Android Application as Instructional Media for Grammar Instruction in Hybird Learning during Post Pandemic Session

Nurul Afidah, Dliyaudin Alkhoyyath, Sherly Virdania, Hanifah
Wahab Hasbullah University
e-mail: nurulafidah@unwaha.ac.id

ABSTRACT

The purpose of this research is developing AL - TENS Android Application in Grammar Instruction for first's grade students of SMK Tarbiyatunnasyiin, Diwek, Jombang. The research used Research and Development method that adapted ADDIE (Analyze, Design, Development, Implementation, and Evaluation). Based on the data on develop stage, the researcher got a result 3,5 points on media validation that was categorized as "good quality". The result of material validation is 3,7 points that were also categorized as "good quality". Moreover, on implement phase, the student's responses were 3,41 that could be categorized as "good quality". Based on those data, it can be summarized that this application is feasible and can be applied to Vocational High School Level.
KEYWORDS: Android Application, Grammar, Vocational High School

ABSTRAK

Tujuan dari penelitian ini adalah mengembangkan Aplikasi Android AL - TENS dalam Pembelajaran Grammar untuk siswa kelas satu SMK Tarbiyatunnasyiin, Diwek, Jombang. Penelitian ini menggunakan metode Research and Development yang mengadaptasi ADDIE (*Analyze, Design, Development, Implementation, and Evaluation*). Berdasarkan data pada tahap *develop*, peneliti mendapatkan hasil 3,5 poin pada validasi media yang dikategorikan "berkualitas baik". Hasil validasi materi adalah 3,7 poin yang juga dikategorikan "berkualitas baik". Selain itu, pada tahap implementasi respon siswa sebesar 3,41 yang dapat dikategorikan "berkualitas baik". Berdasarkan data tersebut, dapat disimpulkan bahwa aplikasi ini layak dan dapat diterapkan untuk Tingkat Sekolah Menengah Kejuruan
KATA KUNCI: Aplikasi Android, Grammar, Sekolah Menengah

INTRODUCTION

English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language. This is not to be confused with English as a Second Language, also called English as an Additional Language, which is the practice of learning English in a predominantly English-speaking country (Nordquist, 2020). Regarding that, language is not only knowledge but also a means of communication.

When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills". The four skills of language (also known as the four skills of language learning) are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. These skills are Listening, Speaking, Reading, and Writing. In the context of the first-language acquisition, the four skills are most often acquired in the order of listening first, then speaking, then possibly reading and writing. For this reason, these capabilities are often called LSRW skills. Productive skillshare consist of speaking and writing and they are significant because they permit learners to perform in communicative aspects such as oral presentations, written studies, and reports among others (Hossain, 2015). Therefore, these skills need to be developed and studied properly and more specifically in this research, we are studying about grammar.

Chitravelu, Sithamparam, Choon (2005) said that grammar may be defined as the rules of a language, governing the way in which words are put together to convey meaning in different contexts. Grammar has the rules about how these words change to show different things (Englishclub, 2020). For example, "is drinking" shows the action that happens now, and "drank" shows that the action happened in the past. Some experts have some the differences about the term of grammar. According to Harmer (2004) grammar is the description of the ways in which words are formed and can change their form and can be combined into sentences in order to express different meanings. Thus, by studying grammar, we have to recognize the structures, rules, and also the regularity that is the foundation of language so that we can gain the language system. Furthermore, we can know how the words or phrases are combined into sentences by studying grammar.

According to Thornbury (2005) types of grammar are divided into two types, they are spoken grammar and written grammar. Spoken grammar is used in casual formal language. Spoken grammar has closely studied that arguments have been advanced in favor of teaching.

Based on some studies, the students have difficulties in understanding grammar.

The term of language does not seem to have fixed and clear definition. The grammatical correctness is described as analyzing and explaining in a sentence while the writing is focused in the attempt of making the learners understand how to use the language in a real context (Ameliani, 2019).

Various studies have examined how ICT can give benefit for both students and teachers when implemented properly. Cowie and Jones (2009) stated that ICT can nurture educational objectives like knowledge selection and creation, collaboration, and reflection. ICT use can make lessons more interesting, more enjoyable for both teachers and students, more diverse, more motivating, and more supportive of productive learning. Additionally, Houcine (2011) listed five obvious impacts on ICT use to support EFL learning and teaching. First, it helps educators easily adapt teaching materials to meet circumstances, learner's needs, and responses. Second, it offers access to authentic materials on the web. Third, it allows to react upon and enables the use of recent/daily news. Fourth, it helps teachers combine or use alternately skills (listening and speaking, reading and writing, speaking and writing) and media (text and images, text and audio, text and video clip) so that classes become more interesting and learners' engagement boosts. Finally, it enables teachers and/or students to focus on one specific aspect of the lesson (grammar, pronunciation, vocabulary, etc.).

