MEDIATING MULTILINGUALISM IN ENGLISH LANGUAGE CLASSROOM: PROSPECTS AND CHALLENGES

Teaching Grammar in Online Learning in EFL Context Using English Tenses Practice Application at Senior High School in Serang City

Novia Salsabilla Fajarwati[1], Dina Rachmawati [2], Eri Rahmawati [3]

Universitas Sultan Ageng Tirtayasa

Abstract

Grammar teaching in an EFL sense has been a significant source of concern for both students and teachers. The objective of this research is to find out how the English Tenses Practice application can help in teaching past tense at the teaching and learning process in the class and to know students' responses to the learning process in a Senior High School in Serang city. Designbased Research Reeves's (2000) was adopted in this research, that consists of four phases, the first one is Analysis of Practical Problems by Researchers and Practicioners Collaboration. Second, Development of Solutions by Existing Design Principles and Technological Innovation. Third, Iterative Cycles of Testing and Refinement of Solutions in Practice. The last is Reflection to Produce "Design Principles" and Enhance Solution Implementation. These four stages are carried out in stages and the third stage is carried out repeatedly. There were three classes involved in this study as the participants. There are XI Social Science 6 consist of 45 students, XI Science 1 consist of 38 students and XI Science 2 consists of 37 students. The data collection was done by research instrument, non-participant observation, interview, closed-ended questions with a dichotomous scale, take documentation, and focus group discussion. This study found that first, the teaching of past tense and learning recount text carried out by employing Scientific Learning model combining varied Technological-based learning platforms named English Tenses Practice application formed in a Lesson Plan. Second, this study found that the students' responses to the use of English Tenses Practice application at a senior high school in Serang city was positive seen from the results of calculations using a dichotomous scale. Therefore, this study can be an alternative way to teach grammar past tense and learning recount text using Scientific Learning model combining with Technological-based learning platforms named English Tenses Practice application.

Keywords: Teaching Grammar, English Tenses Practice application, Scientific Learning, Design-based Research

INTRODUCTION

Since the grammatical laws of the Indonesian language vary from those of English, most Indonesian students struggle to learn grammar or structure. Usually, students always make mistakes in learning English, especially in grammar. To reduce that mistake, teachers must be able to build a conducive environment in the teaching and learning process, so that students can easily comprehend and use English. Grammar teaching in an EFL sense has been a significant source of concern for both students and teachers. Researchers have debated whether grammar should be taught or not in schools, while students suspect tidy language instruction to be a necessary crime and the worst burden that can be avoided. (Al-Mekhlafi, 2011). Therefore, in this research, the Researcher wanted to make a program to make learning grammar easier and more fun by using a media online called English Tenses Practice Application.

Besides, a pandemic called Covid-19 came to attack and temporarily shut down all human activities. Especially in Indonesia, Covid-19 entered in March 2020 which also caused human activities to temporarily stop including teaching and learning activities. Therefore, the government makes a policy by conducting online home learning activities until vaccines are made and distributed to the wider community. Therefore, researcher thought that students will use a learning application as a media online that can be used for online learning at home.

Another reason that the researcher wanted to make this program because at the time this research would about to begin, the curriculum used in Indonesia (Curriculum 2013) obliges teachers to teach English as a second language. "... In Indonesia, right now, curriculum implemented in educational institutions is curriculum 2013 ..." Ratnaningsih (2017). The subject that was researched focus on teaching Past Tense, because Past Tense would be used in learning process especially in subject Recount Text at 11th-grade students in Senior High School. Based on the results of the researcher's observations in 2020 with one of the English teachers in the city of Serang, Mrs. N said, "...Teaching grammar is difficult because so much material has to be taught and only refers to books provided by the government. The students also complained that learning past tense was difficult because of the many formulas that had to be memorized."

Meanwhile, there is research conducted by Kurniawati (2012) that discusses teaching grammar using YouTube media that has been done and the results are more effective than using a textbook. Kurniawati (2012) states that when it comes to teaching grammar, YouTube videos outperform textbooks. The mean score of students taught using YouTube videos (27.75) is higher than the mean score of students taught using textbooks (24.41). Another previous study related to this research is "The Impact of Using Pixton for Teaching Grammar and Vocabulary in the EFL Ecuadorian Context" Cabrera et al., (2018). Cabrera et al., (2018) state that the Pixton is an effective and innovative tool that can teach grammar as well as vocabulary for EFL. According to teachers' and students' perceptions, Pixton is also a creative tool that can design materials through the use of comics. Therefore, because that previous research have not explored more about an application named English Tense Practice as a learning media for teaching grammar, the researcher examined this program further and named the research with the title "Teaching Grammar in Online Learning in EFL Context using English Tenses Application at Senior High School in Serang City."

