

Enhancing Students' Understanding of Simple Past Tense through Website Easy World of English

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Abstrak

Fokus penelitian ini adalah meningkatkan pemahaman murid mengenai simple past tense lewat situs Easy World of English. Tujuan dari penelitian ini adalah: (1) Untuk menentukan apakah terdapat perbedaan signifikan antara taruna Teknologi Rekayasa Permesinan Kapal (TRPK) semester 3 yang diajarkan dengan media website EWE (Easy World of English) dan yang diajarkan menggunakan media Microsoft Office Power Point Presentation, (2) Untuk mengevaluasi perilaku taruna dalam menggunakan website EWE (Easy World of English) sebagai media belajar simple past tense. Penelitian ini mengaplikasikan metode eksperimen. Populasi dalam penelitian ini adalah taruna semester 3 dari Program Studi Teknologi Rekayasa Permesinan Kapal (TRPK) Angkatan 59. Sampel penelitian ini terdiri dari kelas TRPK A sebagai kelompok eksperimen dan kelas TRPK B sebagai kelompok kontrol. Hasil perhitungan independent sample t-test dari pos tes menunjukkan bahwa nilai t mencapai 2.336. Hasil tersebut melebihi t-table yang bernilai 1.992. Dengan demikian, dapat disimpulkan bahwa terdapat perbedaan yang signifikan antara taruna kelas TRPK semester 3 yang diajarkan menggunakan media website EWE (Easy World of English) dan yang diajarkan dengan media Microsoft Office PowerPoint Presentation. Di samping itu, pemanfaatan situs EWE (Easy World of English) dalam kelompok eksperimen membuat taruna lebih berpartisipasi, responsif, fokus, dan berminat dalam mempelajari simple past tense.

Kata Kunci: Easy World of English, Pemahaman, Signifikan, Simple Past Tense, Website

Abstract

The research focuses on how well cadets understand the simple past tense using the Easy World of English website. The main goals are: (1) To check if there is a big difference in how well cadets learn the simple past tense when they are taught using the Easy World of English website compared to when they are taught with Microsoft Office PowerPoint. (2) To see how cadets feel about using the EWE website as a way to learn the simple past tense. This study uses an experimental approach. The group of cadets involved is all third-semester cadets from the Marine Mechanical Engineering Technology Department in batch 59. The sample includes class TRPK A, which uses the EWE website, and class TRPK B, which uses PowerPoint. The results from the t-test on the post-test show that the t-value is 2.336, which is higher than the t-table value of 1.992. This means there is a significant difference between students learning with the EWE website and those learning with PowerPoint. Also, the EWE website helped students in the experimental group be more involved, paying more attention, and showing more interest in learning the simple past tense.

Keywords: Easy World of English, Significant, Simple Past Tense, Understanding, Website

INTRODUCTION

In today's world, the use of Information and Communication Technology (ICT) is growing quickly. Most people are connected to the internet for many reasons. Numerous websites are available that related to education, including English learning. New ways of using technology to teach English are becoming more common. Moreover, why we should prepare our students in facing industrial revolution 4.0. This is because one task of education is preparing our students to face their world later (Marr, 2016; Shahroom, 2018). Today's teachers should be aware with the students' environment. Students were born in the era that since they were kids, they are familiar with the technology. For example, teens who are very close to devices and or clever devices. They are normally referred to as digital natives. Furthermore, teacher now should realize that he or she is not the only source of knowledge. If students do not understand about the teacher explanation, they can easily find for the more detail explanation from internet. One such method is using educational websites to teach English. This makes it easier for students, teachers, and anyone interested in learning English to study anytime and anywhere.

(Ahmadi, 2018) indicated that the teaching method of chalk and talk or explanation has lost its popularity. The teacher is advised to incorporate the internet into his teaching-learning process, and it is also essential for students to acquire skills in using it. The internet is essential as it serves (1) as a source of information, (2) as a learning aid, (3) as a teaching or educational resource, (4) as a benchmark for skills, (5) as an administrative tool, (6) as a support tool for school administration, and (7) as a facility for education.

