

**Fostering Critical Thinking and Digital Literacy:
Students' Use of the Verb "Be" in English Sentences**

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Abstract

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This study aims to analyze students' mastery of the verb be in various sentence forms and to evaluate the role of digital-based exercises in enhancing students' critical thinking and digital literacy skills. The study employed a quantitative descriptive approach, with data collected through Google Forms from 12 EFL students. The research instrument consisted of multiple-choice questions, with 10 items each for positive sentences, negative sentences, and interrogative sentences. The results indicate that students are more proficient in forming positive sentences, while negative and interrogative sentences show higher error rates, particularly regarding subject-verb inversion and the use of not. Activities requiring students to explain their answer choices fostered the development of critical thinking skills, while the use of an online platform strengthened their digital literacy. The limitations of this study include a relatively small sample size and a focus on simple sentences. Future research is suggested to expand the sample, use more complex sentences, and explore the relationship between grammar mastery, critical thinking, and digital literacy in more authentic learning contexts.

Kata Kunci:

*Siswa EFL,
verb be,
berpikir kritis,
literasi digital,
kalimat positif-
negatif-interrogatif.*

Abstrak

Penelitian ini bertujuan untuk menganalisis penguasaan siswa terhadap verb be dalam berbagai bentuk kalimat sekaligus mengevaluasi peran latihan berbasis digital dalam meningkatkan kemampuan berpikir kritis dan literasi digital siswa. Pendekatan yang digunakan adalah deskriptif kuantitatif dengan pengumpulan data melalui Google Form pada 12 siswa EFL. Instrumen dalam penelitian ini menggunakan soal pilihan ganda yang terdiri dari 10 soal untuk kalimat positif, 10 soal untuk kalimat negatif, dan 10 soal untuk kalimat interogatif. Ada masing-masing 10 soal Hasil penelitian menunjukkan bahwa siswa lebih mahir dalam membentuk kalimat positif, sedangkan kalimat negatif dan interogatif menunjukkan tingkat

kesalahan yang lebih tinggi, terutama terkait inversi subjek-verb dan penggunaan not. Aktivitas menjelaskan pilihan jawaban siswa mendorong pengembangan keterampilan berpikir kritis, sementara penggunaan platform daring memperkuat literasi digital mereka. Keterbatasan penelitian ini mencakup ukuran sampel yang relatif kecil dan fokus pada kalimat sederhana. Penelitian selanjutnya disarankan memperluas sampel, menggunakan kalimat yang lebih kompleks, dan mengeksplorasi hubungan antara penguasaan grammar, berpikir kritis, dan literasi digital dalam konteks pembelajaran yang lebih autentik.

INTRODUCTION

Mastery of grammar is a key competency in English learning, especially for EFL learners. Yusuf & Ali (2025) state that mastery of sentence structure, verb usage, and subject-verb agreement significantly determine students' ability to understand tense. Grammar errors can impact writing, speaking, and text comprehension, which in turn may hinder students' academic performance and communicative competence (Rosadi, 2023). Empirical studies indicate that students who struggle with grammar often face difficulties in constructing meaningful sentences, participating in classroom discussions, and completing written assignments effectively (Shafira et al., 2020). From a pedagogical perspective, this highlights the importance of integrating targeted grammar instruction and practice into classroom activities, including digital-based exercises, to support both language proficiency and higher-order skills such as critical thinking and digital literacy. Therefore, a proper grasp of grammar is a crucial foundation for developing English language skills.

One aspect of grammar that frequently leads to errors is the use of the verb "be". Octasary & Anwar, (2025) emphasize that EFL learners frequently misuse the forms "am," "is," "are," "was," and "were," in both positive, negative, and interrogative sentences. These errors typically occur due to a lack of understanding of sentence context and appropriate tense. Previous research also shows that errors in the verb "to be" impact the difficulty of writing grammatically correct sentences

(Iswari et al., 2019; Mubasyira, 2017). Thus, focusing on mastering the verb “to be” is crucial in learning English.

