

**UTILIZING WORDVICE ARTIFICIAL INTELLIGENCE
TO TEACH ENGLISH SUBJECT-VERB AGREEMENT**

THESIS

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FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2024 M / 1446 H

It has been defended in *Sidang Munaqasyah*
In front of the broad of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for Bachelor Degree of Education in English Language Teaching

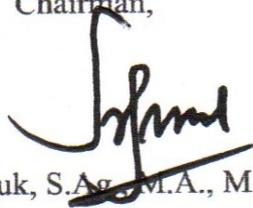
On:

Monday, 12 August 2024 M
7 Safar 1446 H

In Darussalam, Banda Aceh

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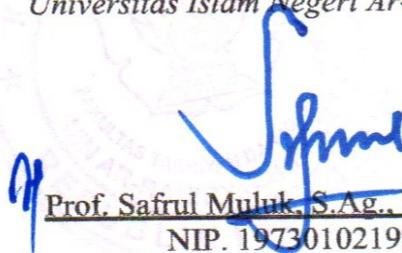
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UTILIZING WORDVICE ARTIFICIAL INTELLIGENCE TO TEACH ENGLISH SUBJECT-VERB AGREEMENT

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 22 July 2024

Saya yang membuat pernyataan ini,

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise be to Allah who has given mercy and blessing to me with gratitude. Alhamdulillah, I would like to thank Allah Subhanahu wa Ta'ala for giving me the opportunity, inspiration, and strength to complete this thesis. Shalawat and salam to our beloved prophet Muhammad (peace be upon him) who has guided his ummah from jahiliyah to islamiyah.

First and foremost, my deepest respect and gratitude goes to my main supervisor Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D., who has guided me in the rules of writing and research in accordance with research procedures. He is a person who has guided me a lot and provided knowledge about how a research should be made and written. The head of the study program, Syarifah Dahliana, S.Ag., S.E., M.Ag., M.Ed., Ph.D., and the vice head of study program, Azizah, M.Pd., have tried hard to keep this study program accredited. Furthermore, I would like to thank all the instructors who have guided me during studies at English Education at Ar-Raniry State Islamic University. May Allah grant them happiness and peace in this world and hereafter.

My deepest appreciation and best wishes are extended to my mother Lily Sumarli, and Prof. Maizuddin, M.Ag., my parents who are the most precious and influential people in my life. I would also like to thank my two younger Fathiya Mardhatillah, and Ghanaya Mardhatillah for their support.

I would especially like to thank the English Department, especially Miss Rita Hermida, S.Pd.I., M.Pd for allowing me to conduct the experiment in her class. Finally, I would like to thank everyone such as the students, and lecturers who really helped me in this research.

The researcher concluded that this thesis has many limitations and weaknesses, especially due to the many difficulties encountered during the writing process. To achieve perfection, the writer needs suggestions and improvements. The writer would like to express the deepest gratitude to all those who have provided assistance, inspiration, recommendations, and guidance to the writer.

I also realized that there are many mistakes in my thesis due to the limited experience I have. Therefore, any knowledgeable feedback and recommendations will be accepted and gratefully appreciate.

Banda Aceh, 22 July 2024

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ABSTRACT

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Thesi's Title : Utilizing Wordvice Artificial Intelligence to Teach
English Subject-Verb Agreement
Main Supervisor : Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D
Keywords : Artificial Intelligence, Subject-Verb Agreement, Teaching

English Subject-Verb Agreement is one of the grammar topics that must be studied in English Department at UIN Ar-Raniry Banda Aceh. A medium that can be taught as assistant in the learning process to teach English subject-verb agreement. The purpose of this study is to determine whether or not it can be impact on students' learning outcomes. This study implemented a quantitative method with a pre-experimental design. The sample consisted of 22 students in an intermediate grammar class, with a total population of 183 in batch 23. This sampling method was chosen to ensure that each student had an equal chance of being selected. The study aimed to minimize selection bias and ensure that the results would be representative of the larger population. Data collection used pre- and post-tests. In processing data, the researcher used SPSS 27.0 Version. The results showed that the use of Wordvice artificial intelligence had an impact in teaching grammar for students' learning outcomes. The students' pre-test and mean score was 33.64 with a standard deviation of 15.975, and their post-test mean score was 53.41 with a standard deviation of 17.484.

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A R - R A N I R Y

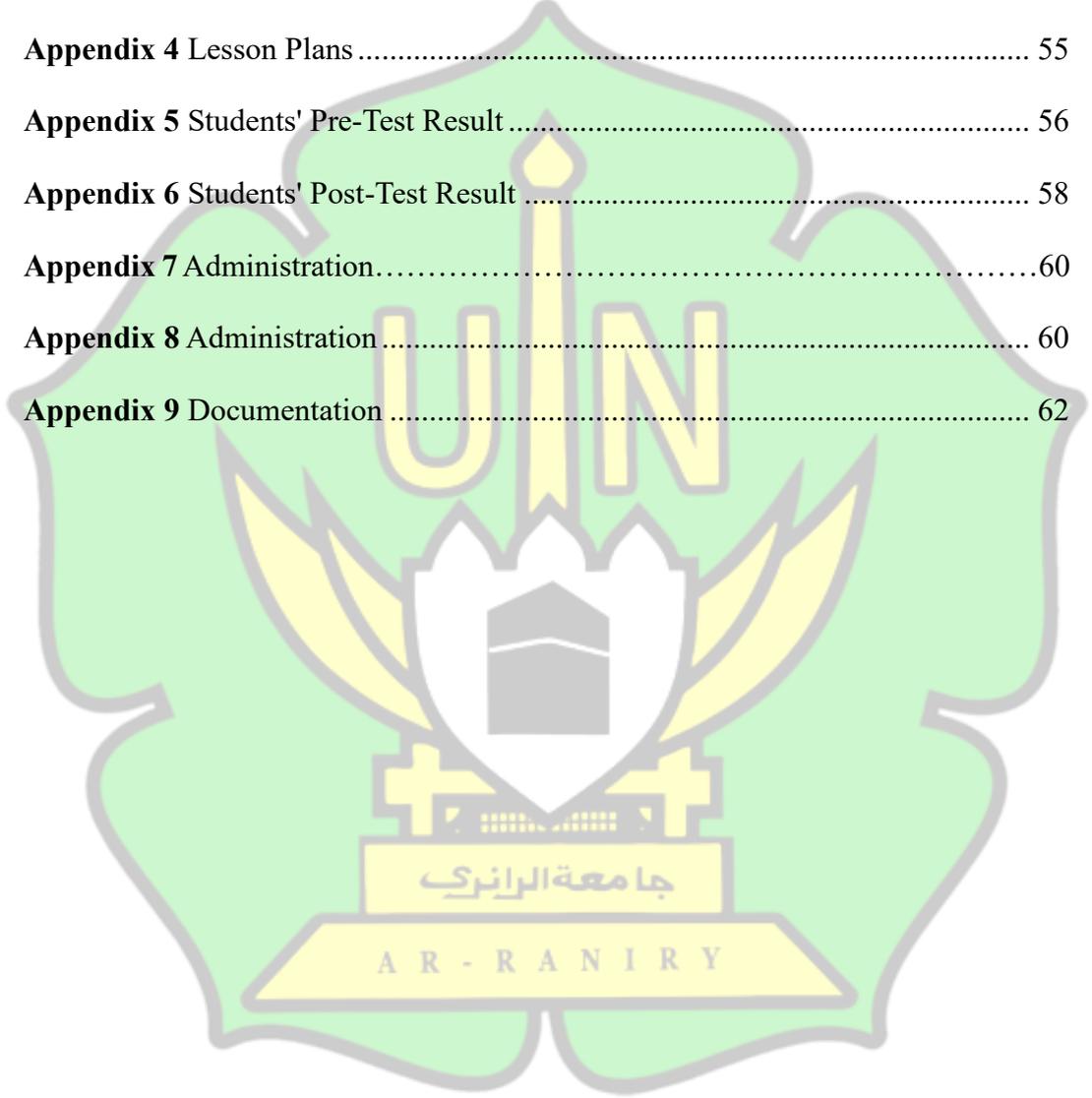
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CHAPTER I

INTRODUCTION

This introductory chapter describes the overview of this research topic. It discusses the study of background, research question, research aim, the significance of study, and research terminologies.

A. Background of Study

Today, technology in education are widely used by learners and educators. Technology provides many benefits for students and teachers. The benefits of technology in education for students and learners include many advantages at this time such as learner's aid, and connecting to everyone through online platform. One of the new technologies commonly discussed these days is artificial intelligence (known, as AI). Artificial intelligence is the way of machine in creating and doing many task that need human intelligence such as thinking and understanding (Bengaluru et al., 2022). Artificial intelligence that has been set up in education, particularly will be impact on students' learning. Artificial intelligence in education presents new prospects, potentials, and hurdles to education practices. Artificial intelligence has improved teaching activities including evaluating students' work, assigning grades, and giving assignment feedback using computer programs.

The use of technology has become an important part of the language learning process. It assists students by boosting their motivation, facilitating their understanding, and providing collaboration skills. Technology enables students to

adapt to learning process using some tools to help teachers facilitate language learning for their students. Syafitri et al. (2022) state that educational resources have become accessible through smart devices. By using technology, many materials can be provided to students such as online textbooks, videos, podcasts, and quizzes. Those materials distributed on online platforms is capable of helping students' language skills, including writing skills, in various ways such as providing different format and styles of writing, correcting their grammatical errors in writing, paraphrasing and others. Students who utilize technology in their writing process can have their writing quality improved.

Students' writing problems in English language have become a major issue in higher education. In the process of writing learning, students can encounter different types of writing barriers hindering them from producing a good work. The problems faced by students in their writing can be various such as spelling, grammar, punctuation, sequence of words, and generating ideas problems (Utami et al., 2023). Furthermore, Rahmatunisa (2014) proposes that students encounter three in learning writing. These problems encompass linguistic, cognitive, and psychological aspects. Specifically, linguistic issues involve grammar and vocabulary, cognitive problems include spelling and punctuation, and psychological factors relate to motivation and confidence. For those different types of barriers, technology get possibly utilized to improve students' writing skills.

Artificial intelligence technology has been used so that the quality of writing is improved better. Some examples of artificial intelligence tools are Grammarly,

Quillbot, Google Translate, Wordvice AI, and others. Different products of AI facilitating aids in writing provide different types of elements that they focus on. For instance, Grammarly and Quillbot are two kinds of artificial intelligence tools that able help students to correct their mistakes in grammar and sentence structure. Meanwhile, Google Translate is a kind of artificial intelligence tool that can help students find the appropriate words in their sentences based on the context. Accordingly, normally one AI product does not assist all grammar aspects. This study was utilize one of the AI namely Wordvice. This application assists its users to identify spelling, grammar, and punctuation errors.

