Designing Learn English Grammar for Beginner Students

Ulfa Wulan Agustina[1*], Siti Mutrofin[2]
[1,2]English Education, Universitas KH. A. Wahab Hasbullah
[*]Email:ulfa.wulanagustina@unwaha.ac.id

ABSTRACT
This school is a fairly large private school in Tulungagung City, Ngunut village to be exact. Institutions The purpose of this research is to design Learn English Grammar for beginner students. This development used ADDIE theory is limited several steps, those are; 1) Analysis, 2) Design, 3) Development, 4) Implementation, 5) Evaluation. The subjects of the research are the beginner English students, especially for beginner students with an age range of 14 years to 15 years of MTs.Nizhamiyah Ploso. The media validation result got 3, 77 score it was included in the category fair and worth to use with revision and the material validation got 3, 42 score it was included in the category fair and worth to use with revision. Subject of this research was beginner students, especially for beginner students with an age range of 14 years to 15 years of MTs.Nizhamiyah Ploso. The student's response of try out result was in "fair category". It can be concluded that LEGRA (Learn English Grammar) for beginner students is feasible to be used as a learning media.

Keywords: *Media; Beginner; Learn English Grammar.*

INTRODUCTION

English is taught in Indonesia as the first foreign language and it is included in the Indonesian curriculum that states students in their school should have English lessons. In addition, students are also required to learn English. English grammar or structure is also worth studying (Bahtiar, 2019). This is because grammar is the key to understanding sentences in English. However, students may face problems learning and understanding English grammar because their first language cannot avoid by students. Language has mechanisms and processes in the world that differentiate it from other languages. Without grammar, language is difficult. Whereas the grammar of human languages varies in several respects, they all have a grammar that differs from other languages with its own general characteristics. The researcher collected data that some of students have difficulties to learn English grammar. One of big problems in mastering English is learning tenses. The researcher focused on beginner English students, especially for beginner students with an age range of 14 years to 15 years of MTs. Nizhamiyah Ploso. The researcher planned to create a new media for learning English Grammar based on the result of need analysis.

According to (Apsari et al., 2019) Grammar is the foundation of language that enables meaning to be structured. It's a form that's used in daily conversation to express thoughts and feelings. It's a group of words, clauses, or sentences. When students don't understand grammar, they can have a hard time sharing their thoughts or facts. In other words, teaching English grammar is critical because it has become one of the most crucial micro skills to learn. So, they need a media to learn easily. Media are various components in learners' environment which support the learners learn according to Gagne et. al. (1992, cited in Rahmi, 2014). There are various types of media that a teacher may use in the English teaching learning process, but the teacher must be careful when selecting media, especially when teaching English to beginner students. The use of media in learning English is highly beneficial. Using media to fulfill learning goals helps both the teacher and the students. There are many different types of media, but visual aids are the best for learners, especially children.

METHOD

This research is Research and Development (R&D) design. According to Ahmad (2017) that Research and development is a research approach aimed at creating a specific product, testing it, and determining its efficacy. This means that in order to create a product and measure its efficacy, researcher perform a needs research. The researcher uses the ADDIE model, which consisted of analysis, design, development, implementation, and evaluation phases. There are some main steps in R & D cycle.
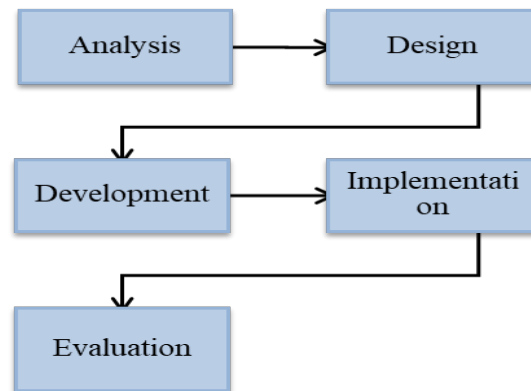

Figure 1. R and D Procedure of ADDIE Model

Analysis

The researcher uses a student questionnaire that includes a number of questions about difficulties in learning English grammar, especially grammar tenses. The analysis is aimed at beginner students at MTs Nizhamiyah Ploso between the ages of 14 and 15 years old. The distribution through of online using Google Form.

Design

The researcher make storyboard based on analysis. Then the researcher used software construct 2 to create applications and website2 builder to convert HTML5 to android Apk. Construct is a 2D game editor based on HTML5, developed by Scirra Ltd. It is aimed primarily at non-programmers, enabling fast game creation through visual programming. Website 2 APK Builder is a computer-based application that is made specifically to create an APK or Android-type application, which includes a website or blog that you have. The results of the application that was created on Website 2 APK Builder can later be installed on your Android phone and we can even publish it to Playstore as long as you already have a Play store Developer account.