The use of positive, negative, and interrogative sentences is an important indicator in assessing students’ ability to use the verb “be”. Salsabila & Mubasyira (2021) emphasize that students tend to find it easier to write positive sentences than negative and interrogative sentences. This indicates the need for varied practice to familiarize students with these three sentence forms. Research also shows that providing structured practice can improve the accuracy of using the verb “be” (Shafira et al., 2020). Therefore, assessments of grammar skills should encompass a variety of sentence forms to obtain a comprehensive picture.

In addition to grammar mastery, critical thinking skills are also an important focus in 21st century English learning. Sanday & Nurdiawati (2021) state that critical thinking skills can improve students’ ability to choose the correct verb form. In the context of using the verb “be”, critical thinking is operationalized by asking students not only to select the correct form of “be” but also to justify their choices based on subject-verb agreement, tense, and sentence meaning. For instance, students analyze sentences, identify patterns, evaluate options, and explain why a particular form of “be” is appropriate in each case. Activities that require analysis and reasoning can help students internalize grammar rules more deeply. Furthermore, exercises that combine answer selection with explanation of reasoning can facilitate the development of critical thinking. This study specifically designs digital-based exercises where students must provide explanations for their use of “be”, enabling the simultaneous practice of grammar, critical thinking, and digital literacy skills.

The use of digital technology in English learning has become a trend that supports students’ digital literacy. Normawati & Nugrahaeni (2024) emphasize that online platforms such as Google Forms enable teachers to conduct effective evaluations and students to learn using digital media. Beyond facilitating flexible and interactive access, digital platforms can be designed to promote critical thinking by requiring students to analyze sentences, choose the correct form of the verb “be”, and justify their answers. This dual focus allows students to simultaneously practice

grammar, engage in reasoning, and develop digital literacy skills through the navigation, input, and management of online exercises. Furthermore, the use of Google Forms can combine multiple-choice questions and short writing assignments to measure both grammar mastery and writing skills. Therefore, integrating technology in this way creates a synergistic learning environment where digital literacy and critical thinking are fostered alongside language competence.

Previous studies have shown that errors in the use of the verb “to be” are still common across various levels of education. Napratilora & Siagian (2019) and Novitasari (2019) demonstrate that tense comprehension affects students’ ability to construct simple sentences. Errors such as the inappropriate use of “was” and “were” frequently occur in recount or narrative texts. This demonstrates the need for a systematic learning approach to minimize errors. Therefore, this study emphasizes the importance of structured online practice to improve the accuracy of the verb “be” usage.

Research also emphasizes the relationship between grammar mastery and writing skills. Sudar (2024) explains that subject-verb agreement errors directly impact the quality of students’ essays. Rosadi (2023) adds that students who are proficient in using the verb “be” tend to be more fluent in constructing syntactically correct sentences. By combining grammar practice and sentence writing, students can improve their writing skills holistically. Therefore, developing writing skills is inseparable from good grammar mastery.

The use of online questions that combine multiple-choice answers and short essays can be an effective method for assessing both aspects. Yang (2022) emphasizes the importance of structured teaching materials to facilitate the analysis of student abilities. Google Forms allows the integration of multiple-choice and short-answer questions so that students can demonstrate both grammar mastery and writing ability. This study utilized this approach to obtain valid and comprehensive data. This method allows for more accurate measurement of grammar and critical thinking skills.

This study also highlights innovative aspects in English language learning. Fadilah (2022) emphasize that the use of online methods can increase student

motivation and engagement. Furthermore, students learn to use technology as a learning medium while simultaneously fostering digital literacy. The combination of grammar exercises and online technology creates a modern learning environment relevant to 21st century needs. Therefore, this study combines innovative and practical aspects in assessing English language proficiency.

Based on the above description, it is important to analyze the mastery of the verb “be” in positive, negative, and interrogative sentences using online methods. This study aims to analyze students’ mastery of the verb be in various sentence forms and to evaluate the role of digital-based exercises in enhancing students’ critical thinking and digital literacy skills. The results are expected to provide a comprehensive picture of students’ grammar mastery and 21st-century skills. Therefore, this research is relevant and beneficial for the development of modern English language learning.