According to Padurean and Margan (2009) ICT use in EFL class offers four benefits. First, ICT provides the capacity to control the presentation. Unlike books which have a fixed presentation, computers can combine visual with listening materials, text with graphics, and pictures. Second, ICT offers novelty and creativity. ICT facilitates teachers to use different materials for each lesson. Third, ICT provides fast feedback to students` answers through error correction. Computers not only spot the mistake but also correct it and give the appropriate advice. Fourth, ICT offers adaptability. Teachers can adapt computer programs to suit their students` needs and level of language knowledge. This makes computer programs more learner-friendly, different from books which are produced in a single uniform format and need to be taught irrespectively of students` problems.

Many researchers had designed some ICT learning media especially in grammar class. For example, Irawasyah (2013) studied the use of English leap application to increase student learning outcome on English subject. The general conclusion of the research is that there are positive and significant differences of learning outcomes in the cognitive field, the aspect of remembering and understanding in the English subject of SMP N 1 Lembang before and after the use of English Leap Application on English Subject. It proved by the gain of positive and significant students' test score after treatment.

Agustin (2019) designed Galaxy Tenses Application for Intermediate Level of English Learner. This research used Research and Development method adopted from Borg n' Gall. The result of material validation is 4,2 points and was categorized as good quality. The result of media validation is 3,2 points and was categorized as good quality. The result of try out is 3,8 points and was categorized as good quality. Based on the validation sheet, this application can be applied to the intermediate level.

Setiawan (2014) designed Application of Learning English Tense based on Android. Application for learning English tenses can run on the mobile device which uses android operation system version minimal 2.2 (Froyo). Application for learning English Tenses can run on android which has screen resolution 320 x 480 pixels (3.5 inches) and 480 x 800 pixels (4.3 inches). This application has some information and explanation about 16 tenses. It also has the example when using in 15 sentences. This application can make easily for users in learning and memorizing about materials of English tenses in offline.

Based on the data from need analyze in SMK Tarbiyatunnasyiin, Diwek state if students cannot understand textbooks from school well if they study alone. They need a teacher to explain the material about tenses. They also never seen an android app in grammar instruction. In general, all students are lazy to bring their book in every time and everywhere for study. So, they need simple references for study in every time and everywhere.

To solve the problems above, the researcher constructs an android application in grammar instruction to help them in learning tenses. This application can be simple way for them in learning every time and everywhere because they do not need to bring a big book. Just using an android application, they can learn tenses when they want.

METHOD

This research uses Research and Development method. The Research and Development method is the research method that is used to produce the specific product and validate the product (DeBell, 2020).

Research Procedure

This research uses Research and Development method based on Addie theory. The ADDIE's instructional model is a process instructional which consists of five phases, namely: analysis, design, development, implementation, and evaluation.

Analysis Phase

In the analysis phase, the researcher clarifies the instructional problems and objectives and identifies the learning environment and learner's existing knowledge and skills. At this stage, the researcher conducted a need analysis on the subject by distributing questionnaires. The distribution of the questionnaire was carried out online

using Google Form. The questionnaire has been distributed in a whole of class with 15 students but there are just 5 responses from students who have filled out the questionnaires. The researcher could not conduct all students in that class to give their responses because the school is implementing the online classes in this pandemic. From the results of the need analysis, the researcher has known that the main difficulty of students in learning grammar is when the teacher cannot accompany the teaching process to explain the materials. Until now, teachers only teach using textbooks from the school and sometimes also use power points that certainly require assistance during the learning process. The data collected then have used as a reference for designing the product.

Design Phase

The design of the product at this stage is based on the results of the needs analysis. From the data collected, the researcher then designed the storyboard of the product. The storyboard is an initial description of the product to be developed.

Development Phase

At the previous stage, the storyboard of the product is built, and this stage, the research builds the product like the storyboard. Once the product is finished, the early product then will be validated by the expert. After getting some suggestions for improvement from the validator, the researcher then revised the product according to the input from the validator. After the early product has been revised, the product is then ready to be implemented to the students.