Some researchers have previously conducted studies on artificial intelligence writing tools. One of the studies was by Ginting et al. (2023), focusing on the utilization of artificial intelligence tools for writing used by English Foreign Language (EFL) students. This study used a mixed method combining both quantitative and qualitative approach. His study using Grammarly and Quillbot as an AI tool. Another study was conducted by Zulfa et al. (2023). Her study focused on the utilization of technology tools by students and its impact on their learning. The interesting findings indicated that students used several technology tools in one time. Her study used some AI tools such as Grammarly, Quillbot, and Smodin. In addition, the study conducted by Inderawati (2019) suggests that students were able to effectively generate ideas in text by leveraging the utilization of AI tools that provide assistant feedback and suggestion.

Following the previous study above, this research was attempt to evaluate the utilization of artificial intelligence tools. However, different from the previous studies, in this research is utilizing Wordvice artificial intelligence to teach English subject-verb agreement using quantitative method. Many previous studies used many artificial intelligence tool and qualitative approach in their research regarding artificial intelligence for education and there has been no further research using quantitative method regarding artificial intelligence. PBI students can evaluate the impact of artificial intelligence on their own learning outcomes, as they are the future teachers who will utilize this technology in their teaching practice.

B. Research Question

Based upon the background of study, the researcher selected the question of research as follow “Does the use of wordvice artificial intelligence impact on students’ learning outcomes?”

C. Research Aim

Based upon the research question above, the aim this research is to find out whether using artificial intelligence can be impact on students’ learning outcomes.

D. Significance of the Study

This study is expected to provide academic benefits, especially for students, lecturers, educational institutions, and future researchers.

1. Students

This study expects the students' grammar acquisition will improve by using AI tool, providing them with valuable resources, and enable them to investigate or gaining their knowledge through English grammar.

2. Lecturers

One of the tasks of lecturers is the development of knowledge. From this research, the data obtained can be used as a basis for further research and get feedback from their students in their teaching process.

3. Educational Institution

Utilizing artificial intelligence tool in teaching grammar hold significant potential for educational institution by providing feedback and assist educators in delivering more effective teaching and learning process. The integration of artificial intelligence tool in education can lead to boost students' learning outcomes and allowing them to focus more in expanding and gaining their knowledge.

4. Future Researchers

This study is beneficial for the future researchers as this will serve as guide for researchers who have the same topic, a source for literature review, and make it easier for them to understand the topic better.

E. Terminologies

This part provides the definitions of terminologies presented in this study to help better understand this study's key terms.

1. Artificial intelligence

Artificial Intelligence is the development and use of computer software capable of performing tasks that typically require human intelligence (Russel & Norvig, 2010).

2. Wordvice Artificial Intelligence

Wordvice AI is powered by Wordvice Editing Service, a global leader in language editing (Lee, 2013). Wordvice AI was created to assist authors in clearly communicating their ideas through writing and improve their English writing in university level.

3. Teaching

Teaching is an interaction between teacher and students during specific activities in order to help the students acquire knowledge and cognitive skills (Harmer, 2007).

4. Subject-Verb Agreement

Subject-verb agreement is crucial in ensuring clarity and fluency in writing. It means that the verb used in a sentence needs to match the number of subjects, whether its singular or plural (Pyle, 2006).

CHAPTER II

LITERATURE REVIEW

In this heading section, the researcher presented the literature review that relates to the topic. It provides a definition of grammar, subject-verb agreement, media, teaching, artificial intelligence for education, and the advantages and disadvantages of artificial intelligence.

A. Grammar

1) Definition of Grammar

Grammar is a set of structural guidelines of relating to making the building of sentences, clauses, and phrases in an English language, taking an essential part in learning language and applying it in written text. Grammar included in defining the syntax of a language, which is a model of structure of related to meaning. The Oxford Advanced Learner's Dictionary defines "grammar as a system of rules that regulate the production of words and the structure of sentences". Larsen-Freeman and Anderson (2011) states that "the term grammar is used to define an obtaining of rules that are applied by native speakers of a language". Furthermore, Dykes (2007) "noted that all of us use grammar at the time people begin to speak".

Grammar may be characterized as a system of meaningful structures and patterns that are limited by certain functional rules. In a different version of definition grammar by Thornbury (1999), "grammar is defined as a statement of ther rules for building sentences, including an analysis of the meanings transmitted with those structures". Swan (2007) identifies grammar as the set of rules that

determine the combination, arrangement, and change of words to deliver certain meanings. Harmer (2007) states “grammar as the explanation of the ways in which words can modify their own forms and connect into sentences in an appropriate language”. It is the study of rules that are believed to characterize the appropriate and not appropriate ways in which students should speak the language, including the sounds, functions, and connections of types of words in sentences. In considering of the definition of grammar provided by experts, it can be assumed that the process of learning grammar involves the study of how words are put together in a sentence in a way that matches to accepted grammatical patterns, and the structures support the meaning of sentences. It encompasses not only the style in which language is built and performs, but also sets the foundation’s structure and patterns that affect the choices and combining of words.

1) The Importance of Grammar

It is relatively simple to recognize the relevance and need to learn grammar by first gaining a clear understanding of its fundamental meanings and definitions. Without an excellent understanding of the grammar and structural additional details of a given language, it is hard for students to carefully realize the primary key of writing a text when spending time in reading. In such instances, acquiring a grammar can useful later on. By having an overall understanding of grammatical concepts, students can upgrade their capability to understand the meaning of words, whether they are reading, speaking, listening, and writing. A student may be believed to have achieved an acceptable level of ability to understand a foreign language if they successfully demonstrate two important abilities, such as accuracy

(correctness), which relates to an awareness of grammatical structure, and fluency, which indicates the ability to use the language with ease and naturalness. “With an in-depth awareness of grammatical concepts, students could prevent the consumption of inappropriate patterns” (Magfirah, 2007).

2) Types of English Grammar

English grammar can be categorized into various types, each serving different purposes in the study and use of the English:

1) Prescriptive Grammar: This type of grammar prescribes the rules and norms that dictate how the language should be used. It focuses on maintaining standard language usage and correcting deviations from these norms. Quick and Greenbaum (1973) are known for their work in prescriptive grammar, offering a detailed description of the rules governing standard English usage.

2) Descriptive Grammar: Unlike prescriptive grammar, descriptive grammar seeks to describe how language is actually used by speakers, without imposing rules about what is correct or incorrect. Chomsky (1965) revolutionized the study of grammar with his theory of generative grammar, which focuses on describing the inherent structure of language as it is naturally used.

3) Pedagogical Grammar: Pedagogical grammar is designed specifically for teaching and learning purposes. It simplifies complex grammatical concepts to make them accessible to language learners. Celce-Murcia and Larsen-Freeman (1999) emphasized the importance of making grammar instruction relevant to learners’ communicative needs.

B. Subject-Verb Agreement

Subject-verb agreement is a fundamental sentence format that should be acquired by second language learners. “Subject-verb agreement involves choosing the right single or plural verb after the subjects” (Eastwood, 2004). Pyle and page state that “the subject and verb in a sentence must match in person and a particular number” (Pyle & Page, 2002). It proves that if the subject is singular, then the verb is singular, if the subject is plural, then the verb is plural. For instance, in the sentence “The cat runs quickly”, the singular subject “cat” requires the plural verb “run”. Conversely, in “The cats run quickly,” the plural subject “cats” requires the plural verb “run”. This agreement is essential for maintaining clarity and coherence in communication.

The learning of the Indonesian language is notably different from that of the English language. “In Indonesian, verbs stay same no matter whether the subject is singular or plural, or whether the event appears in the present, past, future tense” (Sneddon, 2003). In contrast, “English verbs always depend on the subject and the time when an action happens” (Ginanjari, 2015).

As the idea stated by Rozakis (2003) in his written work, “verbs convey information through changes in their form, so the writer could figure out by looking at the verb form: 1. Various types of tense (when the happens in present, past, or future time); 2. A person (who is doing the action); 3. Number of subjects (how many subjects act the action); 4. A voice (the active or passive voice)”. This

explanation underscores how variations in verb forms can indicate different grammatical aspects, including tense, person, number, and voice.

The difference in subject-verb agreement between English and Indonesian highlight the importance of targeted instruction for second language learners. By understanding these grammatical nuances and practicing their application, students can improve their accuracy in English writing and speaking, thereby enhancing their overall language proficiency.

C. Teaching

According to Brown et al. (2000), “teaching can be defined as a process of guiding and facilitating learning, enabling students to take part in the process of acquiring knowledge and setting the circumstances for such satisfactions”. Larsen-Freeman and Anderson (2011) states that teaching is an intellectual and emotional activity. Theories and beliefs about teaching, instructors, and students that motivate knowledge-based classroom action practices guide their actions. Liyaningsih (2017) further posited that “teaching is the process of transferring knowledge from teachers to students”.

Moreover, Doyle (2008) demonstrated that “teaching is the process of leading and encouraging learning, helping students to learn and providing circumstances for learning”. The author explains that the way students learn is determined by the teacher’s teaching style, approach, methods, and classroom techniques. Based on the statement above, it can be concluded that a teacher must have knowledge about both teaching methods and student behavior.

D. Media

1) Definition of Media

The term medium comes from the Latin word, which means middle, introduction, or intermediate. The plural of media comes from the word medium, which etymologically means introduction or middleman. Arsyad (1997) defines “media as any medium that humans use to convey opinions or ideas to the relevant people”. Gerlach and Ely (quoted in Arsyad, 1997) argue that “media can be divided into three categories: human, material, and events”. These categories are not mutually exclusive, and they can be used to describe a variety of media that help students acquire knowledge, develop talents, and create attitudes. Individuals of various ages have used media to help them achieve their everyday obligations also in education.

Over time, instructional media in the twenty-first century has evolved into a vital instrument for making teaching more convenient. According to Akmal et al. (2024), instructional media play a crucial role in teaching English, as they can enhance students’ motivation and enthusiasm if used engagingly by teachers. In English foreign language classrooms, instructional media are utilized by teachers to facilitate students’ learning, both in explaining materials and giving exercises. Teachers believed that instructional media could help boost students’ interest, facilitate the learning process, and promote the achievement of teaching and learning objectives. They specified that topic lessons are essential factors to consider when selecting instructional media for teaching English.

2) Types of Media

a. Traditional media

Traditional media have long served as the foundation for ELT, providing learners with structured and reliable content. According to Tomlinson (2011), “textbooks have been critical in delivering a consistent curriculum and guaranteeing standards in language instruction”. These resources frequently include carefully curated content that is linked with educational standards and learning objectives. “Textbooks often follow a structured pedagogical framework that include exercises, activities, and examinations to develop language skills” (Harmer, 2007). Traditional media have become a classroom mainstay worldwide due to its comprehensiveness and dependability. Traditional media has a significant benefit in terms of stability and independence from technology infrastructure.