During its evolution, numerous websites are available for us to use without charge. The illustration is the site Simple World of English. Easy World of English is a website for self-directed study aimed at those learning the English language. This site allows us to practice grammar, pronunciation, reading, listening, and vocabulary skills. Novices will find the talking picture dictionary enjoyable, while learners at a higher level will value the audio assistance linked to the grammar sections. The texts are categorized by level and include audio assistance as well. The readings include quizzes to assess our understanding. The entire Easy World of English material is available for free (*English Club, 2015*).

In this study, the researcher emphasizes the grammar aspect on the site Easy World of English since grammar is crucial for learning. During the researcher's observation while participating in the teaching practice in the 7th semester, it was noted that some students struggled with using the simple past tense. They frequently also erred in using the past form of the verb.

Knowledge of grammar and vocabulary forms the foundation of the English language. Grammatical competence is a component of communicative competence. Communicative competence includes understanding how to utilize the grammar and vocabulary of the language to meet communicative objectives, as well as knowing how to do this in a socially acceptable manner. Communicative objectives are the aims of learners' studying the English language. Therefore, teaching grammar is essential for reaching the objectives (Zhang, 2009).

Some studies have examined the role of ICT in improving students' English proficiency. The aim of employing this type of method is that learners will gain two benefits simultaneously, namely the linguistic factors and the subject matter. In terms of linguistic elements, they will first understand the English sound system via spelling, next learn grammar by blending words into extended phrases, and ultimately focus on word selection or vocabulary. In terms of content, ICT enables students to explore (with teacher support) the diverse language utilized in a specific subject (Faridi, 2009).

Based on the theories of communicative and grammar competence discussed earlier, the researcher will carry out a quantitative study on improving 3rd semester cadets grasp of simple

past tense using the website Easy World of English as the grammar learning tool at Marine Mechanical Engineering technology Department (TRPK) Batch 59 in Politeknik Bumi Akpelni.

METHOD

Previous Research on Grammar Learning

Numerous references are essential for writing and performing this study. Several earlier studies that are connected to this research include: In their research on student perspectives regarding grammar learning through web and book materials, Jarvis and Szymczyk (2010) discovered that practicing grammar is a crucial element of acquiring a language.

Moreover, a research conducted by Al-Mekhlafi and Nagaratnam (2011) named Challenges in Teaching and Learning Grammar in an EFL Context indicates that both educators and learners regularly face considerable difficulties concerning EFL grammar instruction, with students facing these issues more intensely than teachers. There are commonly suggested approaches for teaching EFL grammar (for instance, the implicit method), yet it would be inappropriate to apply them universally without considering the potential challenges associated with those recommended methods. A less preferred method may create fewer issues and therefore be more effective, whereas a more preferred method could be less effective due to increased challenges or problems in its implementation. The challenges might also be affected by the circumstances surrounding the use of a specific method.

A separate research project by Blackstone, Spiri, and Naganuma (2007) titled Blogs in English Language Teaching and Learning: Pedagogical Uses and Student Responses showed that students generally responded positively to blogging activities, especially to the blogging buddy system. More than 80% of the students involved reported enjoying posting, reading their peers' posts, and commenting on them, and they nearly all expressed a preference for receiving comments from their classmates and the teacher on their own posts. A significant number also considered the blogging buddy system beneficial, inspiring, and efficient in enhancing their writing skills.

Simultaneously, another study by Sunardi (2011) reveals that the internet, as a worldwide communication platform, can be utilized in the realm of language instruction and acquisition, including English.

Henny Uswatun Hasanah (2016), in her study titled Respon Mahasiswa Terhadap Pembelajaran Grammar Berbasis Website, demonstrated that grammar lessons delivered through websites yield fairly positive outcomes; however, there are challenges in the learning process, including financial constraints, availability of software and hardware, insufficient theoretical and technical knowledge, and the overall acceptance of technology. Nonetheless, the challenges can be overcome through effective planning and preparation.