The Result from validation are assessments and suggestions about learning media contained in the questionnaire provided by the researcher then it will be fixed according to the advice from the experts. The data analysis technique used to calculate the score from the questionnaire used the Likert's scale technique with 5 answer choices. Furthermore, the score obtained is converted into a value with a likert scale 4 (Very Good), 3 (Good), 2 (Low), and 1 (Very Low). Then the data collected 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 questionnaires

Implementation Phase

At this stage, the researcher implements the product to the subject to assess the feasibility of the product as a learning media in Grammar course. At this stage, the researchers also collect data on product feasibility. The method that was used for gathering the data is use questionnaire that has been distributed to each research subject. After the questionnaires is distributed, the students will assess whether the research

product is feasible to use or still requires revision.

Evaluation Phase

The evaluation stage is carried out to determine the feasibility of the product as a learning medium based on data collected from the research subjects. From the data collected, the researcher can find out whether the product that has been developed is feasible and can be used as a medium in grammar courses or not.

FINDING AND DISCUSSION

This part explains about the result of development, the result of the implementation, and the result of the evaluation.

The Result of Develop

This product has been validated by Mrs. Iin Baroroh Ma'arif, S. S, M. Pd She is the head of the study program of English education department. The reason why I have chosen her as a media validator is because she taught the Learning Media course in my class in semester 4. Until now, she is still active as a lecturer as well as the head of the study program of English education department at KH. A. Wahab Hasbullah University and teaches at junior high school.

This product has also been validated by Mrs. Ulfa Wulan Agustina, M. Pd She is a lecturer who is still actively teaching in the English education study program. The reason why I have chosen her as material validator is because all the lecturers of the English study program understood the 16 tenses material. She has also taught English at schools in Jakarta and is currently active in teaching ICT, ELT, and Professional Education courses at Unwaha.

Media expert said that my product was suitable for testing with revisions as suggested. She suggested replacing the font color and background color on the objectives display to make it easier to read. She also suggested adding the level that will use this application and change the name of this application to all capital.

According to the assessment result by the media expert, the total score was 47, the total score then was calculated using the formula explained earlier to know the eligibility of the learning media. The calculation was as follows :

$$Average\ Score = \frac{Total\ Score}{Number\ of\ Question} = \frac{39}{11} = \mathbf{3.5}$$

So, the result of the material experts was 3.5 which has been included in the category fair and woth to use with revision.

Moreover, the material expert said that the product was suitable for testing with revisions as suggested. She suggested changing some of the wrong words to be more perfect.

According to the assessment result by the material expert, the total score was 47, the total score then was calculated using the formula explained earlier to know the eligibility of the learning media. The calculation was as follows:

$$Average\ score = \frac{Total\ score}{Number\ of\ Questions} = \frac{37}{10} = 3.7$$

So, the result of the due diligence from the material expert is 3.7 which has been included in the category fair and worth to use with revision.

Tabel 1 : Suggestion of expert

Expert	Suggestion	Action
Media	• Change the font's color and the background on the objectives display to make it easier to read. • Add the grade who used this app.	• Change the color of font from black to white, and the background from maroon to green light. • Added X grade.
Material	• Change some of the wrong words to be more perfect.	• Change some wrong words.

The Result of Product Revision

Intro Page

| **Figure 1 :** Intro Page View Before Revision | **Figure 2 :** Intro Page View After |

After the product was validated by the experts, the researcher then revised the product according to the suggestions that has been given by the experts. There is no students's grade. Then, the researcher added the grade and changed the head of this application become AL TENS.

Figure 3: Objectives Page View Before Revision
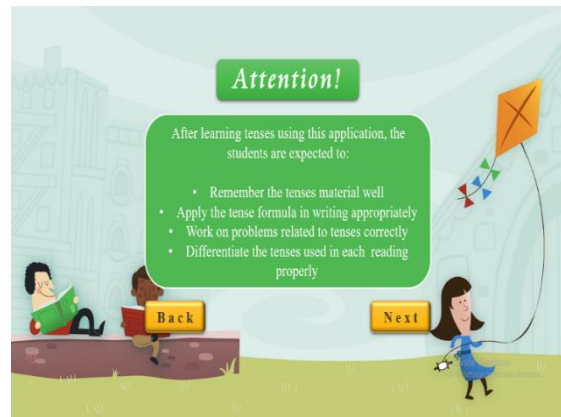

Figure 4 : Objectives Page View After Revision

The fonts color and backgrounds color look same. That was dark color. The media expert suggested to researcher to changes the color.

