DEVELOPING THE EWMAR (EASY WITH GRAMMAR) APPLICATION FOR LEARNING GRAMMAR

A Thesis

Submitted to the English Language Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo as Fulfillment of Requirement for S.Pd Degree of English Language Education

By:

SRI WAHYUNI
17 0202 0014

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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2022

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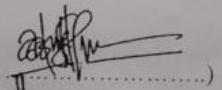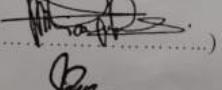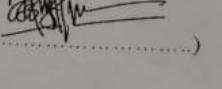
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THESIS APPROVAL

This thesis, entitled "*Developing the EWMAR (Easy With Grammar) Application for Learning Grammar*" which is written by Sri Wahyuni, Reg. Number 17 0202 0014, English Language Education Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session, which is carried out on Tuesday, April 19th 2022 M, coincided with Ramadhan 17th 1443 H. It is authorized and acceptable as a partial fulfillment of requirement for S. Pd degree in English language teaching.

<u>Palopo, Tuesday 19th 2022 M</u>
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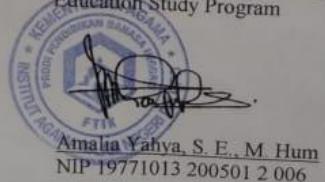
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Assalamu'alaikum Warahmatullahi Wabarakatuh

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

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بِسْـــــــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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ABSTRACT

Sri Wahyuni, 2021." *Developing the EWMAR Application for Teaching Grammar*". A thesis. English Language Education Study Program of Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Supervised by: (1) Sahraini and (2) Andi Tenrisanna Syam.

This study answers two questions: How to develop a valid EWMAR application and what are the students' perceptions of the EWMAR application. Considering the importance of teaching media and English grammar this study aims to develop an Android-based grammar learning application for twelfth graders at SMA Negeri 4 Palopo. The designing EWMAR application used ADDIE Model which has five stages, they are Analysis, Design, Development, Implementation, and Evaluation, the method of this research was Research and Development (RnD). The participants in this study are from class XI IPA 1, XI IPA 2, and XI IPA 3 SMA Negeri 4 Palopo academic year 2021/2022. There were 35 participants were chosen randomly from each class. This instrument consisted of a student needs analysis questionnaire, an expert assessment questionnaire, and a student perception questionnaire. The techniques of data analysis included descriptive qualitative and quantitative. The researcher found that based on students' perception questionnaire, the mean score was 4 or 100% of percentages classified as "Excellent" which means that the EWMAR application was appropriate for students eleventh graders at SMAN 4 Palopo. This application was also validated by three experts consisting of media experts, Language and materials experts and the results of expert validation got an average score of 3.27 with a percentage of 81.75% that met the "Good" requirements and could be used with minor revisions. From the data above, it can be seen that the involvement of teachers/lecturers and students in this study as expert judges helped the researcher in building the EWMAR application as a learning medium. And it can be concluded that the EWMAR application is feasible to be used as a learning medium.

Keywords: ADDIE model, EWMAR application, R & D, teaching grammar, teaching media

CHAPTER I

INTRODUCTION

A. Background

At this time, we face different problems than before, especially in education, where teachers and students are required to master various applications and other media to facilitate the teaching and learning process. Teachers, especially English teachers, have to think hard to produce learning media that can support learning English to make students not bored and more comfortable learning in the current new conditions.

Learning media is essential in today's conditions, and it raises various ideas for making media, including learning applications that can be used as effective and efficient English learning media. Also, learning media is a tool that explains some learning programs that are difficult to explain verbally. Learning materials will be more straightforward if learning using teaching media.[1] Furthermore, the world of education is entering the era of the media world, where learning activities require reducing the lecture method and the use of many media. Moreover, in current learning activities that emphasize process skills and active learning, the role of learning media will become increasingly important.[2]

Apart from the media, teachers face problems from students who do not like learning English, especially English grammar. While, as we know, grammar is one of the essential points in English; however, many students still cannot understand

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[1] Hadi Sofyan,"Efektivitas penggunaan video sebagai media pembelajaran untuk siswa sekolah dasar," *Seminar Nasional Teknologi Pembelajaran Dan Pendidikan Dasar, (2017)*

[2] Nurseto Tejo, "Membuat media pembelajaran yang menarik." *Jurnal ekonomi dan pendidikan* 8.1 (2011)

English grammar for various reasons and other reasons. To the results of an interview conducted by a researcher with an English teacher at SMA Negeri 4 Palopo, the students' interest in learning English, especially grammar, is still relatively low.

One of the factors behind the low interest of students in English, especially grammar, is that the teachers still use the monotonous method of delivering written material so that students are not interested in the material conveyed by the teachers, especially during online learning.

In his research of the availability of internet services and the financial implications for students, Firman claims that students have difficulty studying the online instructor materials. Students are unable to comprehend teacher materials, which are primarily reading materials.[3]

The teachers can only deliver learning materials using WhatsApp and Google Classroom media without being varied with various other technologies. Students do not understand the distributed material due to a lack of explanation and seem unattractive to students. Making students' understanding of English, especially grammar is limited, and it is not uncommon for students to not even know what grammar is.

Based on the background, the researcher wants to develop an android-based application to support students' grammar learning, namely EWMAR (Easy with Grammar). The researcher developed the EWMAR (Easy with Grammar)

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[3] Firman F., Rahayu, S., "Pembelajaran online di tengah pandemi covid-19," *Indonesian Journal of Educational Science (IJES)*, *2* (2020): 81-89. https://ojs.unsulbar.ac.id/index.php/ijes/article/view/659

application to help students better understand their grammar foundation. This grammar application includes materials in three tenses (present, past, and future) and some additional materials that are still related to grammar.

In addition to the material in this application, several practice questions are also prepared to test students' understanding of the material presented. With this application, it is hoped that it will become a learning medium that can increase student interest and learning outcomes in teaching and learning English, especially grammar.

In addition, with this application, students are directed to make more use of the gadgets they have for communication and the realm of education. Departing from this, the researcher took the title "**Developing the Ewmar (Easy with Grammar) Application for Learning Grammar**."

B. Research Questions

Based on the background above, the researcher formulates the research questions as follows:

1. How to develop a valid EWMAR application for learning English grammar?

2. What are the students' perceptions of the EWMAR application?

C. The Objective of the Research

This research aims to develop a valid EWMAR application for learning grammar and the students' perceptions of EWMAR application.

D. The Specification of the Research

The product resulting from this research and development is software for mobile devices with the android platform. This application consists of an opening

page and a menu that includes: material, grammar questions, and other additional material that the researcher enters.

1. Welcome page. On the opening page, there is the name of the application, namely "EWMAR (Easy with Grammar)", and the "start" button to start the application.

2. Main menu page. There are six buttons on the main menu page consisting of material pages: tense, simple present, simple past, and simple future. Besides that, there are also practice questions buttons and additional material.

3. Material page. The page consists of four buttons that contain material about each of the primary tenses material developed in this application.

4. Tenses page. There is an explanation of the tenses themselves in a concise, clear, and easy-to-understand manner.

5. Simple present page. On this page, there are two buttons where; the first button is a button for explaining material about the simple present and examples of questions. Moreover, the second button is a quiz about the material.

6. Simple past page. On this page, there are two buttons where; the first button is an explanation material about the simple past and examples of questions. Moreover, the second button is a quiz button about the material.

7. Simple futures page. There are also two different buttons on this page where; the first button explains the simple future and examples of questions. Moreover, the second button is a quiz about the material.

8. Practice questions page. On this page, there are practice questions in the form

of quizzes.

9. Additional material pages. This page consists of mixed material but focuses on grammar, consisting of Direct / Indirect speech, Passive voice, conditional sentences, gerunds, and relative pronouns.

E. Significance of the Research

This research would be expected t o b e theoretically and practically useful for t h e growth of learning tools, the teachers, the students, and the further researchers.

1. Theoretical significance

Theoretically, this research provides benefits in the form of a theoretical contribution:

a. Can contribute ideas for theory development in language learning using mobile devices or mobile-assisted language learning based on android.

b. As a material for developing English grammar learning for the students of SMA Negeri 4 Palopo.

2. Practically

Practically, this research provides benefits in the form of a practical contribution:

a. Teachers can use the android application to support learning English Grammar at SMA Negeri Palopo.

b. Further researchers can develop an EWMAR application for complete grammar materials.

F. The Assumption and Delimitation of the Research

The researcher's assumptions in this study are as follows:

1. Although not all high school students have, some already have a smartphone with the Android operating system.

2. The learning model with mobile devices allows students to learn outside the classroom though, any time and wherever they are.

3. This EWMAR application to support grammar learning is the basis for developing future high school English learning models so that English language learning can be carried out optimally.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Relevant Previous Research

In conducting this research, the researcher finds various studies focusing on Developing Learning applications. It will be explained as follows:

In their journal, Roger et al. discuss creating web-application learning that focuses on vocabulary and grammar. Furthermore, the learning website uses various practice questions such as drag and drop, swap words in sentences, match words and pictures, and sound. They use material based on the 2006 curriculum (KTSP) and 7th-grade junior high school teacher resource persons. This learning website is adapted to the needs of 7th-grade junior high school students.[4]

This website is made using the programming languages PHP and HTML5 and utilizes the Facebook API to make it easier to share the results of student training. The results of the questionnaires they distributed, the display design, and the form of practice questions about this application were considered very interesting, but the material provided was not well understood by students.

Also, there are some differences and similarities in their research with this research: (1) their research focused on vocabulary and grammar, while this research only focused on grammar and assignments, (2) their research developed web-based applications while this research is based on android, (3) they developed an application for junior high school students, while this study

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[4] Abel Bill Roger, Rostianingsih Silvia dan Kartika Gunadi, "Design and Development of Web-Based Middle School Vocabulary and Grammar Learning Applications," web *FakultasTeknologi Industri, Universitas Kristen Petra* (2018).

developed an application for high school students. While the similarities between their research with this research were both focused on grammar and want to improve students' grammar mastery and jointly develop applications for learning grammar.

Galuh et al. Aimed to find out how to develop an android application that can support English listening learning and implement the application in learning to improve student learning outcomes and interest. Sampling was carried out by purposive sampling using the formula Isaac and Michael, and obtained respondents were 37 students of class XI grade at SMA Negeri Banyumas.[5]

The analytical technique used was a t-test to test hypotheses and a Gain Test to determine the significance of increasing student learning outcomes after using the android application. Students can understand and use android applications well and experience a significant increase in learning outcomes after learning.

The difference between their research and this study is that Galuh et al. research focuses on making listening applications. In contrast, the researchers focused on making grammar applications in this study. Still, this study has similarities; their research developed a learning application, and the targeted research is XI graders.

Awaliyah aimed to develop interactive multimedia-based learning media using flash for science subjects. The method used in his research is the ADDIE model, while the results of this study are the products developed by Awaliyah are feasible and have met the requirements to be used as science learning media.

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[5]Puspita Galuh , Supraptono Eko dan Suradi Teguh, "Android Application Development to Support English Listening Learning in Class XI SMA", *Jurnal Penelitian Tindak Kelas*, Vol 16,No.4 (2015).

The difference between this study and the research conducted by Awaliyah is in the level of the class being studied, where the researcher focuses more on high school students in class XI. In contrast, Awaliyah's research focuses more on MTs students in class VIII.[6]

And also, there are differences in the use of development media where the researcher use the kodular website to develop the application. In contrast, Awaliyah uses Adobe Flash CS6, and the differences in the learning media developed, whereas, in Awaliyah's research, the learning media is focused on science subjects. In contrast, in this study, the researcher focus on bringing material about English, which is more precisely grammar material. And the similarities between these two studies are that they both develop media and use the RnD and ADDIE models and types of research.

Haristiani et.al. This research aims to create a language learning application named Gengobot that is integrated with the LINE MIM service. Gengobot is a chatbot-based grammar dictionary software that includes a Language Proficiency Test in three languages: Japanese, Indonesian, and English, as well as explanations and definitions in Japanese, Indonesian, and English. The main features of Gengobot include Japanese grammar, meaning, and explanation in three languages (Japanese, Indonesian, and English), a list of indexes, exercises, and basic knowledge of Japanese.[7]

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[6] Fajri Awaliyah, "development of interactive multimedia-based learning media using Adobe FlashCS6 in IPA subjects at MTs Negeri 2 Tegal", *UNNES, Semarang* (2018): 78.

[7] Haristiani and N. U. R. I. A., "Gengobot: A chatbot-based grammar application on mobile instant messaging as language learning medium." *Journal of Engineering Science and Technology* 14.6 (2019): 3158-3173,
https://jestec.taylors.edu.my/Vol%2014%20issue%206%20December%202019/14_6_7.pdf

This application is easy to use and serves as a medium for language learning, allows users to adjust their learning speed, which is suitable to support independent learning, as well as supporting teaching. The distinction between this study and the research of Haristiani et al. is in the sort of language on which the application created by Haristiani et al. is focused. The researcher's application focuses on Japanese, whereas the researcher's application focuses on English. The parallels between this study and the research of Haristiani et al. are that both are designing grammatical applications with the same purpose in mind, which is to increase students' understanding of grammar.

William et al. describe the development of intelligent mobile applications that can be used in language learning, especially in teaching English pronunciation, utilizing a voice recognition engine on mobile devices. In this research study, the originality of the developed application is that a voice recognition engine has been used on the mobile phone to recognize spoken words so that pronunciation errors can be easily identified and corrected. The features of this app increase learner motivation and make learning more accessible and more enjoyable than traditional learning methods.[8]

B. Some Particular Ideas

1. Learning Media

a. Definition of Learning Media

The word media comes from Latin and is the plural form of the word

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[8] William Scott, Stephen Cook, and Joseph Kasser, "*Development and Application of a Context-free Grammar for Requirements*." Diss. Systems Engineering Society of Australia, (2004): 30-60.

medium, which means intermediary or introduction. Media is everything that can be used to transmit messages from sender to recipient to stimulate the thoughts, feelings, concerns, interests, and concerns of students so that the learning process occurs. Learning media can be defined as tools in the form of physical or non-physical, which are deliberately used as intermediaries between teachers and students in understanding learning materials to be more effective andefficient.

So the learning material is accepted by students more quickly and attracts students' interest to learn further. According to Arsyad, learning media are tools that carry messages or information for instructional purposes or contain teaching purposes. So, it can be concluded that learning media is an essential tool for teachers to convey material to students to understand learning material easily.[9]

b. The Functions of Learning Media

The various essential elements of learning activities are methods and learning media. These two things are related to each other; these two things are related to each other. The selection of a technique will determine the learning media used in the learning.[10]

In the learning process, the media contributes to improving the quality and quantity of learning. The presence of the media not only helps educators deliver their teaching materials but also provides added value to learning activities. Hamalik in Azhar Arsyad suggests that learning media in the learning process can generate new desires and interests, generate motivation, stimulate learning

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[9] AzharArsyad, "Media Pembelajaran," *Jakarta: PT. Raja GrafindoPersada*,(2013): 10.
[10]Rubhan Masykur, Nofrizal, Muhamad Syazali, "Pengembangan Media Pembelajaran Matematika dengan Macromedia Flash".*Jurnal Pendidikan Matematika,* Vol. 8, No. 2,(2017) : 179.

activities, and even bring psychological effects on students.[11]

Levie and Lentz in Arsyad suggested four functions of learning media, especially visualmedia, namely[12]:

1) The function of visual media attention is the core, which is to attract and direct students' attention to concentrate on lessons related to the meaning displayed or accompanying the text of the subject matter.

2) The affective function of visual media can be seen in students' enjoyment when learning (or reading) illustrated texts.

3) The cognitive function of visual media can be seen from research findings which reveal that graphic symbols or images facilitate the achievement of goals for understanding and remembering messages contained in images.

4) The compensatory function of learning media can be seen from the results of research that visual media help understand texts students who are weak in reading organize information in the text and recall it. Based on the opinion above, learning media can help facilitate learning for students and educators, provide a more genuine experience (abstract becomes concrete), and attract students' attention and interest in education. It can generate between theory and reality.

c. Benefits of Learning Media

The benefit of using media in the learning process is as a messenger from the teacher to students to understand the learning material well so that learning objectives can be achieved. The use of media in the learning process can provide

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[11] Arsyad,Op.Cit.,11
[12] Ibid

many benefits. The existence of learning media can overcome the problem of space and time limitations. Media can also stimulate students' enthusiasm for participating in classroom learning.