Harmer (2007) underlines “the importance of conventional media in locations with limited access to the internet and digital gadgets”. They promote equitable learning opportunities by ensuring that all students, regardless of socioeconomic position, have access to high-quality instructional materials. Furthermore, “conventional materials, such as printed books, are not affected by technological concerns like software malfunctions or network issues, which can disturb the learning process” (Grabe & Stoller, 2019).

b. Digital Media

Modern media has transformed the teaching of English as a second language (ESL), providing novel instruments and ways for improving language learning and

performance. The researcher demonstrates the efficacy of digital technologies in English language instruction, particularly in promoting interactive and engaging learning experiences. Stockwell (2010) found that “mobile technology such as smartphones and tablets can help with language acquisition by giving access to language materials, interactive activities, and multimedia information at any time and from any location”. This accessibility promotes “self-directed learning and allows students to practice language skills in real-world settings, increasing fluency and confidence in English usage” (Stockwell, 2010).

To summarize, current media in English education has revolutionized traditional ESL training by utilizing digital technology to create dynamic and immersive learning settings. Using mobile apps, multimedia presentations, online platforms, and social media, instructors may optimize language learning results by boosting interaction, and real-world application of English language abilities.

E. Artificial Intelligence (AI)

1) Definition of Artificial Intelligence

“McCarthy first introduced the idea of artificial intelligence at the Dortmund conference in 1956” (Zhai et al., 2021). “Artificial intelligence refers to the development of machine that can perform tasks that would typically require human intelligence. According to Russell and Norvig (2010), Artificial Intelligence (AI) is the term used to describe the emulation of human intellectual processes by machines, such as learning, and self-correction. Artificial intelligence is transforming numerous aspects of life, including medical care, psychological study,

scientific study, and politics” (Xu et al., 2021). In order to enhance students’ educational experiences, artificial intelligence can help teachers estimate students’ learning performance and status, suggest learning resources, and automate evaluations (Liang, 2021). Recent advancements in artificial intelligence have resulted in important alterations, such as services offered in higher education. This technology is available to students at all times, throughout the entire year, and without any restrictions.

2) Artificial Intelligence in Education

According to Baker and Smith (2019), the integration of artificial intelligence in education has offered many prospects, and problems for educational innovations. These include the task of enhancing the function of the instructor and creating a modern educational system. Few studies directly investigate the many functions of artificial intelligence, the relationship between AI and current learning theories, and the extent to which AI is used in instruction and learning (Chen et al., 2020). Education has a significant increase in the use of artificial intelligence (AI). Customized teaching systems, which aim to enhance learning, are an extraordinary example.

In an educational context, artificial intelligence manifests in various forms, depending on the stakeholders and their specific goals or tasks. One type of explanation in education that is crucial to academic results is feedback, specifically for instructors and students. According to Hattie and Timperley (2007), teachers’ explanations of students’ performance on specific tasks, recommendations for

improvement, ideas for self-monitoring and guidance, and effect-level remarks are the most common types of explanations given to students. With giving students constructive feedback, raising their academic performance, cultivating a love of learning, and offering answers to the issue of classroom interaction. Using artificial intelligence apps in the classroom will have a direct and beneficial impact on these components of education (Dickson, 2017). Teachers typically use feedback to determine which learning areas students need support with and how effective their current teaching methods are. Common resources that might help with teaching reflections are student grade distribution, class participation, student surveys, parent-teacher correspondence, and peer assessment. In order to position teachers as learners through reflections on feedback, pedagogical knowledge construction, understanding how students learn, and specialization knowledge (Kreber, 2005). According to Boyer (1990), feedback is essential to teaching.

In their most recent study, Baker and Smith (2019) address “educational artificial intelligence technology from three point of view: three approaches: system-facing, teaching-facing, and learner-facing. Personalized learning management systems is a program that students utilize to study a course. Teacher-facing technology helps educators by automating tasks related to administration, evaluation, feedback, and plagiarism detection. Additionally, by giving teacher’s insight into their student’s learning progress, artificial intelligence educational systems enable them to provide prompt assistance and guidance as needed. System-facing is the method that provides managers and administrations with institutional data for tasks like faculty and college oversight.

F. The Advantage and Disadvantage of AI

Artificial intelligence (AI) is defined as the creation of computers that can think and behave like humans. Artificial intelligence (AI) has made significant progress since its beginning and now plays a crucial role in our daily lives with the advancement of technology. The advancement of technology not only brings various advantages for a number of people at large, but also create series problems particularly if the technology is not used properly (Habiburrahim, 2015).

The primary advantage of artificial intelligence for students, according to Sabzalieva and Valentini (2023), is its capacity to provide speedy feedback”. As students input material using computer keyboards, artificial intelligence (AI) corrects their grammar errors, makes suggestions for enhancements, and provides writing guidance in real time.

The lack of human interaction is one of the disadvantages of artificial intelligence-integrated education (Baidoo-Anu & Ansah, 2023). The study, concluded that platforms or apps with AI integration do not give the output in the same way as a real instructor or teacher. AI will continue to impact everyday life activities. “Scientists are still working on AI and their efforts will make AI emotionally, cognitively, and socially intelligent” (Haenlein & Kaplan, 2019).

G. Previous Study

1. Akbarani (2024) conducted research on the use of artificial intelligence in English language teaching. This research address the extent to use artificial intelligence in English language teaching. The results of this research are the artificial intelligence is needed in English language teaching. Artificial intelligence help students in improving their English skills like speaking, writing, reading using product of artificial intelligence like Grammarly, ChatGPT. So, the use of artificial intelligence in English language teaching is very important or useful and also reducing the burden of teachers and improving teaching quality.
2. Alharbi (2023) conducted research on implementing AI in the English Foreign Language Classroom. The primary of this study has two objectives. First, the researcher seeks to review recent research publications that evaluates the use of AI-powered writing support tools in the classroom. Second, the evaluation aimed to investigate the viewpoints of educators and researchers regarding students' use of AI-powered writing tools, as well as their suggestions for effectively integrate these tools into the current and future classroom.
3. Hartono et al., (2023) conducted research on artificial intelligence (AI) solutions In English Language Teaching. The findings of this study demonstrate a positive attitude towards AI solution in English language teaching, with participants highlighting the effectiveness of AI technologies in providing personalized instruction. The finding have implication for educators and teacher

training programs in the effective implementation of AI solutions. By using AI while human interaction, English language teaching can benefit from customized and adaptive learning experiences.

4. The next research was conducted by Fitria (2021). This study aims to explore the application of artificial intelligence (AI) in education, specifically in the context of teaching and learning. Research from libraries is used in this study. The analysis of the results shows that artificial intelligence (AI) has been widely implemented in various educational technology platforms, including Virtual Mentor, Voice Assistant, Intelligent Content, Intelligent Computer-Aided Instruction (ICAI) or Intelligent Tutoring System. The process of modeling human thought and developing a machine to act like humans is known as artificial intelligence.
5. Lastly, Alhalangy & AbdAlgane (2023). The aim of this study is to determine whether artificial intelligence (AI) can be utilized in English as a second language classes. In gathering data, the study employed a questionnaire. The findings indicated that both teachers and students now have an ethical responsibility to use AI in the classroom as effectively as possible. This study concluded that although artificial intelligence (AI) positively impacts English language teaching and learning, additional efforts are needed to integrate AI into classroom environments.

CHAPTER III

RESEARCH METHODOLOGY

According to Holloway (2005), methodology demonstrates a theoretical framework and concept that provide the basis of techniques and procedures. Research method is a strategy utilized in gathering information to address questions that are detailed in further detail. This heading section includes research design, research participants, data collection, and data analysis procedures.

A. Research Design

Research design is a plan and procedure for research that includes decisions on everything from general assumptions to particular methods for gathering and analyzing data. The researcher collects and analyzes numerical data using a quantitative method. According to Creswell (2012), this method tests theories by examining the relationship between two variables. The researcher aims to find out whether Wordvice AI impact on students' learning outcomes.

In quantitative research, there are numerous kinds of research design, such as experimental, quasi-experimental, correlational, and survey design. This study conducts a research in a pre-experimental design, according to Creswell (2017), a pre-experimental design is a traditional approach to conducting quantitative research. Creswell (2017) identifies four types of pre-experimental designs: one-shot case study, one group pre-test and post-test, and post-test only with nonequivalent groups design.

The researcher measures the use of Wordvice artificial intelligence in teaching subject-verb agreement using a one group pre-test and post-test design. This type of pre-experimental design tests the same group of participants before and after intervention. The pre-test defines the students' understanding on subject-verb agreement before they use the Wordvice AI, while the pos-test defines the students' understanding on subject-verb agreement after they use the Wordvice AI.

B. Research Participants

Sugiyono (2019) defines a population as a generalization area that consist of persons who have certain characteristics that researcher decides to explore. The researcher used sampling techniques to determine the sample.

Sampling techniques is a method of selecting subset of individuals from a population for the purpose of a conducting a researcher. According to Griffee (2012), there are different types of sampling techniques, such as probability and non-probability sampling. As Griffee explains, probability sampling depends on the principles of random selection, while non-probability sampling is according to the researcher's measurement. This study uses a simple random sampling technique, which is one of the techniques available in probability sampling.

a) Population

The population of this research is the students of English language education Department at UIN Ar-Raniry. The researcher specifies the number of undergraduate students, which includes students in batch 23. The number in this batch is around 183.

b) Samples

According to Arikunto (2019), if the population is less than 100, the sample should be taken as a whole (use population). Still, if the population is more than 100 people, then a sample of 10-15% or 20-25% can be taken of its population. Based on the sampling method above, the researcher picked one unit from batch 23, totaling 22 students within the unit as the sample, which means 12% of the population. The formula to take the sample is $\frac{22}{183} \times 100$.

C. Data Collection Procedure

The researcher uses an instrument to collect data. According to Arikunto (2019), data collection instruments are tools that facilitate researchers in gathering data, making the task easier. The research instrument used can be a test. This study uses a quantitative method and pre-experimental research design.

A pre-experimental research design is utilized to examine the cause-effect relationship between independent and dependent variables. The independent variable is controlled by the researcher, while the dependent variable is measured as the experiment's result (Loewen & Plonsky, 2016).

In this study, the researcher uses the tables of one group's pre- and post-tests.

Table 3. 1 *The Table of Pre- and Post-Tests in One Group Design*

| Group | Pre-test | Treatment | Post-test |
|--------------|----------|-----------|-----------|
| Experimental | T1 | X | T2 |

(Creswell, 2017)

a) Pre-test

A pretest is a test that is administered before the treatment process to determine the students' understanding of the particular topic before the treatment is conducted.

b) Treatment

A treatment is a specific procedure that is administered to the subjects in the study. The researcher conducted the treatment 3 times after the pre-test is conducted.

c) Post-test

A post-test is a test that administered after the intervention. Post-test is done to know the final scores and measure the difference between their scores before and after receiving the treatment.

d) Comparing the results between pre- and post-tests

The comparison between pre- and post-tests are used to know whether using Wordvice AI can be impact on students' learning outcomes.

D. Data Analysis Procedure

After collecting data using the provided research instruments, the next crucial stage for researcher is data analysis, In quantitative research, numerical data obtained from the field can be formulated and analyzed using statistical methods. Researchers commonly employ paired sample test using the SPSS software to assess improvement and draw conclusions.

