

## **DEVELOPING “LEARN TENSES” FOR STUDENTS’ GRAMMATICAL MASTERY IN SENIOR HIGH SCHOOL**

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### **ABSTRACT**

Learning grammar is important for beginners. Having a basic awareness and command of grammar in writing is of vital importance. But, learning grammar can be challenging for beginners. According to a survey of over 1,000 teachers, the biggest grammar challenges for English language learners include difficulty remembering grammar rules, difficulty understanding complex grammar concepts, and difficulty applying grammar rules in context. Mobile learning enables learners to utilize any equipment and technology they possess, in any place, at any time, providing them with opportunities to enhance their learning experiences. The main objective of this study was to develop a smartphone application in the form of an APK (Android Package Kit) specifically designed for their English learning. The research methodology employed in this study is Research and Development (R&D). The product, in this case, was the “Learn Tenses” learning materials, which were developed in response to field demands. To create the learning assistant, the researcher utilized the Construct 4 application. The games aim to increase the grammar mastery of all-grade students of senior high school. It can be played using a smartphone and other Android-based. Based on the three validation results that the Android-based game created in this study is suitable for implementation, achieving a score of 86%.

**Keywords:** Android-based, Learn Tenses, Grammar, Senior High School, Research and Development.

### **INTRODUCTION**

Learning grammar is important for beginners. Grammar is the collection of rules and conventions that make languages go. It is the language that makes it possible for us to talk about language. Grammar names the types of words and word groups that makeup sentences not only in English but in any language. As human beings, we can put sentences together even as children, we can all do grammar. Having a basic awareness and command of grammar in writing is of vital importance. With the right understanding and approach, learners can help ensure that they present their best selves on the page and make sure that their best ideas are clearly communicated.

Learning grammar can be challenging for beginners. According to a survey of over 1,000 teachers, the biggest grammar challenges for English language learners include difficulty remembering grammar rules, difficulty understanding complex grammar concepts, and difficulty applying grammar rules in context. Additionally, grammar can be complex and difficult to learn, and it can be hard to remember all the rules. However, having a basic awareness and command of grammar in writing is of vital importance. With the right understanding and approach, learners can help ensure that they present their best selves on the page and make sure that their best ideas are clearly communicated.

Personalizing grammar instruction for individual learners can be challenging, but there are some strategies that can be helpful. One strategy is to begin by assessing each learner's current level of grammar knowledge and identifying areas where they need improvement. Another strategy is to incorporate games, songs, and other engaging activities that cater to each learner's interests and learning style. Additionally, providing learners with personalized feedback and opportunities for practice can be effective. It is also important to create a supportive and pressure-free environment that encourages learners to take risks and make mistakes. Finally, using online resources and tools can help personalize instruction for learners who are studying remotely.

. The rapid development of mobile technologies has led to an increasing number of features and complexities in mobile devices. These advancements, combined with the widespread availability and affordable nature of mobile devices, present a significant opportunity to harness the power and prevalence of mobile technologies to enhance learning and expand educational possibilities. Mobile phone-based educational learning systems are rooted in the Educational Technology Competency Standards for Teachers, responding to the need for improved educational technology skills among teachers and focusing on knowledge and capacity building. Mobile learning has emerged as a crucial complement to traditional learning methods, following the advent of digital learning. The objective of this innovative approach is to create flexible teaching solutions that enable information access across various devices and support learning in diverse situations (Sivakumar, 2015).