Result of Implementation

At this stage the learning media that has been developed then implemented in the X grades of SMK Tarbiyatunnasyiin. The implementation of this learning media was carried out online, so the students could run the media individually. Before starting, the researcher shared a link to download the AL - TENSS app which was sent on the Whatsapp, then students installed the app on each student's smartphone. After that, the students has been asked to start using learning media and try to do the evaluation provided. Then, the students were asked to fill out a respondent questionnaire to provide responses to the learning media.The detail of the collected data are as follows :

Tabel 2 : the data on implementation phase

Question	Score Obtain by Students											Total
	1	2	3	4	5	6	7	8	9	10	11	
1	3	4	4	3	4	3	3	3	4	4	3	38
2	4	4	4	4	3	3	4	4	3	4	4	41
3	3	4	4	3	3	2	3	4	3	3	3	35
4	4	4	3	3	3	3	3	4	3	3	4	37
5	3	4	3	3	3	3	3	4	3	4	3	36
6	4	4	4	4	3	3	3	3	4	4	3	39
7	3	4	3	3	3	3	3	3	4	4	4	37
8	4	4	3	3	3	4	3	4	4	3	3	38
9	3	4	3	4	3	3	3	3	3	3	4	36
10	4	4	3	3	3	3	3	4	4	4	3	38
Total												**375**

According to the assessment result by the respondences, the total score was 375, the total score then was calculated using the formula explained earlier to know the eligibility of the learning media. The calculation was as follows :

$$Average\ Score = \frac{Total\ Score}{Number\ of\ participans} = \frac{375}{11} = 34,1$$

The average score was gathered from the respondences was 34,1, then the data was calculated again with the following formula :

$$Average\ Score = \frac{Total\ Score}{Number\ of\ Question} = \frac{34,1}{10} = 3,41$$

So, the assessment result by the respondences was 3,41 and this product was categorized as good and worth to use.

The Result of Evaluation

The evaluation stage is the last stage in developing Android Application in Grammar Instruction (AL – TENS) for Vocational High School Level. The purpose of the evaluation was to see the reliability of the AL - TENS application as a learning media and can be used as a reference material for similar research in the future. Based on the data obtained from the implementation stage, it could be concluded that the AL - TENS application could be considered worthy of being used as a learning media in the English Grammar course at SMK Tarbiyatunnasyiin, Diwek, Jombang.

Some strengths of AL – TENS app are as follows:

1. Atrract the students to learn grammar

   So far, students are only taught grammar material using textbooks so that the learning method feels monotonous. With the AL – TENS app, students feel they get a new atmosphere because they use different learning media. This, of course, can foster students' enthusiasm to learn grammar material.

2. The features presented can be operated easily

   As common in other applications, AL - TENS app also has interesting features and is easy to operate. In addition to presenting the material, AL - TENS app also provides a background sound to accompany students in studying the material.

3. Can be accessed anywhere and anytime in offline mode

   Because it is in the form of an android application, AL – TENS app can be accessed by students wherever and whenever they want without an internet connection. This application can be installed on a cellphone with a minimum android type of Lolypop. It is different if they have to carry a book that requires a larger storage space. So, it is less effective if they have to carry a book everywhere.

Besides having advantages, AL – TENS app also has some disadvantages. Including the following :

1. Lack of understanding in operating AL – TENS

    At the implementation stage, the researcher only sent AL – TENS app online via whatsapp. This makes students somewhat less understanding how to operate the AL – TENS app correctly without guidance from the researcher.

2. Some sub-topics that are not understood

    The material presented in AL – TENS app is only in the form of reading text. In this case, some students find difficulty if they are not given an explanation in the form of a voice from the researcher about the material. The following is a display of all application slides:

