

Developing Learn English Better (LEB) For Grammatical Skills

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ABSTRACT

The purpose of this research is to improve student's English skills in grammar skills through android-based learning media. This research uses R&D research method. The data collection in this study was obtained by sharing questioner, to know the needs and obstacles experienced by students in learning grammar. To meet validity and reliability, the researchers used two validators tasked with testing the feasibility of learning media for students to use. Testers consist of material experts and media design experts. The results of this study show that application-based learning media is feasible to use. Improvements can be seen from the use of data analysis techniques to calculate scores from questionnaires using Linkert scale techniques with 5 answer options. According to the assessment by 15 students, the total score obtained was 593, the total score was then calculated using the formula described earlier to determine the feasibility of learning media. The average score obtained from the respondents is 39.5, the data then re-calculates. So, the assessment results by respondents were 3.95 which fall into the category of good and worth using. The benefits of research conducted to facilitate students in learning grammar using android applications. Based on the results of the study, students can conclude that learning grammar is easier using the Grammar Android Application.

Keywords: *Android Application; R&D Methods; ADDIE Models; Grammatical Skills.*

INTRODUCTION

English is a very important language to learn because English is an international language. With English people all around the world can communicate with each other through their differences in language (Ismail et al, 2019). Lutfiansyah (2016) suggests that English has evolved over the centuries. English together with Dutch, German, Norwegian, Danish, Swedish, Icelandic, belong to a language group known as Germanic. English is often referred to as the language of science because there are many sources of reading written or translated into English to be understood and understood by everyone around the world. English in Indonesia is the only foreign language that must be learned from elementary school to university level (Ma'arif & Bahtiar, 2021).

Mastering English grammar can make it easier for students to master English, not only in everyday language but also continue their studies to a higher level. In this case, the researchers conducted a study at MTs Bahrul Ulum Tambakberas Jombang, then the researchers conducted questioner data collection on grade VIII students. Researchers collected data that some students had difficulty learning English grammar. One of the big problems in mastering English is learning grammar. Researchers plan to create a new medium to study English Grammar based on the results of the needs analysis. Based on the above exposure, researchers designed learning media to solve problems that occur in the field by conducting a study with the title "Implementation of Android Application Learn English Better to Measure Students' Grammatical Skills in MTs Bahrul Ulum Tambakberas Jombang.

METHOD

In this study, the researcher used Research and Development (R&D) methods. Using this method, researchers aim to create products and test the feasibility of products. The product made is "Android Application Based on Grammar Learning Media" for students of MTs Bahrul Ulum Tambak Beras Jombang. The researcher uses the ADDIE method. The ADDIE instructional model is an instructional

process consisting of five phases, namely: 1). analysis, 2). design, 3). development, 4). implementation, and 5). evaluation. Data collection techniques at this stage of the questionnaire. The purpose of doing needs analysis is to collect data on students' needs in learning English. Data from the results of the analysis of needs then used as a reference to design the product.

RESULT AND DISCUSSION

Implementation of Grammar Android Application for students of MTs Bahrul Ulum Jombang. This research is research that produces products in the field of education, namely Android Applications to support English Grammar learning. This research model refers to ADDIE Model:

Result of Need Analysis

At this stage, the researchers conducted a needs analysis on students. Data collection techniques at this stage of the questionnaire. The purpose of doing needs analysis is to collect data on students' needs in learning English. Data from the results of the analysis of needs is then used as a reference to design the product.