In general, the benefits of learning media are the learning process more interesting more interactive, the teaching time can be reduced, the quality of learning can be improved, and the teaching and learning process can be done anywhere and anytime. Also, the learning attitude of the participants' education can be improved.

There are several practical benefits of using teaching media in the teaching and learning process, one of which can clarify the presentation of messages and information to facilitate and improve learning processes and outcomes of them: In general, teaching media has several benefits [13]:

1) Clarify the message so as not to be too verbal,

2) Overcome the limitations of space, time, energy, and senses,

3) Generating passion for learning, more direct interaction between students and learning resources

4) Allows students to learn independently according to their talents and visual abilities.

One example of media that can be used in learning activities is audio-visual media. This media can facilitate understanding concepts, absorb students' learning, and help teachers present material in a directed, systematic, and exciting manner to achieve learning objectives. Audio-visual media can also help transfer

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[13] Ibid,h. 15-16

information, especially for objective things.

Based on the explanation above, it can be understood that learning media is a tool used by teachers as a transmitter of learning materials with designs tailored to improve the quality of learning. Learning media can also assist teachers in delivering material that is still abstract to make it easier for studentsto understand it.

2. Android

a. Comprehension of the android running system

Android is a Linux-based operating system aimed at touch-screen devices like smartphones and tablets. Android, Inc. created android with financial assistance from Google. Then, in 2005, they bought it. This operating system was first launched in 2007 in connection with the formation of the Open Handset Alliance, a telecommunications organization of hardware, software, and software businesses dedicated to advancing open standards for mobile devices. In October 2008, the first Android phones were released.[14]

The Android user interface is primarily based on direct manipulation, using touch gestures that mimic real-world motions such as swipe, tap, and pinch to manipulate things on the screen and a virtual keyboard to type text. Aside from touch screen devices, Google has also created Android TV for televisions, Android Auto for automobiles, and Android Wear for watches, each with its user interface. Laptops, game consoles, digital cameras, and other electronic devices run the Android operating system. It is true to say that almost everything in

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[14]Soni Rajkumar, "A Study on Android Application Development," *Journal of Telematics andInformatics (JTI)*, Vol.1, No.2 (2013): 89~96.

subjects ranging from mathematics, science, languages, arts, humanism, and other significant fields can be studied more effectively through technology-based tools and media.

Android dominated the global smartphone market share in November 2013, headed by Samsung goods, with a percentage of 64 percent compared to March 2013. There were 11,868 different Android devices with varying versions as of July 2013. Because of its popularity, this operating system has become a target in the "smartphone war" between technology companies. As of May 2013, there were 900 million Android smartphones active worldwide, with 48 billion apps downloaded from Google Play.[15]

b.   From time to time, Android type development

Android has always received updates, including bug fixes and new features, from the time it was initially released until now. The HTC Dream was the first smartphone to use an Android-based operating system, and it was released in October 2008. Android is currently installed on an untold number of smartphones. One of the keys to android's success in capturing the hearts of smartphone and gadget consumers is continuous review and development. One of android's distinguishing features is naming categories in alphabetical order and food names. This is what attracts customers. It is simple to recall which Android versions have been released on smartphones and other devices.[16]

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[15] Nazruddin Safaat, *Android; Pemrograman Aplikasi Mobile Smartphone dan Tablet PC Berbasis Android*, Edisi Revisi (BANDUNG: Informatika, 2012),50.

[16] Wikipedia "Android version history", April 5, 2022, https://en.wikipedia.org/wiki/Android_version_history

3. Application

a. Meaning of Application

According to Hasan et al., an application is ready-to-use software that can execute orders from the application's user to obtain more accurate results in line with the application's objective.[17] One of the application data processing strategies is based on intended or expected computing or data processing. Understanding the application, in general, is an applied tool that is precisely functioned and integrated according to its capabilities. The application is a computer device that is ready to use for the user.

b. EWMAR application

EWMAR is a grammar application that presents tenses and some other additional material. This application only focuses on three kinds of tenses: Simple present, simple past, and simple future. The researchers developed this application using the Kodular website, while the research material was obtained from various reference sources.

This application is effortless for users because it has an uncomplicated display and does not spend a lot of data quota because it can be accessed offline. Another advantage is that in this EWMAR application, there is also a language translator to make it easier for users to translate new words they know or in the form of a sentence that they do not know the meaning of. Because the researcher utilizes the Quizzy website to create practice questions, the negative of this EWMAR application is that students must connect to the internet to access the

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[17] Hasan Abdurahman dan Asep Ririh Riswaya. "Aplikasi Pinjaman Pembayaran Secara Kredit Pada Bank Yudha Bhakti." *Jurnal Computech & Bisnis,* Vol. 8 No. 2 (2014): 80-100.

practice questions.

c. Android application as a learning medium

The use of Android applications as learning material is a fascinating development in education. Android applications have given a new color to the development of learning media. The use of this application makes learning media more exciting and diverse. However, the use of android applications as learning media is not only one-sided. The android application must have a purpose to motivate students and always be able to stimulate students to remember what they have learned and provide learning stimuli for students. Thus, android applications as learning media must meet several criteria.

Thorns. W in Hujair AH Sanaky's book proposes six criteria to assess interactive multimedia[18], namely:

1. Ease of navigation, meaning that a media program must be designed as simple, neat, and as beautiful as possible,

2. There is cognitive content,

3. Knowledge and information presentation, the two criteria above are to assess the content of the program itself, whether the program has met the learning needs of the learner or not,

4. Media integration, the media must be able to integrate aspects of the learning objectives, the material to be studied, the method means, the variation of the technique used, and the ability of the learner,

5. To attract students' interest, media programs must study the artistic

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[18] Hujair AH Sanaky, "Media Pembelajaran Interaktif-Inovatif "(Yogyakarta,Kaubaka Dipantara,2013), 208.

appearance and not forget that aesthetics is also a criterion,

6. The overall function means that the program developed must provide the learning desired by the learner (learning objectives). When he finishes running a program (education), he will feel he has learned something comfortably and pleasantly.

4.   Grammar

a.   Definition of Grammar

The Oxford Learner's Pocket Dictionary is a book that describes the rules for forming words and making sentences. According to the definition above, grammar is a collection of rules about the grammatical structure of language. This set of rules is commonly known as grammar.

Coghill and Stacy define grammar as follows: The grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units. (The grammar of a language is a set of rules that organize its constituent parts. The grammar determines how words are placed in the form of meaningful language units).[19] Similar to the definition above, Swan, a linguist who is more likely to pay attention to English native English (British English),[20]defines grammar as follows:

1)   The rules show how words are combined, arranged, or changed to offer specific kinds of meaning. (Grammar is a rule that explains how words are combined, set, or changed to show some purpose.) According to Harmer, grammar describes how terms are altered and combined into sentences in a

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[19]Coghill, Jeffrey, and Stacy Magedanz, *English grammar* (California,:Wiley,2003),26.

[20] Michael Swan,*Legistation by hypothesis:The case of task-based instruction,applied linguistics*(England:Oxford Academic,2005),19.

language (grammar describes how words can change their forms and can be integrated into sentences in that language).[21]

2) Grammar is one of the most important aspects of translation.

3) Grammar is a mechanism for putting words together.

b. Grammar's significance

Many people are hesitant to learn grammar since it is tough to comprehend. There are even others who believe that knowing English grammar is not required. The essential thing for them is to understand the dialogue. As a result, many believe that traveling overseas or communicating with foreigners is the best way to master a foreign language or English.

In addition to the viewpoints mentioned above, educational specialists have differing views on the significance of grammar in the teaching of English. Grammar is an integral part of conventional education and essential learning. The Natural Approach was introduced in 1977, and it stated that acquiring a foreign language was similar to how young children learn their mother tongue.

As a result, grammar does not need to be explicitly taught because language proficiency is dependent on children receiving comprehensible input. It is no surprise that the Natural Approach-based communicative teaching approach (Communicative Teaching) has been quite popular. People find it easierto become proficient in the long run.

Furthermore, those who want to master English at a higher level, such as studying abroad or working, will inevitably need to learn grammar. This is

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[21] Jeremy Harmer, *The Practice of English Language Teaching* (England:Longman,2003),142.

important because Standard English tests such as the TOEFL, GMAT, or GRE require grammar knowledge to pass.

c. Teaching Grammar as Second Language

Grammar is a crucial foundation in communication since it underpins language. Teaching English grammar as a second language is difficult; there are three essential aspects to consider as Nassaji & Fotos in Teaching Grammar in a Second Language Classroom[22]:

1) Data input

Language acquisition relies heavily on input, and grammar is best learned when there is much of it. Some linguists quoted in Nassaji have identified input as the single most significant idea in second language learning. The following are examples of input:

a) Use processing instruction to focus on grammatical input. The principle of learning is input processing, referred to as processing instruction. According to Nassaji, the following are the fundamental components of processing instruction:

(1) Information regarding the target language form or structure is offered to learners.

(2) They know input processing strategies that may harm the target structure's processing.

(3) They engage in input-based activities that assist them in comprehending and processing the form. As a result, the emphasis is on the students' method of

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[22] Nassaji, and Fotos, "Teaching Grammar in Second Language Classrooms," 1st Edition (New York: Routledge, 2010), 20.

selecting an answer that demonstrates their understanding.

b) Enhance textual input with a focus on grammar

Textual enhancement is concerned with the linguistic form of students as expressed in the text. Students are invited to draw attention to specific input characteristics that make grammatical structures more visible and learnable. It is also separated into the following sections:

(1) Textual augmentation in written text

It can be done by using textual alterations such as underlining, boldfacing, italicizing, capitalizing, color coding, or a combination to highlight select target words embedded in the text.

(2) Oral text textual enhancement

It can be done by adding stress, intonation, or repetitions to the targeted form and by using gestures, body movements, and facial expressions.

c) Use discourse to put a focus on grammar

Discourse differs slightly from one another. It covers not only grammar but also meaning and application. As a result, students learn through videotaping, dialogue, and other prepared materials analyzed. The goal of the circumstance is to improve linguistic ability.

2) The result

Finally, the output will reflect that the input goal was met. The following is to evaluate: Grammar is emphasized in collaborative output tasks. Joint output activities are instructional alternatives that encourage learners to produce output by requiring them to pay attention to both meaning and grammatical forms.

5. ADDIE Model

The Centre developed the ADDIE educational paradigm for Educational Technology at Florida State University in 1975. The ADDIE model, established by Dick and Cary in 1978 and refined by Russell Watson in 1981, was regarded as critical in creating educational and training programs.[23] Also, Romiszowski suggests that at the design level of learning and development materials, systematic as a procedural aspect of the systems approach has been manifested in many methodological practices for the design and development of texts, audio-visual materials, and computer-based learning materials.[24]

The choice of this model is based on the system development of this model, based on the theoretical basis of learning design. This model is structured programmatically with systematic sequences of activities to solve learning problems related to learning resources following the needs and characteristics of learners. This model consists of five steps, namely: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation.

Visually, the stages of the ADDIE model can be seen in Chart 1.1
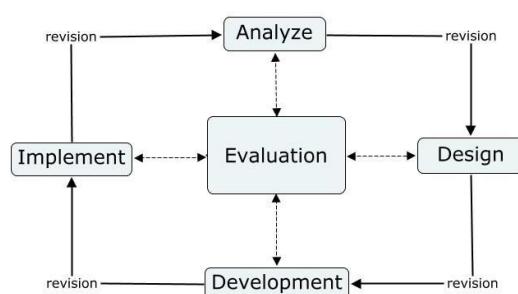
Chart 4.1 Stages of the ADDIE Model (Source: Anglada, 2007)

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[23] Wallace Hannum, "Instructional systems development: A 30 year retrospective." *Educational Technology* 45.4 (2005): 5-21, https://www.jstor.org/stable/44429217

[24] A. Romiszowski," Distance Learning And Instructlonal Design," *The Chronicle of Higher Education* ,A28(1996): 26.

a. Analysis

The first stage of the ADDIE development research model is to assess the need for new product development (models, methods, media, and teaching materials) and the feasibility and requirements. A flaw in an existing/used product can spark the development of a new product. Existing or available products are no longer relevant to the demands of the target, learning environment, technology, student characteristics, and so on, which can lead to problems.

After analyzing the problem of the need for new product development, we must examine the feasibility and requirements of product development after studying the issue of the necessity for new product development. The analysis may be done by asking numerous questions: (1) is the new product capable of overcoming the learning challenges encountered? (2) does the new product have the support of facilities to be implemented? And (3) can the lecturer or teacher utilize the new product. A new product analysis is required to determine the product's feasibility if it is used.

b. Design

The ADDIE development research model's design activities are a systematic process that begins with creating product concepts and content. Each product's content is given a design. Instructions for implementing the product's design or manufacture are prepared in an attempt to be clear and detailed. The product design is still conceptual and will guide the development process in the future.

c. Development

The ADDIE development research model contains activities for realizing

product designs previously made. A conceptual framework for implementing a new product was developed in the previous stage. The conceptual framework is then realized into a product ready to be implemented. It is also necessary to create an instrument to measure product performance at this stage.

d. Implementation

The purpose of using the product in the ADDIE development research model is to get input on the product manufactured or produced. We can get early feedback (early evaluation) by asking questions about product development goals. The product design that has been created is referred to as the application.

e. Evaluation

The purpose of the evaluation stage in the ADDIE model development study is to provide feedback to product users so that adjustments can be made in response to the evaluation results or unmet needs. The ultimate goal of evaluation is to determine whether or not development objectives have been met.

7. Theoretical Framework

Sugiyono suggests that the theoretical framework is a conceptual model of how theory relates to various factors that have been identified as necessary.[25] So the theoretical framework is an understanding that underlies other arrangements, the most basic sense, and becomes the foundation for every thought or a form of the whole research process to be carried out.

Development design focuses on the main processes or stages carried out to produce a development product. This primary stage is closely related to the

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[25] Sugiyono," Metode Penelitian Kuantitatif, Kualitatif, dan R&D*" Alfabeta, CV*(2017):60

development model used in research and development. In this study, the model used is the ADDIE model. The theoretical framework can be seen:

Chart 4.2 The theoretical framework

STEP 1

(1) analyze the competencies that must be mastered by students

(2) Analyzing student characteristics

(3) Analyzing material that is relevant

STEP 2

Application is designed and the content framework of the application is designed

STEP 4

At this stage the results of the development are applied in learningto determine the effect on the quality of learning

STEP 3

searching and gathering various kinds of relevant sources to enrich the required materials and graphics, editing, and setting the layout of the application.

STEP 5

The last stage is to conduct an evaluation which includes formative evaluation and summative evaluation

CHAPTER III

RESEARCH METHOD

A. Research Design

This study design aims to develop a learning application called EWMAR which can be used as a learning medium to improve students' basic writing grammar skills. And based on the observations made, the researchers found that the students need applications or learning media in learning English, especially writing and grammar. This is because students can take advantage of the learning application media to study wherever and whenever they want. In this study, the researcher will use the ADDIE model to build a grammar application in this project, broken down into five steps: Analysis, Design, Develop, Implementation and Evaluation.

B. Research Procedure

The five primary phases of the ADDIE model in this study are as follows:

1. Analysis

As explained in the background, it is necessary to develop technology-based learning media for students because there is still a lack of use of Android-based learning media used by teachers when teaching. At this analysis stage, the researcher carried out several core activities that analyzed what material was suitable for students and what students expected from the application developed by the researcher through the distribution of student needs analysis questionnaires.

2. Design

The researcher starts to design and envision anything that needs to be developed in the next stage. To begin, the researcher looked for information on how to create applications on a coded website from various sources. First of all, to develop an application on kodular, the researcher downloadsa kodular companion application. After that, the researcher accesses the kodular website to start making parts of the application. Following that, the researcher began to design the application type, such as the application's layout, based on the disseminated student needs questionnaire data. As for the design development carried out by researchers on the kodular website, as follows:

a) The first thing the researcher did on the Kodular website to create an EWMAR application to enter the loading page that the researcher had previously downloaded from the Lottie files website.

b) The second step is to create a greeting display that says "welcome, EWMAMERS," followed by the researcher's name below it.

c) The third step was for the researcher to design the main menu display by entering various images that they had previously downloaded, as there was no image provisioning feature in the kodular application. Furthermore, the researcher added the buttons that were already available on the Kodular website to the main menu display and other previously designed menus.

d) The researcher then enters the material in PDF format. Still, for it to be read, the researcher must first download the PDF reader extensions from the DeepHost Extension website and then enter the application program created

on the kodular website. The researcher's material entry includes a YouTube link to a video of the simple present, past, and future material on each menu that the researcher has prepared.

e) On the same menu, the researcher also prepared buttons for the exercise. The researcher first created a command program organized for this practice quiz.

f) After completing the display of the material menu, the researcher designed the display of the translating machine, into which the researcher only entered four languages: English, Indonesian, Arabic, and Korean. To make this machine run smoothly and function properly, the researcher first re-downloaded the extension from the same website but with a different extension. The extension used was the translator extension. Then the researcher entered the code name of each country into the command program that had been prepared. It was created by the researcher using the kodular website and the translator extension.

g) Finally, the researcher designed the exercise display. The first thing the researcher did was make questions on the quizzy website as many as 30 questions by combining simple present, past, and future inquiries. Only after that did the researcher enter the quiz link that the researcher had done earlier in the command program that the researcher on kodular applications made.

