
**INTENSIFY WRITING SKILLS USING A *GRAMMAR HANDBOOK*
TO THE SECOND-GRADE AT MA AL-MUKHLISHIN**

Muhammad Najib¹, Chairul Bahriansyah², Gina Selvira Yanti²

Student¹ dan Lecturer² STAI Mempawah
Contributor Email: mnajib21201@gmail.com

Abstract

The study aims to explore the process of intensifying writing skills and to find out the effects that occur when using a grammar handbook. This research has been conducted on the basis of problems that occur in MA. Al-Mukhlishin, Mempawah. The problem in question is the lack of students' ability to write an English sentence. The researcher initiated the research by intensifying the students' writing ability. To intensify this ability, the researcher tries to offer a medium that will be used, namely the Grammar Handbook. This research uses a mixed method approach with the type of convergent parallel design research that focuses on developing the results of qualitative research and quantitative research. The results of both studies show that the response obtained by the researcher to the use of the grammar handbook itself is very positive where students understand enough from the discussion of the book. Students consider that the book is important to use and they even think that the book can be a good guide so that students want to cover their writing deficiencies by studying the grammar handbook. Regarding the students' development, it is quite significant because the researcher thinks they are trained enough after the treatment or experiment of using the grammar handbook in the previous lesson.

Keywords: *Intensify, Writing Skills, and Grammar Handbook.*

A. Introduction

In the realm of education, it is inseparable from the realization of an educational goal, one of which is the achievement of comprehensive learning for students. This can be attributed to the polarization of its achievement, which can be said to be the good learning media used.

One of the problems for students can be found in English classes where they are required to be able to process words to become proficient in English. To be more precise, what the author wants to convey regarding the problem of the learning process above is the difficulty of students to be able to form basic sentence patterns. This cannot be dismissed from the fact of a case that happened in a high school.

In this case, the researcher tries to provide the best solution so that students can easily make a basic sentence. To overcome this, the author tries to apply media in the form of a grammar guidebook made by researchers and aims to make learning more directed. A grammar guide is a guidebook used to help one check the grammar rules in a particular language. A grammar guide can also help one develop precise and accurate writing and speaking skills.

The correlation between writing and grammar is interrelated. To improve writing ability, grammar can be an offer for the gap for students who have difficulty in writing. Grammar can provide guidance for the perfection of a language order. Moreover, students who will make a simple sentence which is certainly science for its formation need to have the correct guidance. As in this study, researchers will use grammar books that are made and packaged according to the needs of students.

In accordance with the aforementioned phenomena, this study aims to examine the use of grammar guidebooks in improving writing skills in second grade students at MA. Al-Mukhlisin, Mempawah.

B. Research Methods

The study using Mixed Method. A mixed-methods layout can integrate and synergize multiple data sources that could help to observe complex issues. The type of this research is use convergent parallel design of Mixed Method.

C. Discussion

The study used descriptive statistics to measure students' views and satisfaction regarding the grammar handbook's role in improving their writing skills. It focused on four key areas: the use of the handbook in writing class, students' perceptions of it, their readiness to use it, and the learning process involved. The researcher aimed to enhance students' writing skills by providing suitable and flexible media through the handbook, which features easy-to-understand sentences. Responses were categorized into negative, positive, and neutral based on students' agreement levels. Results are presented in Table 4. 3.

Table 4.3
Students' Response to The Use of Grammar Handbook

Variables	VD	D	Total (VD + D)	N	A	TA	Total (A + TA)
The Use Of Grammar Handbook In Writing Class							
I think grammar handbook should be used in every writing lesson.	0	0	0	37.5%	62.5%	0	62.5%
The grammar handbook is suitable to be used as a writing guide	0	0	0	20.8%	58.3%	20.8%	79.1%
I need to learn more about using grammar handbook to improve my writing skills	0	0	0	25%	54.2%	20.8%	75%
Students' Perception On Using Grammar Handbook In Writing Class							
I find it difficult to understand the contents of the grammar handbook	8.3%	29.2%	37.5%	20.8%	25%	16.6%	41.6%
I think the grammar handbook is easy to understand and the language is understandable	0	0	0	37.5%	58.3%	0	58.3%
I think this grammar handbook has no relevance in learning to write	0	4.2%	4.2%	58.3%	33.3%	4.2%	37.5%
I feel quite directed in using the grammar handbook	0	0	0	20.8%	75%	4.2%	79.2%
Students' Readiness On Using In Writing Class							
I will use the grammar handbook for every writing lesson	0	4.2%	4.2%	45.8%	37.5%	12.5%	50%
The grammar handbook as a support for the continuity of learning	0	4.2%	4.2%	37.5%	50%	8.3	58.3
I feel that the grammar handbook is a good	0	4.2%	4.2%	12.5%	66.7%	16.7%	83.4%

medium for learning							
The Learning Process In Using Grammar Handbook In Writing Class							
I think the grammar handbook is suitable for all students	4.2%	4.2%	8.4%	33.3%	33.3%	25%	57.3%
I think the teacher is quite interesting in delivering the material in the grammar handbook	0	4.2%	4.2%	29.2%	54.2%	12.5%	66.7%
I feel enthusiastic and discuss with my peers in receiving learning using the grammar handbook	0	12.5%	12.5%	25%	50%	12.5%	62.5%
I am sufficiently trained in acquiring tasks according to what is taught through the grammar handbook	0	8.3%	8.3%	12.5%	62.5%	16.7%	79.2%
I feel the need to make up for my shortcomings in writing by learning to use grammar handbook	0	8.3%	8.3%	33.3%	54.2%	4.2 %	58.4%

Then after the pre-test and post-test above, the data obtained as listed in the following table.