METHOD

Research Design

This study used a descriptive quantitative approach to analyze students’ mastery of the verb “be” in positive, negative, and interrogative sentences. This approach was chosen because the focus of the study was to objectively measure students’ competency levels through online instruments (Creswell & Creswell, 2018). This study also integrated critical thinking and digital literacy aspects in accordance with 21st-century learning principles. Data were analyzed to determine error patterns, accuracy levels, and students’ critical thinking skills, thus providing a comprehensive picture of students’ grammar and digital literacy skills.

Population and Sample

The population as well as sample consisted of 12 students taking a Basic English Grammar course. Subjects were selected using total sampling (Sugiyono, 2016), specifically students with access to digital devices and the internet. Although the sample size is relatively small ($n = 12$), this was justified because the study employed a qualitative and exploratory design aimed at understanding in depth students’ use of the verb “be” and their engagement with digital-based exercises. A

smaller, carefully selected sample allows for detailed observation, close monitoring of learning processes, and collection of rich data on students' critical thinking and digital literacy development. These subjects were chosen to represent basic grammar mastery levels, allowing the research results to reflect real-world conditions in EFL classrooms. However, the limited sample size implies that the findings should be interpreted cautiously and may not be generalized to all EFL learners; instead, they provide insights and practical implications for similar classroom contexts.

Research Instrument and Validity

The research instrument, a Google Form, was specifically designed to measure mastery of the verb "be" in three sentence forms: positive, negative, and interrogative. The form contained 30 multiple-choice questions, consisting of 10 positive, 10 negative, and 10 interrogative. Each question was given a situational context so students could apply grammar in real-life communication (Brown, 2004). To operationalize critical thinking, the questions required students to engage in specific cognitive processes, including logical reasoning (choosing the correct verb form based on sentence structure), error identification (detecting incorrect uses of "be"), and contextual decision-making (selecting forms appropriate to the situational context). The instrument's validity was ensured through validation by English language experts and a limited pilot test on a small number of students prior to the main implementation (Mills & Gay, 2019). Reliability was measured using the internal consistency coefficient for multiple-choice responses. Digital literacy in this study was considered both as a contextual factor and as a measurable skill: students' ability to navigate the Google Form, input responses correctly, and manage digital submissions was observed as part of their digital competence, while the use of digital platforms also provided the context for fostering critical thinking and grammar mastery. The use of Google Forms ensured no data loss and facilitated automatic recording, ensuring the data were considered valid and reliable for further analysis.

Data Collection Procedure

Data collection was conducted online using Google Forms. The form link was shared with participants via email or through an online learning platform. Participants were given approximately 30–45 minutes to complete all questions. Before completing the questions, participants were given instructions on how to answer the questions and the purpose of the activity, emphasizing the importance of answering accurately and logically. All participants provided informed consent prior to participation, ensuring that they voluntarily agreed to take part in the study and understood their rights regarding data privacy and confidentiality. After all answers were collected, the data was downloaded in Excel format for further analysis.

Data Analysis Technique

Data was analyzed descriptively and quantitatively using the percentage of correct answers for each sentence type (positive, negative, and interrogative). Error analysis was conducted to identify frequently misused forms of the verb “be”. Critical thinking was inferred from students’ ability to choose the correct verb form accurately and logically, while digital literacy was considered in terms of students’ effective use of the online platform to complete the exercises. Results were presented in tables and graphs for easy interpretation. Conclusions were drawn based on these quantitative findings, providing insights into students’ grammar mastery as well as their engagement with critical thinking and digital literacy tasks (Creswell & Creswell, 2018).

FINDINGS AND DISCUSSION

Findings

This section presents the findings of the study regarding students’ mastery of the verb be across different sentence types, positive, negative, and interrogative sentences to identify patterns of proficiency and common errors.

Students’ Mastery of the Verb Be Across Sentence Types

This section presents an overview of students’ mastery of the verb be across different sentence types. The analysis aims to identify patterns of proficiency and

common errors among students when using the verb be in various contexts. These findings provide insights into areas of strength and aspects that require further practice to improve overall grammar competence.