A study by Tina Mariany Kariman and Eddy Mulia in 2012 titled "Pemanfaatan Weblog Sebagai Media Pembelajaran Untuk Meningkatkan Hasil Belajar Bahasa Inggris" discovered that using a weblog in the learning process is both efficient and effective. Also, it can be used anytime.

Grammar and Its Role in Language Acquisition

Several experts have provided definitions for grammar. I gathered three definitions of grammar from Practical English Language Teaching: Grammar by David Nunan (2005). Nunan, as cited by Ur (1998), defines grammar as the method by which language organizes and combines words (or parts of words) to create extended units of meaning. Richards and Weber (2003) in Nunan (2005) characterize grammar as an explanation of a language's structure and the manner in which elements like words and phrases are joined to form sentences in that language. The third, as mentioned by Harmer (1987) in Nunan (2005), defines grammar as the

manner in which words alter themselves and unite to form sentences. The grammar of a language involves the changes words undergo when they are pluralized or negated, as well as the arrangement used for forming questions or combining two clauses into a single sentence.

English Grammar Teaching

The instruction of grammar is a highly contested subject in language acquisition. Various specialists have provided contrasting views on grammar instruction. Some believe that it is impossible to learn a language without examining its grammar. Sweet, referenced by Patel and Jain (2008), states that grammar is not simply a set of rules. In the interim, Chapman, as referenced in English Language Teaching by Patel and Jain (2008), remarked that grammar is the examination of language by experts, conducted to determine the rules and principles that govern proper speaking and writing, which are adhered to, often unconsciously, by native speakers. Yet, certain individuals argue that the effectiveness of grammar instruction in learning English is questionable. It is asserted that students who learn grammar frequently manage to complete grammar exercises, yet they do not produce correct speech (Patel and Jain, 2008).

Numerous methods exist for instructing grammar. The methods for teaching grammar rely on specific essential areas of emphasis. These regions can be recognized by mentioning the application and utilization of grammar. When the emphasis is on practicing grammar, we can utilize three methods. They are an exercise, situational hints, and interactive. When the emphasis is placed on grammar usage, the communicative method can be employed (Nagaraj, 1996).

Teaching Simple Past

Beare (2014) stated that instructing the past simple becomes quite simple once the students have learned the present simple. Students will be acquainted with the concept of auxiliary verbs in negative and question forms, but not in affirmative structure. They will also be pleased to learn that the verb conjugation consistently stays the same. Certainly, the problem of irregular verbs can be quite annoying. The essential aspect of effectively teaching the past simple is establishing from the outset that it is utilized when an action starts and finishes in the past. Employing suitable expressions of the past will clarify this.

Simple Past Tense

According to the Online Cambridge Dictionary, the past simple/the simple past refers to the verb form utilized to indicate an action that occurred prior to the present time and is no longer occurring. Typically formed by adding–Ed.

Additionally, Leech in his work *A Glossary of English Grammar* clarifies that the past simple (or simple past) is a verb phrase consisting of a single verb – the main verb in its past tense: That evening, the police arrived. Moreland inquired about its meaning. The term past simple typically applies to related interrogative and negative forms, which, except with be, necessitate the appropriate form of the auxiliary verb, did/didn't. For instance, I noticed it. ~ Did (n't) you notice it? ~ I didn't notice it. (Leech, 2006).

Moreover, Azar (1999: 24) noted that the simple past tense shows that an event or condition started and concluded at a specific time in the past.