The following is a diagram depicting the EWMAR application development design concept :

Chart 4.3 The design concept of the EWMAR application

```
┌─────────────────────────────────────┐
│ 1. Login to the Kodular website      │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│ 2. Create a welcoming view as well as│
│    a    welcome    screen   for   the│
│    application.                       │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│ 3. Make the application menu display │
│    along    with    the   introduction│
│    buttons to the material that has  │
│    been provided.                     │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│ 4. Make each material's initial display,│
│    as well as the button for each   │
│    substance.                         │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│ 5.   Create an exercise menu that can│
│    be used to show the Quizi website.│
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│ 6.  Creating a language translator   │
│ display and the command program      │
│ with a view that is as simple as possible│
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│ 7. Make the application menu display │
│    along with the introduction buttons│
│    to the material that has been     │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│ 8. Programming commands one by one   │
│    according to the number of displays│
│    and buttons that have been made   │
└─────────────────────────────────────┘
```

The product navigation structure can be seen in Chart 4.4

Chart 4.4 Product Navigation Structure

3. Development

The third stage is to create learning media based on the media design created in the first step. The following are the processes that the researcher went through when making the EWMAR application: 1) Using the Kodular website to create learning media, which can be seen in terms of design, material, and language. 2) Validate the learning medium with media, material, and language experts before applying. 3) Improve the application-based feedback and the suggestions from each expert designated as a validator to notice the difference between the initial appearance and the post-revision view.

4. Implementation

At this stage, the results of development were applied to find out the students' perception of the EWMAR application. Next, the researcher will provide student perception questionnaires to students and expert validation questionnaires for teachers and lecturers to obtain further data. The researcher will present the EWMAR application to the students, then deliver one of the items materials

contained in the EWMAR application and observe the students' reactions to using the EWMAR application as a Grammar learning application. The researcher then administered a student perception questionnaire to determine the students' responses to the EWMAR application that was being built.

5. Evaluation

At the evaluation stage, the researcher made a final revision of the product developed based on the suggestions and input of students based in the implementation stage.

C. Participants

The participants in this study are from class XI IPA 1, XI IPA 2, and XI IPA 3 SMA Negeri 4 Palopo academic year 2021/2022, which consists of 3 classes where the total number of students is 45 students but in this study researcher only take each representative of the IPA class. IPA 1, IPA 2, and IPA 3 as many as 7 – 14 people per class, where IPA 1 and IPA 3 each have 14 students, while IPA 2 has 7 students. So the total number of participants is 35 students, consisting of 28 female students and 7 male students. Then the students have divided again, which is 15 students directed to fill out a need analysis questionnaire, and 28 other students will be directed to fill out a student perceptionquestionnaire.

D. The Procedure for Collecting Data

The researcher collected the data from the students at SMA Negeri 4 Palopo. It is organized as follows:

1. Need Analysis Questionnaire

      Needs analysis is important to answer the appropriateness and suitability of the program with learners, the curriculum and situations in which English will be used as well the size of the class for the program, readiness of available officers, time of program implementation as well as the presence or absence of external assessments for feasibility, program implementation. In this study, the researcher used a questionnaire for the students' class XI IPA 1 and IPA 2 to collect the information that the researcher need to create the EWMAR application.

2. Expert Judgement Questionnaire

      The researcher will distribute questionnaire sheets to lecturers who are considered to have been qualified in several fields, namely in the fields of media, materials, and language. The results of the questionnaire will then be used as reference material in making the EWMAR application.

3. Students Perception

      In this section, the researcher will apply the EWMAR application to students who have been selected from each class and have become participants in this study. The student's perception sheet will consist of 16 numbers of which there are 10 positive statements and 6 negative statements regarding the application given.

E. Techniques of Analysis Data

      This study's data analysis methodologies will include both qualitative and quantitative descriptive techniques. Interviews, observation, and expert advice are used to examine the data in the form of qualitative data.

1. Data Analysis of Need Analysis Questionnaire

   The result data in the form of a needs analysis questionnaire that is distributed to students at the needs assessment stage is described based on the answers that have been selected by students, namely to represent their needs. The following formula will be used to determine the results of the need assessment questionnaire:

$$X = \frac{\sum x}{N} \times 100$$

Where:

X = The mean

$\sum x$ = The number of students who have the same answer

N = The total number of the students

   Students most likely agree with the option with the highest percentages. The highest level of the agreement shows that the majority of students have made their decisions

2. Data Analysis of Expert Validation

   For calculating the result of Expert validation, the researcher then utilizes a scale. The data will be analyzed by computing the mean of the answers based on each expert's scoring using the formula below :

Tabel.3.1 Grid of Validation Questionnaires for Media Experts(Arikunto dan Jabar)[26]

No	Aspect	Indicator	The Total Number of Indicators
1	Software Aspect	1, 2, 3, 4	4
2	Visual Communication Aspect	5, 6, 7, 8, 9, 10	6
	Total		10

Tabel.3.2 Grid of Validation Questionnaires for Material Experts
(Arikunto dan Jabar,)

No	Aspect	Indicator	The Total Number of Indicators
1	Presentation of the Materials	1, 2, 3, 4, 5	5
2	Evaluation	6, 7, 8	3
3	Learning	9,10,11	3
	Total		11

Tabel.3.3 Grid of Validation Questionnaires for language Experts
(Arikunto dan Jabar)

No	Aspect	Indicator	The Total Number of Indicators
1	Communicative Aspect Feasibility	1, 2, 3	3
2	The Feasibility of the Readability Aspect	4,5, 6, 7, 8, 9	6
			9
	Total		

The questionnaire utilized is a closed questionnaire with pre-determined

answers, allowing respondents to simply select and use a Likert scale model.

Each indicator is graded by placing a check mark (√) next to the range of

replies that are deemed appropriate. The following are the ranges:

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[26] Suharsimi Arikuntoro And Abdul Jabar, Evaluasi program pendidikan pedoman teoritis praktis bagi mahasiswa dan praktisi pendidikan, Second edition (Jakarta: PT.Bumi Aksara, 2004), 98

4 = Strongly Agree

3 = Acceptable

2 = Disagree

1 = Strongly Disagree

The questionnaire of the expert questioner was analyzed by the Likert Scale, which has been calculating the average of the answer, as stated by Arifin, Z as cited in Sagita.[27]can be seen as follow :

The answer Excellent = E x 4 =…

The answer Good = G x 3 =…

The answer Fairly = F x 2 =…

The answer Poor = P x 1 =…

$$M = \frac{B}{N} \times 100$$

Information:

M = Mean

B = Total Score

N = Total Items/Materials

The average scores' result was continued by calculating the value by using the formula below ;

$$X = \frac{M}{N} \times 100$$

X = Value

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[27]R. J Sagita., Sahraini, & A.Tenrisanna Syam, "Designing English Syllabus for Islamic Education Study Program at IAIN Palopo". *FOSTER: Journal of English Language Teaching*, vol.1(1),(2020) 15-28. https://doi.org/10.24256/foster-jelt.v1i1.4

M = Average Score

N = Total Number of Value

After calculating the material average score, the researcher was defining them as appropriate EWMAR application's for teaching media on the IX grade of SMAN 4 Palopo.

Table 3.4 Material Topics Qualification of Product Evaluation

Score	Percentage	Qualification	Categories
3,6 – 4	90% - 100%	Excellent	Can be utilized without revision
2,6 - 3,5	65% - 89%	Good	Can be utilized with a little bit Revision
1,6 - 2,5	40% - 64%	Fairly	Can be utilized by much revision
0 - 1,5	0% - 39%	Poor	Cannot be utilized

3. Data Analysis of Student's Perception

For calculating the result of Students' perceptions, the researcher will utilize a scale. The data will be analyzed by computing the mean of the answers based on each student's scoring using the formula below:

Table 3.5 Grid of student's perception questionnaire

No	Question	4	3	2	1
A.	Software Aspect				
B.	Learning Design Aspect				
C.	Visual Communication Aspect				

Each indicator is graded by placing a check mark (√) next to the range of replies that are deemed appropriate. The following are the ranges:

4: Strongly agree

3: Agree

2: Disagree

1: Disagree

The questionnaire on Student's perception was analyzed by the Likert Scale, which has been calculating the average of the answer, which can be seen as follow:

The answer Excellent = E x 4 =…

The answer Good = G x 3 =…

The answer Fairly = F x 2 =…

The answer Poor = P x 1 =…

$$M = \frac{B}{N} \times 100$$

Information:

M = Mean

B = Total Score

N = Total Items/Materials

The average scores' result was continued by calculating the value by using the formula below :

$$X = \frac{M}{N} \times 100$$

X = Value

M = Average Score

N = Total Number of Value

After calculating the material average score, the researcher was defining them as appropriate EWMAR applications for teaching media in the eleventh grade of SMAN 4 Palopo.

Table 3.6 Material Topic Qualification of student perception

Score	Percentage	Qualification	Categories
3,6 – 4	90% - 100%	Excellent	Can be utilized without revision
2,6 - 3,5	65% - 89%	Good	Can be utilized by a little bit of revision
1,6 - 2,5	40% - 64%	Fairly	Can be utilized by much revision
0 - 1,5	0% - 39%	Poor	Cannot be utilized

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

This research is development research that produces the products in education, namely an android application to support Grammar learning called the "EWMAR" application. The research data are in the form of analysis of student needs, expert validation, and student response questionnaires obtained from the product trial process to 35 samples of class XI students at SMA Negeri 4 Palopo.

In this study, the researcher uses Research and Development (R&D) with the ADDIE development model to build a grammar application, consisting of Analysis, Design, Develop, Implementation, and Evaluation. The following is an explanation of the data resulting from media development for each stage :

1. Analysis

As the background explains, it is necessary to develop technology-based learning media for class eleventh grade students of SMA Negeri 4 Palopo. This is because there is still a lack of use of android-based learning media used by teachers when teaching. At this stage of analysis, the researcher carried out several core activities that analyzed what material was suitable for eleventh-grade students of SMA Negeri 4 Palopo and what was expected by students of SMA Negeri 4 Palopo from the application developed by the researcher through the distribution of student needs analysis questionnaires.

a. Material analysis

The material analysis identifies core competencies and basic competencies of

writing material based on the syllabus. The material analysis identifies the components that are taught to students based on core competencies and basic competencies of writing comprehension in the syllabus. This stage determines the main concepts regarding what materials need to be included and what materials need to be discussed following the learning materials of class XI students of SMA Negeri 4 Palopo. Report text, narrative text, passive voice, and personal letters are examples of English content that intersects with grammar. In which all of the content is contained, as well as several tenses such as the simple present, simple past, and simple future. This serves as the foundation for researchers to select the three tenses that are subsequently included in the EWMAR program.

b. Students need analysis

Students' need analysis determines the learning media needed by students to improve the quality of learning for students based on the situation and needs in the learning process. Thus, the researcher developed a learning media in the form of an Android application that was felt to eliminate the saturation of students in learning English. Before distributing the needs analysis questionnaire to the students, the researcher evaluated the instrument with Mr. Zetly, S.Pd., M.Pd. One of the English teachers at SMA Negeri 4 Palopo. The following table shows the results of this instrument's validation:

Following that, the researcher delivered a needs analysis questionnaire to students via Google Form, which consisted of 16 questions and was completed by 15 students (6 males and 9 girls from classes XI science 1 and XI science 2) from classes XI science 1 and XI scientific 2.

1. Result of need analysis

a. Necessity

> Menurut kamu, seberapa pentingkah memiliki kemampuan menulis dalam bahasa Inggris?
>
>   a.   Sangat penting
>
>   b.   Penting
>
>   c.   Kurang penting
>
>   d.   Tidak penting
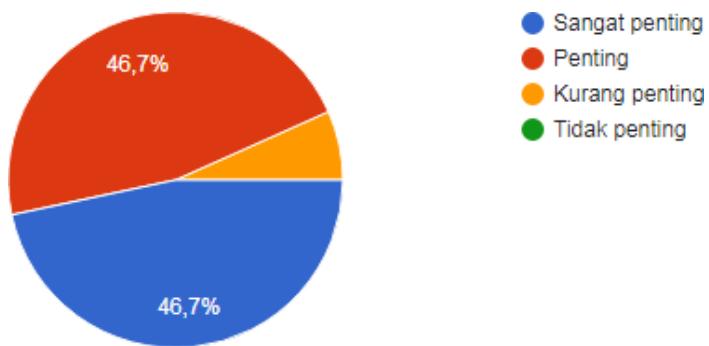
Chart 4.5 the result of students' opinions on how important writing skills are

This statistic indicates that most students believe that being able to write in English is highly essential. Option A was chosen by 46.7 percent of the 15 students, as shown by the percentage above.

b. Lacks

> Apakah disekolah kamu sudah dilengkapi jaringan atau pembagian kouta belajar sebagai sarana penunjang?
>
>   a. Ya
>
>   b. Ada, namun masih terbatas
>
>   c. Tidak ada
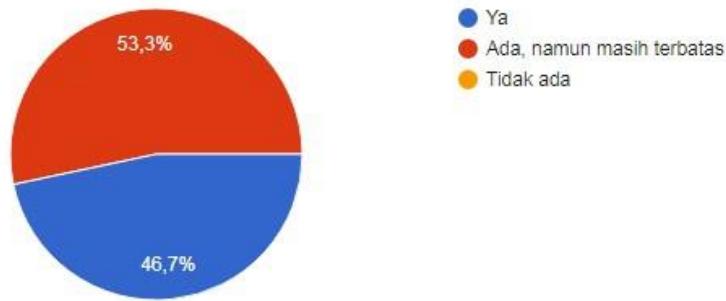
Chart 4.6 the result of the availability of facilities from the school

This percentage shows that most of the students stated that their school was equipped with a network or distribution of learning quotas as a means of support, but it was still limited. It can be seen from the percentage above that 53.3% of the 15 students chose option B.

c. Wants

Menurut kamu topic apa yang kamu sukai dalam pembelajaran bahasa Inggris?
a. Topic yang berhubungan dengan kehidupan sehari-hari
b. Topic yang berhubungan dengan kehidupan social
c. Topic yang berhubungan dengan pendidikan
d. Topic yang berhubungan dengan Ilmu pengetahuan dan teknologi
e. lainnya…
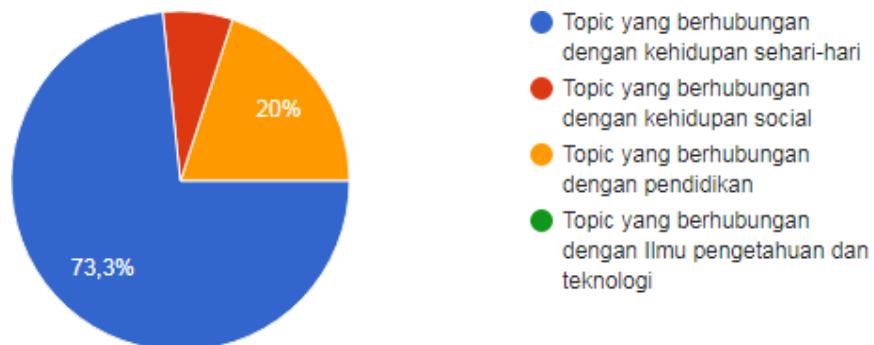
Chart 4.7 the result of student's choices in the theme of the materials

This percentage shows that most of the students stated that they prefer topics

related to everyday life when studying English. Which can be seen from the percentage above, there are as many as 73.3% of 15 students chose option A. and 20% of students stated that they prefer topics related to education (option c).