Development

Product in revision based on the validation process carried out by material experts and media experts. After revising the product, the product can be implemented for students.

Implementation

The researcher try out "Learning Grammar English" to 15 beginner students of Mts.Nizhamiyah ploso. Furthermore, the researchers collect the data on product feasibility use Likert scale to get the result of student's response.

Data Analysis Technique

The steps of data analysis as follow:

The data collected then analyzed by finding the average score or mean as follows :

$$xi = \frac{\sum x}{N}$$

Description :
Xi = Average Score (Mean)
$\sum x$ = Total Score
N = Number of question

<p align="center">**Table 1.** Likert Scale</p>

Meaning Score	Score
Very Good	5
Good	4
Fair	3
Low	2
Very Low	1

Evaluation

The final objective of evaluation is to measure the achievement of development goals. From the data collected, the researcher can conclude that the product developed is feasible and can be used by beginner English students.

RESULT AND DISCUSSION

Result of Need Analysis

The researcher concluded of the questionnaire result that the students have problems in their grammar skill especially in tenses, and they need a media to help them to practice grammar tenses skill.

<p align="center">**Table 2.** Result of Analysis</p>

Question	1	2	3	4	5	6	7	8	9	10	
Yes	6	6	6	6	6	2	5	3	14	14	6.8
No	3	2	10	5	2	8	6	8	0	0	4.4
Maybe	7	10	1	8	0	6	5	5	2	2	4.6

Result of development

Researcher revise the product according to the suggestion and inputs that have been given by media and material expert validated it.

Figure 2. Cover of Product

Figure 3. Main Menu of Product

Figure 4. Material Layout

Result of Media Validation

The researcher used validation sheet to evaluation. The measurement scale used is the Likert Scale as explained earlier. After testing, improvements are made according to the advice of the experts. Result assessment from material are as follows:

Table 3. Result of Media Validation

No	Assessment Aspect	score
General quality		
1	Media compatibility with material	4
2	Button display regularity and consistency	4
Language quality		
3	Text, image, and animation layout	4
4	Font size selection compatibility	3
5	Background selection compatibility	4
Media presentation		
6	Attractive media display	4
7	Interesting media presentation	3
8	There is a title/media description	4
9	Able to encourage students to learn independently	4
Total		34

Result of Material Validation

The researcher used validation sheet to evaluation. The measurement scale used is the Likert Scale as explained earlier. After testing, improvements are made according to the advice of the experts. Result assessment from material are as follows :

Table 4. Result of Material Validation

No	Assessment aspect	Score
Material quality		
1	There is no deviant aspect of the indicator.	4
2	Clarity of material (including SK, KD, and indicators	2
3	Description of the content	4
4	Explanation oof included examples	3
5	Coverage of included examples	3
Language quality		
6	Clarity of language use	4
7	Language compatibility with target users	4
8	Grammar accuracy	4
Quality of practice questions		
9	Suitability of practice questions with competence	4
10	The balance of practice questions with material	4
The suitability of the presentation with the demands of learner-centered learning		
11	Encouraging students' desire	4
12	Encouraging student interaction	3
13	Encouraging students to build their own knowledge	4
14	Encouraging students to learn independently	5
Total		48

Result of Implementation

In this part the product been developed then implemented to 15 students to be respondents and tried out LEGRA (Learn English Grammar). The researcher used questionnaire by google form. The researcher sent the application to students by WhatsApp, so the students downloaded LEGRA (Learn

English Grammar) on their smartphone.

Table 5. Result of Implementation

Question	Score Obtain by Students															Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	3	4	3	2	4	4	4	3	4	4	3	2	1	5	2	48
2	4	5	3	3	5	3	5	4	4	4	3	3	2	3	3	54
3	4	4	3	2	5	3	5	4	4	4	3	4	5	3	4	57
4	4	2	3	3	4	4	5	4	4	4	1	3	2	3	2	48
5	4	5	3	4	4	3	5	4	4	4	4	4	4	3	3	59
6	4	4	3	4	4	3	5	3	4	3	4	5	5	3	5	59
7	4	5	3	4	4	3	5	3	4	5	5	4	5	4	4	61
8	4	4	3	3	4	3	5	3	5	5	5	4	5	4	4	59
9	4	4	3	4	4	3	4	4	4	5	3	3	5	3	4	61
10	4	3	3	3	4	3	5	4	4	4	4	4	4	4	3	56
11	4	4	3	3	4	3	5	4	4	4	3	3	4	3	5	56
12	4	5	3	3	4	3	5	4	4	5	5	4	5	3	5	62
13	4	5	3	3	4	4	5	4	4	4	5	5	3	3	5	61
14	4	4	3	3	4	5	5	4	4	3	5	5	3	4	3	59
15	4	2	3	3	4	5	5	4	4	4	4	3	4	3	5	57
16	4	5	3	3	5	5	5	4	4	4	4	3	4	3	5	56
17	4	3	3	3	4	5	5	4	4	3	3	5	5	3	4	58
18	4	4	3	3	5	5	4	4	4	4	3	3	1	5	4	56
Total																**1027**

Result of Evaluation

This is the last stage in Designing LEGRA (Learn English Grammar) for Beginner students, the purpose of the evaluation is to see the reliability of the LEGRA app as a learning media and can be use as a reference material for similar research in the future. Based on the data obtained from the implementation stage, it can be concluded that the LEGRA app can help as a learning media in the English grammar at MTs. Nizhamiyah ploso.