RESEARCH METHODOLOGY

Research Design

This research using a Design-based Research method because it is considered suitable for the problem of the research. According to Reeves (in Gravemeijer and Cobb, 2006: 18), "The purpose of design experiments is to develop theories about both the process of learning and the

means designed to support that learning." From the explanation above, it can be understood that Design-Based Research (DBR) aims to design and develop learning components, learning strategies, learning materials, and products and systems. These components are designed and then developed so that the problem is faced in the world of education can be solved, so that the world of education is more up.

The design approach is a generic design protocol that matches design objectives and setting descriptions with the appropriate set of procedures. The design methodology is described by Van den Akker (1999) as a collection of "procedural design concepts." Compared to these three types of hypotheses, architecture as a case is a crucial product of design science. While generalizations based on any particular design are theoretical, the aggregation of similar problems will serve as a basis for creating supported generalizations. Consequently, it is crucial to consider the importance of a case of creative instructional design in the context of broader design research and hypothetical growth plans. The final result according to this study will design a new learning program for learning to tidy up the language using online media in online classes during the Covid-19 pandemic.

Source of Data

This research was conducted in a high school in Serang city. From the literature tracking on research ethics, Hopf's work (in Flick et al, 2004: 334-337) entitled "Research Ethics and Qualitative Research" is considered the most comprehensive. According to Hopf's work (in Flick et al, 2004: 334-337), "research ethics is a set of rules and ethical principles that are mutually agreed upon regarding the relationship between researchers on the one hand and all those involved in research or research participants on the other."

Usually, generic questions regarding research ethics involve 3 things: a) How sincere or honest are the people involved in a research project, either as subjects, informants, respondents, or research assistants, b). The extent to which the confidentiality of the news and the safety of the participants can be guaranteed by the researcher and c) Whether or not the news obtained is based on observations is published. Because that is the name of the school must be kept secret to maintain school security & privacy. In this school, the Researcher was see the teaching and learning process in online classrooms using teachers to become co-researcher.

This research was supported by participants at a high school in Serang city. But in this research, the teacher was worked together with the Researcher as Co-Researcher to develop a program for teaching grammar using a media called English Tense Application in online class during the Covid-19 Pandemic. According to Reeves (in E.Kelly, 2006:114), design research promotes a dialectic between direct empirical observation, videotaped records, co-researchers commentary, and the design researcher's own fundamental understanding (models) of the subject matter, students' and teachers' emerging models of the subject matter (and, in some cases, models of the social classroom milieu). Thus, the multifactor expertise of the researcher(s) and the commitment and engagement of the subjects is paramount.

Furthermore, the teacher can be called Co-Researcher in this research. The researcher also needs research subjects additional such as students, school principals, teaching staff, and administrative staff

as well as some other parties who can provide other information about this research. One of the advantages of Design-Based Research, this method can solve problems individually or involving many people (Gerber et al, 2014), so this research using Design-Based Research can involve many subjects but also can use a little research subject.

Data Collection

In this research, to answer the research question, the Researcher used research instrument, observation, interview, a questionnaire, discussion with the teacher, take documentation, and focus group discussion. According to Hughes in Isnawati (2012:14), achievement assessments aim to determine how effective individual students, groups of students, or courses have been in achieving objectives. Arikunto (2006:127) states, "...test is a series question, exercise or other means which are used to measure the skill, knowledge, intelligence, ability or talent that have by individual or group". The material of the test is taken from an English book related to their subject and based on senior high school curriculum with the subject recount text. This test is used to measure the student's achievement in senior high school in Serang city.

DISCUSSION

1. How Teaching Past Tense by using English Tenses Practice Application Carried Out

Data analysis of this study showed that the teaching of past tense and learning recount text using English Tenses Practice application was carried out by employing Scientific Learning method and combining varied Technological-based learning platforms formed in a Lesson Plan. This lesson plan is the result of the four stages of Design-based Research which are in the Iterative Cycles phase. This Lesson Plan is the result of reflection or evaluation of the two previous lesson plans. This Lesson Plan which is applied to class XI MIPA 2 at a Senior High School in Serang city which is approved by Co-Researcher and the critical advisor, IY (CA). Detailed ellaboration of the teaching of grammar through the phases of DBR using ETP is presented in the following sentences.