Latihan yang seperti apakah yang kamu sukai pada aplikasi pembelajaran?
   a. Yang memiliki soal latihan dengan tampilan biasa saja serta memiliki jumlah soal tidak kurang dari 30 soal (masing-masing 10 soal permateri)
   b. Yang memiliki soal latihan dengan tampilan menarik/tampilan seperti permainan serta memiliki jumlah soal tidak kurang dan tidak lebih dari 30 soal (masing-masing 10 soal permateri)
   c. Yang memiliki soal latihan dengan tampilan biasa saja dengan jumlah soal yang tidak lebih dari 15 soal (masing-masing 5 soal permateri)
   d. Yang memiliki soal latihan dengan tampilan seperti tampilan menarik/permainan dengan jumlah soal yang tidak lebih dari 15 soal (masing-masing 5 soal permateri)

Chart 4.8 the result of exercises that students like in the application

This percentage shows that most of the students prefer applications with practice questions with an attractive appearance/display like a game and have several questions of no less and no more than 30 questions. This can be seen from the percentage above, and there are as many as 40% of 15 students choosing the option.

d. Facility

Apakah kamu memilki smartphone android?

      a.   Ya

      b.   Tidak

Chart 4.9 the result of the availability of students' cellphones

This percentage shows that most of the students stated that they have an android. This can be seen from the percentage above. There are as many as 100% of 15 students choosing option A.

Untuk keperluan apa kamu sering menggunakan smartphone android?

      a. Belajar

      b. Bermain Game

      c. Membuka sosmed

      d. Menbuka Youtube

      e. Lainnya..
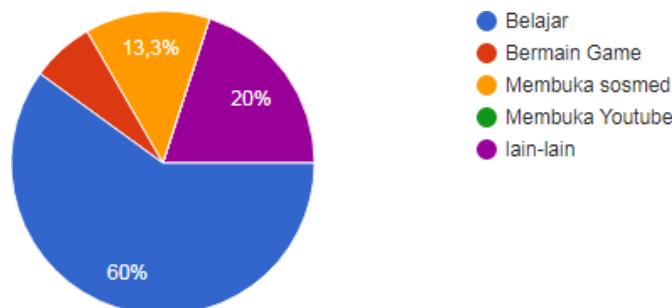
Chart 4.10 the result of students' habits in using cellphones

This percentage shows that most students stated that they used their android smartphones more often to study. This can be seen from the percentage above there were as many as 60% of the 15 students who chose option A.

e.   Teachers role

Apakah guru menggunakan media pembelajaran berbasis android dalam proses pembelajaran?

     a. Ya, sering

     b. Cukup sering

     c. Kadang-kadang

     d. Tidak pernah
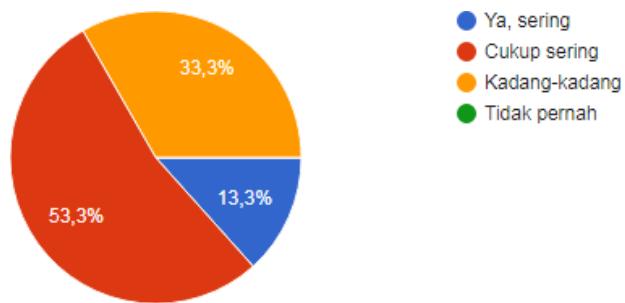
Chart 4.11 the result of teachers' role

This percentage shows that most of the students stated that teachers have often used Android-based learning media in the learning process. As can be seen from the percentage above there are as many as 53.3% of 15 students choosing option B.

Guru memperkenalkan android untuk kegiatan pembelajaran
   a. Ya

     b. Tidak
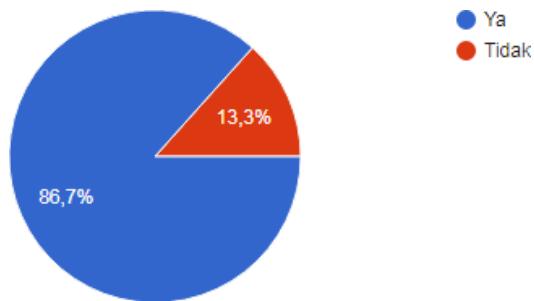
Chart 4.12 the result of teacher rolls in introducing android

This percentage shows that most of the students stated that the teachers had introduced android to their learning activities. As can be seen from the percentage above, there were as many as 86.7% of the 15 students chose option A.

f. Media

Penggunaan android dalam proses belajar mengajar dapat menjadikan kegiatan belajar menjadi lebih menyenangkan.
    a. Sangat setuju
    b. Setuju
   c. Kurang setuju
    d. Tidak setuju
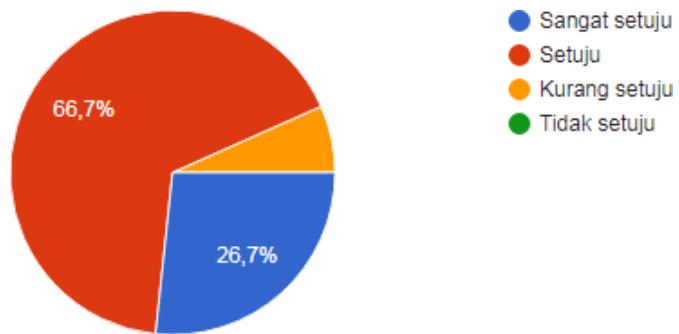
Chart 4.13 the result of students' opinions regarding the use of android in learning

This percentage shows that most of the students agree that the use of android in the teaching and learning process can make learning activities more fun. As can be seen from the percentage above, there are as many as 66.7% of 15 students

choosing option B.

Bagaimana pendapat kamu mengenai pembuatan aplikasi berbasis android sebagai media pembelajaran untuk mata pelajaran bahasa Inggris

      a. Sangat setuju, harusnya pembuatan media pembelajaran berbasis android diperbanyak lagi

      b. Setuju

   c. Kurang setuju

      d. Tidak setuju
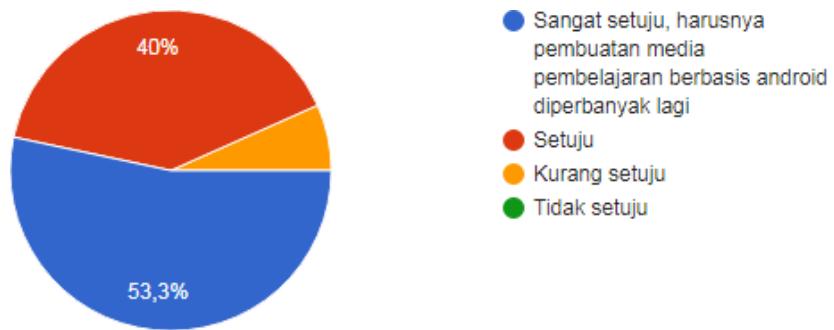
Chart 4.14 the result of students' opinions regarding the use of android in learning

This percentage shows that most of the students prefer to make android-based applications as learning media for English subjects that must be reproduced. As can be seen from the percentage above, there are as many as 53.3% of 15 students choosing option A.

Tampilan menu seperti apakah yang kamu sukai pada suatu aplikasi pembelajaran?

    a. Tampilan sederhana dengan beragam gambar pada masing-masing menu pilihan

    b. Tampilan sederhana dengan cukup satu gambar untuk keseluruhan pada masing-masing menu pilihan

    c. Tampilan polos pada menu pilihan dan hanya menggunakan latar berwarna kalem saja

   d. Tampilan yang meriah dan penuh dengan warna
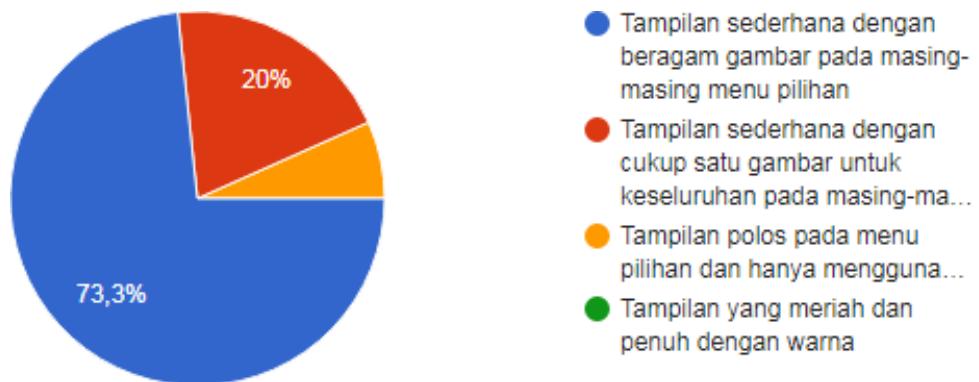
Chart 4.15 the result of students' most favorite display on the application

This percentage shows that most of the students prefer applications that have a simple display with a variety of images on each menu of choice. As can be seen from the percentage above, there are as many as 73.3% of 15 students choosing option A.

Tampilan aplikasi yang saya sukai lebih kepada :

  a. Sederhana dengan hanya memiliki beberapa tombol didalamnya agar tidak memusingkan saya

  b. Hanya memiliki beberapan tombol dan memiliki gambar yang menarik mata

  c. Memiliki banyak tombol walaupun sedikit memusingkan

  d. Memiliki tampilan yang sesuai dengan tingkatan saya serta dengan tombol sesuai dengan kebutuhan

Chart 4.16 the result of the application display liked by students

   This percentage shows that most of the students prefer the appearance of the application that has a display according to the level of students and with buttons that are tailored to their needs. As can be seen from the percentage above, there are as many as 53.3% of 15 students choosing option D.

Saya lebih menyarankan aplikasi android yang dapat digunakan

  a. Dengan menggunakan jaringan/kouta

  b. Dengan menggunakan jaringa/ kouta dan dengan tanpa menggunakan jaringan/kouta

  c. Dengan tanpa menggunakan Jaringan/kouta

Legend:
- Dengan menggunakan jaringan/ kouta
- Dengan menggunakan jaringa/ kouta dan dengan tanpa menggunakan jaringan/kouta
- Dengan tanpa menggunakan Jaringan/kouta

Percentages shown: 26,7%, 40%, 33,3%
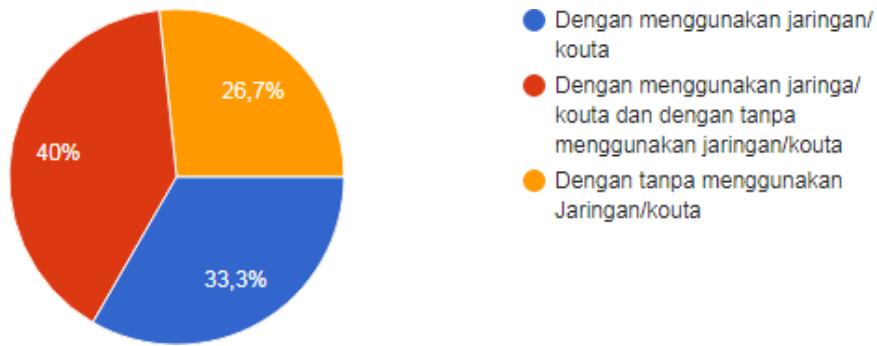
**Chart 4.17** the result of the application's most popular display among students

This figure indicates that the majority of students choose an application that can be utilized both online and offline. As seen by the percentages above, where as many as 40 percent of the 15 students chose option B.

2. Design

The researcher starts to design and envision anything that needs to be developed in the next stage. To begin, researchers looked for information on how to create applications on a coded website from various sources. First of all, to develop an application on kodular, the researcher downloads a kodular companion application. After that, the researcher accesses the kodular website to start making parts of the application.

Following that, the researcher began to design the application type, such as the application's layout, based on the disseminated student's needs questionnaire data. The following is how to use this application:

a. Launch the EWMAR application, and you will be greeted with the application's welcome screen.

```
┌─────────────────────┐
│                     │
│      Welcome        │
│     EWMAMERS        │
│                     │
│                     │
│    By. Sri Wahyuni  │
│                     │
│                     │
│                     │
└─────────────────────┘
```
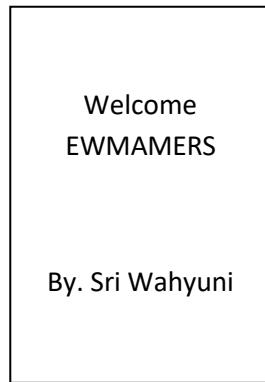
b.   After the opening screen, you will be led to a menu display with various accessible buttons; if you hit one of the buttons, you will be brought to the next menu display in the shape of a button, which will begin opening the material according to the button you picked on the previous menu.

```
┌───────────────────────┐        ┌─────────────────────┐
│   Welcome to EWMAR     │        │    ╭───────────╮    │
│  ┌──────┐  ┌──────┐   │        │    │  Picture  │    │
│  │Button│  │Button│   │        │    ╰───────────╯    │
│  └──────┘  └──────┘   │        │                     │
│  ┌──────┐  ┌──────┐   │   →    │   ┌─────────────┐   │
│  │Button│  │Button│   │        │   │   Button    │   │
│  └──────┘  └──────┘   │        │   └─────────────┘   │
│  ┌──────┐  ┌──────┐   │        │   ┌─────────────┐   │
│  │Button│  │Button│   │        │   │   Button    │   │
│  └──────┘  └──────┘   │        │   └─────────────┘   │
└───────────────────────┘        └─────────────────────┘
```
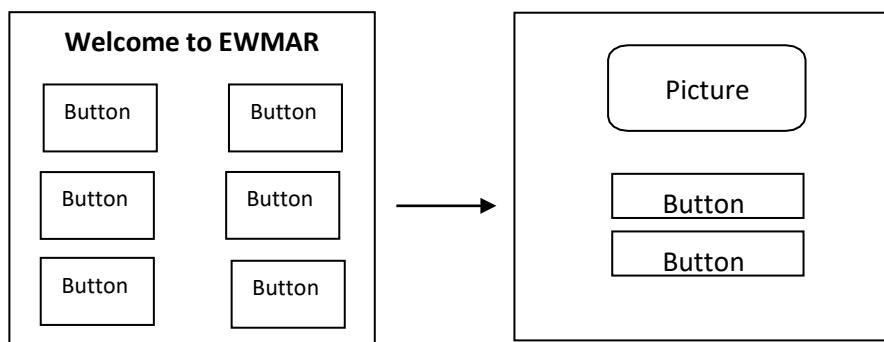
c.   The following is the form of the display design on the material menu.

```
┌─────────────────────┐
│   ╭─────────────╮   │
│   │  S.Present  │   │
│   ╰─────────────╯   │
│                     │
│     _____     │
│     _____     │
│     _____     │
│                     │
└─────────────────────┘
```
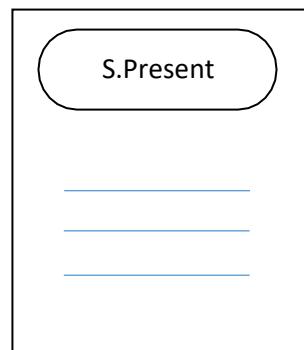
d.   When you press the exercise button under the video, this is how

the display looks.

```
┌─────────────────────────┐
│   ╭─────────────────╮   │
│   │                 │   │
│   │    Question     │   │
│   │                 │   │
│   ╰─────────────────╯   │
│                         │
│   ┌─────────────────┐   │
│   │        A        │   │
│   ├─────────────────┤   │
│   │        B        │   │
│   ├─────────────────┤   │
│   │        C        │   │
│   └─────────────────┘   │
│                         │
└─────────────────────────┘
```
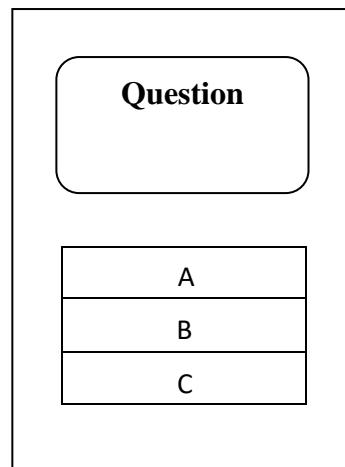
e.   When you press the exercise button on the start menu, the display design looks like this.

```
┌─────────────────────┐
│                     │
│   ╭─────────────╮   │
│   │             │   │
│   │    Quizzy   │   │
│   │             │   │
│   ╰─────────────╯   │
│                     │
└─────────────────────┘
```
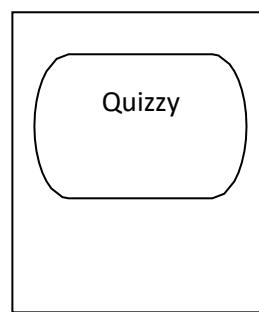
f.   The display design while pressing the translate button on the start menu is shown below.

```
┌─────────────────────────┐
│   ╭─────────────────╮   │
│   │                 │   │
│   │  Masukkan teks  │   │
│   │                 │   │
│   ╰─────────────────╯   │
│   ┌─────────────────┐   │
│   │     Button      │   │
│   ╭─────────────────╮   │
│   │   Terjemahan    │   │
│   │                 │   │
│   ╰─────────────────╯   │
└─────────────────────────┘
```