1) SPSS

According to Bevan (2013), “the SPSS (Statistical Package for the Social Sciences) is a software commonly used for statistical analysis to analyze the data”. In this study, the researcher uses a SPSS software to calculate numerical data from pre- and pos-tests. The data was taken from the students’ tests results which is conducted before and after being treatment.

2) Students’ Correct Answer Formula

$$\text{Total Grade} = \frac{\text{Total Corrects}}{\text{Total Questions}} \times 100$$

(H. D. Brown & Abeywickrama, 2010)

3) Indicator

Table 3. 2 *The Students' Correct Sentence*

| No | Category | Score | Descriptions |
|----|-----------|-------|---|
| 1 | Correct | 1 | The subject-verb agreement in the sentence is accurate (the subject and verb must match in number and person) and matches to tense rules. |
| 2 | Incorrect | 0 | The subject-verb agreement in the sentence is inaccurate and does not match to tense rules. |

(Pyle, 2006, p.86)

4) The Criteria for Categorizing Student Scores

Table 3. 3 *Categorizing The Students' Scores*

| | | |
|---|----------|------------|
| A | 90 – 100 | Excellent |
| B | 80 – 89 | Good |
| C | 70 – 79 | Adequate |
| D | 60 – 69 | Inadequate |
| E | Below 60 | Failing |

(H. D. Brown & Abeywickrama, 2010)

5) Normality Test

Arikunto (2019) defines the normality test as a method used to assess if each variable follows a normal distribution. Normality tests help researcher ensure that researcher using the right analytical tools and making the decisions based on the data. The researcher used the Shapiro-Wilk test to test the normality of the data. A Shapiro-Wilk test is a frequently used technique for testing data normality. The Shapiro-Wilk test is a more acceptable method for small sample sizes (<50 samples). The acceptance criteria for the testing are as follows:

1. If (the significance value) > 0.05 then H_0 is accepted and H_1 is rejected.
2. If (the significance value) < 0.05 then H_0 is rejected and H_1 is accepted.

6) Paired Sample Test

A separate test model evaluates the research model by comparing it before and after treatment. Widiyanto (2013) defines the paired sample test as a method for assessing the treatment by comparing before and after means. The paired sample test compares pre- and post-tests scores and required normally distributed data for hypothesis analysis. The paired sample test hypothesis is as follows:

1. If the significance (2-tailed) < 0.05 , H_0 rejected, and H_a accepted, it means there is a significant difference.
2. If the significance (2-tailed) > 0.05 , H_0 accepted, and H_a rejected, it means there is no significant difference.

The p-values in hypothesis testing is a standard part of statistical methodology and widely accepted and used in many fields such as education research, social research, and natural sciences.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this heading section, the researcher explained the researchers' findings before and after treatment is presented in this section. The researcher discusses the experiment's findings from June 3rd to June 11th, 2024. The data were collected and analyzed by the researcher after conducting pre- and post-tests.

A. Findings

This section discusses students' scores and the mean of overall scores, both pre- and post-tests. The research involved 22 respondents, which is the students in the English Language Education Study Program.

Analysis Statistic Descriptive

Before the researcher conducted the treatment, they were tested to know their understanding of subject-verb agreement through multiple-choice questions through a Google Form. After the treatment is conducted, the researcher give them a pos-test to know their results after the students taught using Wordvice artificial intelligence.

1. Pre-Test

The pre-test includes 20 questions about subject-verb agreement and it had indicators to determine the question. Namely singular and plural, simple present, simple past, present perfect, and past perfect tense. The pre-test's aim is to understand the extend of students' understanding.

a. Students' score and classification

The researcher followed several steps to understand and analyzed the data: grading each students' test score, calculating the mean, standard deviation, and other statistical aspects as a supporting source. The students' score pre-test can be seen in table below.

Table 4. 1 *The Score of Students' Pre-Test*

| No | Students' initial | Score | Classification |
|----|-------------------|-------|----------------|
| 1 | TF | 20 | Failing |
| 2 | MAZ | 45 | Failing |
| 3 | YM | 40 | Failing |
| 4 | ZA | 15 | Failing |
| 5 | I | 45 | Failing |
| 6 | LPN | 30 | Failing |
| 7 | NHG | 35 | Failing |
| 8 | MZR | 25 | Failing |
| 9 | RA | 55 | Failing |
| 10 | SS | 30 | Failing |
| 11 | SH | 20 | Failing |
| 12 | MM | 20 | Failing |
| 13 | ALS | 30 | Failing |
| 14 | NZZ | 20 | Failing |
| 15 | FY | 70 | Adequate |
| 16 | ARHQ | 15 | Failing |
| 17 | N | 60 | Inadequate |
| 18 | AI | 15 | Failing |
| 19 | AK | 55 | Failing |
| 20 | ANR | 20 | Failing |
| 21 | QUY | 40 | Failing |
| 22 | M | 35 | Failing |
| | Total | 740 | |
| | Mean | 33.64 | Failing |

According to the Table 4.1 above, it presents specific information about the pre-test, there were 22 samples in the experiment, and their overall score was 740. In addition, the mean score was 33.64, which indicates that this pre-test was in the failing category according to Brown and Abeywickrama's score classification. Most students were considered failing, with only one person was inadequate, and adequate.

After tabulating and assessing the students' pretest score, the percentage will be shown in the format provided in the table below.

Table 4. 2 *The Results' Percentage of Students' Pre-Test Score*

| Score | Number | Percentage | Classification |
|----------|-------------|------------|----------------|
| 90 – 100 | - | 0% | Excellent |
| 80 – 89 | - | 0% | Good |
| 70 – 79 | 1 student | 5% | Adequate |
| 60 – 69 | 1 student | 5% | Inadequate |
| Below 60 | 20 students | 90% | Failing |
| Total | 22 students | 100% | |

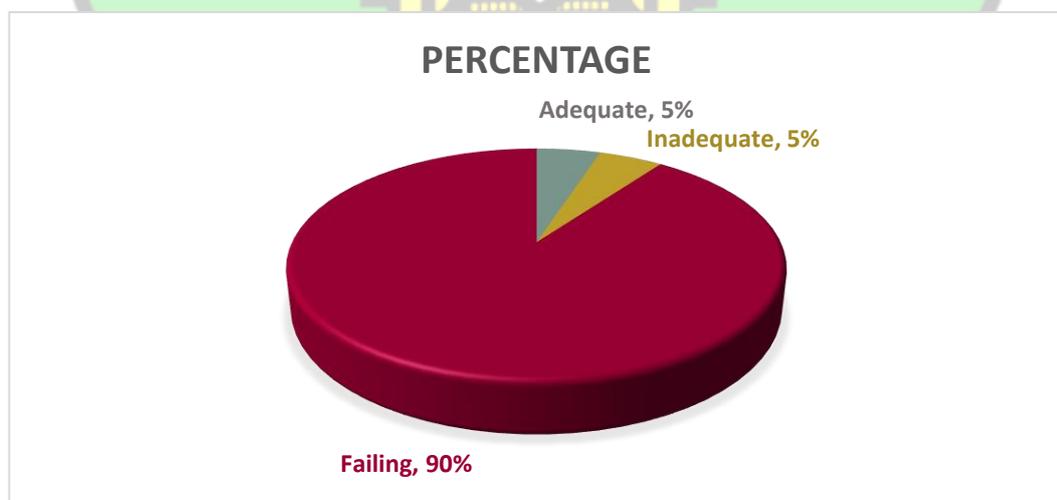


Figure 4. 1 *Percentage of the Students' Pre-Test Score*

According to the statistical results above, there were 22 students (100%) in total, with 20 students (90%) classified as failing, one student (5%) classified as inadequate and adequate, and zero students (0%) for excellent and good classification. The formula for calculating the percentage is $\frac{Total}{22} \times 100$.

b. Mean Score and Classification

The researcher used a pre-test to assess students' understanding on subject-verb agreement before administering the treatment. Furthermore, the pre-test was designed to determine what level they were at. The table show below shows the students' pre-test mean score and standard deviation.

Table 4.3 *Mean and Standard Deviation Score*

| Mean | Standard Deviation |
|-------|--------------------|
| 33.64 | 15.975 |

The table above present the students' pre-test score and standard deviation. The mean score obtained by the students was 33.64, with a standard deviation of 15.975, which is less than the mean, indicating significant variation in the students' pre-test scores and different levels of understanding regarding subject-verb agreement before the treatment was administered.

c. Normality Test

Normality tests are used in statistics to determine whether a data is well-modeled by a normal distribution and to assess the probability that the data set's underlying random variable is normally distributed. The Shapiro-Wilk technique

was employed in this study to evaluate normality. The normality has been tested using SPSS 27.0 for Windows, and the results are presented in the table below.

Table 4. 4 *Test of Normality of Students' Pre-Test Score*

| Tests of Normality | | | | | | |
|--------------------|---------------------------------|----|------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Pretest | .167 | 22 | .113 | .915 | 22 | .061 |

a. Lilliefors Significance Correction

The table 4.4 above presented the information about tests of normality focus on Shapiro-Wilk test, the significant value of the experimental class's pre-test learning outcomes is 0.061, implying that H_0 is accepted. The researcher can present that the pretest data has a normal distribution based on the test results.

2. Post-test

The total number of post-test questions is the same as the pre-test questions but there are 3 questions that have been replaced and all the numbers have been randomized. The indicators remain the same based on singular and plural, simple present, simple past, present perfect, and past perfect tense.

a. Students' Score and Classification

The researcher used multiple-choice questions with five answer choices in the same manner as the pre-test to collect data, and followed several steps to understand and analyze the data: grading each students' test score, calculating the mean, standard deviation, and other statistical aspects as a supporting source. The students' score post-test can be seen in the table below.