Android is a mobile operating system that powers a wide range of devices, including smartphones, tablets, watches, TVs, and cars. It was developed by the Open Handset Alliance, led by Google, and other companies. Android is based on a modified version of the Linux

kernel and other open-source software, and it is designed primarily for touchscreen mobile devices. Mobile learning occurs when students utilize portable devices, such as smartphones, notebooks, tablets, or handheld gaming devices, to access learning materials and systems, generate content, and engage with other students, teachers, learning systems, and the surrounding world. By using mobile devices, learning becomes accessible at any time and location, allowing learners to progress at their own pace, while also enabling teachers to provide personalized and motivating learning experiences that are relevant to the context and location. Mobile learning can be an individual or collaborative endeavour, bringing about transformative changes. It is important to note that mobile learning is not solely about the use of mobile technology to support learning; rather, it emphasizes the teaching and learning tasks themselves rather than placing excessive emphasis on technology. The essence of mobile learning lies in the learning process, not in discovering new ways of using mobile technology. It enables learners to utilize any equipment and technology they possess, in any place, at any time and provides opportunities to enrich their learning experiences.

Mobile learning enables learners to utilize any equipment and technology they possess, in any place, at any time, providing them with opportunities to enhance their learning experiences. The smartphone, in particular, proves to be highly effective for teaching, learning, analysis, and evaluation. However, despite the numerous advantages of smartphones, there is another aspect where teachers continue to rely on conventional teaching methods. It has been observed that conventional classroom teaching has certain drawbacks and disadvantages. In this type of teaching, students are required to adhere to strict control and rigid supervision within the classroom. It is a laborious and time-consuming process. Various factors such as poor student performance, inadequate classroom environment, overcrowded classes, and noisy surroundings can lead to distractions. Students may find it difficult to be actively engaged as compared to the experimental method. Additionally, external disruptions can hinder the learning process. Consequently, it has been found that Android Apps are a suitable approach for teaching and learning, offering a more flexible and convenient method for educational purposes.

The students express a desire for a new approach in the process of learning English. They believe that incorporating games into the learning process can be beneficial, particularly in learning tenses. It is believed that through enjoyable English lessons, students can have an easier time grasping and mastering various tenses. Educational games transform learners into

the center of the learning experience, making them more engaging, exciting, and effective. The use of digital games has become particularly relevant during the COVID-19 pandemic, as it allows students to study and improve their skills from the comfort of their homes, ensuring that teaching and learning activities can continue effectively. The researcher thoroughly reviewed relevant theories and study findings to ensure their appropriateness. Arsyad (2011) highlights the significance of teaching media as a means to convey instructional messages and learning materials, such as books, films, and educational games. This view is supported by Derakhshan and Khatir (2015), who emphasize the growing importance of educational games in language teaching due to their ability to make language learning enjoyable. To address the problem at hand, the researcher analysed the findings of previous studies conducted by other researchers, utilizing three of them as references in writing the thesis.

English subject matter that is very difficult for students to understand is English grammar or structure material (Tambunsaribu & Galingging, 2021). From all the phenomena and analyses above, the researcher concluded that the researcher-developed digital learning. Researchers confidently establish Learn Tenses as learning media to support students learning grammar mastery and tenses is the focused grammar that would be learned for all grade students in Senior High School. Based on the problems of the study, to increase grammar mastery of all grade students can be described the construct of Learn Tenses for teaching and learning grammar for all grade students in Senior High School.

The main objective of this study was to develop a smartphone application in the form of an APK (Android Package Kit) specifically designed for their English learning. APK is a file format that combines various elements such as source codes, icons, audio, videos, and more into a single file for distribution purposes, compatible with the Android operating system (Benson, 2018). Therefore, for successful installation of the application on a smartphone, it needs to be in the form of an APK file. The presence of this application is expected to facilitate successful and engaging English learning experiences.

## **METHOD**

The research methodology employed in this study is Research and Development (R&D), as defined by Sugiyono (2008). R&D is a research method utilized to create a specific

product and assess its effectiveness. The study employed both qualitative and quantitative approaches to analyse the collected data. Based on ADDIE model, a supplementary android - based for grammar mastery, the research needs to analyse the students' need in learning English. In this particular research and development study, the researchers focused on developing learning materials specifically targeting the subject of "Learn Tenses." These materials underwent a validation process based on established development steps, ensuring that the resulting products were suitable for both individual and classroom learning activities. The primary aim of this research was to create a new product that could be utilized within an educational institution, and the research design chosen for this purpose was Research and Development (R&D). R&D is a research method employed to create a product and evaluate its performance, aligning with the researcher's analysis findings. The product, in this case, was the Learn Tenses learning materials, which were developed in response to field demands. To create the learning assistant, the researcher utilized the Construct 4 application.

