuring every class within the population has an equal chance of being selected. This method is particularly suitable for large populations where selecting individual students would be time-consuming and complex. Random sampling allows for simplicity in execution while maintaining representativeness, avoiding the complexity of managing large numbers of individual selections and providing a valid and unbiased sample.

This study uses primary data, including pre-test and post-test results of students' grammar ability in narrative text before and after using the Reverso app, and secondary data, including students' academic performance records from the last semester, to select and match experimental and control groups. Primary data is directly collected from the research subject for the first time.

The research is conducted at SMAN 1 Palangka Raya, a representative school in Central Kalimantan, to examine the effectiveness of using Reverso application in learning grammar on narrative text. The school has facilities and involves students from both experimental and control classes. This study uses quantitative data analysis to analyze numerical data, including pre-test and post-test scores, to determine if there is a significant improvement in students' grammar mastery after using the Reverso app compared to the control group. The statistical analysis employs a t-test to determine the difference between the two methods at a selected probability level, as per Jones (2020). Testing is an evaluation process used to measure the validity and reliability of research hypotheses or assumptions. It involves using instruments or methods to ensure high credibility and reliability of results. Initial tests measure a person's achievements, while proficiency tests measure authority and competence in various knowledge areas. Tests are used to collect necessary data for research verification.

The study uses a test as a primary data collection tool to assess students' knowledge, skills, intelligence, abilities, or talents in writing narrative texts. The test evaluates students' mastery of grammar and writing skills in a narrative context, using the Reverso application to analyze the writing produced before and after the intervention. The study measured the effect of Reverso on students' grammatical skills using quantitative approaches backed by descriptive and inferential statistical analysis.

The pre-test assesses students' writing mastery before treatment, using narrative text writing. Results are evaluated before group selection and treatment using reverso in class. The researcher conducted a post-test to assess the impact of reverso teaching on students' writing abilities after receiving treatments.

The scoring rubric is a method used to evaluate students' responses, with Van Blerkom (2008) stating that it emphasizes the expected implications rather than the method in which they develop their response.

Table 1 Scoring Rubric Writing Narrative Text

Aspects	Criteria	Score
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Content	The topic and the content are relevant	4
	There are several words that are used irrelevantly but do not influence the intended meaning	3
	There are many confusing things, many contents are not relevant to the topic, so that the meaning cannot be easily understood	2
	The content is not relevant to the topic at all	1
Generic structures	Every part of writing is in good order, either in orientation, complication, or resolution	4
	The generic structure of the writing is not good, but this is actually not too principle	3
	So much disorderliness is found in the content of the writing	2
	The generic structure of the content is very bad and it does not often consist of the orientation and resolution	1
Language features	Few errors of agreement, tense, number, word order, articles, or prepositions	4
	Several errors of agreement, tense, number, word order, articles, or prepositions	3
	Frequent errors of agreement, tense, number, word order, articles, or prepositions	2
	Dominated by errors	1
mechanics	Few errors of spelling, punctuation, capitalization and paragraphing	4
	Occasional errors of spelling, punctuation, capitalization and paragraphing	3
	Frequent errors of spelling, punctuation, capitalization and paragraphing	2
	Dominated by errors	1
Maximum score		16

Validity is crucial in both subjective and quantitative research, as it ensures the test accurately measures students' mastery of grammar in narrative text using the Reverso application. The validity test assesses the instrument's ability to measure mastery of grammar. The correlation between each question item and the total variable score is calculated to ensure each item contributes to the overall measurement of grammar mastery. The validity of the instrument will be used to evaluate the effectiveness of the Reverso app in improving students' grammar skills in narrative text. The study measured the effect of Reverso on students' grammatical skills using quantitative approaches backed by descriptive and inferential statistical analysis.

Expert validation for The pre-test and post-test were reviewed by linguists and educators to ensure validity and conformity with the learning objectives. Reliability is crucial in both subjective and quantitative research, as it determines the trustworthiness of a query. It relies on authenticity checks, as stated by Ghazali (2013). Reliability is determined by consistent time-to-time answers from respondents, making the sanity check unconditional. The Cronbach alpha, a measure of reliability, is used in this study to measure the extent to which an observer has repeated the same statement twice.

RESULTS AND DISCUSSION

Results

This research used pre-test and post-test results to assess students' narrative text writing abilities before treatment, with pre-test results serving as preliminary data. The data description explains the process. The data shows varying results for pre-test and post-test experimental groups. The pre-test experimental group had a minimum of 24, a maximum of 78, and a mean of 65. The post-test experimental group had a minimum of 87, a maximum of 100, and a mean of 93.33. The researcher conducted a pre-test on both experimental and control classes to assess students' initial grammar skills in writing narrative texts before treatment. The statistical tests, with a significance value of 0.389 (greater than 0.05), indicate no significant difference between the grades of students in class XI IPS 2 and XI IPA 4. Cronbach's Alpha is a reliability measure that indicates the internal consistency and reliability of an instrument. A value above 0.60 indicates adequate internal consistency, while a value below 0.60 indicates less reliability and potential mismeasurement of constructs. The assessment rubric's high reliability, with a value of 0.942, ensures consistent measurement of students' narrative abilities.