a. Phase of Design-based Research Conducted in this Research

This sub-chapter describes the stages of Design-based Research that have been carried out by Researcher and Co-Researcher to applied Lesson Plan in the schools. The Researcher and Co-Researcher explained how to teach grammar in 11th grade of senior high school before using applications and programs that have been made by the previous Researcher and Co-Researcher, the teacher did not use Scientific Learning before. The teacher also did not using a technology or media online like English Tenses Practice application before. But, in this Lesson Plan Researcher and Co-Researcher add to the Lesson Plan is the Scientific Learning as a learning method. Scientific Learning is material that is learned in the form of facts, student-centered learning and students form their own concepts. According to Karar dan Yenice (2012), Scientific approach is a learning process designed in such a way that learners actively construct concepts, laws or principles through the stages of observing (to identify or find problems), formulating problems, formulating hypotheses, collecting data with various techniques, analyzing data,

drawing conclusions, and communicate the discovered concepts, laws or principles. Furthermore, this learning program used Scientific Learning as a learning method. The following are the steps of the Design-based Research which are described through the sentences.

1.Analysis of Practical Problems by Researchers and Practicioners Collaboration

After conducted the observation and interview to the teacher and vice of curriculum, found that some problems identified at the school, shows on the table below.

Table 4.1.1.1 Phase 1

PHASE	IDENTIFICATION OF THE PROBLEMS	CATEGORY OF PROBLEMS
Phase 1 **Analysis of Practical Problems by Researchers and Practicioners Collaboration**	1. Students were difficult in learning grammar, both in online or offline learning proccess.	Internal factor
	2. Students were difficult to remember some formulas on the English tenses	Internal factor
	3. Teacher has not found the good method for teaching Grammar at school.	Internal factor
	4. Limited learning infrastructured at school.	External factor
	5. Limited access to internet connection at school.	External factor

Problem number one and two found based on questionnaire given to students. Both of the problems are included in the category of internal factors because it comes from social issues. According to Ahmadi and Supriyono (2004) in Gunawan (2021), Internal factors (factors from within humans themselves) which include:

a.Physiological factors. Physiological factors that can cause learning difficulties in students such as the condition of students who are sick, unhealthy, weakness or disability and so on.

b. psychological factors. Psychological factors of students that can cause learning difficulties include generally low levels of intelligence, low aptitude for subjects, lack of interest in learning, low motivation, and poor mental health conditions.

The third problem is because the teacher assumed that teaching grammar is not easy. The method of teaching grammar has a big influence in understanding about the grammar which to be taught in English course. Elis (2006) explain that:

Grammar teaching involves any instructional techniques that draw learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and /or in it comprehenssion and /or production so that they can internalize it.

From the explanation above, the researcher can say that teaching grammar is not simple. That is about teaching grammar is an activity between the teacher and students to make the students understand about the grammar and make the students' able to apply it in English learning.

The third and the fourth problem also included in the category of external factors because the problem does not come from social problems. According to Ahmadi and Supriyono (2004) in Gunawan (2021), stated that External factors (factors from outside humans) include:

a. Non-social factors. Non-social factors that can cause learning difficulties in students can be in the form of learning equipment or learning media that are not good or even incomplete, the condition of the study room or building is not suitable, the curriculum is very difficult to describe by the teacher and mastered by the students, the time of the implementation process undisciplined learning, and so on.

b. social factors. Social factors that can also cause problems for students such as family factors, school factors, playmates, and the wider community environment. Another social factor that can cause learning difficulties in students is the teacher factor.

The researcher conducted the observation with the vice principal of curriculum, AF (VC) regarding the process of learning English in class XI and interviewed about the English learning problem, what difficulties were experienced while teaching, and the infrastructure in this school. In addition, the Researcher proposed what if there was an English language learning program using online media for learning grammar.

The result of interview with the Vice principal of curriculum AF

The first question is the researcher asked about what curriculum that employed in this school. The vice of curriculum of Senior High School said that employed the 2013 Curriculum because followed the governments' recommendation.

Q_1: "What curriculum is used in this school?"

RQ_1AF: "Actually, if there was no Covid-19 pandemic, SMA 5 would use the 2013 Curriculum, but due to this outbreak, we followed the government's recommendation to use an emergency curriculum which contains the same content as the 2013 curriculum but is condensed."

The second question is about tools or media that help students to improve their English skills at this school and asked about the supporting facilities and infrastructure at school.

Q2: "Is any supporting tools to improve English language skills in this school for students?