Information and Communication Technology (ICT)

Fitzpatrick and Davies (2002) as cited in Hartoyo (2012) claim that the term Information and Communication Technologies encompasses technologies where computers are central, along with various general computer applications. The use of ICT in education, particularly in language learning, is unavoidable. According to Herington (2002) in Hartoyo (2012), the use

of ICT is advantageous because it provides: 1) access to 'genuine' language, 2) a broader range of information sources and language varieties, 3) chances to engage with the global community, 4) a focus on learners, and 5) promotes learner independence. Current and new ICT teaching tools offer additional chances to improve subjects and increase value in teaching and learning. For instance, incorporating interactive whiteboards, video projectors, computer-linked microscopes, prepared spreadsheets for data capture and modelling, CD-ROMs, video presentations, and thoughtfully chosen online resources exemplifies how ICT can be integrated into subject instruction (Hartoyo, 2012).

Over View of Easy World of English Website (www.easyworldofenglish.com)

Easy World of English is a self-directed platform for individuals learning the English language. The site can be utilized to improve grammar, pronunciation, reading, listening, and vocabulary skills. Novices can benefit from the interactive picture dictionary, while advanced students can value the audio assistance provided alongside the grammar sections. (<https://edition.englishclub.com/site-of-the-month/2015/easy-world-english/>)

The system has been created to enable users to improve their English at their own speed, revisit a lesson as often as needed, and learn vocabulary without requiring translation. (<https://easyworldofenglish/>)

METHODOLOGY

The research utilizes an experimental approach. In experimental research methodologies, there are three kinds of designs. They include true-experimental, quasi-experimental, and pre-experimental categories. In this study, the researcher utilized a non-equivalent group pre-test-post-test (two or more groups) framework, which is a component of quasi-experimental design. The non-equivalent group's pre-test-post-test design (involving two or more groups) is similar to experimental design; however, a major distinction is that this method does not employ random assignment. Through this design, the researcher aims to select groups that are as similar as possible. Unfortunately, it is likely that the resulting groups will be imbalanced. In this design, the outcome variable is evaluated before and after the treatment. Susilo (2014), Jafari & Chalak (2016).

This study encompasses both quantitative and qualitative data forms. The numerical data consists of cadets' test scores. These scores come from the pre-test and post-test. The qualitative data for this study consist of the results descriptions derived from the questionnaire and the observation form.

Qualitative research as defined by Denzin and Lincoln (in Joubish, 2015) is a method which studies the things in the natural setting. In accordance with the article written by Joubish et al. (2016), the qualitative research is aimed to find the reasons and explanations, but not simply the description of the method of research and the sum of its results. Data analysis methods in research involve techniques to systematically examine and interpret data, transforming it into meaningful insights. These methods can be broadly categorized into quantitative and qualitative approaches, with various specific techniques used within each. Quantitative methods rely on numerical data and statistical analysis, while qualitative methods focus on non-numerical data.

The population of this study is Marine Mechanical Engineering Technology (TRPK) Batch 59 of Politeknik Bumi Akpelni Semarang in the academic year of 2024/2025. In this research, the researcher used the non-random sampling technique. The researcher decided to use class TRPK A and TRPK B as the samples of this research which were based on their equivalent capability. The researcher divided them into experimental and control group. Class TRPK A as the experimental group and TRPK B as the control group.

In this research, the researcher utilized pre-test, post-test, questionnaire, and observation sheet to collect the data. The researcher utilized two assessments as the tools to gather the data. These were composed as pre-test and post-test assessments concerning the simple past tense grammar for TRPK Batch 59, aligned with the Maritime Curriculum adopted by the campus. The experimental and control groups underwent both tests. The researcher conducted a trial prior to administering the tests to the population sample. It was conducted to determine if all the instruments utilized in the research were effective or not. The assessment took place in a different class of the sample. The written pre-test was administered to cadets at the start of the research before the researcher provided the treatments to assess their initial grammar skills. The pre-test was administered to both the experimental and control groups.

To make the results of this study valid, the researcher should triangulate the collected data as Leo van Lier (2015) said that many researchers advocate the use of triangulation. Based on the triangulation, I used methodological triangulation. In the methodological triangulation the researcher conducted those different methods as stated above, such as the results of questionnaire and interview and transcription analysis to collect the data.