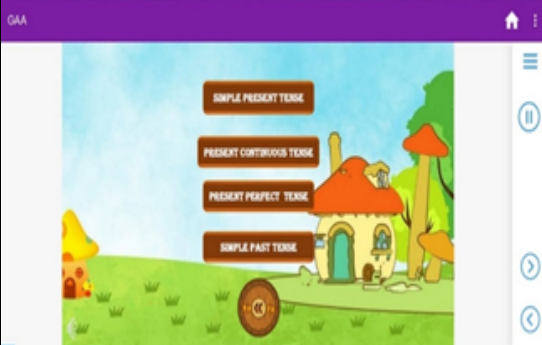
Result of Design

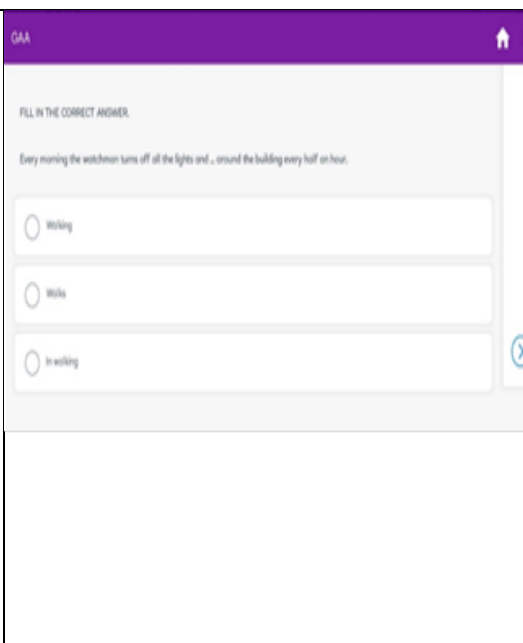
From the results of the analysis of needs conducted at the beginning of the research, the data obtained is used as a reference for product manufacture. then the researcher will create a product storyboard. The storyboard is the initial description of the product to be created.

Result of Development

From storyboards created by researchers, then the researchers began to develop storyboards into media. In the product creation stage, researchers use PowerPoint program and Ispring suite, product creation stage and design implementation by the storyboard are:

Table 1. Result of Development Before Revision and After Revision

	Before Revision	After Revision
Intro Page	On this intro page is the cover page or beginning of the application before entering the main menu on the GAA (Grammar Android Application), this page contains the application title and app description. On the intro page, there is a start button, the university logo, and the application. The start button serves as a button to enter the application menu page and.	
Home screen page	The home screen page is the main menu page in the GAA (Grammar Android Application) application, on this page, three menu buttons are containing: material, exercise, and back button. Each button will take the user to a different page when touched.	
Material Pages	<ul style="list-style-type: none"> On this material page, there are two buttons containing material about tenses and examples of those tenses. Then when the mater button is pressed it will take to the material page containing the explanation of the material then there is an example of the material. 	

<p>Exercise Page</p>	<ul style="list-style-type: none"> • This page is used to evaluate user understanding after studying the materials available in this product. The score for this evaluation is for each test, the highest score for each test is 100, where each correct answer is a score of 10. The question model provided is multiple-choice • After the user completes the evaluation, the system will automatically show the user the results of the question that has been done. The assessment page will show the user's score and grade. Then the assessment page will also display the review quiz button, on that page the user can find out where the error is when filling out the quiz 	
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Result of Expert Validation

When the media has been compiled, the results of the learning media will be validated by experts, consisting of media experts, Iin Baroroh Ma'arif, S. S, M. Pd (Lecturer of the Department of English Education), then the provision of materials in the learning media will be tested for feasibility by the material expert, Ulfa Wulan Agustina, M. Pd (Lecturer of the Department of English Education). This analysis is used to determine the feasibility of content or materials in learning media developed based on learning aspects and audiovisual aspects. The measurement scale used is the Likert Scale as described previously. After testing, repairs are made according to the advice of experts. The results of the assessment of the material are as follows: Material expert, Ulfa Wulan Agustina, M.Pd (Lecturer of the Department of English Education) Validation results are assessments and suggestions about learning media created by researchers, then will be improved under the advice of experts.