RQ2AF: "There is no such kind of media yet, right? But, we have language lab, it can't be used effectively because of space limitations and the number of computers, especially now that it's online, so the lab isn't being used."

The third question asked about the AF respond of permission to conduct the research by creating a learning program and using online media called the English Tenses Practice application which is later expected to help students learn English, especially grammar and to hone students' English skills.
Q3: "How is the school's response to the implementation of a program to teach grammar using the application used in this research?"

RQ3AF: "Oh yeah, I think it's a good suggestion, so hopefully later it can run smoothly and effectively for use in this school or maybe it can be used outside the program as well. Good luck and success."

2.Development of Solutions by Existing Design Principles and Technological Innovations

To deal with the problems that identified on the Table 4.1.1.1 Phase 1, the Researcher and Co-Researcher organized the program in the form of a Lesson Plan that shows on the table below.

Table 4.1.1.2 Phase 2

PHASE	SOLUTIONS
Phase 2 Development of Solutions by Existing Design Principles and Technological Innovations	The Researcher and Co-Reseracher designed a Learning Program using the Scientific Learning method and combining varied Technological-based learning platforms named English Tenses Practice application formed in a Lesson Plan.

In this learning program, the Researcher and Co-Researcher used Scientific Learning method and English Tenses Practice application as a media for facilitate the students in teaching and learning activities. Scientific Learning is chosen in this learning program because of the result discussion of the Researcher and the teacher as the Co-Researcher. Co-Researcher think that Scientific Learning is a good method for teaching English especially Grammar. The statement of the reason reinforced by the teacher's statement.

SCR₁: "I think it is better to use the Scientific Learning method because learning activities are more focused on students."

Scientific Learning is used by scientists in doing research related to the phenomena of science or natural world. It is used by scientists because of the reliability of this approach for obtaining knowledge. Ary, et al (2002) mentions that scientific approach is used for observing the phenomena and have used it to explain, predict, and control the physical phenomena. There are several steps in Scientific Learning that should be followed. McLelland (2006) explains that some steps in scientific approach are observation, defining question or problem, research (planning, evaluation current evidence), forming a hypothesis, prediction from the hypothesis (deductive reasoning), experimentation (testing the hypothesis), evaluation and analysis, peer review and evaluation, and publication. That step used by the researchers or scientists was usually called as discovery skills.

3.Iterative Cycles of Testing and Refinement of Solutions in Practice

In this phase, Researcher and co-researcher spend time for 6 weeks (5 July 2021 – 19 August 2021), the Researcher applies several Lesson Plans to be used in 3 classes in class XI, shows on the table below.

Table 4.1.1.3 Phase 3

PHASE	RESULTS OF ITTERATIVE CYCLES
Phase 3 **Iterative Cycles of Testing and Refinement of Solutions**	**Cycle 1** This program was applied in class XI Social Science 6 and the results were less effective. The factors that made this program less effective were identified. The factors are: 1). The teacher was understood about the theory Scientific Learning, but the teacher felt incomplete and rigid in carrying out the phases in the Scientific Learning. 2). The teacher has not mastery the teaching materials, that is about Recount Text. 3). Lack of students' information about the Tenses that use in making a text.
	Cycle 2 The result is better than first program. In this second program, progress was identified, the progress were: 1). The teacher showed improvements in implementing Scientific Learning method. But, there are several phases in Scientific Learning that still need to be improved. 2). The teacher showed better mastery in Recount Text teaching materials. (Many students' have made a recount

in Practice	text and have organized the text well)
	3). Students' improvement on the mastery of Grammar (Past Tense). (Many students increase their scores in the quiz)
	Cycle 3
	The result is so much better than first and second program. In this third program, progress was identified, the progress were:
	1). The teacher showed improvements in implementing Scientific Learning method. The teacher have felt flexible in teaching Grammar.
	2). The teacher was more able to explore teaching materials.
	3). Students' improvement on the mastery of Grammar. (More students have increase their score in the quiz)

A. The Implementation of Lesson Plan Program (RPP) in class XI Social Science 6 (Monday, 5 July 2021 07.30 – 08.30)

In this program, the researcher used the first program that was created by researcher and Co-Researcher. The co-researcher teaching grammar about Recount text. Only 16 students attended. The first program was created using the Scientific Learning method, this program was applied in class XI Social Science 6 via Zoom Meeting and the results were less effective. The factors that made this program less effective were identified. The factors are:

1). The teacher understood about the theory Scientific Learning, but the teacher felt incomplete and rigid in carrying out the phases in the Scientific Learning.