Table 4. 5 *The Score of Students' Post-Test Score*

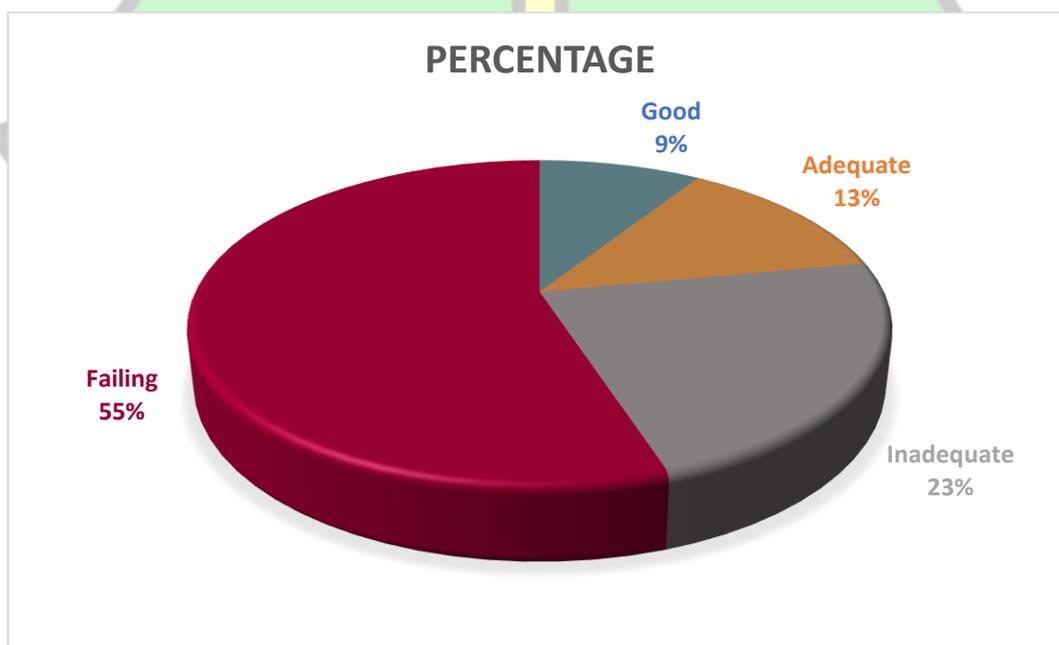
| No | Students' Initial | Score | Classification |
|----|-------------------|-------|----------------|
| 1 | TF | 60 | Inadequate |
| 2 | MAZ | 75 | Adequate |
| 3 | YM | 70 | Adequate |
| 4 | ZA | 35 | Failing |
| 5 | I | 65 | Inadequate |
| 6 | LPN | 55 | Failing |
| 7 | NHG | 60 | Inadequate |
| 8 | MZR | 50 | Failing |
| 9 | RA | 70 | Adequate |
| 10 | SS | 60 | Inadequate |
| 11 | SH | 30 | Failing |
| 12 | MM | 45 | Failing |
| 13 | ALS | 50 | Failing |
| 14 | NZZ | 30 | Failing |
| 15 | FY | 85 | Good |
| 16 | ARHQ | 25 | Failing |
| 17 | N | 85 | Good |
| 18 | AI | 35 | Failing |
| 19 | AK | 60 | Inadequate |
| 20 | ANR | 35 | Failing |
| 21 | QUY | 50 | Failing |
| 22 | M | 45 | Failing |
| | Total | 1175 | |
| | Mean | 53.41 | Failing |

The table above present specific information about the pos-test, there were 22 samples in the experiment, and their overall score was 1175. In addition, the mean score was 53.41, which indicates that this post-test was in the failing category according to Brown and Abeywickrama's score classification.

After tabulating and assessing students' pos-test score, the percentage will be shown in the format provided in the table below.

Table 4. 6 *The Results' Percentage of Students' Post-Test Score*

| Score | Numbers | Percentage | Classification |
|----------|---------|------------|----------------|
| 90 – 100 | 0 | 0% | Excellent |
| 80 – 89 | 2 | 9% | Good |
| 70 – 79 | 3 | 13% | Adequate |
| 60 – 69 | 5 | 23% | Inadequate |
| Below 60 | 12 | 55% | Failing |
| Total | 22 | 100% | |

**Figure 4. 2** *Percentage of the Students' Post-Test Score*

According to the results above, there were 22 students (100%) in total, with 12 students (55%) classified as failing, five students (25%) classified as inadequate, three students (15%) classified as adequate, and two students (10%) classified as good.

b. Mean Score and Classification

The researcher used a post-test to assess students' understanding on subject-verb agreement after conducted the treatment. Furthermore, the post-test was designed whether the students were on different level. The table shows the students' post-test mean score and standard deviation.

Table 4. 7 *Mean and Standard Deviation Scores*

| Mean | Standard Deviation |
|-------|--------------------|
| 53.41 | 17.484 |

The table above present the students' post-test score and standard deviation. The mean score obtained by the students was 53.41, with a standard deviation of 17.484. This indicates that the standard deviation is relatively lower than the mean, indicating significant variation in the students' post-test scores and different levels of understanding regarding subject-verb agreement after the treatment was administered.

c. Normality Test

Table 4. 8 *Test of Normality of Students' Post-Test Score*

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|---------------------------------|----|-------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Posttest | .127 | 22 | .200* | .960 | 22 | .488 |

a. Lilliefors Significance Correction

Based on the table above, the experimental class's post-test learning outcomes have a significant value of .488, greater than 0.05, meaning that H_0 is accepted. It indicates that the post-test data has a normal distribution.

3. Test of Significance (Paired Sample Test)

The researcher used data analysis to identify the difference in students' scores before and after being treated with Wordvice artificial intelligence. Because the data was normally distributed, the researcher used the paired sample test. The researcher analyzed the data using SPSS 27.0 Version. The following table shows the results:

a. Statistics of Paired Sample Test

Table 4. 9 *The Results of Paired Sample Statistics*

| | | Paired Samples Statistics | | | |
|--------|----------|---------------------------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Pretest | 33.64 | 22 | 15.975 | 3.406 |
| | Posttest | 53.41 | 22 | 17.484 | 3.728 |

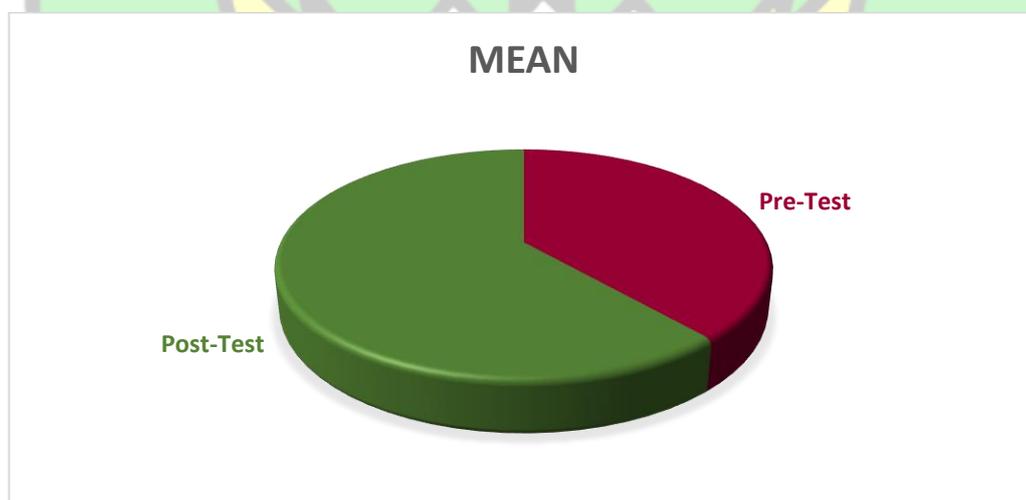


Figure 4. 3 *The Differences Between Means' Pre- and Post-Tests*

According to the statistical results of the paired sample test above, there is a difference in values between pre- and post-test means. The means of the tests is 33.64 before and 53.41 after the treatment conducted. This suggests that the average post-test was a little bit more significant than the average post-test. The subjects of

the study total 22 students (N). Meanwhile, the standard deviation for the pre-test is 15.975 and pos-test is 17.484. The standard error mean of the tests is 3.406 for the pre-test and 3.728 for the post-test.

b. Correlation of paired sample test

Table 4. 10 *The Results of Paired Samples Correlations*

| | | Paired Samples Correlations | | |
|--------|--------------------|-----------------------------|-------------|------|
| | | N | Correlation | Sig. |
| Pair 1 | Pretest & Posttest | 22 | .866 | .001 |

The results of paired sample correlations the students' pre- and pos-tests are displayed in Table 4.10. With 22 students as study subjects (N), the significant is 0.001, less than 0.05. its indicates that showed significant improve after the treatment given and the correlations score is 0.866, which is the correlation showed significantly positive correlated between pre- and post-tests.

c. Paired Sample Test

Table 4. 11 *The Results of Paired Samples Test*

| | | Paired Samples Test | | | | | | | | |
|--------|--------------------|---------------------|----------------|------------|---|---------|---------|----|------|-----------------|
| | | Paired Differences | | | | | | t | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error | 95% Confidence Interval of the Difference | | | | | |
| | | | | | Lower | Upper | | | | |
| Pair 1 | Pretest - Posttest | -19.773 | 8.794 | 1.875 | -23.672 | -15.874 | -10.547 | 21 | .001 | |

The statistical computation using SPSS 27.0 in the table above shows that the scores have a significant value (sig. 2-tailed) of 0.001, which is less than 0.005

($0.001 < 0.005$). It can be concluded that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This indicates that teaching Wordvice artificial intelligence can help students improve their understanding on subject-verb agreement.

B. Discussions

The findings are followed by the following explanations to determine their importance for further study. Students in the experimental class generally had in failing classification of understanding on subject-verb agreement based on the pre-test results given before treatment. According to the findings' result, most students still struggle to match subject and verb into agreement and follow the rule of tense. With the existence of Wordvice artificial intelligence, students tend to be more helped to understand subject-verb agreement errors using Wordvice AI because it automatically identifies subject-verb agreement errors by providing immediate feedback. Given that the mean of 33.64 is greater than the standard deviation of 15.975, the pre-test scores of all students are acceptable.

The statistical findings of data analysis showed that students' classification scores of students are still rather low. All of the students who demonstrated this scored below 70, only 1 student was classified as adequate and inadequate, twenty as failing, none were in the good, or excellent categories. However, all data acquired from the student pre-test are normally distributed because the experimental class's pre-test result is 0.061, showing a significant value greater than 0.05 and acceptance of H_0 (hypothesis null) based on Shapiro-Wilk test. The Shapiro-Wilk test,

developed by Shapiro and Wilk in 1965, is a statistical test that assesses the normality of a dataset. It is widely used in various fields such as economics, finance, and social sciences due to its high power in detecting normality for small sample sizes.

The researcher used the Wordvice artificial intelligence treatment via browser into three meetings to see whether it can impact on students' learning outcomes. During the first meeting, the researcher gave a pre-test to the students to see the students' understanding on subject-verb agreement and gave them a brief explanation about what exactly the artificial intelligence means generally. At the second meeting, the researcher taught the students about subject-verb agreement based on the English grammar book, they learnt how to sign up an account, the Wordvice artificial intelligence usage, and wrote some sentences to know the subject-verb agreement error inside Wordvice's editor and learn the mistakes from the descriptions. Last meeting, the researcher gave them tips on quickly how to change the agreement error based on the Wordvice AI feedback.

The usage of Wordvice AI has 12 languages available such as English, Spanish, Korean, Japanese, German, Chinese (Simplified), Chinese (Traditional), French, Russian, Portuguese, Italian, Arabian, and 4 writing modes including light (which remove all spelling, grammar, and punctuation error), standard (which improves vocabulary, removes all spelling, grammar, and punctuation errors), intensive (which elevate flow, improves vocabulary, remove all spelling, grammar, and punctuation errors), and concise (which shorten text, enhance clarity, and

removes all spelling, grammar, and punctuation errors). The researcher used a free with the basic plan feature with standard mode only. So far the use of Wordvice AI in teaching subject-verb agreement as an assistant for instructor is changing the verb when the subject was singular or plural based on the rules of tense given by the AI feedback while the students click a proofread button with the aim to remove a grammar errors and provide a description for the mistakes.