Following the pre-test, the cadets in both the experimental and control groups were treated by the researcher. The researcher provided the experimental group with treatment through the Easy World of English website for grammar instruction, while the control group received instruction via Microsoft Office PowerPoint Presentation. As the researcher instructed both the experimental and control groups, they also monitored the participants' reactions to the teaching process.

At the conclusion of the study, the researcher administered a post-test to both the experimental and control groups. Thus, the researcher would assess their comprehension of the simple past tense in grammar prior to and following the treatment by analyzing the means of each group. Subsequently, the researcher provided the experimental group with a questionnaire to collect their feedback regarding the instruction of the simple past tense through the Easy World of English website.

In this research, the analyst employed SPSS to examine the data. This study aimed to explore if there was a notable difference in comprehending the simple past tense grammar between cadets instructed via the Easy World of English website and those taught through Microsoft Office PowerPoint Presentation. The t-test was employed to compare the average of two groups to determine if there was a significant difference between them. The T-test can be calculated provided the data is normally distributed and homogeneous.

Prior to performing the t-test calculation, the researcher needed to assess the normality of the pre-test and post-test results from both groups. The data were considered normally distributed if the outcome indicated that the p-value exceeded the significance level. Next, the subsequent step involved assessing the homogeneity of both the pre-test and post-test. The data were uniform if the p-value exceeded the level of significance.

Once confirming that the data were normally distributed and homogeneous, the researcher was able to compute the t-test. The researcher employed the independent sample t-test to determine if there was a notable difference between cadets instructed with the Easy World of English website and those taught with Microsoft Office PowerPoint Presentation.

Based on the outcome of the t-test calculation, if the t-value exceeds the t-table or, additionally, if the t-value is negative and less than the negative t-table ($-t\text{-value} < -t\text{-table}$), it indicates that H_0 is rejected, signifying a significant difference between the two groups. A different way to express that a notable difference exists is when the sig (2-tailed) value is less than the significance level (0.05) (Priyatno, 2016).

RESULT AND DISCUSSION

Validity and Reliability of Instruments

The researcher analyzed the information gathered from the try-out test, the pre-test, the post-test, the questionnaire, and the observation sheet utilizing SPSS 16.0. The researcher conducted a trial test to assess the instrument's validity and reliability before it was employed. It occurred within the same population, yet outside the control and experimental groups. The trial assessment occurred in class TRPK Batch 59. The class consisted of 35 cadets.

Descriptive Results of Pre-Test and Post-Test

The test is said to be valid when the result of r_{xy} is higher than the value of r_{table} . The researcher calculated the data by using Pearson Product Moment Correlation. From the try-out test result, we can see that there were 32 valid items and 28 invalid items. The list of the valid items and invalid items can be seen in the table 4.1.

Table 4.1 The Validity of the Try-out Test

Criteria	Number of Item	The Total Number
Valid	1, 3, 4, 5, 7, 8, 10, 11, 14, 17, 20, 24, 28, 29, 30, 31, 33, 34, 35, 37, 38, 40, 41, 44, 47, 50, 51, 52, 54, 58, 59, 60	32
Invalid	2, 6, 9, 12, 13, 15, 16, 18, 19, 21, 22, 23, 25, 26, 27, 32, 36, 39, 42, 43, 45, 46, 48, 49, 53, 55, 56, 57	28

A test can be deemed reliable if it yields consistent results each time it is conducted. A test is considered good if it is both valid and reliable. The researcher assessed the reliability of the pilot test utilizing SPSS 16. The following presents the overall reliability of the items. In the table below, it is shown that the value of Cronbach's Alpha Based on Standardized Items was 0.958. It exceeded the value of r_{table} , which is 0.333. Thus, it can be determined that the assessment was dependable.