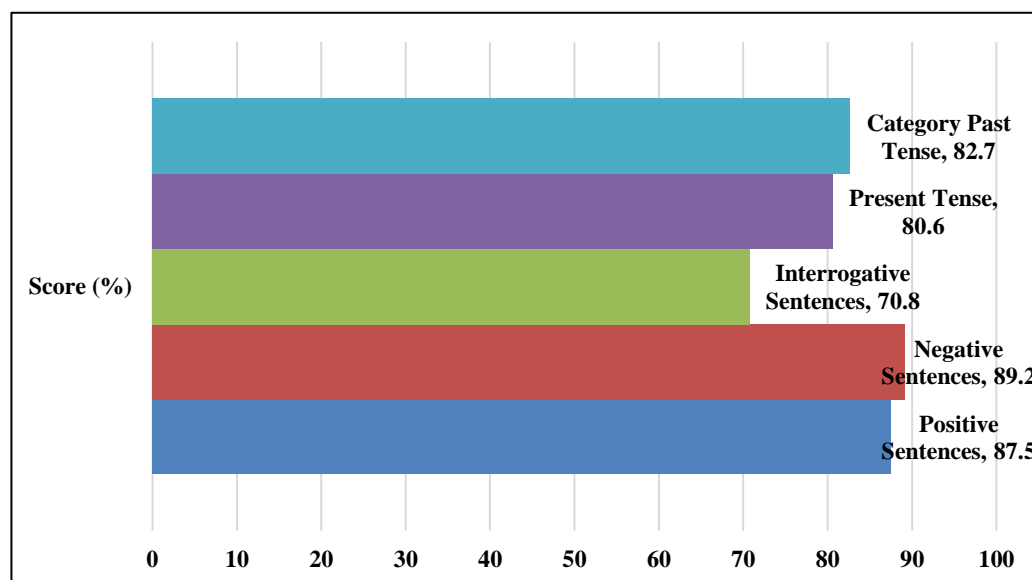


Diagram 1. Average Accuracy of Students' Use of the Verb Be in Positive, Negative, and Interrogative Sentences

Based on Diagram 1, the average score of students' answers shows clear variations between sentence types. Negative sentences obtained the highest score with a percentage of 89.17%, indicating that students were more accurate in using the form was/were not. Positive sentences also showed quite good mastery, with an average of 87.5%, indicating that students were able to form affirmative sentences correctly despite some minor errors. Meanwhile, interrogative sentences had the lowest average score, namely 70.83%, indicating that students still have difficulty in forming questions using was/were/is. In terms of tenses, mastery of the past tense was slightly higher, namely 82.7%, compared to the present tense which obtained 80.56%, this is reasonable considering that most sentences in the research instrument use was or were. These findings confirm that although students have a basic grasp of the verb "be," they need further practice, particularly in forming interrogative sentences and using the present tense accurately.

These results support the importance of fostering critical thinking, as students are required to choose the appropriate form of the verb "be" according to the context

of the sentence. They also support digital literacy, as the research instrument used a digital platform (Google Form) to train students' independent writing and analytical thinking skills. Therefore, the combination of digital-based exercises and a focus on grammatical form can improve students' writing skills, grammar comprehension, and critical thinking skills in using the verb "be".

Students' Mastery of the Verb Be of Affirmative Form

This section discusses students' mastery of the verb be in affirmative sentences. Affirmative sentences are often considered the simplest form, as they follow a straightforward subject-verb-object structure. The analysis highlights students' performance, common errors, and overall comprehension in constructing positive statements.