In order to ensure the game's validity and readiness for widespread use, the researcher conducted validation tests. These tests encompassed both expert validation and practitioner validation. Expert validation involved two types of validation: material validation and media validation. The data is collected using questionnaires. The questionnaire's findings were subjected to descriptive analysis, focusing on the emerging themes. The data obtained from the survey and interviews, which encompassed the students' and teachers' needs, current learning situations, and challenges, served as a reference for the development of the Android Package Kit (APK) product. Various software tools, including MIT App Inventor, Canva, Adobe Illustrator, and Adobe Photoshop, were employed in the product development process. For the quantitative evaluation, Microsoft Excel was used to calculate the mean scores on the evaluation sheet. On the other hand, the qualitative evaluation sheet underwent descriptive qualitative analysis.

## **RESULT AND DISCUSSION**

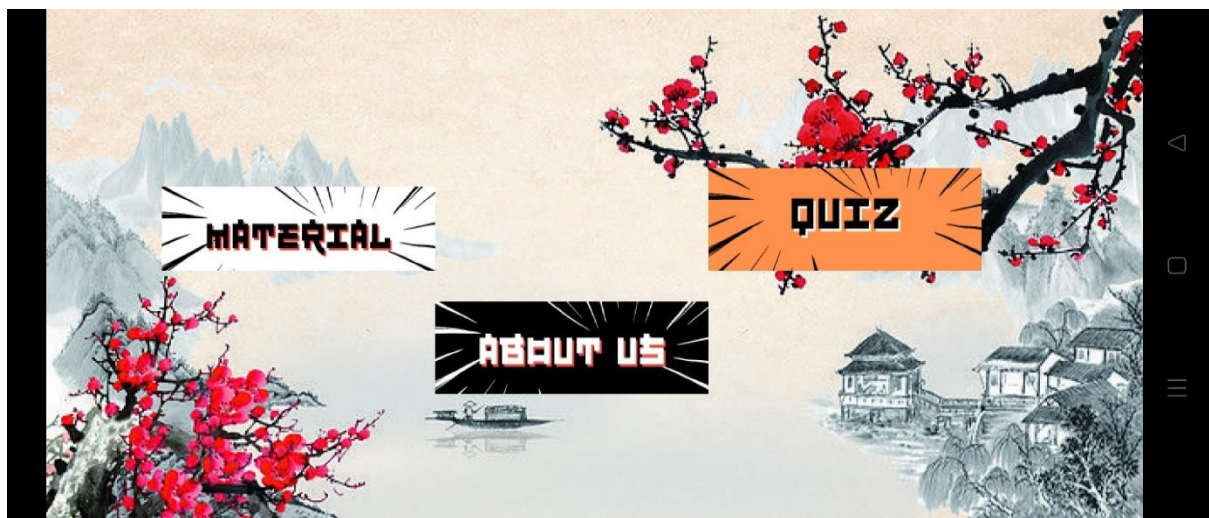
### **Result**

The product that researchers created is Journey Castle Game. The material based on the 2013 curriculum, there are simple present, present continuous, and simple past tense. The games aim to increase the grammar mastery of all-grade students of senior high school. It can be played using a smartphone and other Android-based.