A post-test was then used to demonstrate how teaching with Wordvice artificial intelligence can improve students learning outcomes. The post-test results are displayed in Table 4.7. There are 22 students in the total score was 1175, with a mean score of 53.41. This placed the students classified as a failing category, with five students classified as inadequate, 3 students classified as adequate, 2 students in the good, and 12 students still classified as failing category. With a standard deviation of 17.484, which is less than the mean of 53.41, it is clear that the score is lower and relatively different from the average value. Even though the total was in the failing category, the post-test means improved compared to the pre-test score means.

The test results after the integrity of the pre- and post-tests data was established. The statistics of the paired samples in the Table 4.9 show that after treatment, students' score have improved, with an average post-test score of 53.41 > pre-test of 33.64. The hypothesis that there is an interconnected relationship between the two test is thus confirmed, as seen from the significant value of the paired sample in the table 4.11 as $0.001 < 0.005$, indicating significance difference.

It can be concluded that using Wordvice artificial intelligence is an impactful tool in teaching and learning process as an assistant for the instructor.

This study demonstrates that utilizing a medium such as artificial intelligence as an assistant grammar had an effect on students' learning outcomes, and the Wordvice AI had limited features since it did not interact like an instructor but was just a tool to assist the instructor. This is corroborated by the findings of Limna et al., (2022), they have emphasized the fact that utilizing artificial intelligence as an assistant can offer students and teachers advantages in learning and teaching grammar. The given input that artificial intelligence produces to students could be unsuitable and not enough, or it could confuse the students as much as instructors.

As stated by Namatherdhala et al., (2022), artificial intelligence is widespread in all fields of education, including teaching, learning grammar, and administrative tasks, and is commonly applied in these situations. Limna et al., (2022) conducted a thorough review of various studies to explore the impact of artificial intelligence on grammatical issues, including tense and subject-verb agreement. Thus, educators need to be knowledgeable about artificial intelligence.

To conclude this results of this study, which compared to the scores that students obtained from the pre-test with pos-test scores after passing a series of treatments, showed a significant improvement even though the classification in failing category according to Brown and Abeywickrama's score classification.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

This study was carried out at UIN Ar-Raniry Banda Aceh. Simple random sampling was employed to choose a single class as the samples of the research. Twenty two students from the intermediate grammar class were selected as sample.

Based on the findings and discussion in Chapter IV above, it is concluded that Wordvice artificial intelligence that can be impact on students learning outcomes. This is supported by the paired sample test results from the statistical calculation using SPSS 27.0 Version. The students' understanding of subject-verb agreement was analyzed by comparing their pretest and posttest scores, along with the mean scores and standard deviations. The pre-test mean score for the students was 33.64 with a standard deviation of 15.975, while post-test mean score was 53.41 with a standard deviation of 17.484.

B. Suggestions

Based on the findings of this study, the researcher makes three particular suggestions for students, lecturers, and future researchers.

1. Students

Students are advice to study grammar very seriously to make the creativity of writing. Therefore, using Wordvice artificial intelligence is beneficial to know

the mistakes and looking for feedback and make students more interested in learning. The utilization of Wordvice artificial intelligence itself gives students more opportunities to get immediate feedback and encourages students to know their knowledge and interests, making grammar learning more interested and fun when students already know where their mistakes are and immediately correct them by applying the theory that has been taught.

2. Lecturers

English instructors should use an application that makes creative teaching in order to support their students in acquisitions grammar by utilizing Wordvice artificial intelligence as classroom media to make lesson more interactive. Lecturers must know that one of their responsibilities is motivating students to learn. Allowing students participate directly would boost their confidence in making mistakes, learn from mistakes, and successfully educated their students.

3. Future Researchers

This study examined the impact of using Wordvice artificial intelligence on subject-verb agreement acquisition. However, it is essential to note that this study has limitations regarding sample size and findings Wordvice artificial intelligence in teaching and learning grammar on specific topic. Therefore, future researchers are encouraged to conduct further research who have the same topic for the guidance and a broader range of samples from different university, and academic levels.

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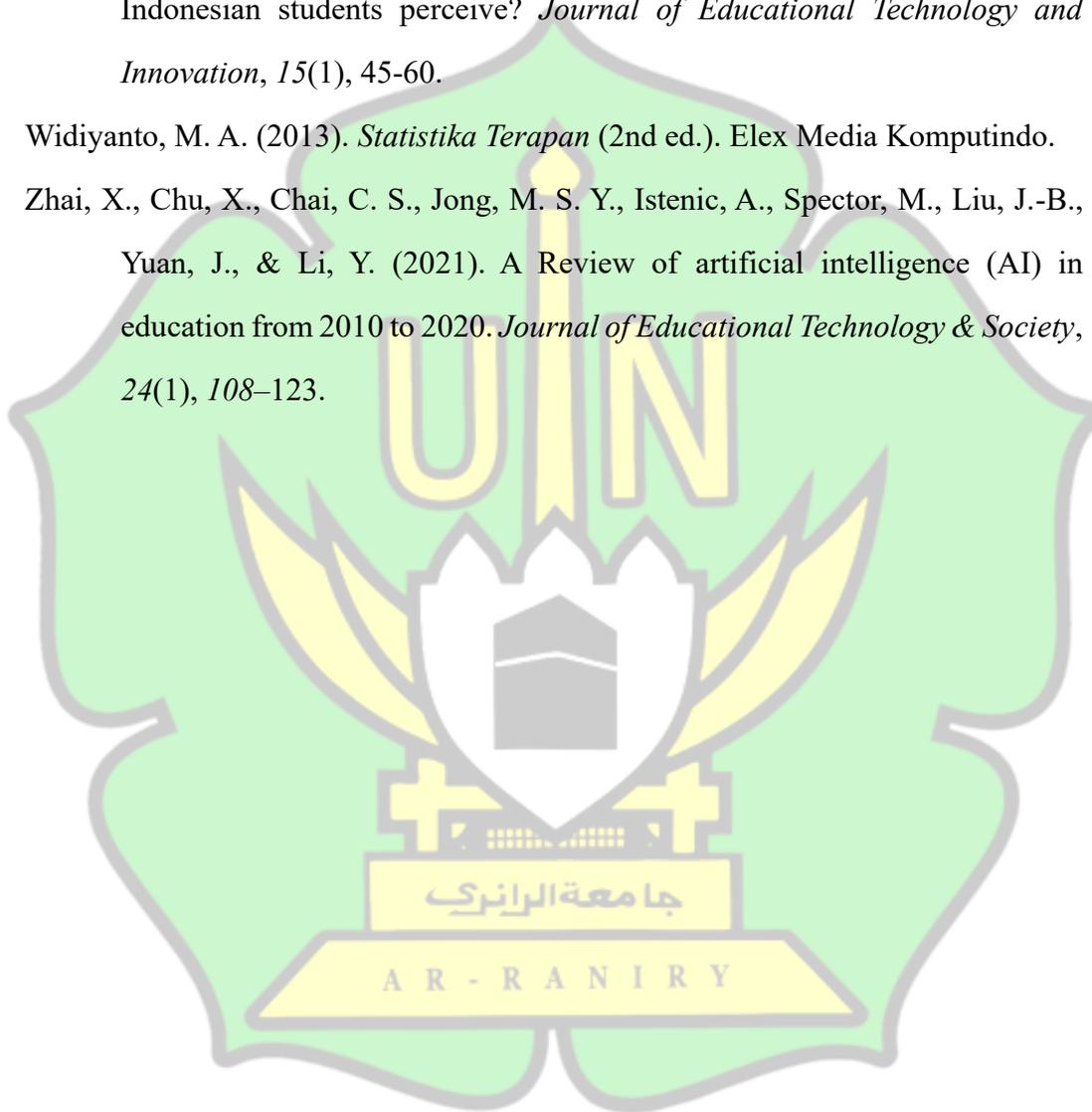
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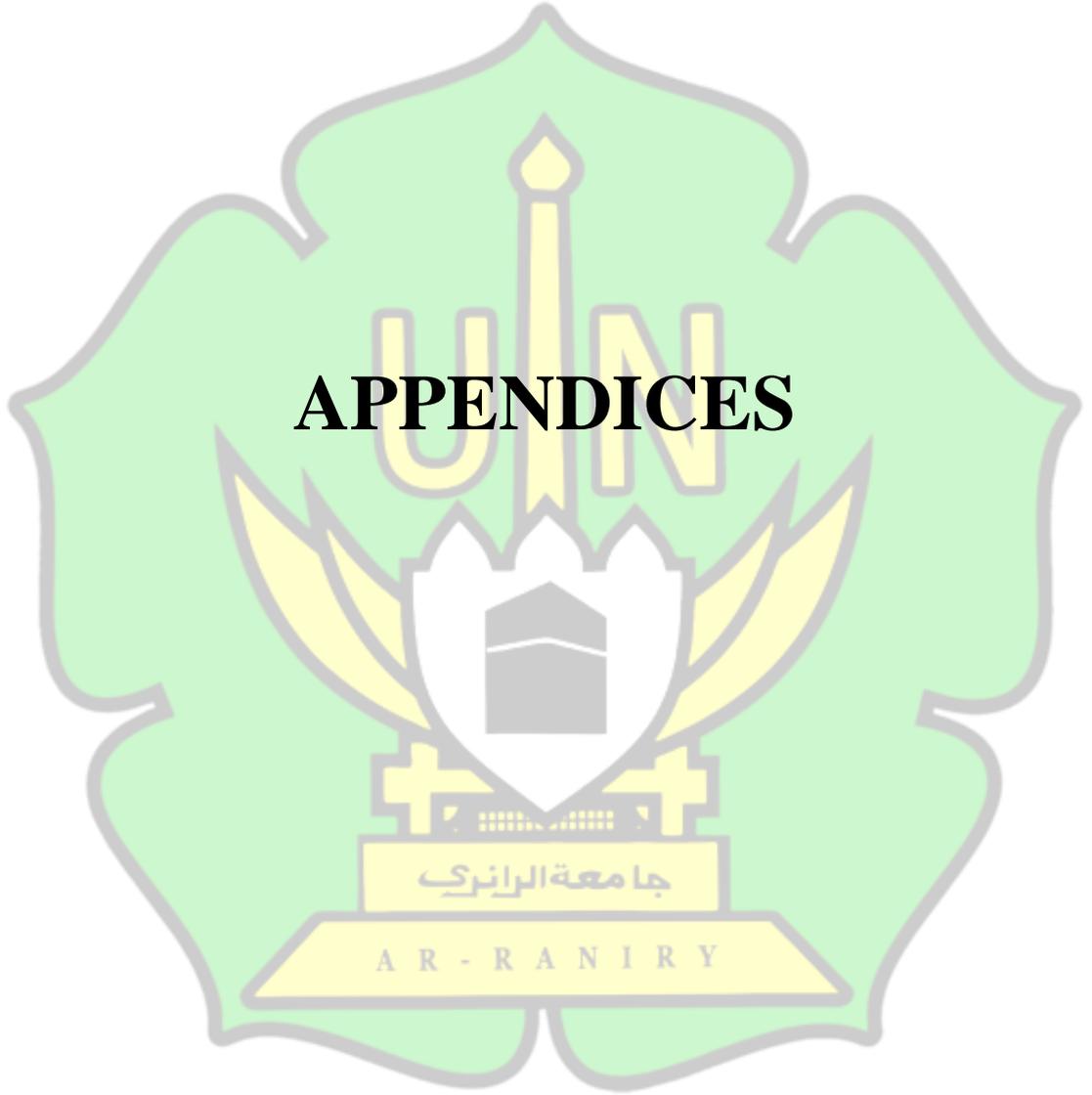
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APPENDICES

Appendix 1 Pre-Test Questions

Pre-Test: Subject-Verb Agreement

Please insert your email address below!