The product navigation structure can be seen in Chart 1.4

```
                        ┌─────────────┐
                        │  Main Menu  │
                        └──────┬──────┘
                               │
   ┌──────────┬──────────┬─────┴────┬──────────┬──────────┐
   ▼          ▼          ▼          ▼          ▼          ▼
┌────────┐┌────────┐┌────────┐┌────────┐┌────────┐┌──────────┐
│S.Present││ S.Past ││S.Future││Question││Add.Mat ││Translate │
└───┬────┘└────────┘└────────┘└────────┘└────────┘└────┬─────┘
    │                                                   │
    └──────────────────────┐         ┌──────────────────┘
                           ▼         
                      ┌─────────┐
                      │  EXIT   │
                      └─────────┘
```
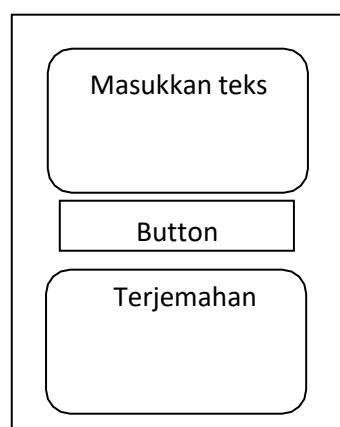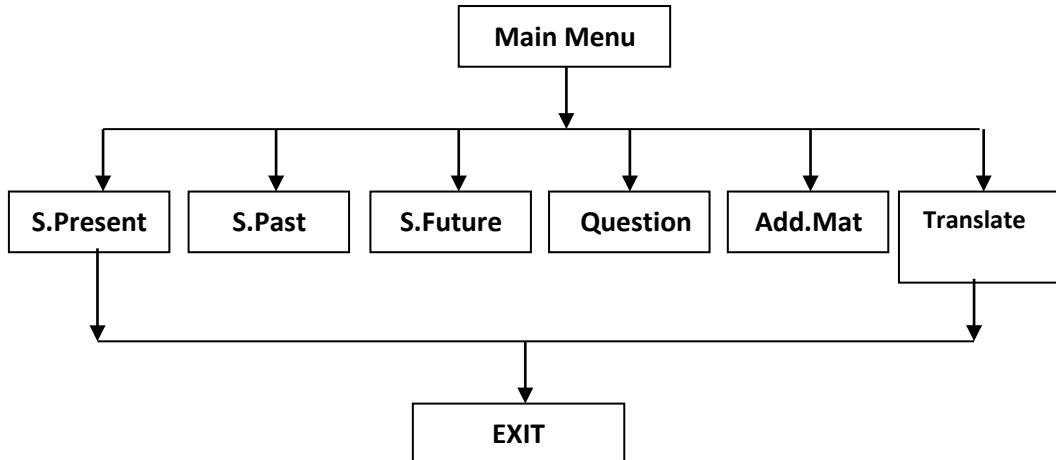
Chart 1.18 Product Navigation Structure

There are various software and website programs that can be used to improve the "English grammar" app, including:

1) Kodular

Kodular is a website that offers tools for constructing Android apps using block programming comparable to MIT App Inventor. Put another way, you do not have to enter in program code to make Android apps manually. This Kodular offers features such as the Kodular Store and the Kodular Extension IDE (now an AppyBuilder Code Editor) that make it easier for developers to post Android apps to the Kodular Store and create blocks of IDE extension programs based on their preferences.

2) Quizizz

Quizizz is a website that allows you to create interactive quiz games for use in the classroom. The constructed interactive quiz can have up to four answer possibilities: the correct answer and an image of the question's background.

Quizizz can instantly provide data and statistics on student performance. Quizizz can be used in class and can also be used to create questions for homework (PR), allowing students to play it whenever and wherever they choose as long as the time limit is not exceeded.

This quiz will challenge students since they will receive a point for answering quickly and precisely and a score for speed. There will also be competition because quizizz provides live standings between participants right away. It will be entertaining because there will be music to lift your spirits as well as humorous and uplifting memes.

3) Microsoft Word

Microsoft Word is a software or data processing application program in the form of letters or numbers produced by Microsoft and used for business purposes, work, report generating, document creation, papers, theses, and other writing-related topics.

3. Development

At this stage, the researcher will begin to develop applications that are following the design concept that has been designed in the previous stage. The stages can be seen as follows :

a. When we want to develop an application on Kodular, we must first download the application and then enter the Kodular website by registering using our respective accounts. Only after that we will be directed to the initial view of the kodular website and given two options but to develop an application then the choice we have to click is "create the project".

And after clicking on that option then we will be directed to the next menu display and then select "create new projects". Only after that, we will be directed to thenext screen where there are many options available that we can enter into the application that we will develop.
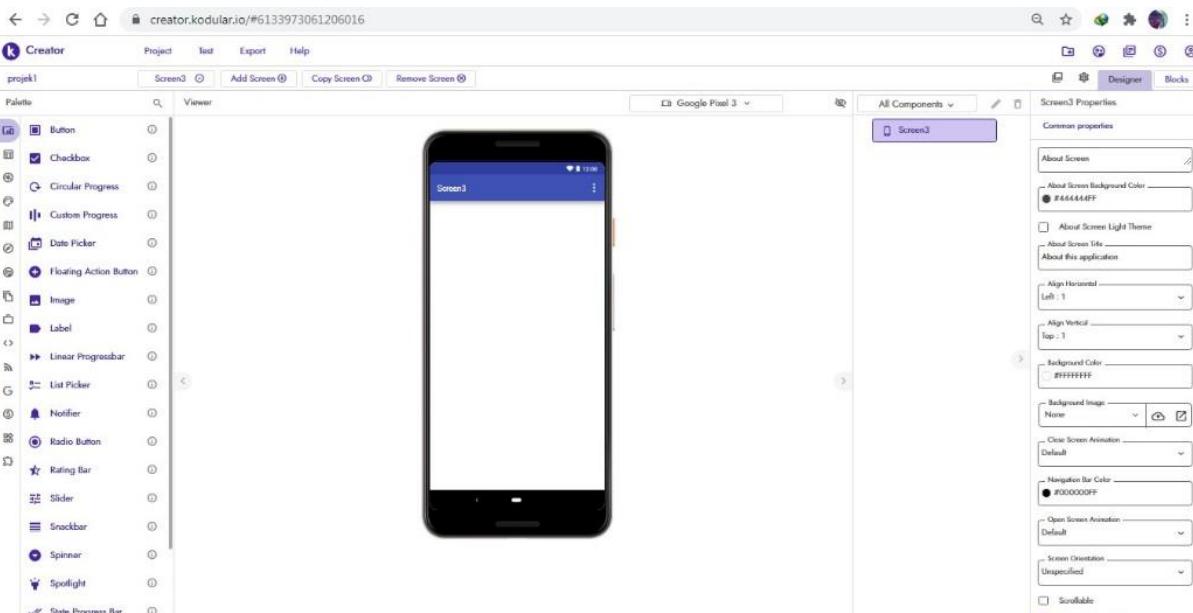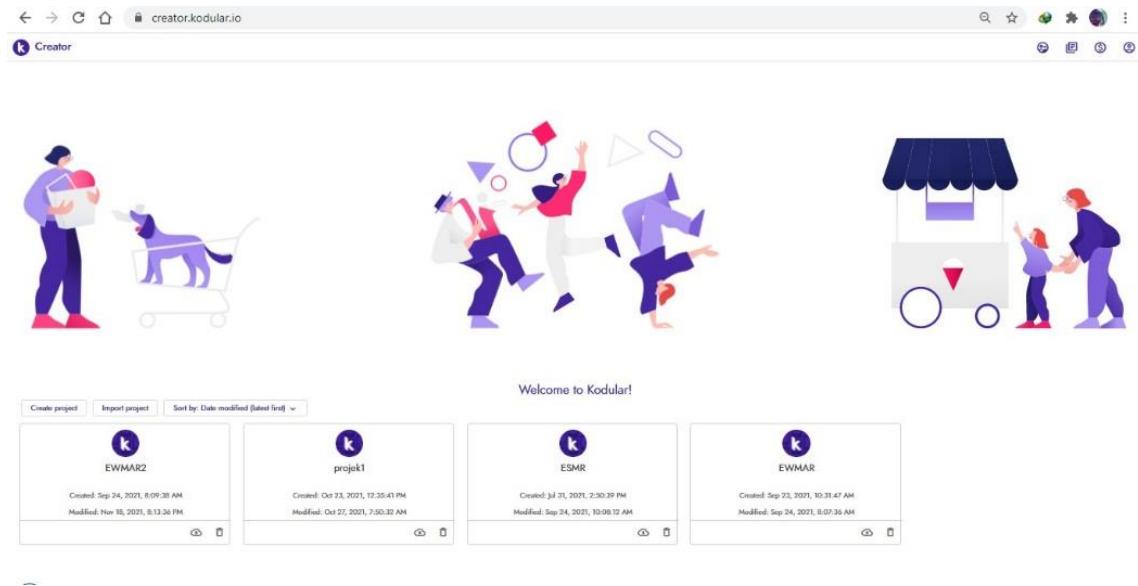

This is how the kodular screen appears when no further settings have been applied; on either side, several parameters can be used to customize the design of

the app that will be produced. The researcher started with a block for inputting text, a block for arranging shapes, a block for showing images, and so on.

Also if we select a block from the menu on the top right, we will be sent to the development of application programming, where we will find a variety of programs on the left side that we can input according to our needs, such as commands that will be inserted in buttons or displays.