*Figure. 1. Game Start Page View*

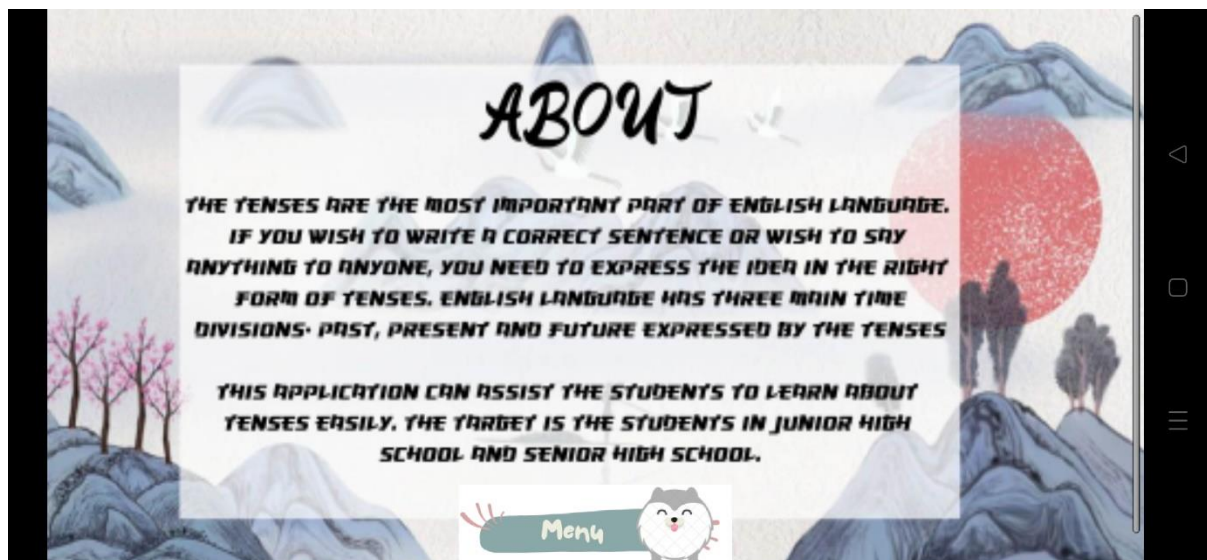
The start screen of this application takes concept Japanese. The first screen showed the button “Play” and the picture of Castle, as same as the title of the game. After clicking the play’s button, it was divided into three parts. There are about game lessons.



*Figure. 2. Content page of Learn Tenses*

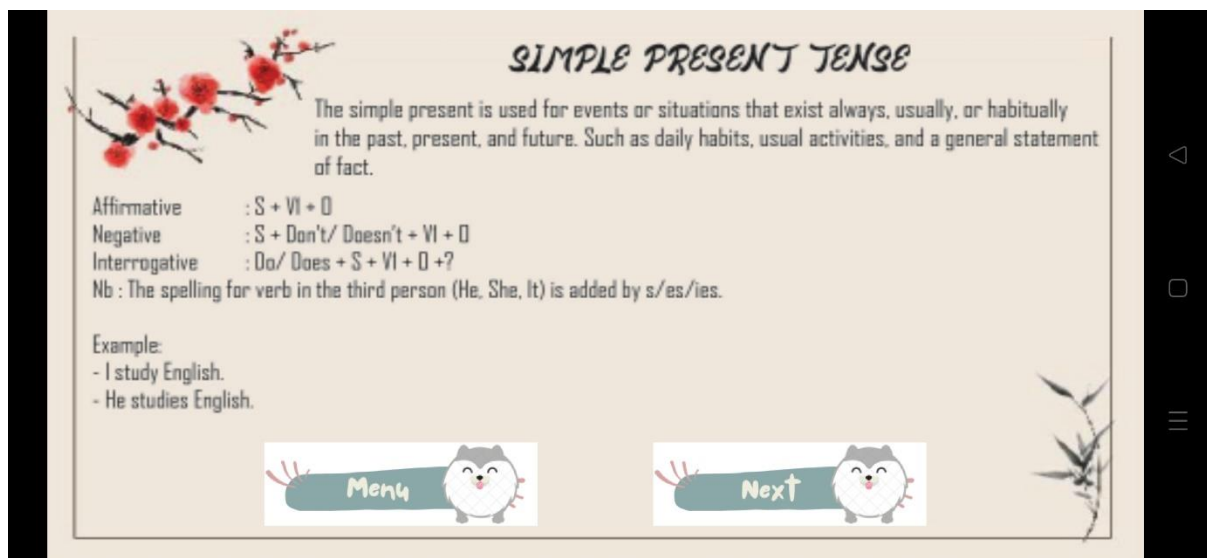
The screen showed three buttons, there are about, the quiz, and the material. The button “Quiz” shows some questions to evaluate how far they understand tenses.