Table 4.4
Results of Pre-test and Post-Test

No.	Respondent	Pre-Test	Post-Test
1.	AR	97	97
2.	LNМ	92	97
3.	INP	98	100
4.	ANN	98	100
5.	IB	96	99
6.	JP	87	100
7.	FNL	90	98
8.	STA	100	100
9.	WNV	90	93
10.	ENH	98	98
11.	AL	93	95

12.	AS	99	100
13.	QS	91	96
14.	MFF	97	99
15.	FJS	99	100
16.	RZ	100	97
17.	MU	98	99
18.	TRL	90	99
19.	MYZ	85	90
20.	KPN	90	100
21.	SR	99	98
22.	HA	99	100
23.	HHR	97	98
24.	HI	97	97

As well as from the results of previous tests given by researchers to respondents, it is enough to conclude that grammar books are quite effective to use as well as the responses given by English teachers to the learning process during the study which are listed in the table below.

Table 4.5
Observation Result

Aspects	Indicators	Percentage 1-10 %
Learning Activities	Doing their assignments based on the teacher' instruction.	8%
	Asking question to their teacher if there is an instruction which is not clear.	8%
	Giving comments and suggestions about their friends' job.	8%
	Presenting their discussion result without being appointed by the teacher.	8%
	Discussing and working together with their friends in doing their assignments.	8%
	Doing assignments from their teacher well.	9%
Creativity	Showing their curiosities with asking question to their teacher and friends.	9%
	Exploring their ideas.	8%
	Thinking and are not hopeless for looking for answer using books or asking to their	8%

	friends.	
Feeling of Happines	Looking happy in learning process	8%
	Not feeling sleepy during the teaching and learning process.	8%
Interaction	Discussing with their teacher.	8%
	Discussing with their friends.	10%
	Working together with their friends.	10%

The results of the research through this interview, the researcher tried to translate it from Indonesian into English. In this interview, there were 3 informants which were selected based on purposive sampling. The researcher also found 5 themes after the qualitative research was conducted which will later be compared with the results of quantitative research.

Learning Service Provider. Based on the informants' responses, this grammar book is very easy to use in learning. It can also facilitate students in learning English because it focuses on improving writing skills.

Usefulness of Media. Informants also feel that the grammar handbook is very important to use because according to him, using the book makes it easier to learn, especially for beginners, especially with the explanation that is very easy to understand.

Comportable Media. All informants stated that the grammar handbook was quite easy to understand because the contents were very clear. The informants also find it helpful, can discuss together if they have difficulties and is very suitable for those who are just learning English.

Good Guidance. Furthermore, the informants found the grammar handbook to be a good guide. They feel that it is not only useful for the classroom but can also be used outside the classroom or wherever they are. The researcher intentionally designed the book in an economical and simple form to make it easier for informants and others to carry around.

Lastly, before using the grammar handbook, informants had used several media. The media used may still be lacking for students because it can be seen from the students' responses that they still find it difficult so this is the reason for researchers to come up with grammar handbooks.

Those are the responses from the informants about the use of the grammar handbook. A very positive and informative response can certainly answer the problems of informants or students.

The researcher collected both qualitative and quantitative data that resulted in satisfactory responses about the use of grammar handbooks in learning. Interviews indicated that informants found the media helpful for learning. Previous studies had focused on other media types, like applications and pictures, but faced challenges such as the need for internet access and incomplete materials. In contrast, the researcher aimed to create a grammar handbook to address these gaps.

After using the grammar handbook, many students gave positive feedback, expressing a desire to use it more frequently to improve their writing skills. While some found the handbook helpful, others struggled to understand it or felt it was irrelevant to their writing. Despite these mixed feelings, most students believed the handbook guided them well.

Students generally felt the need for the grammar handbook to be included in every lesson to support their learning. However, some were hesitant about its usefulness and needed encouragement to engage more with the learning materials. The researcher noted that the handbook should foster greater literacy awareness among these students.

The researcher observed that after lessons using the grammar handbook, many students showed enthusiasm and improvement in reading, understanding, and completing tests. A comparison of pre-tests and post-tests showed most students made significant progress. Only a few students struggled, highlighting the need for more support and motivation.

Observations revealed improvements in student behavior, creativity, and collaboration. Students followed instructions closely, engaged in discussions, and showed curiosity by asking questions. Overall, the responses from interviews supported the positive impact of the grammar handbook, emphasizing its role in enhancing students' writing skills. The researcher believes that by continuing to build literacy, students will remain engaged and up-to-date with global developments.

After conducting lessons, tests, questionnaires, and interviews, the researcher concluded that students needed the grammar handbook. They found the content easy to comprehend, believed it was essential for guidance, and liked its flexible and comfortable format. Positive feedback from students will inform future research developments.

D. Conclusion

In this study, the researcher tested the use of a grammar handbook as a teaching tool over two lessons. The grammar handbook was used in the second meeting to compare students' learning outcomes with and without it. To measure student progress, the researcher administered pre-tests and post-tests in each meeting. After the experiment, students filled out a questionnaire to share their thoughts on the grammar handbook, which was further discussed in interviews. The researcher also observed the classes, working with the English teacher to understand classroom management after using the handbook media.

The study received positive feedback from students, showing good responses and satisfactory results. The post-test scores were significantly better than the pre-test scores, indicating benefits for the students. To further understand their views, the researcher used a questionnaire after the test. Students shared diverse responses, mentioning that they found the grammar handbook easy to understand and valued its importance. They noted that past difficulties were resolved, felt guided in using the book, and expressed a need for a grammar handbook for their studies. Interviews confirmed that students felt comfortable learning with the handbook and found it useful, especially for beginners.

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