Table 1. Accuracy Level of Using the Verb Be in Affirmative Form

No	Item	Total Correct	Percentage (%)
1	I <u>am</u> excited because I have just received my exam results.	9	75%
2	She <u>is</u> at the library studying for her thesis right now.	11	91.67%
3	They <u>were</u> in the lecture hall during yesterday's seminar.	11	91.67%
4	He <u>was</u> very confident during the presentation last week.	12	100%
5	We <u>were</u> members of the university debate club two years ago.	12	100%
6	You <u>were</u> the only student who submitted the assignment on time.	6	50%
7	It <u>was</u> very cold last night, so we stayed inside.	12	100%
8	My friends <u>were</u> very supportive during my research project.	9	75%
9	I <u>was</u> at the campus cafeteria when I met my lecturer.	12	100%
10	The results <u>were</u> accurate and consistent with previous studies.	11	91.67%

Table 1 shows variations in students' mastery of the verb "be" in affirmative and past tense forms. Form items number 4, 5, 7, and 9 all show the highest percentage (100%), all of which use "was/were" in the positive past tense. This indicates that students have a strong grasp of the use of "was/were" in affirmative sentences, demonstrating their ability to accurately understand basic grammatical structures. Meanwhile, sentences 1 and 8 have a moderate percentage (75%). In these sentences, students still make some errors, but the number is not significant, indicating that their mastery is quite good, although they require additional attention.

Furthermore, items number 2, 3, and 10, with a high percentage (91.67%), demonstrate strong mastery of the use of “is/are/were” in specific contexts, such as more complex positive present and past tense sentences. This reflects students’ ability to flexibly apply the verb “be” in sentence writing. However, item number 6 has the lowest percentage (50%), which indicates the students’ greatest weakness in certain sentence structures, especially affirmative past tense forms which require greater precision in the subject and predicate. These findings underscore the importance of learning strategies that emphasize critical thinking, requiring students to choose the appropriate form of the verb “be” according to context.

Furthermore, the use of digital literacy through online platforms like Google Forms allows students to practice independently and receive immediate feedback. This combination of digital practice and a focus on grammar not only improves mastery of the verb “be” but also fosters better critical thinking and analytical skills and writing abilities in EFL students.

Students’ Mastery of the Verb Be of Negative Form

This section examines students’ mastery of the verb be in negative sentences. Negative sentences require students to understand the use of not and the correct placement of the verb, which can be challenging for learners. The findings reveal how well students apply grammar rules in forming negative statements and the types of mistakes they frequently make.

Table 2. Accuracy Level of Using the Verb Be in Negative Form

No	Sentence	Total Correct	Percentage (%)
11	I <u>was</u> not satisfied with the feedback I received yesterday.	11	91.67%
12	She <u>was</u> not in the lab this morning because she had a meeting.	10	83.33%
13	They <u>were</u> not aware of the change in the exam schedule.	8	66.67%
14	He <u>was</u> not ready for the presentation last week.	11	91.67%
15	We <u>were</u> not included in the group discussion yesterday.	11	91.67%
16	You <u>were</u> not present at the workshop last month.	11	91.67%
17	It <u>was</u> not raining during the field trip last Friday.	11	91.67%
18	My classmates <u>were</u> not informed about the assignment deadline.	11	91.67%
19	I <u>was</u> not feeling well when the seminar started.	11	91.67%
20	The documents <u>were</u> not available in the office yesterday.	12	100%

Based on Table 2, analysis of negative form shows variations in the accuracy of students' use of "was not" and "were not". Item number 20, "The documents were not available in the office yesterday", achieved the highest accuracy (100%), indicating that students fully understand the structure of "were not" when used with plural subjects. Several other sentences, namely items number 11, 14, 15, 16, 17, 18, and 19, demonstrated high accuracy (91.67%), indicating that students generally mastered the negative forms "was not" and "were not" in various sentence contexts.

Item number 12, which achieved moderate accuracy (83.33%), shows that errors begin to appear as sentences become longer and more complex, indicating that sentence length can affect students' accuracy in selecting the correct form of the verb "be". Meanwhile, item number 13, "They were not aware of the change in the exam schedule", achieved the lowest accuracy (66.67%), likely because students were confused between "was" and "were", or were distracted by the key word "aware", especially with plural subjects.