Discussion

According to assessment result by material expert, the total score get are 48, the total score then calculate using the formula explained earlier to know the eligibility of the learning media. The calculation are as follows :

$$Average\ Score = \frac{Total\ Score}{Number\ of\ Question} = \frac{48}{14} = 3.42$$

So, the result of the due diligence from material experts is 3.35 which is included in the category fair and worth to use with revision.

According to assessment result by media expert, the total score get are 34, the total score then calculate using the formula explained earlier to know the eligibility of the learning media. The calculation are as follows :

$$Average\ Score = \frac{Total\ Score}{Number\ of\ Question} = \frac{34}{9} = 3.77$$

So, the result of the due diligence from material experts is 3.88 which is included in the category fair and worth to use with revision. According to assessment result by respondences, the total score get are 1027, the total score then calculate using the formula explained earlier to know the eligibility of the learning media. The calculation are as follows :

$$Average\ Score = \frac{Total\ Score}{Number\ of\ participans} = \frac{1027}{15} = 68,5$$

According to result of task evaluation, the total score get are 1027. The average score get from the resondence are 68,5 the data then again calculate with the following formula :

$$Average\ Score = \frac{Total\ Score}{Number\ of\ Question} = \frac{68,5}{18} = 3,8$$

So, the asssessment result by respondences is 3,8 which is included in the category fair and worth to use. The purpose of the evaluation is to see the reliability of the LEGRA app as a learning media and

can be use as a reference material for similar research in the future. Based on the data obtained from the implementation stage, it can be concluded that the LEGRA app can help as a learning media in the English grammar at the MTs. Nizhamiyah ploso.

CONCLUSION

Based on the results and discussion most of students in beginner students of MTs. Nizhamiyah Ploso have difficulty in learning English grammar, especially in tenses. The problems are caused by limitations of learning media used. This research was done According to that result; the objective of this research is to design LEGRA (Learning English Grammar) for Beginner students. Based on the research data and discussion that has been described, then the researcher can conclude that LEGRA app are worth to help as learning media in for the future researcher the result of the research may become a reference and contribute informative input to solve the similar problem.

REFERENCES

Ahmad, A. (2017). Developing Cooperative Learning Based E-Module to Teach Basic English Grammar of the First Semester of English Study Program Students at FKIP – UIR. *J-SHMIC : Journal of English for Academic*, *4*(2), 1–11. https://doi.org/10.25299/jshmic.2017.vol4(2).536

Apsari, Y., Saputra, I. A., & Leriandini, G. (2019). Students' Perception of Snowball Throwing in Teaching Grammar. *PROJECT (Professional Journal of English Education)*, *2*(2), 152. https://doi.org/10.22460/project.v2i2.p152-158

Badroeni, Sofhian Fazrin Nasrullah, Y. zakaria. (2020). *Tenses Master Application. 8*(2), 329–336. https://doi.org/10.25134/erjee.v8i2.2103.Received

Bahtiar, Y. (2019). The Efforts To Improve Student Learning Outcomes Through Problem Based Learning (Pbl) Strategy In Learning English In 10th Grade Students In Ma Mambaul Ulum Megaluh Jombang. *Joems (Journal Of Education And Management Studies)*, *2*(6), 17-22.

Latief, M. A. (2019). *Research Methods on Language Learning*: An Introduction. Malang: UM Press.

Rahmi, R. (2014). *Regina Rahmi, The ImplementationOf Media... The Implementation Of Media In English Language Teaching Regina Rahmi 1 1. V*.

Syatriana, E. (2013). A Model of Creating Instructional Materials Based on the School Curriculum for Indonesian Secondary Schools. *Journal of Education and Practice*, *4*(20), 10–18. https://doi.org/10.31219/osf.io/z8gf9

Solichin, M. M., & Faizin, A. (2017). the Use of Visual Card Media in Teaching Learning Grammar At the Second Grade of Madrasah Aliyah Negeri (Man) Pamekasan. *OKARA: Jurnal Bahasa Dan Sastra*, *11*(2), 287. https://doi.org/10.19105/ojbs.v11i2.1495