The researcher previously designed, such as "when button 1 is touched, the program will terminate" or "when button 2 is hit, the next display will be called." Because this website does not give photos for us to utilize, we must obtain or alter the images ourselves. Furthermore, to show a PDF in the application that we will design, we will need to download a specific extension that will allow us to read the PDF. The researcher may also get the loading display from the website https://lottiefiles.com/search?q=loading&category=animations.
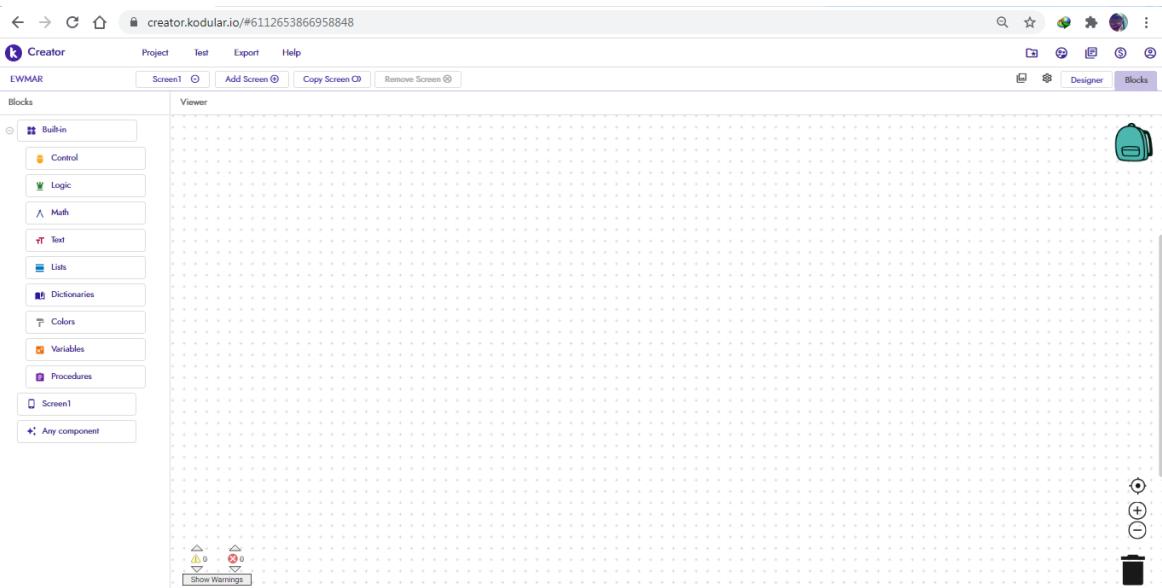
b. Designing the creation of the application opening view
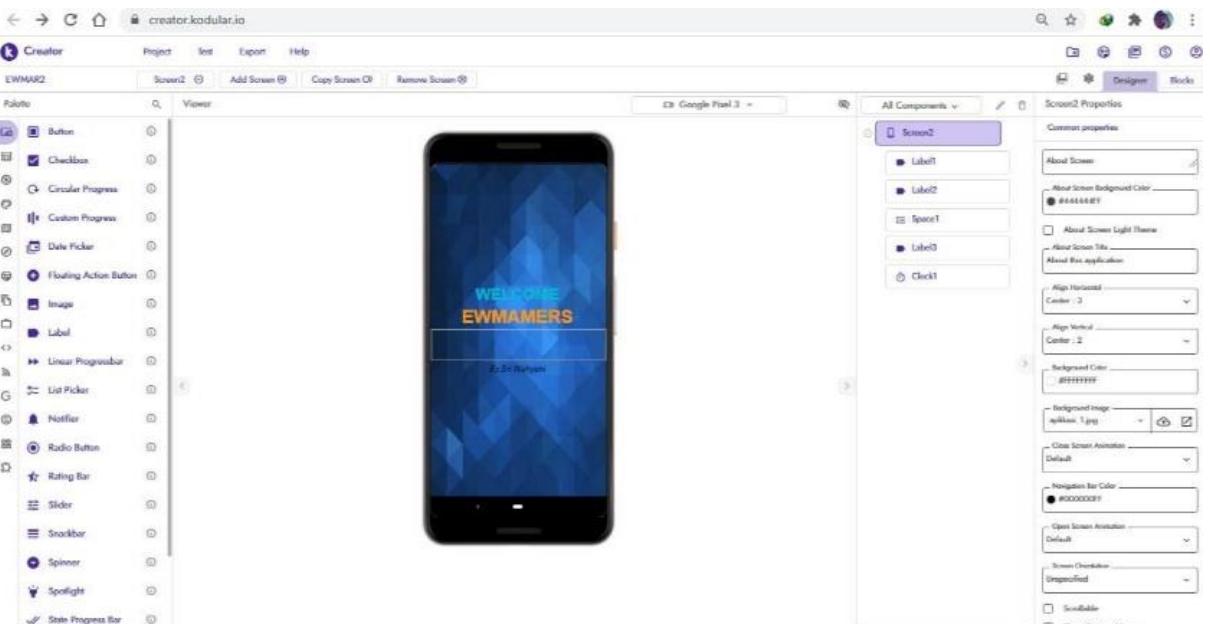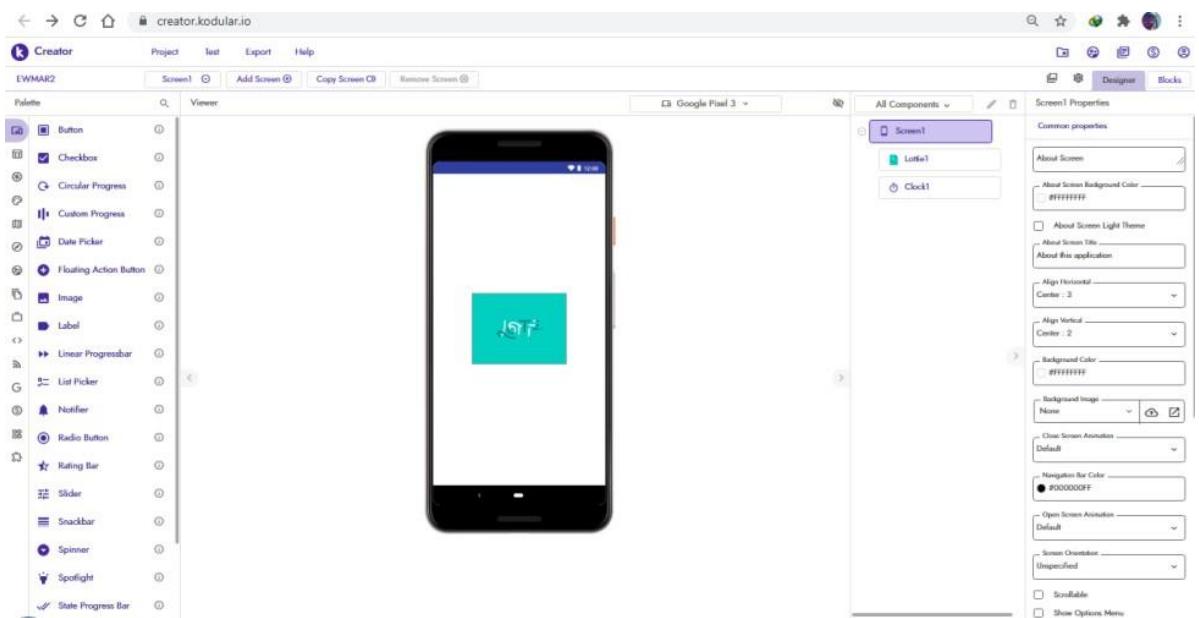
c. Designing the appearance of the application menu and its buttons.
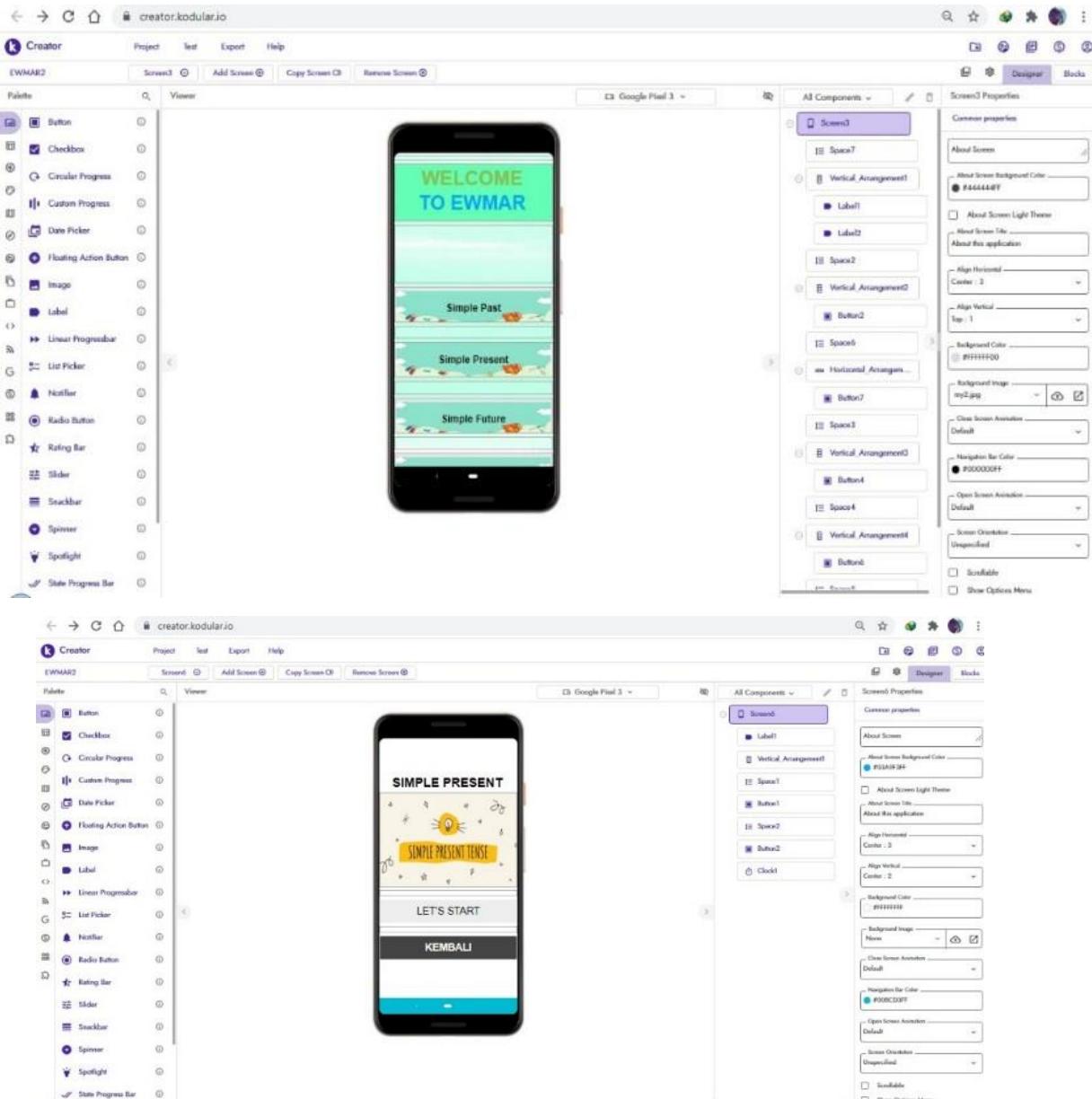
d. Designing the display of the material and the buttons.
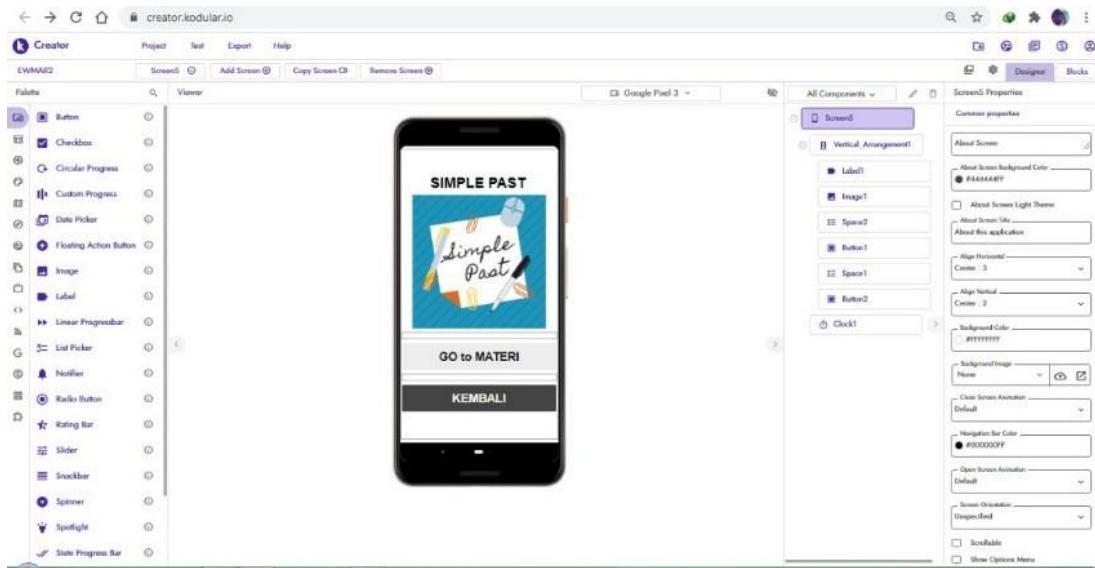
e. Designing the display of the exercise and its buttons where the researcher must create a display that can read the Quizzi site.
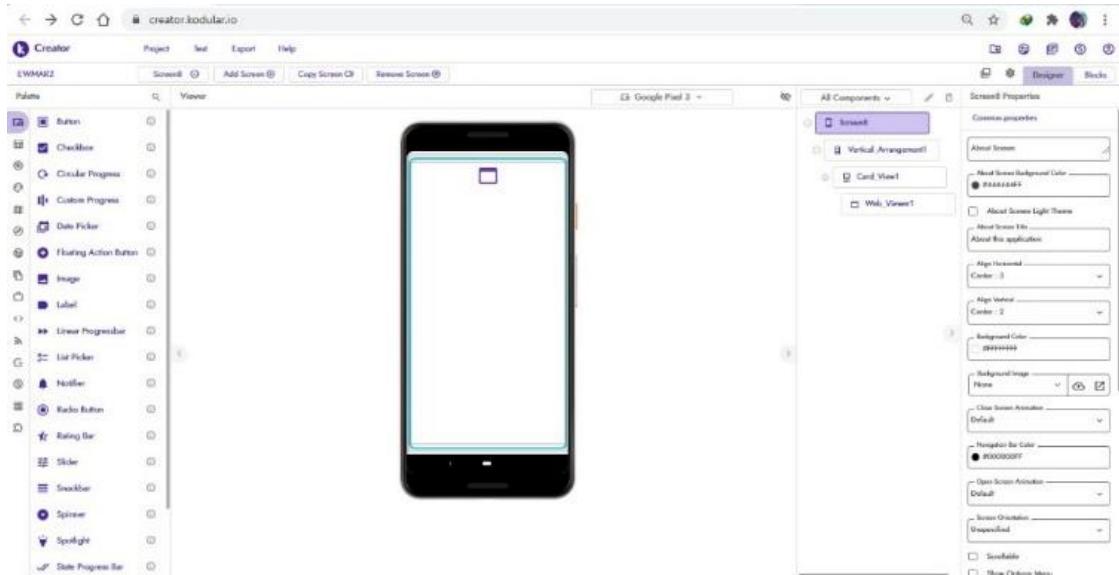
f. The researcher enters the materials that have been prepared in PDF form.
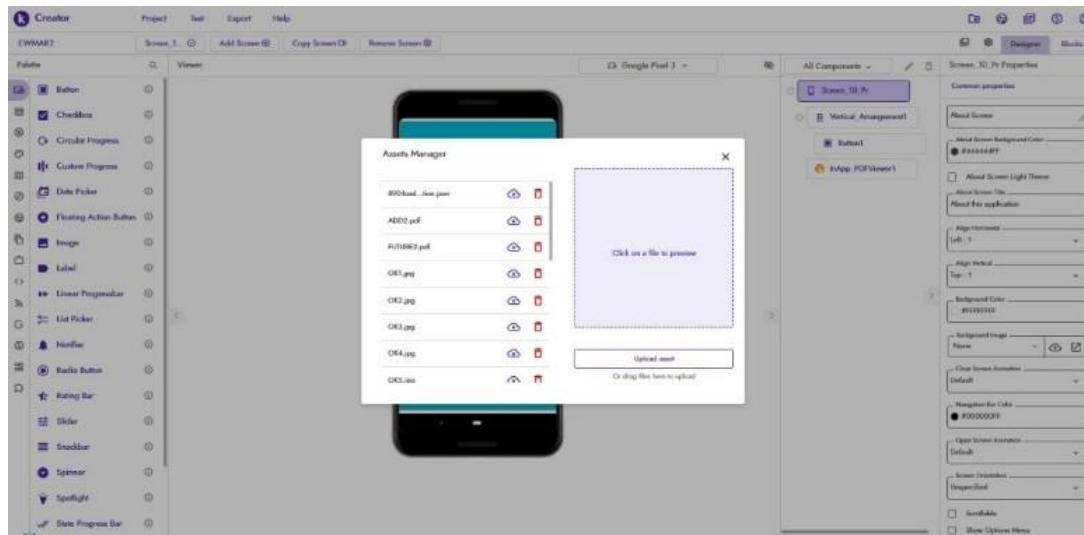
g. The researcher designs the commands that will be used on each display and the buttons that have been provided previously.