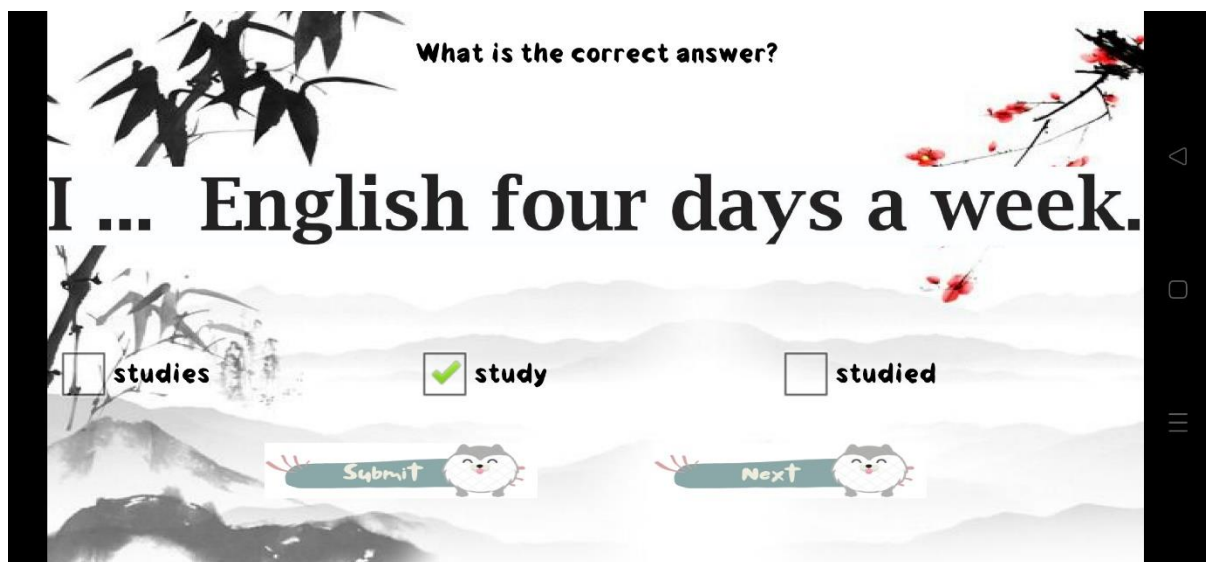
*Figure. 3. About the application screen*

The button “About” shows the function of the application and what is the goal using “Learn Tenses”.



*Figure.4. Material Screen*

The button “Material” is divided into five menus, there are Simple Present Tense, Present Continuous Tense, Present Perfect Tense, Simple Past Tense, and Simple Future Tense.



*Figure. 5. Quiz screen*

The button “Quiz” shows some questions to evaluate how far they understand tenses.



*Figure. 6. Result score from the correct answer of the questions screen*

Then, the score will show in the end.

Validation of learning media educational games by media experts was done to assess the quality of content, media display design, creativity, and presentation of learning media educational games. The material experts for doing an assessment namely Mrs. RF, Mr. B, and Mrs. NA on 29 May - 5 June 2023. Data from material expert validation can be seen in the following table:



No.	Questions	Result
1.	Suitability of game content Learn Tenses with the content of teaching materials	92%
2.	Accuracy of the content of questions/instructions in the game Learn Tenses	87%
3.	Suitability of the game content with the level of proficiency of students with academic goals	79%
4.	The accuracy of the sentence structure in the game	92%
5.	The accuracy of the answers in the game	84%
6.	Conformity game content with the aim of academic goals	86%
7.	The effectiveness of the sentences of the game	87%
8.	The effectiveness of the spelling of the game	82%
9.	The effectiveness of the punctuation of the game	86%
10.	The standardization of words/terms used in the game	88%
	<b>Average</b>	<b>86%</b>