Figure 5 : Intro Page

Figure 6 : Objectives Page

Figure 7 : Play Page
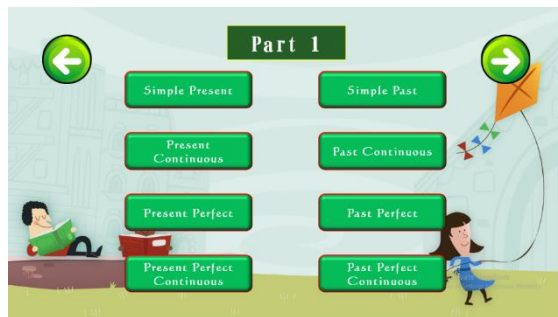

Figure 8 : Competences Page

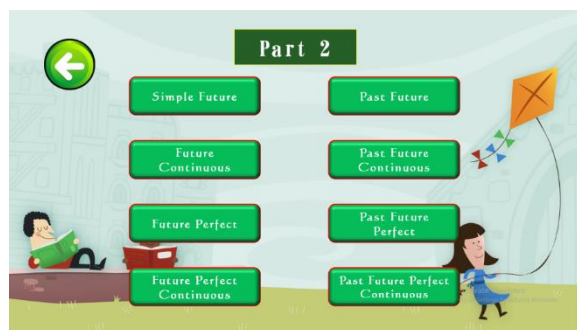**Figure 9 : Material Part 1 Page**

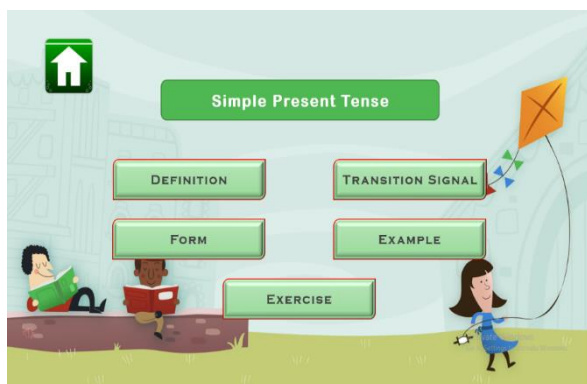
Figure 10 : Material Part 2 Page

Figure 11: Material in Unit Page

Figure 12 : Definition Page

CONCLUSION AND SUGGESTION

The objective of this research is to design AL – TENS app for Vocational High School Level as a learning media for X grades of SMK Tarbiyatunnasyiin, Diwek, Jombang. Based on the research data and discussion that has been described, the researcher got a result of media validation, that is 3,5 points and categorized as good quality. Then, the result of material validation is 3,7 points and also categorized as good quality. The result of product implementation is 3,41 points and categorized as good quality. Based on the validation sheet, this product is categorized as good quality and can be applied to the Vocational High School level. The AL – TENS app that was developed in this research is expected to use as learning media in English grammar lesson in SMK Tarbiyatunnasyiin, Diwek, Jombang.

The researcher hopes that SMK Tarbiyatunnasyiin as an institution where this research is carried out can develop the product in a sustainable manner. So that, the use of AL - TENS app as a learning media in grammar can be used for the following years at SMK Tarbiyatunnasyiin, Diwek, Jombang, and others globally.

For the other researcher, the result of this research may become a reference and contribute informative input to solve the same problems.

REFERENCES

Abdoh, G. H.. 2019. *English Language Skills: Listening, Speaking, Reading, and Writing.* Retrieved (http://www.bchmsg.yolasite.com/skills.php Retrieved on April 10. Retrieved on April 10, 2022).

Agustin, N. Z. 2019. *Designing* Galaxy Tenses *Application for Intermediate Level of English* Learner. Unpublished Thesis. Jombang: Faculty of Education of Wahab Hasbullah University.

Ameliani, A. N. 2019. *Students ' Difficulties in Grammar of Seventh Grade Junior High School 1 Magelang*. Proceeding of first Conference of English Language and Literature.

Bouchrika, I. 2020. *The ADDIE Model Explained: Evolution, Steps, and Applications.* Retrieved (https://www.guide2research.com/research/the-addie-model. Retrieved on April 15, 2022).

Chitravelu, Sithamparam, and Choom .2005. *ELT Methodology Principle and Practice. (2nd Ed.)* Shah Alam, Penerbit Fajar Bakti Sdn.Bhd

DeBell, A. 2020. *What Is the ADDIE Model of Instructional Design?* Retrieved (https://waterbearlearning.com/addie-model-instructional-design/). Retrieved on April 5, 2022).

English club. 2020. What Is Grammar? (https://www.englishclub.com/grammar/what.htm). Retrieved on April 2, 2022).

Harmer, J. 2004. *How to Teach Writing.* London: Pearson Education Limited.

Houcine, S. 2011. *The effects of ICT on learning/teaching in a foreign language.* Retrieved June 2018 from (http://www.pixel-online.net/ICT4LL2011 . Retrieved on April 20, 2022).

Irawansyah, E. 2014. *The Uses of English Leap Application to increase students' learning outcome on English Subject(An Experimental Research in SMPN 1 Lembang).* Unpublished Thesis Faculty of Education of Indonesia University.

Nordquist, R. 2020. *English as a Foreign Language.* Retrieved (https://www.thoughtco.com/english-as-a-foreign-language-efl-1690597). Retrieved on April 12, 2022).

Padurean, A. and Margan, M. 2009. Foreign Language Teaching Via ICT". Revista de Informatică Socială vol. VII nr. 12 / Decembrie 2009 ISSN 1584-384X. https://www.researchgate.net/publication/242555379_Foreign_Language_Teaching_Via_ICT Retrieved on April 23, 2022).

Setiawan, R. 2014. *Perancangan Aplikasi Belajar Tense Bahasa Inggris Berbasis Android.* Yogyakarta: Amikom Yogyakarta.

Thornbury, S. 2005. *How to Teach Speaking.* New York: Pearson Education Limited.