4.2 The Reliability of the Try-Out Test
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.948	.958	60

The t-test is utilized to assess the significant disparity between two groups. In this study, the researcher employed SPSS 16 to analyze the t-test. Presented here are the outcomes of the independent sample t-test computation.

Chart 4.1 Mean of Pre-Test and Post-Test Results for Experimental and Control Groups

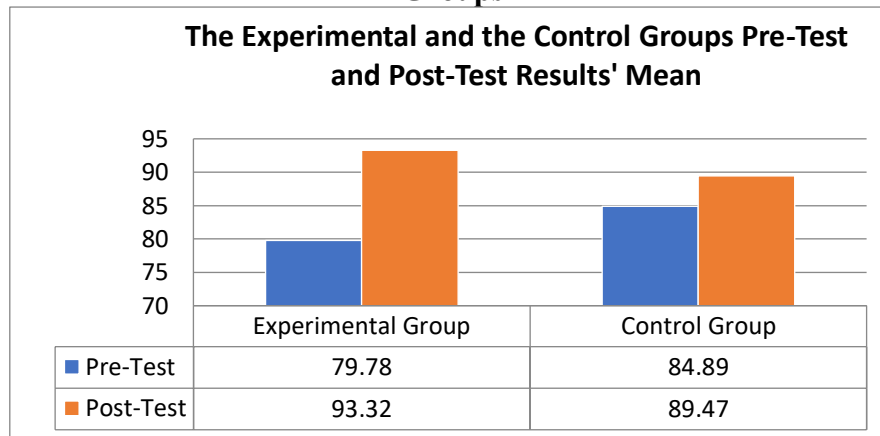


Chart 4.1 displayed the average scores of the experimental and control group for both the pre-test and post-test. The average score of the experimental group cadets during the pre-test was 79.78, which rose significantly to 93.32 in the post-test. The average of the control group also rose. The control group's pre-test average for students was 84.49, which increased to 89.47 in the post-test. Even though the averages of both groups rose, the average of the experimental group rose more dramatically compared to the control group.

Inferential Statistics: Independent Sample T-Test

The researcher employed the independent sample t-test to address the research question regarding whether a significant difference exists between the 3rd semester cadets of TRPK 59 Batch taught with the EWE (Easy World of English) website as media and those instructed using Microsoft Office Power Point Presentation as media.

Table 4.13 Independent Sample T-Test of the After-Test Test for Independent Samples

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.829	.366	2.336	73	.022	3.851	1.649	.565	7.136
	Equal variances not assumed			2.340	72.158	.022	3.851	1.646	.570	7.131

According to the independent sample test table from the post-test (table 4.13), it is clear that in the Levene's test for equality of variances column, the recorded Sig value was 0.366. The value surpassed the significance threshold (0.05). It can be concluded that the variances of the two groups were equal. In the column for the t-test of means equality, it shows that the t-value was 2.336, while the t-table value ($\alpha=5\%$ and $df=73$) was 1.992. Given that the t-value was positive, it can be inferred that H_0 was dismissed when t-value exceeds t-table. In the supplied table, the t-value was greater than the t-table value ($2.336 > 1.992$). Consequently, it can be determined that H_0 was dismissed, signifying a disparity in the average post-test scores between the two groups of students. The Sig.(2-tailed) outcome was 0.022. It fell below the significance threshold (0.05). It can be concluded that H_0 was not accepted. As a result, there was a significant difference in the average post-test scores of the cadets. The typical difference in the cadets' post-test was 3.851, showing that the experimental group's mean surpassed that of the control group. It can be determined that a significant variation was present in the post-test scores of the experimental group when compared to the control group.

Questionnaire Results

To understand the cadets' perspectives on the utilization of the EWE (Easy World of English) website as a resource for teaching the simple past tense, the researcher employed an observation sheet for data collection. In this study, the researcher utilized the observation sheet for both the experimental group and the control group to assess students' attitudes regarding the use of Microsoft Office PowerPoint Presentation slides as a medium for teaching the simple past tense. Four indicators needed to be monitored. The four indicators included were engagement, responsiveness, focus, and curiosity. The findings from the observation sheet for both groups are shown in the table below.