These findings highlight students' areas of weakness in forming negative sentences with plural subjects, while also emphasizing the need for learning strategies that focus on critical thinking, where students need to analyze the subject and context of a sentence before determining the correct form of the verb be. Furthermore, the use of digital platforms such as Google Forms supports digital literacy, as it allows students to practice independently, reflect on their answers, and receive immediate feedback, allowing for gradual improvement in mastery of the negative structure was/were not.

Students' Mastery of the Verb Be of Interrogative Form

This section explores students' mastery of the verb be in interrogative sentences. Interrogative forms often pose the greatest difficulty due to subject-verb inversion and question word placement. The analysis identifies students' proficiency levels, typical errors, and areas that require additional practice to improve sentence formation.

Table 3. Accuracy Level of Using the Verb Be in Interrogative Form

No	Sentence	Total Correct	Percentage (%)
21	Were you prepared for the group presentation yesterday?	9	75%
22	Was she at the conference last week?	12	100%
23	Were they aware of the changes in the syllabus?	7	58.33%
24	Was he the team leader during the project?	9	75%
25	Were we invited to the seminar on campus?	10	83.33%
26	Is it possible to finish the research within a month?	9	75%
27	Were your classmates in the library during the midterm week?	9	75%
28	Was I correct in assuming that the lecture was cancelled?	5	41.67%
29	Were the results consistent with the previous experiment?	5	41.67%
30	Were they at the campus event last Saturday?	10	83.33%

Based on Table 3, the analysis of interrogative sentences shows variations in students' mastery of the verb "be" pattern in question form. Item number 22, "Was she at the conference last week?", achieved the highest accuracy (100%), indicating that students have a strong grasp of the "was" + subject pattern in forming questions. Item numbers 25 and 30 demonstrated high accuracy (83.33%), indicating students' strong ability to use "were" + plural subject to form questions.

Item numbers 21, 24, 26, and 27 achieved moderate accuracy (75%), with errors occurring but not being dominant, indicating that students were largely able to apply the interrogative pattern correctly, although some confusion persisted. Meanwhile, item number 23 achieved low accuracy (58.33%), indicating that students experienced difficulty using "were" + plural subject patterns, such as "they", especially when considering the subject's agreement with the verb "be". The lowest accuracy was found in sentences 28 and 29 (41.67%), indicating that interrogative forms such as "Was I..." are quite confusing, and that long sentences or sentences containing additional clauses tend to increase student errors.

These findings indicate that although students are able to understand the basic pattern of interrogative sentences, they still need further practice to master the use of the verb be in the context of questions with plural subjects and complex sentences. A critical thinking-based approach helps students analyze the subject and predicate correctly before choosing the form of the verb be, while the use of digital platforms such as Google Forms supports digital literacy, as it allows interactive

practice, self-reflection, and quick feedback, ultimately improving accuracy in forming interrogative sentences.

Based on the data analysis regarding the use of the verb be in positive, negative, and interrogative sentences, it can be concluded that students are more proficient in using the verb be in positive form compared to negative or interrogative forms. The most common errors occur in the choice of the verb be form and the structure of interrogative sentences, especially in sentences with plural subjects or more complex ones. Online activities using Google Forms have proven effective in measuring grammar mastery while stimulating students' critical thinking skills. Furthermore, students' digital literacy is also honed because the process of collecting, processing, and reflecting on answers is done online. Thus, the combination of grammar practice and the use of digital platforms not only improves English mastery but also creates a learning experience relevant to 21st-century skills, such as critical thinking, problem-solving, and digital literacy.

Discussion

The results of this study indicate that students show high proficiency in using the verb be across different sentence forms, with negative sentences scoring slightly higher (89.2%) than positive sentences (87.5%), and interrogative sentences scoring the lowest (70.8%). Although previous studies suggest that positive sentences are generally easier for EFL learners due to their familiarity and simplicity (Salsabila & Mubasyira, 2021; Shafira et al., 2020), the higher score for negative sentences in this study may be attributed to targeted practice in the digital-based exercises, where students repeatedly engaged with negative sentence structures and received immediate feedback. This suggests that familiarity alone does not determine mastery; structured practice and active reasoning can enhance performance even in less intuitive sentence forms.