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* Indicates required question

Email *

Your email

Name

Your answer

Nim

Your answer

1. The aims of the course ____ me willing to begin.

A. makes

B. were made

C. make

D. making

E. had been made

2. The weight of the apples ____.

A. were varied

B. vary

C. varying

D. varies

E. might have varied

3. The regulations of the administration ____ from the curriculum.

A. stem

B. stems

C. stemming

D. are stemmed

E. is stemmed

4. The children of the man who works with me ____ broken the window this morning.

A. were

B. have

C. had

D. has

E. was

5. One man among the crew ____ into the water every week.

A. can be diving

B. dive

C. had dived

D. is diving

E. dives

6. The men of the community ____ not support the leader.

A. does

B. have

C. has

D. do

E. is

7. Few students who ____ playing football missed the class.

A. would be

B. could be

C. had

D. were

E. was

8. The police ____ to be careful since the criminal was dangerous.

A. were told

B. were telling

C. was telling

D. was saying

E. was told

9. Students' minds ____ about the order of structures.

A. has been confused

B. have been confused

C. had confused

D. have confused

E. has confused

10. The man whom I ____ with ____ the dean of our faculty.

A. was talking/were

B. were talking/were

C. can talk/were

D. were talking/was

E. was talking/ was

11. Neither the man nor his son ____ convinced of the idea.

- A. had
- B. has
- C. was
- D. have
- E. were

12. Either Hasan or Fatih ____ to the meeting this evening.

- A. are coming
- B. come
- C. is coming
- D. have come
- E. comes

13. Do you know the woman ____ next to the window?

- A. stands
- B. stood
- C. is standing
- D. stand
- E. standing

14. He and I ____ good friends but now we ____ anymore.

- A. have been / don't talk
- B. am / don't talking
- C. were / won't talk
- D. were / aren't talking
- E. are / weren't talking

15. If he ____ early, we ____ catch the last train on time.

- A. comes / will be able to
- B) will come / could
- C) is coming / can
- D) will come / will
- E) comes / could be

16. Although every student in my class ____ the schedule, one of my students always ____ late to the class.

- A. know / come
- B. knows / coming
- C. know / comes
- D. knows / comes
- E. know / coming

17. All the furniture I bought ____ at my home now.

- A. are
- B. was
- C. is
- D. were
- E. have been

18. After the meeting, he said a great deal of advice ____.

- A. were given
- B. has been given
- C. had been given
- D. have been given
- E. were being given

19. Only when each of the committee members ____ reading the instructions then can you ____ them to the hall.

- A. would finish / took
- B. is finishing / be taking
- C. finish / take
- D. finishes / take
- E. finished / take

20. Some of the old beautiful buildings ____.

- A. is being replaced by the new ones
- B. have been reconstructing for the last three
- C. were concerned with them a lot
- D. enjoys redecorating old rooms
- E. are surrounded with new high ones

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Appendix 2 *Instrument of Treatment*

Meeting 1

A Brief Introduction to Artificial Intelligence

Artificial Intelligence (AI) is a branch of computer science. It's like giving computer brain to help them learn from data, make smart decisions, and talk like humans. It's a key part of computer science that make machines think and act clever, much like we do. You might wondering, "How does that happen?" Let's figure it out.

As its core, AI is all about teaching machines to think and learn. Think of it like your computer observing a ton of data, just the way we learn from experiences. This data could analyzing text, images, and numbers. AI algorithms analyze this data, searching for patterns and connections. And once the analysis is done, AI figures out how all the data fits together. This process helps AI make decisions and predictions. In the case of teaching English subject-verb agreement, AI tools like Wordvice can analyze grammatical patterns, provide feedback, and offer personalized learning experiences to help students improve their understanding and usage of proper grammar structures.

AI Proofreader

Wordvice AI helps authors write like a pro.

Many authors **makes** mistakes with their writing. To help **author** correct **mispelled words** punctuation **errors** and other writing issues, use this handy tool that **it** gives you the power to improve your **vocabularies** while fixing the basic writing issues. If you are missing commas the Wordvice AI Proofreader will fix this issue too.

- **makes** Verb

~~makes~~ → **make**

The verb form appears to be incorrect or inconsistent.

Accept
✖
- **author** Clarity
- **mispelled words** Clarity
- **errors** Punctuation

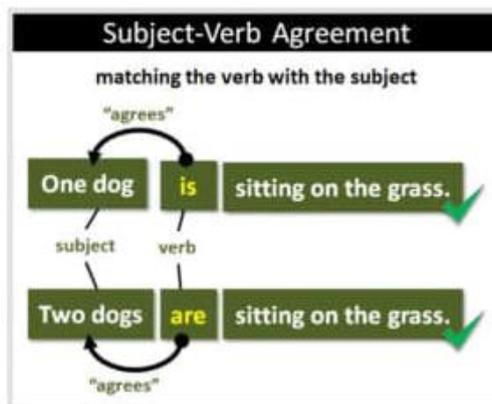
Meeting 2

SUBJECT-VERB AGREEMENT

Subject-verb agreement means that a singular subject is matched with a singular verb or a plural verb is matched with a plural verb. Remember that the subject and verb in a sentence must agree in person and number.

The $\frac{\text{elevator}}{\text{singular}} \frac{\text{works}}{\text{singular}}$ very well.

The $\frac{\text{elevators}}{\text{plural}} \frac{\text{work}}{\text{plural}}$ very well.



Even though a subject-verb agreement is a simple concept, sometimes, it is difficult and confuse to know whether your subject is singular or plural. You must always check the the subject and verb to be sure they agree.

Let's look at another example:

My $\frac{\text{boxes}}{\text{plural}} \frac{\text{are}}{\text{plural}}$ under the stairs ✓ My $\frac{\text{box}}{\text{singular}} \frac{\text{are}}{\text{plural}}$ of toys under the stairs ✗

$\frac{\text{Jack and Jundy}}{\text{plural}} \frac{\text{are}}{\text{plural}}$ available ✓ $\frac{\text{Jack or Jundy}}{\text{singular}} \frac{\text{are}}{\text{plural}}$ available ✗

All the $\frac{\text{cheese}}{\text{singular}} \frac{\text{has}}{\text{singular}}$ been eaten ✓ All the $\frac{\text{apple}}{\text{plural}} \frac{\text{have}}{\text{plural}}$ been eaten ✗

Meeting 3

The screenshot shows the WordVice AI Proofer interface. At the top, it says "WORDVICE.AI" and "English". There is a "Upgrade to Premium" button. The main heading is "AI Proofer". Below this, there are settings for "English", "Modes" (Light, Standard, Intensive, Concise), and "Document Type" (General, Academic, Admissions, Business, Creative, Web). A tooltip for "Standard" mode says "Improves vocabulary and removes all grammar, spelling, and punctuation errors." The main text area is empty with the prompt "Type or paste your text here." To the right, a message says "No text is detected. Please enter your text and click 'Proofread Now' to see the revision." Below the text area is a "Proofread Now" button and a word count of "0 / 500 Words".

The screenshot shows the WordVice AI Proofer interface after text has been entered. The "Document Type" is set to "Academic". The text in the main area is: "Researchers **teaches** how to use Wordvice Artificial Intelligence **regarding** Subject-Verb Agreement. Each candidate **have** to fill in these forms and sign them. Students' minds **has** been confused about the order of structures. Nobody in the classroom **will be** able to answer the question about subject-verb agreement yesterday."

On the right side, there are four detected issues:

- teaches** → **teach** (Verb form issue)
- regarding** → **for** (Preposition issue)
- has** → **has** (Verb form issue)
The verb form appears to be incorrect or inconsistent. Consider changing the verb form to ensure subject-verb agreement.
- will be** → **was** (Verb tense issue)

At the bottom, there is a "Proofread Now" button with a checkmark, a word count of "49 / 500 Words", and navigation icons.

Appendix 3 Post-Test Questions

Post-Test: Subject-Verb Agreement

[Sign in to Google](#) to save your progress. [Learn more](#)

* Indicates required question

Email *

Your email address

NAME

Your answer

NIM 1 point

Your answer

1. Each candidate ____ fill in these forms and sign them. 1 point

A. are to

B. have to

C. apt to

D. has to

E. were to

2. One of my close friends ____ us a question that neither of us ____ able to answer. 1 point

A. have asked / are

B. had asked / are

C. has asked / is

D. have asked / is

E. had asked / can

3. Nobody in the classroom ____ able to answer the question about subject-verb agreement yesterday. 1 point

A. were

B. is

C. will be

D. can

E. was

4. The men of the community ____ not support the leader. 1 point

A. does

B. have

C. has

D. do

E. is

5. Few students who ____ playing football missed the class. 1 point

A. would be

B. could be

C. had

D. were

E. was

6. Either Hasan or Fatih ____ to the meeting this evening. 1 point

A. are coming

B. come

C. is coming

D. have come

E. comes

7. The aims of the course ____ me willing to begin. 1 point

A. makes

B. were made

C. make

D. making

E. had been made

8. The weight of the apples _____. 1 point

A. were varied

B. vary

C. varying

D. varies

E. might have varied

9. The regulations of the administration ____ from the curriculum. 1 point

A. stem

B. stems

C. stemming

D. are stemmed

E. is stemmed

10. The children of the man who works with me ____ broken the window this morning. 1 point

A. were

B. have

C. had

D. has

E. was

11. One man among the crew ____ into the water every week.

1 point

- A. can be diving
 B. dive
 C. had dived
 D. is diving
 E. dives

12. The police ____ to be careful since the criminal was dangerous.

1 point

- A. were told
 B. were telling
 C. was telling
 D. was saying
 E. was told

13. Students' minds ____ about the order of structures.

1 point

- A. has been confused
 B. have been confused
 C. had confused
 D. have confused
 E. has confused

14. The man whom I ____ with ____ the dean of our faculty.

1 point

- A. was talking/were
 B. were talking/were
 C. can talk/were
 D. were talking/was
 E. was talking/ was

15. Neither the man nor his son ____ convinced of the idea.

1 point

- A. had
 B. has
 C. was
 D. have
 E. were

16. Do you know the woman ____ next to the window?

1 point

- A. stands
 B. stood
 C. is standing
 D. stand
 E. standing

17. If he ____ early, we ____ catch the last train on time.

1 point

- A. comes / will be able to
 B) will come / could
 C) is coming / can
 D) will come / will
 E) comes / could be