The data analysis technique used to calculate the score from the questionnaire used the Linkert scale technique with 5 answer choices. In addition, the obtained score is converted into a value with a Linkert scale as shown in the table below:

Table 2. Linkert's Scale

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

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

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

Description :

Xi = Average Score (Mean)

∑x = Total Score

N = Number of questions

• **Result of Material Validation**

The provision of materials delivered in the learning media will be tested for feasibility by material experts namely Ulfa Wulan Agustina, M. Pd (Lecturer of the Department of English Education). This analysis is used to determine the feasibility of the content or material in the learning media developed based on the learning aspect. The measurement scale used is the Likert Scale as described previously.

After testing, repairs are made according to the advice of experts. The results of the assessment of the material are as follows:

Table 3. Assessment Result by Material Expert

No	Assessment Aspects	Score
Learning Aspects		
1	The suitability of the material with the basic competencies	3
2	The suitability of the material with the learning objectives	4
3	Interactivity of students with media	3
4	Learning motivation growth	4
5	The actuality of the material presented	4
6	Ease of learning to understand	4
7	Easy-to-understand language and vocabulary	4
8	Clarity of study instructions	3
9	Providing feedback on the evaluation results	3
	Total	32

According to the assessment result by the material expert, the total score get is 32, the total score then calculates using the formula explained earlier to know the eligibility of the learning media. The calculation is as follows :

$$\text{Average Score} = \frac{\text{Total Score}}{\text{Number of Question}} = \frac{32}{9} = 3,5$$

So, the result of the due diligence from material experts is 3.5 which is included in the category fair and worth using with revision. Based on the questionnaire responses from material experts, the following suggestions for improvements were obtained:

Table 4. Tabel of Material Expert

No	Validator	Repair Suggestions	
1	Ulfa Wulan Agustina, M.Pd	<ul style="list-style-type: none"> It should not be necessary to give the correct answer so that students want to practice In more detail about writing 	
	Conclusion	Tidak layak untuk diujicobakan	<ul style="list-style-type: none"> Worth testing with revisions according to suggestions Worth testing without revisions
		√	<ul style="list-style-type: none"> Worth testing with revisions according to suggestions Worth testing without revisions

• **Result of Media Validation**

The learning media that has been created will be tested for feasibility by media experts, namely Iin Baroroh Ma'arif, S.S, M.Pd (Lecturer of the Department of English Education). This analysis is used to determine the feasibility of learning media developed based on Audio-Visual Aspects. The measurement scale used is the Likert Scale as described previously. After testing, repairs are made according to the advice of experts. The results of the assessment of the material are as follows:

Table 5. Assessment Result by Media Expert

No	Assessment Aspects	Scores
Audio Visual Aspects		
1	Media is simple and attractive	4
2	Media can attract students' attention	4

3	Media can be accepted by the target based on the goals to be achieved (Communicative)	3
4	Media display is made creatively according to ideas and ideas	4
5	Interesting picture animation	4
6	Images are clear and easy to understand	4
7	Clear background design	4
8	Font selection accuracy	3
9	Letter placement accuracy	3
10	Text placement accuracy	3
11	Image placement	4
12	Image selection accuracy	3
13	Effect design does not interfere with writing	4
14	Easy to read	3
Total		50

According to the assessment result by media expert, the total score get are 36, the total score then calculates using the formula explained earlier to know the eligibility of the learning media. The calculation is as follows :

$$\text{Average Score} = \frac{\text{Total Score}}{\text{Number of Question}} = \frac{50}{14} = 3,57$$

So, the due diligence results of media experts are 3.57 which fall into the fair category and deserve to be used with revisions. Based on questionnaire responses from media experts, the following suggestions for improvement are then allowed trials:

Table 6. Table of Media Expert

No	Validator	Repair Suggestions		
1	Ulfa Wulan Agustina, M.Pd	<ul style="list-style-type: none"> The application cover is named after the application Just use the background only 		
	Conclusion	Not worth trying out	<ul style="list-style-type: none"> Worth testing with revisions according to suggestions Worth testing without revisions 	<ul style="list-style-type: none"> Worth testing with revisions according to suggestions Worth testing without revisions
			√	

• **Result of Product Revision**

After the product is validated by experts, the researchers will revise the media according to the advice given by the experts. Then after the media is repaired under the advice of experts, the media will be implemented to grade VIII students MTs Bahrul Ulum Tambakberas Jombang.