1) Opening and welcoming display
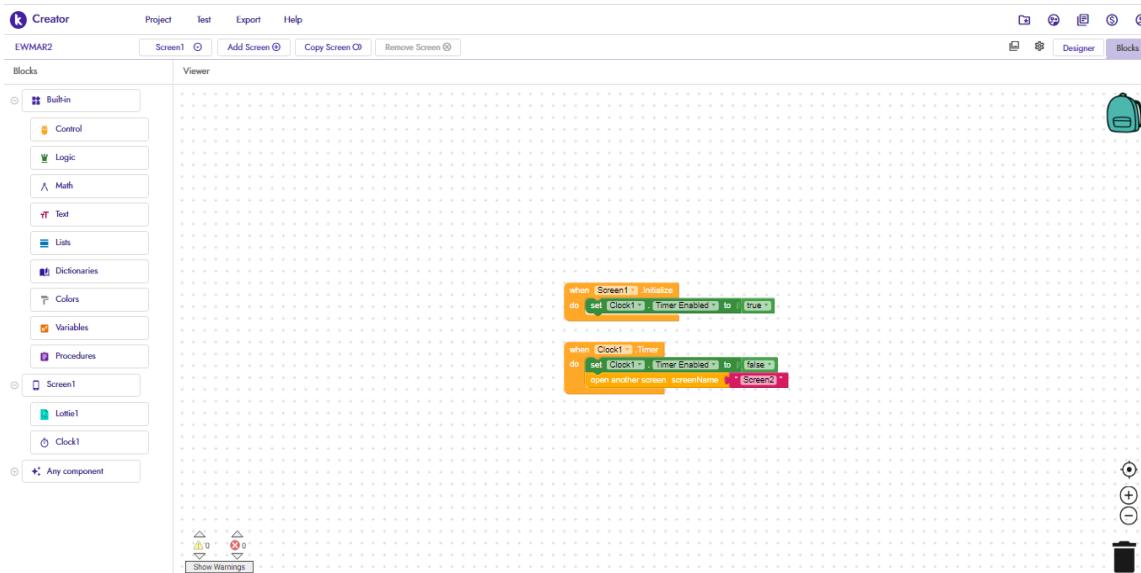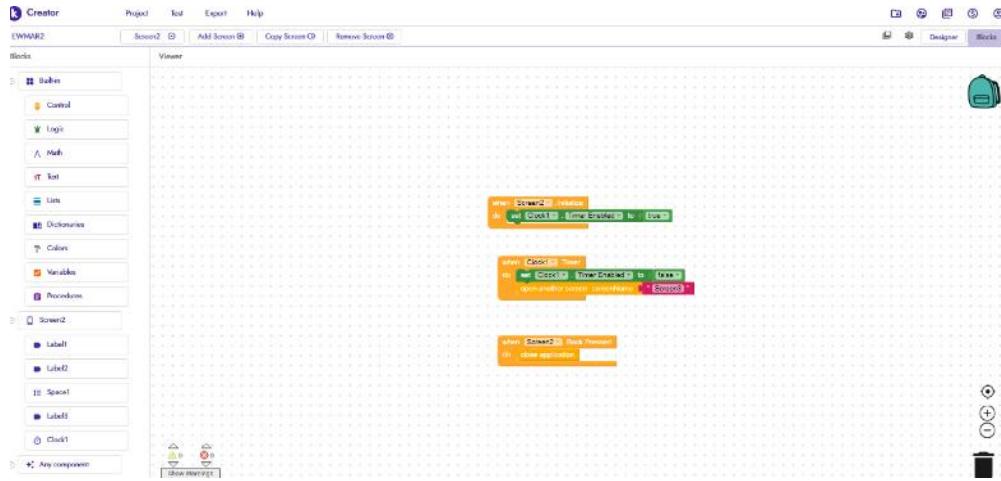
2) Menu display
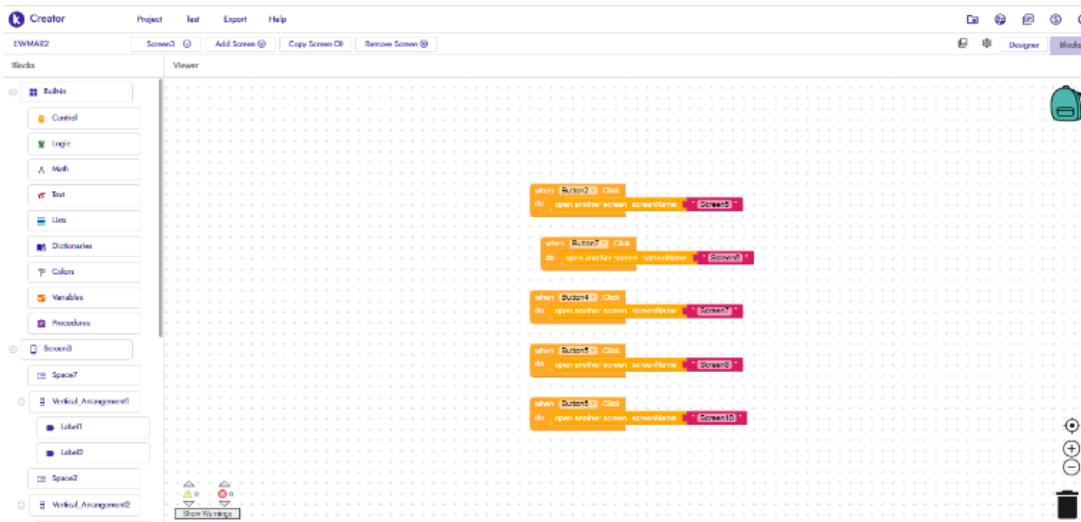
3) Material display
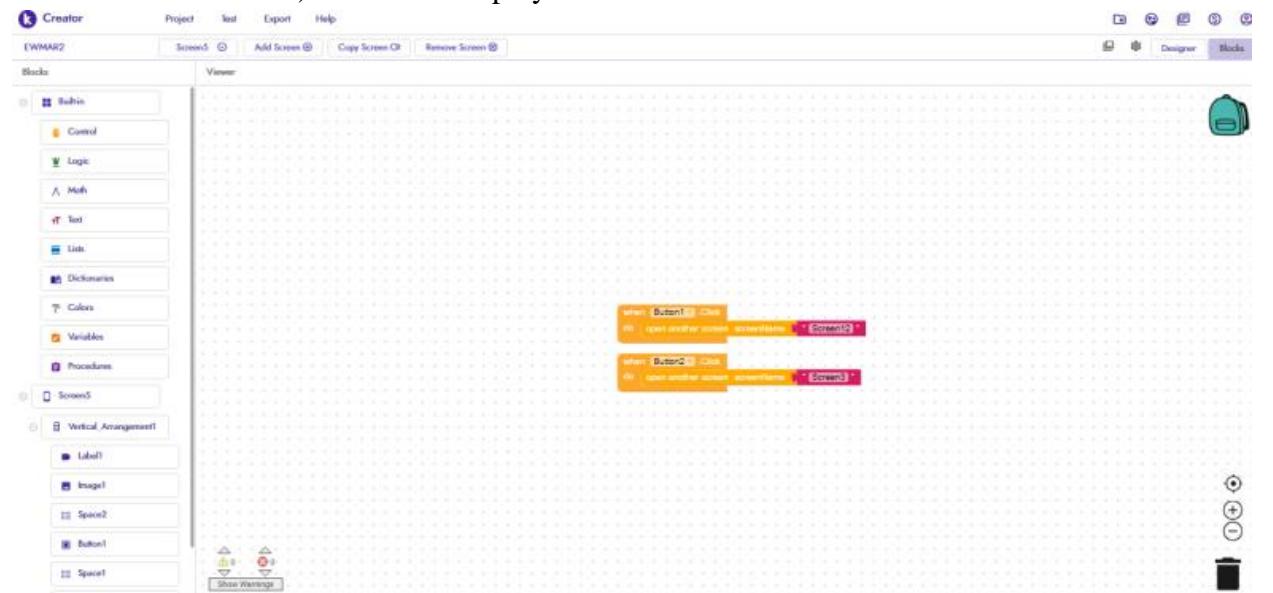
4) Display of each button
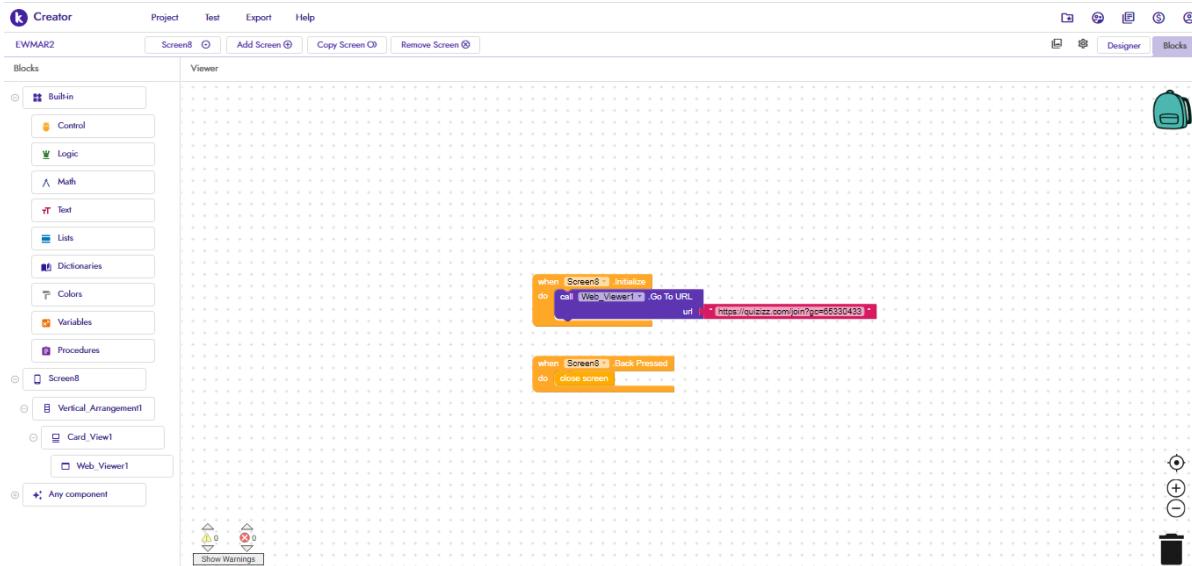
5) Exercise view

h. Researcher make orders to close or exit the application
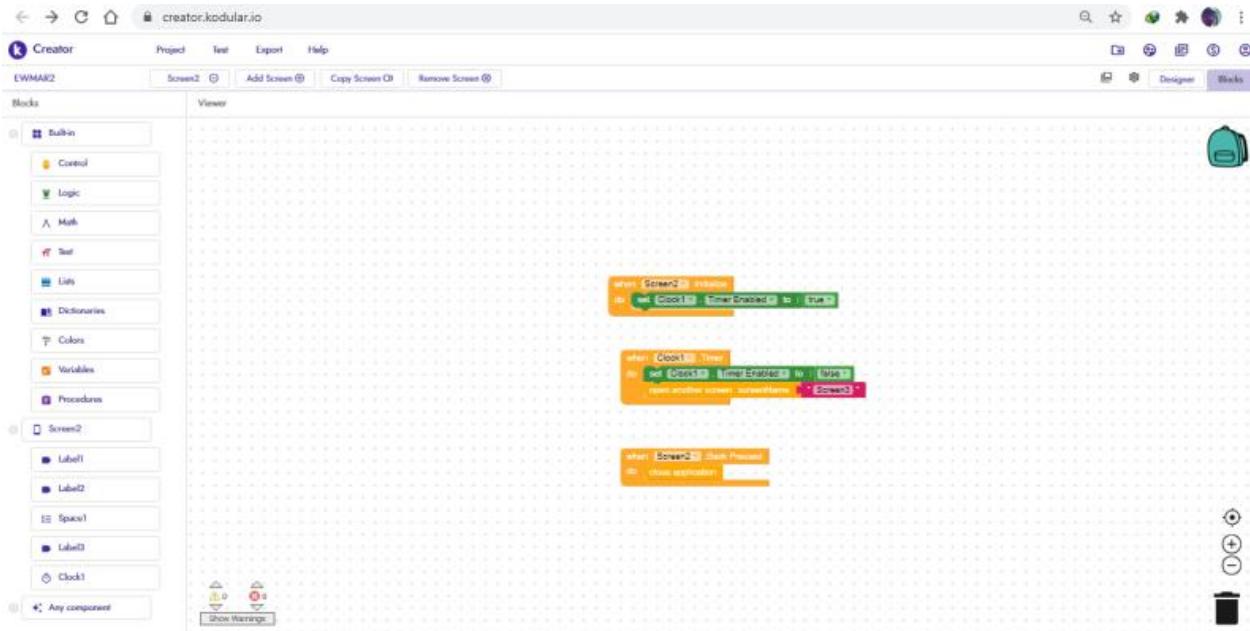
i. Another feature that the researcher has created in this application is a language translator, in which the researcher provides four languages: Indonesian, English, Arabic, and Korean. First, the researchers create a display that looks like

a machine translator in general, and then the researcher creates a command program that allows it to be used according to its function as a translator. You can see how it appears in this image.
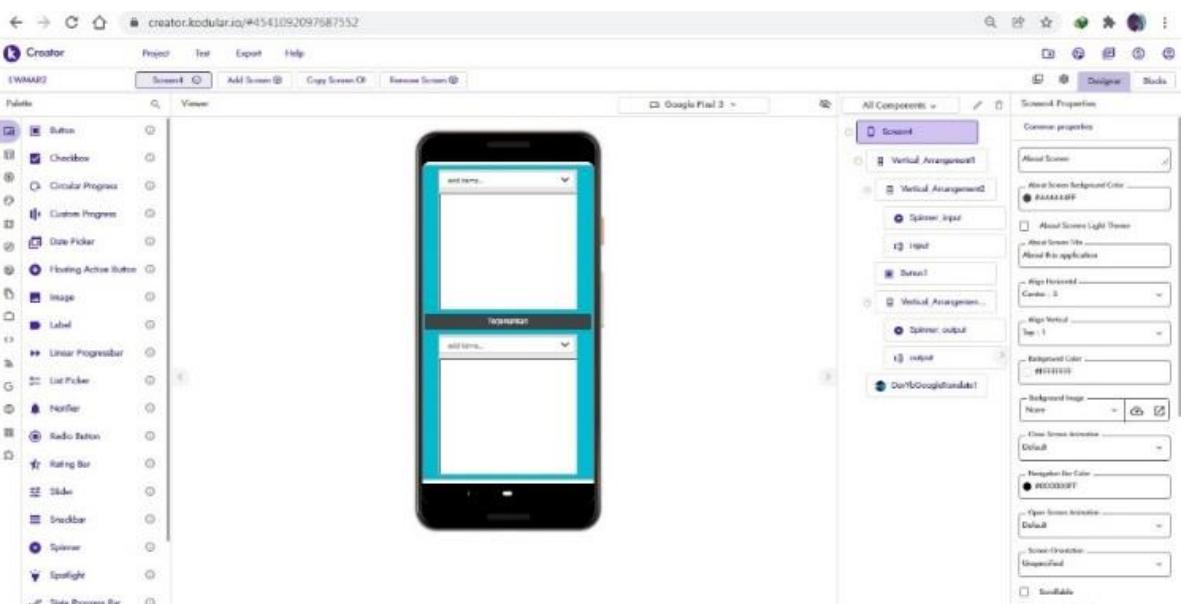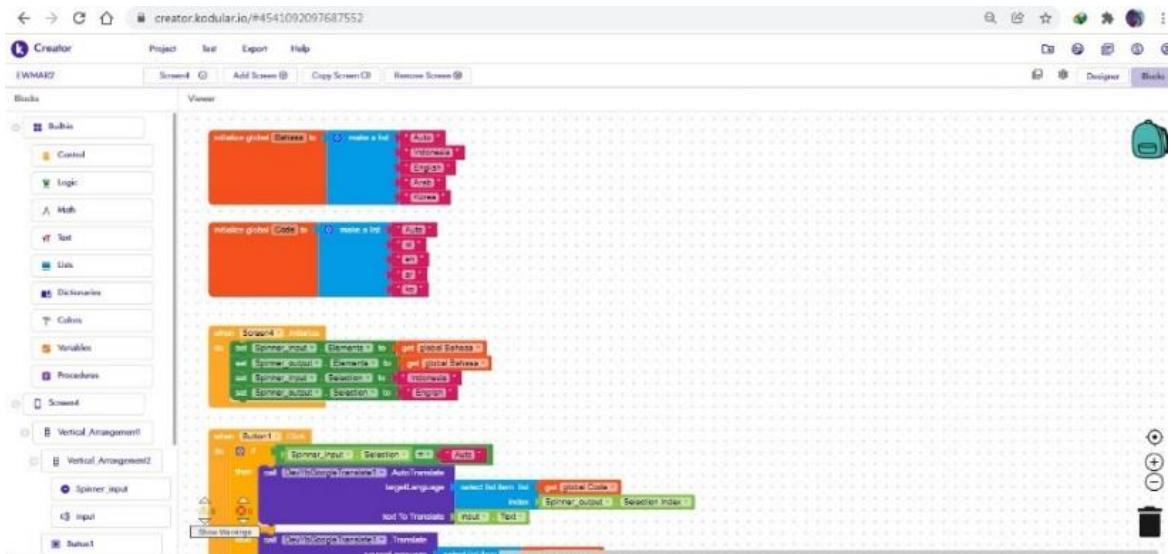
f. Result of Expert Validation

In this expert validation, the researcher validates the material by giving

questioner to content and lay-out experts that contain a question about the product. There are 11 questions in the questionnaire asking about all aspects of the product. Those aspects are Material, Media, and Language with assessed by three experts.

Three expert validations have been validating the product namely Dr. Masruddin., S.S., M.Hum as the language expert and material expert, the English teacher, Drs. Tomas Padandi, M.M as the language and material expert, the information and communication technology (TIK) Yayak Sundauani, S. Kom, M.Pd as the media expert. The result of the expert validation can be seen below:

Table 3.7. The Result of Expert Judgment

No	Criteria	Average	Description	Follow up
I	**Materials**			
A	**Presentation of the materials**			
1	The materials presented in the media are complete.	3	Good	Can be utilized with a little bit of revision
2	The materials are presented clearly	4	Excellent	Can be utilized without revision
3	The materials are delivered systematically.	3	Good	Can be utilized with a little bit of revision
4	The materials presented are packaged in an attractive way	3	Good	Can be utilized with a little bit of revision
5	The materials presented are easy to understand	4	Excellent	Can be utilized without revision
B	**Evaluation**			
6	The problems are stated plainly	3	Good	Can be utilized with a little bit of revision
7	The questions are related to the theory and concept	3	Good	Can be utilized with a little bit of revision

No	Aspect	Score	Rating	Description
8	The answer key corresponds to the question	3	Good	Can be utilized with a little bit of revision
C.	**Learning**			
9	The application can improve students' understanding	3	Good	Can be utilized with a little bit of revision
10	The application can attract the attention of Students	3	Good	Can be utilized with a little bit of revision
11	This application allows the students to study from anywhere	3	Good	Can be utilized with a little bit of revision
II	**Language**			
A	**Communicative aspect feasibility**			
12	The language used is simple, clear, and easy to understand	3	Good	Can be utilized with a little bit of revision
13	Message transmissions are simple to comprehend	4	Excellent	Can be utilized without revision
14	The precision with grammar rules is applied	3	Good	Can be utilized with a little bit of revision
B	**The feasibility of the readability aspect**			
15	The use of terms are following the main concept of the subject	3	Good	Can be utilized with a little bit of revision
16	The accuracy of language selection in describing the material	3	Good	Can be utilized with a little bit of revision
17	Spelling accuracy	3	Good	Can be utilized with a little bit of revision
18	The language used is grammatically correct	3	Good	Can be utilized with a little bit of revision
19	Consistency of the use of terms	3	Good	Can be utilized with a little bit of revision
20	Ability to motivate and encourage critical thinking	4	Excellent	Can be utilized without revision
III	**Media**			
A.	Software aspect			

21	The application file is the medium size	4	Excellent	Can be utilized without revision
22	The application does not run slowly	3	Good	Can be utilized with a little bit of revision
23	The application does not stop running during operation	3	Good	Can be utilized with a little bit of revision
24	The application is simple to use	4	Excellent	Can be utilized without revision
B.	Visual communication aspect			
25	The application's display is excellent	3	Good	Can be utilized with a little bit of revision
26	The writing is easy to read	4	Excellent	Can be utilized without revision
27	The color schemes are appropriate	3	Good	Can be utilized with a little bit of revision
28	The application's animations are excellent	3	Good	Can be utilized with a little bit of revision
29	The application buttons are simple	4	Excellent	Can be utilized without revision
30	The application buttons function well	3	Good	Can be utilized with a little bit of revision
	Total Score	98		

The following is the mean score of the expert validation result:

$$M = \frac{B}{N} = \frac{98}{30} = 3.27$$

The following are the percentages of the expert validation results :

$$X = \frac{M}{N} \times 100$$

$$M = \frac{3.27}{4} \times 100$$

$$= 81.75\%$$

The expert validation resulted got a mean score of 3.27 with 81.75% of the percentages qualified as "Good". Further, the researcher indicates that based on the experts' validation the EWMAR application can be used with a little bit of revision.

g. Draf Change

| Before | After |

| Before | After |

The picture above shows before and after editing the product. After getting some suggestions from the validator, such as the color of the button writing that is too flashy and the color of the button that is not in sync with the button on the simple past and simple present menu.