Table 4.7 Proportion of Observation Sheet Outcome for the Experimental Group
Observation Record Outcome of the Test Group

Indicators	1st Treatment				2nd Treatment			
	1	2	3	4	1	2	3	4
Activeness	0%	29.73%	32.43%	37.84%	0%	13.51%	48.65%	37.84%
Response	0%	13.51%	48.65%	37.84%	0%	8.11%	43.24%	48.65%
Attention	0%	21.62%	37.84%	40.54%	0%	10.82%	32.43%	56.76%
Interest	0%	18.92%	51.35%	29.73%	0%	18.92%	45.95%	35.14%

Table 4.7 displays the outcomes of the observation sheet for the experimental group. It is observed that in the activeness indicator, during the initial treatment, there were 0% of cadets who were inactive, 29.73% who were less active, 32.43% who were active, and 37.84% who were strongly active. During the second treatment, there were 0% of cadets who were inactive, 13.51% who were less active, 48.65% who were active, and 37.84% who were strongly active.

According to the response indicator for the initial treatment, there were 0% unresponsive cadets, 13.51% less responsive students, 48.65% responsive cadets, and 37.84% strongly responsive cadets. During the second treatment, there were 0% of students unresponsive, 8.11% of cadets less responsive, 43.24% of cadets responsive, and 48.65% of cadets strongly responsive.

According to the attention indicator during the initial treatment, 0% of cadets were inattentive, 21.62% were somewhat attentive, 37.84% were attentive, and 40.54% were very attentive. In the second treatment, 0% of cadets were inattentive, 10.82% were less attentive, 32.43% were attentive, and 56.76% were strongly attentive.

According to the indicator in question, during the initial treatment, there were 0% of cadets who were uninterested, 18.92% who were less interested, 51.35% who were interested, and 29.73% who were strongly interested. During the second treatment, there were 0% of cadets who showed no interest, 18.92% of cadets who were somewhat interested, 45.95% of cadets who were interested, and 35.14% of cadets who were very interested.

Table 4.8 Proportion of Observation Sheet Results for the Control Group
Control Group Observation Sheet Results

Indicators	1st Treatment				2nd Treatment			
	1	2	3	4	1	2	3	4
Activeness	0%	15.79%	31.58%	52.63%	0%	7.90%	31.58%	60.53%
Response	0%	23.68%	28.95%	47.37%	0%	15.79%	31.58%	52.63%
Attention	0%	18.42%	44.74%	36.84%	0%	18.42%	39.47%	42.11%
Interest	0%	26.32%	28.95%	44.74%	0%	10.53%	39.47%	50%

Referencing table 4.8. In the activeness indicator, the initial treatment showed that 0% of cadets were inactive, 15.79% were less active, 31.58% were active, and 52.63% were strongly active. In the second treatment, there were 0% of cadets who were inactive, 7.90% who were less active, 31.58% who were active, and 60.53% who were strongly active. Regarding the response indicator for the initial treatment, 0% of cadets were unresponsive, 23.68% were less responsive, 28.95% were responsive, while 47.37% demonstrated strong responsiveness. During the second treatment, there were no cadets who were unresponsive, 15.79% who were less responsive, 31.58% who were responsive, and 52.63% who were strongly responsive.

Regarding the attention indicator during the initial treatment, no cadets (0%) exhibited inattention, 18.42% were somewhat inattentive, 44.74% were attentive, and 36.84% demonstrated strong attention. During the second treatment, there were 0% of cadets who were inattentive, 18.42% who were somewhat attentive, 39.47% who were attentive, and 42.11% who were very attentive. Regarding the indicator of interest during the initial treatment, there were 0% of students who showed no interest, 18.42% who were somewhat disinterested, 44.74% who expressed interest, and 36.84% who demonstrated strong interest. In the second treatment, there were 0% of cadets who were disinterested, 18.42% who were somewhat disinterested, 39.47% who were interested, and 42.11% who were very interested.