The first factor means that the teacher have not mastered the pedagogic competencies that affect the success of teaching and learning activities in the classroom. According to Daryanto (2013), the definition of pedagogical competence teacher is an ability that a teacher must have with regard to characteristics of students seen from various aspects such as moral, emotional, and intellectual. The statement is supported by Uyoh, et al (2010) stated that teachers who highly competent is a teacher who have more abilities than with other teachers, so that their existence always required by students. Teachers who have competence pedagogy will produce good performance at making a Lesson Plan and applied at teaching and learning process in the class.

2). The teacher has not mastered the teaching materials, that is about Recount Text.

The second factor means that the teacher has a problem with content knowledge. A good teacher must be able to master the content (lessons/materials) and master the science of teaching (pedagogy). According to Cochran, et al. (1993) Concern the manner in which teachers relate their subject matter knowledge (what they know about what they teach) to their pedagogical knowledge (what they know about teaching) and how subject matter knowledge is a part of the process of pedagogical reasoning. The concent knowledge (pedaagogy) is one of competences that the teacher should have to become a professional teacher.

3). Lack of students' information about the Tenses that use in making a text.

The last factor means that the students was less active in teaching and learning process in the class. This factor step into internal factor because it comes from social issues that have been discussed in phase 1. As a result, the majority of students answered incorrectly, the answer was not in accordance with what expected. The researcher and co-researcher gave a quiz about recount text using the English Tense Practice application. The result of the quiz showed that many students cannot distinguished the past tense formula used for recount text.

B.The Implementation of Lesson Plan Program (RPP) in class XI Science 1 (Friday, 29 July 2021 10.00 – 11.00)

In this section, the Lesson Plan used is the developed Lesson Plan which is the result of the previous RPP evaluation. The Researcher and Co-Researcher evaluated the results of the Work Sheet and quizzes on the application in the previous Lesson Plan then used in class XI Science 1 to see the differences in each class. In this section, only 15 students were present. The result is better than first program. In this second program, progress was identified, the progress were:

1).The teacher showed improvements in implementing Scientific Learning method. But, there are several phases in Scientific Learning that still need to be improved.

2).The teacher showed better mastery in Recount Text teaching materials. (Many students' have made a recount text and have organized the text well)

3).Students' improvement on the mastery of Grammar (Past Tense). (Many students increase their scores in the quiz)

C.The Implementation of Lesson Plan Program (RPP) in class XI Science 2 (Thursday, 19 August 2021 09.00 – 10.00)

This Lesson Plan is created from the evaluation the first and second Lesson Plan which conducted in class XI Science 2. This Lesson Plan changed into Daring Lesson Plan. The result is so much better than first and second program. The program is more focused and in-depth about teaching the past tense to make recount text and giving an explanation of how to use English Tense Practice application as an online learning media that helps the students' practice quiz questions about the tenses used to make

recount text. Students who attended were 16 students XI Science 2. In this third program, progress was identified, the progress was:

a).The teacher showed improvements in implementing Scientific Learning method. The teacher has felt flexible in teaching Grammar.

b). The teacher was more able to explore teaching materials.

c).Students' improvement on the mastery of Grammar. (More students have increased their score in the quiz)

The results of this learning program are effective for conducted in class XI Senior High School which is strengthened by a critical advisor.

Meanwhile, on the previous study that has been conducted by M Muchlis Solichin entitled "The Use of Visual Card Media in Teaching Learning Grammar at the Second Grade of Madrasah Aliyah Negeri (MAN) Pamekasan" The result is the students seem very active, enjoy the teaching and learning activities, they are so interested in studying, and they are very fluent in sharing ideas. This previous study used Visual card as a media in teaching grammar, but in this research, the researcher used English Tenses Practice application as a media for teaching Grammar.

4.Reflection to Produce "Design Principles" and Enhance Solution Implementation

After carrying out the three phases in Design-based Research, it can be concluded that the Scientific Learning and English Tenses Practice Application learning methods can be used in class XI Senior High School. The conclusions are:

1.Significant improvement of English teaching materials in teaching using Scientific Learning method.

2. Student active in teaching and learning process.

3. Student cantered.

The researcher and co-researcher discuss about the final program Lesson Plan that used in 3 class, namely XI Social Science 6, XI Science 1, and XI Science 2. And to get truthworthiness, the researcher and co-researcher give the program to IY (CA) as the teacher who chosen as critical advisor for the program and accept the program also the program can be use in a Senior High School.