The research will compare pre-test results with post-test results to assess grammatical skill improvement after using Reverso application in an experimental class, focusing on narrative text before and after treatment. A post-test was conducted on both experimental and control classes to assess differences in students' grammatical abilities, with the experimental class using the Reverso application and the control class using conventional methods. Students initially in the poor category show significant improvement to medium or high scores, while medium-skilled students experience moderate increases. Initially good students maintain high scores or experience slight improvement.

The normality test in SPSS is a statistical tool used to determine if a study's data distribution follows a normal distribution, a common assumption in many parametric statistical tests.

Table 2. Tests of Normality

	POSTTEST	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
XI IPS 2	PRETEST	.254	42	.000	.714	42	.000
	POSTTEST	.226	42	.000	.792	42	.000

a. Lilliefors Significance Correction

The results of the normality test using Kolmogorov-Smirnov and Shapiro-Wilk indicate that the data is not normally distributed, necessitating further analysis using non-parametric tests for validity.

The Mann-Whitney test is a non-parametric statistical method used to compare two independent groups, often used as an alternative to the independent t-test when data does not meet normality or variance assumptions.

Table 3. Test Statistics^a

HASIL BELAJAR SISWA	
Mann-Whitney U	105.000
Wilcoxon W	1008.000
Z	-7.006
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: KELAS

- a) Ho: There is no significant effect of reverso online application on enhancing grammar in narrative texts: a study of eleven-grade students at SMAN 1 PALANGKA RAYA"

If the null hypothesis is rejected, then the alternative hypothesis is accepted as follow:

- b) Ha: There is significant effect of reverso online application on enhancing grammar in narrative texts: a study of eleven-grade students at SMAN 1 PALANGKA RAYA. According to the Mann-Whitney U test, a significance value (p -value) of 0.000 was obtained which is smaller than 0.05. This shows that there is a significant difference between the treated and untreated groups, so it can be concluded that the use of the reverso application has a significant effect on student learning outcomes.

The study found a significant difference in the improvement of grammar skills between students using the Reverso app and those using conventional methods. The alternative hypothesis (Ha) was accepted, and the null hypothesis (H0) was rejected. Online-based learning apps like Reverso can enhance students' learning outcomes by providing immediate feedback on grammar usage, facilitating self-study, and enhancing practical understanding of grammar concepts. This interactive and immersive learning experience is proven to be more effective in improving students' grammar skills.

The study found that students performed well in writing narrative text after using online apps, with an average score of 93.33 in the post-test. The use of reverso teaching in English, particularly in narrative text, improved students' understanding and performance. This suggests that reverso is an effective alternative for students to improve their English language skills, particularly in narrative text.

Discussion

The significant value, which was less than 0.05, was 0.000 based on the findings of the statistical test. This suggests that the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected. This indicates that students who used the Reverso app and those who utilised traditional methods improved their grammatical abilities in significantly different ways. Students' learning results can be enhanced by the use of technology, especially online learning applications like Reverso. The application gives students instant feedback on how they use grammar, which promotes self-study and improves their comprehension of grammar ideas in real-world situations. Additionally, Reverso helps students comprehend the context of grammar usage in more complicated phrases, which is frequently challenging to fully explain in traditional instruction. The study aimed to examine the impact of the Reverso online application on students' grammar mastery in narrative texts, using pre-test and post-test scores from both experimental and control groups, with the findings discussed in subsequent sections.

The Reverso online application significantly improved the grammar mastery of 39 students, with an average score of 93.33 post-test. The application's features, including contextual grammar correction and user-friendly explanations, contributed to better understanding and application of grammar rules in narrative texts. The interactive nature of the tool also fostered higher engagement and motivation among the students.

The control group, who did not receive Reverso treatment, showed an average score increase from 68.40 to 81.40 post-test, attributed to various factors.

Natural Learning Progression and Testing Familiarity

- a. Regular classroom activities enhance understanding of grammar.
- b. Repeated exposure to similar tests improves test-taking strategies and reduces anxiety.
- c. Independent study and extra practice outside the classroom.

The study found that using the Reverso application significantly improved grammar mastery compared to conventional teaching methods. The experimental group's post-test mean score was 93.33, indicating the value of integrating digital tools like Reverso into the learning

process. This suggests that these tools offer a more personalized and interactive learning experience, enhancing students' grammar mastery effectively.

The study highlights the significance of incorporating technology into English language learning, with significant improvements in the experimental group and a need for teachers to adopt technology-based approaches to cater to diverse learning needs. Consistent teaching and reinforcement of grammar concepts are also crucial, as conventional methods may not be as effective. The study reveals that the Reverso online application significantly improves students' grammar mastery in narrative texts compared to traditional teaching methods. However, external factors like students' learning habits and motivation levels could have influenced the results. The limited sample size may affect the generalizability of the findings.

CONCLUSION

The reverso method significantly improved students' narrative text writing abilities in class XI of SMAN 1 Palangka Raya, as indicated by a p-value of less than 0.05. The pre-test average was 65.90, while the post-test average was 93.33, rejecting the null hypothesis (H₀) and accepting the alternative hypothesis (H_a). The study suggests that the Reverso online application can significantly improve students' grammar skills in narrative text writing, recommending teachers to incorporate similar tools into their teaching methods.

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