Interpretation and Discussion

This research aims to assess whether a significant difference exists between the 3rd-semester cadets of TRPK 59 Batch Politeknik Bumi Akpelni who utilized the Easy World of English website and those who were taught using Microsoft Office PowerPoint slides as methods to enhance cadets' understanding of the simple past tense. The results of the analysis show a significant variation in the average score of cadets' pre-test (See Table 4.4). After the treatment, the post-test results improved for cadets in both groups. In the experimental group, the pre-test score of 79.78 rose to 93.32 on the post-test. In the control group, the cadets' pre-test score rose from 84.89 to 89.47 in the post-test. The post-test outcomes from both groups show a significant difference between the 3rd-semester cadets of the TRPK 59 Batch who

learned using the Easy World of English website and those taught with Microsoft Office PowerPoint Presentation slides, concerning their grasp of the simple past tense. Therefore, the hypothesis put forward by the researcher is recognized.

Another outcome that is backed by the other computation is the assessment of the questionnaire. The questionnaire results indicate that 100% of cadets (37 students) appreciated the incorporation of the Easy World Of English website in lessons; 64.86% of cadets (24 cadets) believed that their motivation improved during the teaching and learning process with the Easy World of English website; 91.89% of students (34 cadets) found that the Easy World of English website significantly aided their comprehension of the simple past tense; 91.89% of cadets (34 cadets) felt their grasp of the simple past tense enhanced following the lesson that utilized the Easy World of English website as a resource; 13.51% of cadets (5 cadets) encountered difficulties during the learning process while using the Easy World of English website. According to the results, it can be concluded that the website Easy World of English is highly effective in assisting cadets in comprehending the simple past tense. Having a good grammar mastery must assist someone would be able to enhance their English skill. Even though the simple past tense effect is not as strong as simple past tense; yet that would be a supportive inner modality for a cadet to take an advanced activity to be able to write in a good grammar.

CONCLUSION AND RECOMMENDATIONS

The data analysis revealed that utilizing the EWE (Easy World of English) website as a medium is effective in improving cadets' comprehension of the simple past tense. The enhancement in the average scores of the experimental group's pre-test and post-test is evident. The pre-test mean for the experimental group was 79.78, rising to 93.32 in the post-test.

The researcher found that after the treatment for both the experimental and control groups, the outcomes showed a notable difference between the third semester cadets of TRPK 59 Batch in Politeknik Bumi Akpelni who were taught through the platform and those who were taught using Microsoft Office PowerPoint Presentation. The difference in the average score between the experimental group and the control group in the post-test is clear. The experimental group had an average post-test score of 93.32, whereas the control group had an average post-test score of 89.47. Based on the t-test computations outlined in the previous chapter, the calculated t-value was 2.336, and the value from the t-table was 1.992. The t-value surpassed the t-table.

Analysis of the observation sheet for the experimental group, which used the platform for instruction, revealed a positive increase in the cadets' attitudes toward utilizing the website during the treatment. The cadets grow more engaged, reactive, focused, and curious about learning the simple past tense. This study will help the English lecturers can utilize this media to engage cadets' interest and focus during the lesson. It also provides a change in teaching methods, preventing the cadets from becoming disinterested during the educational process. The researcher anticipates that the findings of this study will be beneficial for future readers. This study can serve as a reference for future researchers interested in exploring the same area. They can further enhance the research to improve educational progress. The researcher also aspires that it might inspire another investigator in creating a resource for grammar instruction. The lecturer should consider integrating websites like EWE into grammar materials. Future researchers could compare the effectiveness of EWE with other digital media or explore other grammar tenses.

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