2.Students' Responses to the use of Learning Past Tense for Recount Text

Data analysis of this study showed that the students' responses to the use of English Tenses Practice application at a Senior High School in Serang city is Positive, because most of students like the English Tenses Practice application. The reason most of students like the application is because there are many features that help them in learning grammar.

There are four questions of questionnaires that have been conducted through Google form. The results of this study were obtained by filling the questionnaire of the students. Based on the questionnaire that has been conducted through Google form, the students' responses to the use of learning past tense for recount text here are as follows.

Figure 4.2 Result of Student Perception of Students' Difficulties in Online Learning

From the Figure 4.2 Result of Student Perception of Students' Difficulties in Online Learning, found that 63.9% had difficulty learning grammar through online, and the leftover 36.1% students had no difficulty learning grammar through online.
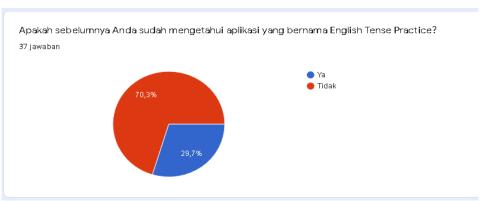
Figure 4.2 Students Familiarity of English Tenses Practice Application

From Figure 4.2 Students Familiarity of English Tenses Practice Application, 29.7% of students previously knew about the English Tenses Practice application and most of the students, 70.3% did not know the application.

Figure 4.2 Result of Students' Perception of How ETP helping them in learning Grammar

From the Figure 4.2 Result of Students' Perception of How ETP helping them in learning Grammar, found that 75.7% of students answered that the application made them better understand grammar, especially the past tense formula used in recount text. The leftover 24, 3% students did not understand enough grammar taught through the application.

Figure 4.2 Result of Students' Perception of How ETP makes Students Easier in Learning Grammar

From the Figure 4.2 Result of Students' Perception of How ETP Makes Students Easier in Learning Grammar, found that 86.5% of students answered that the application made it easier for students to improve their grammar learning skills. The leftover 13.5% students feel that the application does not make it easier for them to improve their grammar skills.

From the result of questionnaire through Google form above, the students' responses to the use of learning past tense for recount text have varied responses. Of the total 47 students from 3 classes, namely XI Social Science 6, XI Science 1, and XI Science 2, only 37 students answered the questionnaire. The questionnaire contains questions about difficulties in learning grammar when online learning, about the application of English Tenses Practice, the ease of using the application and their responses before and after using the application. Their response is that 63.9% of students find it difficult to learn grammar online like this. In addition, there are 29.7% who previously knew the English Tenses Practice application. When students were asked about their understanding after learning grammar online and using the English Tense Practice application, their response was 75.7% they understood the grammar and the English Tense Practice application. 86.5% of students answered that the application made it easier for them to learn grammar.

It can be concluded that in learning grammar through online it is quite difficult for students, if it is not assisted by the existence of learning media. From the results of the questionnaire, many students felt helped by the English Tenses Practice application as a learning media online for learning grammar. The application is enough to help them understand grammar, especially the past tense formula used to make recount text, because grammar is needed in writing a text or inn comprehension. It is supported by Azar in Handayani (2018) who stated that in the essence of a language, grammar is required for comprehension. "We would only have specific words or sounds, visuals, and gestures to express

meanings if there was no grammar in language," Handayani (2018) claims. Handayani (2018) points out that student who have received grammar training typically have an advantage over those who do not have adequate grammatical knowledge.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research findings and discussion, this study found that first, the teaching of past tense and learning recount text carried out by employing Scientific Learning model combining varied Technological-based learning platforms named English Tenses Practice application formed in a Lesson Plan. Second, this study found that the students' responses to the use of English Tenses Practice application at a senior high school in Serang city was positive.

Therefore, it can be concluded that this study can be an alternative way to teach grammar past tense and learning recount text using Scientific Learning model combining with English Tenses Practice application.

Suggestion

Based on the results of the study, the researcher would like to give some suggestions. In teaching and learning, the researcher suggested the teacher be able to provide enjoyable and fun class activities related to the material and the teacher able to use Scientific Learning method as well.

For the students, the researcher suggested the students should be more active in teaching and learning proccess and more highly motivated to learn something new. This research is expected to be able to help students improve their ability in English.

For the next researchers, this research was conducted in a pandemic situation and conducted in online learning. The result of this research can be used as a basis for the development of further similar research.

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