18. Although every student in my class ____ the schedule, one of my students always ____ late to the class.

1 point

- A. know / come
 B. knows / coming
 C. know / comes
 D. knows / comes
 E. know / coming

19. All the furniture I bought ____ at my home now.

1 point

- A. are
 B. was
 C. is
 D. were
 E. have been

20. After the meeting, he said a great deal of advice ____.

1 point

- A. were given
 B. has been given
 C. had been given
 D. have been given
 E. were being given

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Clear form

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Appendix 4 Lesson Plans

| | | |
|--------------------|---|---------------------------------------|
| University | : | State Islamic University of Ar-Raniry |
| Subject | : | Intermediate Grammar |
| Level/Semester | : | Genap/2 |
| Topic | : | Teaching Grammar |
| Time Allocation | : | 3 Meeting (50 Minute) |
| Instructor/Teacher | : | Jundy Mardhatillah |

| | | |
|---|--------------------------|--|
| 1 | Learning Media and Tools | <ol style="list-style-type: none"> 1. Laptop 2. Smartphone 3. Wordvice-Artificial Intelligence |
| 2 | Material | <ol style="list-style-type: none"> 1. Subject-Verb Agreement |
| 3 | Learning Activities | <p>Meeting 1</p> <ol style="list-style-type: none"> 1. Giving a Pre-Test 2. Introducing Artificial Intelligence Generally and Briefly <p>Meeting 2</p> <ol style="list-style-type: none"> 1. Explain about Subject-Verb Agreement 2. Teach Students How to Sign up Wordvice AI Account 3. Teach Students How to Use Wordvice AI features to know the Subject-Verb Agreement 4. Discussion <p>Meeting 3</p> <ol style="list-style-type: none"> 1. Review previous material 2. Discussion 3. Giving post-test |

Appendix 5 Students' Pre-Test Result

Responses cannot be edited

Pre-Test: Subject-Verb Agreement

Please insert your email address below!

Email *
230203040@student.ar-raniry.ac.id

Name
Muhammad Abiyu Zhafran

Nim
230203040

1. The aims of the course ____ me willing to begin.

A. makes
 B. were made
 C. make
 D. making
 E. had been made

2. The weight of the apples ____.

A. were varied
 B. vary
 C. varying
 D. varies
 E. might have varied

3. The regulations of the administration ____ from the curriculum.

A. stem
 B. stems
 C. stemming
 D. are stemmed
 E. is stemmed

4. The children of the man who works with me ____ broken the window this morning.

A. were
 B. have
 C. had
 D. has
 E. was

5. One man among the crew ____ into the water every week.

A. can be diving
 B. dive
 C. had dived
 D. is diving
 E. dives

6. The men of the community ____ not support the leader.

A. does
 B. have
 C. has
 D. do
 E. is

7. Few students who ____ playing football missed the class.

A. would be
 B. could be
 C. had
 D. were
 E. was

8. The police ____ to be careful since the criminal was dangerous.

A. were told
 B. were telling
 C. was telling
 D. was saying
 E. was told

9. Students' minds ____ about the order of structures.

A. has been confused
 B. have been confused
 C. had confused
 D. have confused
 E. has confused

10. The man whom I ____ with ____ the dean of our faculty.

A. was talking/were
 B. were talking/were
 C. can talk/were
 D. were talking/was
 E. was talking/ was

11. Neither the man nor his son ____ convinced of the idea.

- A. had
 B. has
 C. was
 D. have
 E. were

12. Either Hasan or Fatih ____ to the meeting this evening.

- A. are coming
 B. come
 C. is coming
 D. have come
 E. comes

13. Do you know the woman ____ next to the window?

- A. stands
 B. stood
 C. is standing
 D. stand
 E. standing

14. He and I ____ good friends but now we ____ anymore.

- A. have been / don't talk
 B. am / don't talking
 C. were / won't talk
 D. were / aren't talking
 E. are / weren't talking

15. If he ____ early, we ____ catch the last train on time.

- A. comes / will be able to
 B) will come / could
 C) is coming / can
 D) will come / will
 E) comes / could be

16. Although every student in my class ____ the schedule, one of my students always ____ late to the class.

- A. know / come
 B. knows / coming
 C. know / comes
 D. knows / comes
 E. know / coming

17. All the furniture I bought ____ at my home now.

- A. are
 B. was
 C. is
 D. were
 E. have been

18. After the meeting, he said a great deal of advice ____.

- A. were given
 B. has been given
 C. had been given
 D. have been given
 E. were being given

19. Only when each of the committee members ____ reading the instructions then can you ____ them to the hall.

- A. would finish / took
 B. is finishing / be taking
 C. finish / take
 D. finishes / take
 E. finished / take

20. Some of the old beautiful buildings ____.

- A. is being replaced by the new ones
 B. have been reconstructing for the last three
 C. were concerned with them a lot
 D. enjoys redecorating old rooms
 E. are surrounded with new high ones

Submitted 03/06/2024, 14:14

Appendix 6 Students' Post-Test Result

Post-Test: Subject-Verb Agreement

Email *
230203040@student.ar-raniry.ac.id

NAME / 0
Muhammad Abilyu Zhafran
Add individual feedback

NIM / 0
230203040
Add individual feedback

✓ 1. Each candidate ____ fill in these forms and sign them. 1 / 1

A. are to
 B. have to
 C. apt to
 D. has to ✓
 E. were to

Add individual feedback

✗ 2. One of my close friends ____ us a question that neither of us ____ able to answer. 0 / 1

A. have asked / are
 B. had asked / are
 C. has asked / is
 D. have asked / is ✗
 E. had asked / can

Correct answer
 C. has asked / is

Add individual feedback

✓ 3. Nobody in the classroom ____ able to answer the question about subject verb agreement yesterday. 1 / 1

A. were
 B. is
 C. will be
 D. can
 E. was ✓

Add individual feedback

✗ 4. The men of the community ____ not support the leader. 0 / 1

A. does ✗
 B. have
 C. has
 D. do
 E. is

Correct answer
 D. do

Add individual feedback

✓ 5. Few students who ____ playing football missed the class. 1 / 1

A. would be
 B. could be
 C. had
 D. were ✓
 E. was

Add individual feedback

✓ 6. Either Hasan or Fatih ____ to the meeting this evening. 1 / 1

A. are coming
 B. come
 C. is coming ✓
 D. have come
 E. comes

Add individual feedback

✓ 7. The aims of the course ____ me willing to begin. 1 / 1

A. makes
 B. were made
 C. make ✓
 D. making
 E. had been made

Add individual feedback

✗ 8. The weight of the apples ____ 0 / 1

A. were varied
 B. vary
 C. varying
 D. varies
 E. might have varied ✗

Correct answer
 D. varies

Add individual feedback

✓ 9. The regulations of the administration ____ from the curriculum. 1 / 1

A. stem ✓
 B. stems
 C. stemming
 D. are stemmed
 E. is stemmed

Add individual feedback

✓ 10. The children of the man who works with me ____ broken the window this morning. 1 / 1

A. were
 B. have ✓
 C. had
 D. has
 E. was

Add individual feedback

✓ 11. One man among the crew ____ into the water every week. 1 / 1

A. can be diving
 B. dive
 C. had dived
 D. is diving
 E. dives ✓

Add individual feedback

✓ 12. The police ____ to be careful since the criminal was dangerous. 1 / 1

A. were told ✓

B. were telling

C. was telling

D. was saying

E. was told

Add individual feedback

✗ 13. Students' minds ____ about the order of structures. 0 / 1

A. has been confused ✗

B. have been confused

C. had confused

D. have confused

E. has confused

Correct answer

B. have been confused

Add individual feedback

✓ 14. The man whom I ____ with ____ the dean of our faculty. 1 / 1

A. was talking/were

B. were talking/were

C. can talk/were

D. were talking/was

E. was talking/ was ✓

Add individual feedback

✓ 15. Neither the man nor his son ____ convinced of the idea. 1 / 1

A. had

B. has

C. was ✓

D. have

E. were

Add individual feedback

✓ 16. Do you know the woman ____ next to the window? 1 / 1

A. stands

B. stood

C. is standing

D. stand

E. standing ✓

Add individual feedback

✓ 17. If he ____ early, we ____ catch the last train on time. 1 / 1

A. comes / will be able to ✓

B) will come / could

C) is coming / can

D) will come / will

E) comes / could be

Add individual feedback

✓ 18. Although every student in my class ____ the schedule, one of my students always ____ late to the class. 1 / 1

A. know / come

B. knows / coming

C. know / comes

D. knows / comes ✓

E. know / coming

Add individual feedback

✓ 19. All the furniture I bought ____ at my home now. 1 / 1

A. are

B. was

C. is ✓

D. were

E. have been

Add individual feedback

✗ 20. After the meeting, he said a great deal of advice _____. 0 / 1

A. were given

B. has been given ✗

C. had been given

D. have been given

E. were being given

Correct answer

C. had been given

Add individual feedback

Submitted 27/06/2024, 15:07

Appendix 8 Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: B-3427/U.n.08/FTK/Kp.07.6/05/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
- b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
- c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Km.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
- KESATU : Menunjuk Saudara :
Prof. Safrul Muluk, S.Ag., M.Ed., M.A., Ph.D
- Untuk membimbing Skripsi
Nama : **Jundy Mardhatillah**
NIM : 190203073
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **Utilizing Wordvice Artificial Intelligence to Teach English Subject-Verb Agreement**
- KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;
- KEEMPAT : Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 02 Mei 2024
Dekan,


Safrul Muluk

Tembusan

1. Sakjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.



Appendix 8 Administration



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-4452/Un.08/FTK.1/TL.00/6/2024
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamu'alaikum Wt.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **JUNDY MARDHATILLAH / 190203073**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Jln. T. Daud Silang I, Komplek Perumahan FE No.4 Rukoh, Syiah Kuala

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Utilizing Wordvice Artificial Intelligence to Teach English Subject-Verb Agreement*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 04 Juni 2024
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 31 Juli 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix 9 Documentation

Meeting 1



Meeting 2



Meeting 3



AUTOBIOGRAPHY

1. Personal Information

Name : Jundy Mardhatillah
Place/Date of Birth : South Aceh, 11th November 2000
Sex : Male
Nationality : Indonesia
Address : Rukoh, Syiah Kuala
Marital Status : Single
E-Mail : 190203073@student.ar-raniry.ac.id

2. Parents

a. Father : Prof. Dr. Maizuddin, M.Ag
Occupation : PNS
Address : Rukoh, Syiah Kuala

b. Mother : Lily Sumarli
Occupation : Housewife
Address : Rukoh, Syiah Kuala

3. Background of Education

2008 – 2013 : SD Negeri 32 Banda Aceh
2013 – 2016 : MTsS Darul Ihsan
2016 – 2019 : MAN 3 Banda Aceh
2019 – Current : Universitas Islam Negeri Ar-Raniry Banda Aceh