*Table 1. Validation Table*

Based on the three validation results that have been carried out, the mean percentage of game assessment results is 86%. With this average percentage, it can be concluded that the product is feasible to be implemented without revision. However, there are still minor suggestions from the validator in the form of (1) improving spelling and punctuation, and (2) improving the clarity of instructions on question work. The suggestions from the validator are used to improve the product so that the product being developed is truly feasible to be widely implemented.

## Discussion

The rapid advancements in communication and information technology have brought about significant implications for the field of education. Consequently, it has become necessary for the education sector to integrate technology with pedagogy. This integration entails the ability to effectively combine and apply technological, pedagogical, and content knowledge (TPACK) in the learning process, as emphasized by Hofer and Grandgenett (2012). By merging technology and pedagogy, education can establish a medium that closely aligns with the learners' daily lives, as students are already highly familiar with the technology.

In present times, games have become a prevalent feature in foreign language grammar classrooms, as noted by Bush (2015) and Saaristo (2015). This is primarily due to the fact that contemporary students, commonly referred to as digital natives, were born in the 2000s or later. Being part of the digital native generation means they have a close affinity with technology, with it being an integral part of their daily lives. Additionally, a significant majority of these

digital natives possess various gadgets. Moreover, Singh and Samah (2018) highlighted that learning through technology, particularly via smartphone screens, has become highly engaging and captivating for today's youth.

According to Yolageldili and Arikan (2011), it is important to acknowledge that language learning is a demanding endeavour that requires consistent effort. In light of this, android-based games are considered suitable media for second language learning. The use of games can contribute to creating an enjoyable and motivating learning environment while alleviating stress associated with grammar learning (Cam & Tran, 2017). Yolageldili and Arikan (2011) also cite Wright, Betteridge, and Buckby, who emphasize that games have the potential to offer meaningful learning experiences. Therefore, games should not be perceived merely as a pastime or for entertainment purposes; instead, they should be integrated into foreign language teaching programs.

The findings indicated that the android-based game developed in this study was deemed suitable for implementation. Existing grammar/linguistic knowledge games predominantly focus on English grammar, further underscoring the value of the android-based game developed in this research. Careful consideration was given to the selection of vocabulary, sentence structure, and exercise types in the android-based game to ensure that the practice questions align with the students' language proficiency level and learning needs. This aligns with the conclusions of Yolageldili and Arikan (2011) and Nedomová (2007), who emphasize the importance for teachers to appropriately choose and assess the level and difficulty of games based on the students' language skills. If games surpass students' abilities, they can become overwhelming and fail to achieve the intended learning outcomes. In fact, if teachers do not make appropriate choices, games can become monotonous and fail to meet the desired learning objectives.

The developed game received positive evaluations from the validators, although there were some notable comments and suggestions, particularly regarding the clarity of the game rules. The validators pointed out that the rules were not sufficiently explicit and somewhat confusing. It is important to note that clear and well-defined rules play a vital role in ensuring the smooth functioning of the game. This feedback aligns with the findings of Yolageldili and Arikan (2011), who discovered that a majority of English as a Foreign Language (EFL) teachers feel uneasy when grammar is taught without explicitly providing grammar rules.

## CONCLUSION

Android-based games offer a medium to teach language knowledge that has traditionally been perceived as difficult and dull. This product caters to the characteristics of digital native students who are accustomed to incorporating technology into their daily lives. The development of this android-based game signifies the integration of technology, pedagogy, and content material in the learning process. Utilizing Android as the foundation for product development provides the advantage of enabling students to access and utilize the product at their convenience. In this study, the focus of the android-based game development was on teaching Indonesian sound materials and the formation of active/passive verbs and their variations. The validation test results demonstrate that the android-based game created in this study is suitable for implementation, achieving a score of 86%.

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