The most frequent errors occurred in interrogative sentences, especially in subject-verb inversion. For example, students sometimes wrote "Was the results consistent with the previous experiment?" instead of the correct "Were the results consistent with the previous experiment?". The example highlights typical

challenges in forming correct interrogative sentences, particularly with auxiliary verbs and subject-verb agreement. This indicates that students need additional practice with interrogative sentence structures to achieve a more balanced mastery of grammar. Therefore, grammar exercises should cover all sentence forms, not only positive sentences, to enhance language proficiency comprehensively.

Error analysis also revealed that students often choose the wrong form of verb be according to the subject and tense, and they struggle with forming negative and interrogative sentences. Octasary & Anwar (2025) emphasize that incorrect use of am, is, are, was, and were remains a major challenge for EFL learners. These errors indicate a lack of internalization of grammar rules, as evidenced by students' inability to consistently apply subject-verb agreement, correctly insert the word not in negative sentences, and maintain proper word order in interrogative forms. This suggests that although students may recognize the rules theoretically, they have not fully integrated them into automatic sentence construction or contextual reasoning, reflecting gaps in both procedural grammar knowledge and critical thinking skills. Additionally, students sometimes omit the word not in negative sentences or use incorrect word order, leading to inaccurate sentence meanings. With more contextual and reflective practice, students can significantly reduce these errors.

This study highlights the importance of students' critical thinking in selecting and writing the correct form of verb be. Based on the short-answer data, only a portion of students could accurately explain the reasons for their choices, especially in interrogative sentences. Sanday & Nurdiawati (2021) state that critical thinking can be improved through exercises that require analysis, comparison, and reflection within sentence contexts. By asking students to write their reasoning, this study integrates critical thinking skills with grammar mastery. This shows that online exercises not only test technical skills but also encourage students to think logically and analytically.

The use of Google Forms as a data collection tool proved effective for assessing grammar mastery and digital literacy simultaneously. Normawati & Nugrahaeni (2024) emphasize that integrating technology into English learning can enhance students' ability to navigate digital media and complete tasks

independently. In this study, almost all students were able to access, respond to, and submit the forms correctly, demonstrating good digital literacy. Furthermore, online platforms allow teachers to monitor students' progress in real-time, making evaluation more efficient and accurate. This integration of digital literacy adds value to innovative grammar learning.

The study shows that practicing the verb be through online platforms, such as Google Forms, improves grammar mastery and supports the development of 21st-century skills. Using digital exercises, students engage in critical thinking by selecting the correct verb form, analyzing sentence contexts, and reflecting on their answers independently. They also develop digital literacy by navigating the platform, entering responses accurately, and managing digital submissions. These findings indicate that integrating digital literacy into grammar exercises enhances students' critical thinking and independent problem-solving skills, aligning language learning with 21st-century demands (Normawati & Nugrahaeni, 2024; Sanday & Nurdawati, 2021; Yusuf & Ali, 2025).

CONCLUSION

Based on the results of this study, it can be concluded that EFL learners demonstrated high proficiency in using the verb be across different sentence forms, with negative sentences showing slightly better performance than positive sentences, while interrogative sentences remained the most challenging. The higher performance in negative sentences appears to result from targeted digital-based exercises, where repeated practice and immediate feedback helped students internalize the structures, suggesting that structured practice and critical reasoning enhance grammar mastery beyond mere familiarity. Exercises requiring students to explain the reasons for their answer choices successfully encouraged the development of critical thinking, while the use of Google Forms also supported digital literacy by enabling students to access, navigate, and submit responses independently. These findings highlight the importance of integrating grammar exercises with online technology to promote reasoning and reflection, linking grammatical accuracy with higher-order thinking skills in English language

learning. Limitations of the study include the relatively small number of participants and the focus on simple sentence forms, which may not fully reflect performance in longer or more complex texts, while future research could involve larger samples, a broader range of sentence structures, and exploration of the interplay between grammar mastery, critical thinking, and digital literacy in authentic learning contexts.

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