• **Final Product**

After the product is revised under the recommendations and inputs from experts, then the product is ready to be tested. Researchers will test on grade VIII students MTs Bahrul Ulum Jombang.

Result of Implementation

At this stage, learning media is implemented in grade VIII students of MTs Bahrul Ulum Tambakberas Jombang. The implementation of this learning media is carried out in the classroom so that students can run the media individually. Before starting, researchers shared the GAA (Grammar Android Application), then students installed the app on their mobile phones. After that researchers showed the use of such learning media before students began to try it. After that students are asked to start using learning media and try to do the evaluation given. then students are asked to fill out a questionnaire of respondents to respond to the learning media (Ariputri, 2015).

• **Implementation Data Analysis**

The result of the implementation is the assessment and suggestions on learning media contained in the questionnaire provided by the researchers. Data analysis techniques are used to calculate scores from questionnaires using Linkert scaling techniques. After that, the score obtained is converted to a value with a Linkert scale as described earlier. The data collected was 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 participants

The detail of the collected data are as follows :

Table 7. Tabel Collected Data

Score Obtain by Students											Total
Questions	1	2	3	4	5	6	7	8	9	10	
1	4	4	5	4	4	5	4	4	4	4	42
2	4	4	5	5	3	4	4	4	5	4	42
3	5	2	5	5	3	4	4	4	5	4	41
4	5	2	5	5	3	4	4	4	5	4	41
5	4	3	4	3	3	4	4	3	4	4	36
6	5	3	4	4	5	5	4	3	4	5	42
7	4	4	3	5	5	4	3	3	4	4	39
8	4	3	4	4	3	4	3	4	4	4	37
9	4	2	4	2	1	4	3	2	3	4	29
10	4	3	4	2	2	1	4	3	5	3	31
11	4	5	4	5	4	4	3	4	5	3	41
12	5	4	3	3	5	4	5	3	5	4	41
13	4	5	4	5	4	5	5	5	4	4	45
14	4	5	4	4	5	3	4	4	5	5	43
15	5	5	4	4	5	3	5	4	4	4	43
Total											593

According to the assessment result by respondents, the total score get are 593, the total score then calculates using the formula explained earlier to know the eligibility of the learning media. The calculation is as follows :

$$\text{Average Score} = \frac{\text{Total Score}}{\text{Number of participants}} = \frac{593}{15} = 39,5$$

The average score get from the respondents are 39,5, the data is then again calculated with the following formula :

$$\text{Average Score} = \frac{\text{Total Score}}{\text{Number of Question}} = \frac{39,5}{10} = 3,95$$

So, the assessment result by respondents is 3,95 which is included in the category good and worth using.

Result of Evaluation

This stage is the last in Developing GAA (Grammar Android Application) for students. The purpose of the evaluation is to look at the usefulness of GAA applications as learning mediums and can be used as reference material for similar research in the future (Fitrillah et al., 2019). Based on the data

obtained from the implementation stage, it can be concluded that GAA (Grammar Android Application) can be considered worthy of use as a learning medium in English grammar subjects (Apsari, dkk, 2019).

CONCLUSION

Based on the research conducted by the researchers above, almost all students experience difficulties in learning English, especially in the field of Grammar. This is due to the limitations of learning and learning is only monotonous using books and no other learning media. This research was conducted to facilitate the learning of Grammar students, therefore the purpose of this research is to make GAA (Grammar Android Application) a medium of learning for grade VIII students MTs Bahrul Ulum Tambakberas Jombang. Then based on the research data that has been described, researchers can conclude that GAA (Grammar Android Application) application is feasible to be used as a learning medium to facilitate the learning process of students.

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