4. Implementation

At this stage, the development results are applied to students to find out students' opinions about the developed application. In this activity there are two stages, the first is explaining the material and the second is the distribution of the student's perception questionnaire.

a. Explaining the material

At the stage of explaining the material first, the researcher introduces the EWMAR application and also how to use it, only after that the researcher chooses one of the materials in the application to explain to students where the researcher brings simple present material on the advice of Drs. Tomas Padandi, M.M an English teacher who teaches in that class, after the researcher explained the simple present material, the researcher then gave a quiz on the application to the students to work on together and this activity the researcher did in 2 different classes but with the same activity.

b. Students' Perception

After presenting the material, the researcher then gave a questionnaire on studentperceptions to determine student reactions to the EWMAR application that was being developed. The student's perception questionnaire is filled out by 28

students, each consisting of 14 students from each class XI IPA 1 and XI IPA 3

Following are the results of the student's perception questionnaire:

Table 3.8. The result of students' perception

No	Items	Mean Score	Description	Follow Up
1	It is simple to set up	4	Excellent	Can be utilized without revision
2	Has simple instructions for installation	4	Excellent	Can be utilized without revision
3	When playing, this program does not come to a halt (hangs).	4	Excellent	Can be utilized without revision
4	The material presented inthe application is easy to understand	4	Excellent	Can be utilized without revision
5	Discussions and examples of questions inthis application are Interrelated	4	Excellent	Can be utilized without revision
6	This application can foster learningmotivation	4	Excellent	Can be utilized without revision
7	Practice questions in the application according tothe material	4	Excellent	Can be utilized without revision
8	The writing is easy to read	4	Excellent	Can be utilized without revision
9	The application has a pleasing appearance	4	Excellent	Can be utilized without revision
10	Simple buttons	4	Excellent	Can be utilized without revision
11	The application button is working properly	4	Excellent	Can be utilized without revision
12	Attractive animation display	4	Excellent	Can be utilized without revision
13	This learning application is creative and innovative	4	Excellent	Can be utilized without revision
14	This application is suitable for the learning level of class XI students	4	Excellent	Can be utilized without revision
	Total Score	56		

The following is the mean score of the students' perception result:

$$M = \frac{B}{N} = \frac{56}{14} = 4$$

The following are the percentages of the students' perception results:

$$X = \frac{M}{N} \times 100\%$$

$$X = \frac{4}{4} = 100\%$$

The students' perception resulted in a mean score of 4 with 100% of percentages qualifying as "Excellent". It denotes that the EWMAR application is ready to use without revision.

5. Evaluation

The feasibility of learning media is obtained based on the assessment of material experts, media experts, language, and student perception assessments.

Table 3.9. The result of the feasibility

No	Assessment stage	Mean score	Percentage	Description
1.	Expert Validation	3.27	81.75%	Good
2	Students Perception	4	100%	Excellent
	Mean	3.67	93,87%	Excellent

Based on the table above, it is known that the assessment of the two aspects at two stages showed satisfactory results based on the assessment of the experts and the student perception instrument showed excellent and good results. based on the percentage of the feasibility assessment, it can be seen from the two stages carried out starting from the validation of experts to students' perception it is known that the results obtained show "excellent" results for the EWMAR application.

B. Discussion

The EWMAR (Easy with Grammar) application is an application developed by the researcher to help students better understand their grammar foundation. This application is a grammar application that includes materials in three tenses (present, past, and future) and some additional materials which are still related to grammar.

Furthermore, the researcher's application is not as perfect as other grammar applications that the researcher has encountered, but the EWMAR application does have other advantages than other grammar applications, such as machine translation, material in video and also written form, and merging with practice questions from Quizzy, which can motivate students to work on practice questions. And it is all contained in one application, however, there are many quite interesting things in terms of visuals and settings, as well as the menus given by other grammar programs such as Hello English, Simpler, and Grammar En applications, that might capture the interest of its users.

Moreover, what are the students' perceptions of the EWMAR application? Following the results obtained by the researcher from the student perception questionnaire, the EWMAR application is very feasible to use. The students' perception resulted in a mean score of 4 with 100% of percentages qualifying as "Excellent". It denotes that the EWMAR application is ready to use without revision. This is because the students assessed that with the EWMAR application they could easily understand grammar and not make them bored when studying

grammar.

This research is in line with Agustina and Rahmawati who developed 'Gring-Med' Grammar Learning Media which is focused on intermediate students in learning English at schools. The results of the implementation show that the average acquisition percentage of the assessment is 88.3% in the 'very good' category. So, based on the results of their research, it can be concluded that the application of Gring-Med grammar learning media is suitable for helping class X MA Al – Asy'ari students.[40]

The second from Matiini the goal of this research is to create a PWA-based English E-Learning system (Progressive Web Application). This application may be downloaded directly from the ITI Language Center website rather than via the Play Store. The Digital Book is used as a guidebook in a test that is held in the form of E-Learning learning that is devoted to English Grammar students from an English class. According to the findings of this study, this PWA application has shown to be beneficial as a remote and more accessible distance learning medium than other applications downloaded from the Play Store.[41] And the last research by Badroeni et.al. Concluded that the application of master tenses can improve students' grammatical competence and practice.[42]

Furthermore, students' views on the EWMAR application are overwhelmingly positive, according to the students' perceptions resulting in a mean score of 4 with

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[40] Agustina, U. W., & Rahmawati, R. "Designing 'Gring-Med' Grammar Learning Media for Intermediate Students,"*E-jornal* 1(2),(2021):1.

[41] Gharizin Matiini, R.Setiyadi, A. Setiawan, dan M.Ramli, "Pengembangan Aplikasi Progressive Web Application (PWA) Untuk Pembelajaran dan Evaluasi Kelas English Grammar Online Course," *JPE (Jurnal Pendidikan Edutama)* Vol. 8 No. 2 (2021). http://ejurnal.ikippgribojonegoro.ac.id/index.php/JPE

[42] Badroeni, B., Nasrulloh, S. F., & Zakaria, Y. "Tenses Master Application In English Grammar Learning". *English Review: Journal of English Education*, *8*(2),(2020): 329-336.

100% of percentages qualifying as "Excellent" students claiming that it will make it easier for them to master tenses and that it will be very interesting if it is included in the learning process. In addition, the teacher who became the expert instrument validator stated that more learning media innovations were needed so that students could learn better and the teaching and learning process could be made easier.

This is also described by Isran Rasyid in his study titled "the benefits of media in learning," which states that using appropriate media in the classroom helps optimize the learning process. Learning media may assist teacher's concrete concepts or ideas and stimulate active learning participants. Media may serve as a bridge between critical thinking and action for students. As a result, media can assist instructors and students in achieving the fundamental skills that have been established.[43]

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[43] Isran Rasyid, Karo-Karo, and Rohan, "Manfaat media dalam pembelajaran." *AXIOM: Jurnal Pendidikan Dan Matematika* 7.1 (2018): hal.91, https://edukatif.org/index.php/edukatif/article/view/1171/pdf

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

To develop a grammar application, the first thing that needs to be done is to analyze student needs, by analyzing student needs researchers can collect various information as the first step in designing grammar applications. The second step is to validate the product to experts and then try to apply it through trials with students. And the third phase is for the researcher to create applications that will be produced, beginning with application design and ending with programming. Following the development of the application, the researcher's next step was to apply the EWMAR application to students to ascertain students' impressions of the generated application. As a result of this research, the EWMAR application was an appropriate media for learning grammar for students in the second grade of SMAN 4 Palopo.

This is evidenced from the results of the questionnaire analysis of students' perceptions of the EWMAR application as much as 100% of the percentage qualifying as "excellent" and also from the proof from the results of the questionnaire analysis for the experts which is 81,75%. The EWMAR application is designed using the ADDIE model.

B. Suggestion

The result of this research hopefully gives a contribution to several parties, especially the English teacher, the student, and other researchers. There are some suggestions from the researcher.

a. For Teachers

It is suggested to the teacher to use this product as a supporting media in teaching grammar.

b. For Students

Hopefully, the student can continue to use the EWMAR application both during the learning process and outside the learning process.

c. For Further Researcher

It is suggested to the next researcher to continue this research with better features, complex, and more comprehensive grammar or writing materials. Further, hopefully, the next researcher also would give some ideas, techniques, and strategies for learning grammar or writing.

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S U R A T   I Z I N

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

IZIN PENELITIAN
NOMOR : 944/IP/DPMPTSP/XII/2021

ASLI

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: SRI WAHYUNI
Jenis Kelamin	: Perempuan
Alamat	: Balandai Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 17 0202 0014

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

DEVELOPING THE EASY WITH GRAMMAR APPLICATION FOR TEACHING GRAMMAR

Lokasi Penelitian	: SMA NEGERI 4 PALOPO
Lamanya Penelitian	: 10 Desember 2021 s.d. 10 Januari 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal 13 Desember 2021
Plt. Kepala Dinas Penanaman Modal dan PTSP

MUH. IHSAN ASHARUDDIN, S.STP, M.Si
Pangkat Pembina Tk.I
NIP. 19780611 199612 1 001

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel
2. Walikota Palopo
3. Dandim 1403 Sawi
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat diaksanakan penelitian

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMA NEGERI 4 PALOPO
Jalan Bakau Balandai No. Telp (0471) 21475   Emal:l sman04plp@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor : 421.3/ 513 -UPT-SMA.04/PLP/DISDIK

Yang bertanda tangan di bawah ini, **Kepala SMA Negeri 4 Palopo**, menerangkan bahwa :

N a m a	:	**Sry Wahyuni**
NIM	:	1702020014
Tempat / Tgl. Lahir	:	Tanru Tedong, 27 Juli 1998
Jenis Kelamin	:	Perempuan
Program Studi	:	Pendidikan Bahasa Inggris
Alamat	:	Perum. Graha Permata Mungkajang kota Palopo

Yang bersangkutan telah mengadakan penelitian di **SMA Negeri 4 Palopo,** terhitung mulai tangga 03 Januari 2022 s/d 04 Februari 2022, guna melengkapi Skripsi yang berjudul :

 "Develofing the EMWAR (Easy With Grammar) Application for Teaching Grammar".

Demikian Surat Keterangan Penelitian ini di buat, diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Palopo, 07 Maret 2022
Kepala UPT,

Drs. H. Eswan, M.Pd
Pangkat : Pembina Utama Muda
NIP. 19641231 198903 1 242

INSTRUMENT VALIDATION

THE INSTRUMENTS FOR LANGUAGE EXPERT VALIDATION QUESTIONNAIRE

The Title of Research : Developing the EWMAR Application for Teaching Grammar

Subjects : Grammar

Researcher : Sri Wahyuni

Language Expert : Drs. Tomas Padandi, MM

Instruction

1. This validation form is displayed in order to obtain the thoughts and judgments of sir/mam as language specialists regarding learning applications in development.

2. Answers are entered in the appropriate column of the provided rating scale, which is based on the following scale:

4 = Strongly Agree
3 = Acceptable
2 = Disagree
1 = Strongly Disagree

3. Please mark the rating scale column with a check mark (√) if you agree.

4. Please give any feedback or recommendations in the box provided.

Thank you so much for taking the time to fill out this validation form.

A. Language Aspect

No	Statement	Rating Scale			
		1	2	3	4
A.	**Communicative Aspect Feasibility**				
	1. The language used is simple, clear and easy to understand				✓
	2. Message transmission that is simple to comprehend				V
	3. The precision with which grammar rules are applied			✓	
B.	**The Feasibility of the Readability Aspect**				
	4. The use of terms that are in accordance with the main concept of the subject				✓
	5. The accuracy of language selection in describing the material			✓	
	6. Spelling accuracy			✓	
	7. Sentence effectiveness				✓
	8. Consistency the use of terms				✓
	9. Ability to motivate and encourage critical thinking				V

B. Comments/Suggestions

I Think EWMAR application is Very good in
Learning Eng grammar. Not only is used in
grammar, but also in translation ang quiz

C. Conclusion

This program states : *)

①) Ready to use without any revisions

2. Suited for use with suggestions for modifications

3. It is pointless to use

*) One should be circled

No	Statement	Rating Scale			
		1	2	3	4
A.	**Presentation of the Materials**				
	1. The materials presented in the media are complete				✓
	2. The materials are presented clearly				✓
	3. The materials are delivered systematically				✓
	4. The materials presented are packaged in an attractive way				✓
	5. The materials presented are easy to understand				✓
B.	**Evaluation**				
	6. The problems are stated with plainly			✓	
	7. The questions are all related to the theory and concept.			✓	
	8. The answer key corresponds to the question.				✓
C.	**Learning**				
	9. Applications can improve students' understanding				✓
	10. The application presented can attract the attention of students			✓	
	11. This app allows the students to study from anywhere.			✓	

B. Comments/Suggestions

I think EWMAR application is very good in learning grammar. Not only is used in grammar, but also in translation and quiz

C. Conclusion

This program states : *)

1. Ready to use without any revisions

2. Suited for use with suggestions for modifications

3. It is pointless to use

*) One should be circled

Palopo, 20-1- 2022
Material Expert

Drs. Tomas Padland, MM

THE INSTRUMENTS FOR MATERIAL EXPERT VALIDATION QUESTIONNAIRE

The Title of Research	: Developing the EWMAR Application for Teaching Grammar
Subjects	: Grammar
Researcher	: Sri Wahyuni
Material Expert	:

Instruction

1. This validation form is displayed in order to obtain the thoughts and judgments of sir/mam as material specialists regarding learning applications in development.

2. Answers are entered in the appropriate column of the provided rating scale, which is based on the following scale:

> 4 = Strongly Agree
>
> 3 = Acceptable
>
> 2 = Disagree
>
> 1 = Strongly Disagree

3. Please mark the rating scale column with a check mark (√) if you agree.

4. Please give any feedback or recommendations in the box provided.

Thank you so much for taking the time to fill out this validation form.

A. Material Aspect

No	Statement	Rating Scale			
		1	2	3	4
A.	**Presentation of the Materials**				
	1. The materials presented in the media are complete			✓	
	2. The materials are presented clearly				✓
	3. The materials are delivered systematically			✓	
	4. The materials presented are packaged in an attractive way			✓	
	5. The materials presented are easy to understand				✓
B.	**Evaluation**				
	6. The problems are stated with plainly			✓	
	7. The questions are all related to the theory and concept.				✓
	8. The answer key corresponds to the question.			✓	
C.	**Learning**				
	9. Applications can improve students' understanding			✓	
	10. The application presented can attract the attention of students			✓	
	11. This app allows the students to study from anywhere.			✓	

B. Comments/Suggestions

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C. Conclusion

This program states : *)

1. Ready to use without any revisions

2. Suited for use with suggestions for modifications

3. It is pointless to use

*) One should be circled

Palopo,   2022
Material Expert

THE INSTRUMENTS FOR LANGUAGE EXPERT VALIDATION QUESTIONNAIRE

The Title of Research : Developing the EWMAR Application for Teaching Grammar

Subjects : Grammar

Researcher : Sri Wahyuni

Language Expert :

Instruction

1. This validation form is displayed in order to obtain the thoughts and judgments of sir/mam as language specialists regarding learning applications in development.

2. Answers are entered in the appropriate column of the provided rating scale, which is based on the following scale:

> 4 = Strongly Agree
>
> 3 = Acceptable
>
> 2 = Disagree
>
> 1 = Strongly Disagree

3. Please mark the rating scale column with a check mark (√) if you agree.

4. Please give any feedback or recommendations in the box provided.

Thank you so much for taking the time to fill out this validation form.

A. Language Aspect

No	Statement	Rating Scale			
		1	2	3	4
A.	**Communicative Aspect Feasibility**				
	1. The language used is simple, clear and easy to understand			✓	
	2. Message transmission that is simple to comprehend				✓
	3. The precision with which grammar rules are applied			✓	
B.	**The Feasibility of the Readability Aspect**				
	4. The use of terms that are in accordance with the main concept of the subject			✓	
	5. The accuracy of language selection in describing the material			✓	
	6. Spelling accuracy			✓	
	7. Sentence effectiveness			✓	
	8. Consistency the use of terms			✓	
	9. Ability to motivate and encourage critical thinking				✓

B. Comments/Suggestions

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....

....

C. Conclusion

This program states : *)

1. Ready to use without any revisions
2. Suited for use with suggestions for modifications
3. It is pointless to use

*) One should be circled

Palopo,   2022
Language Expert
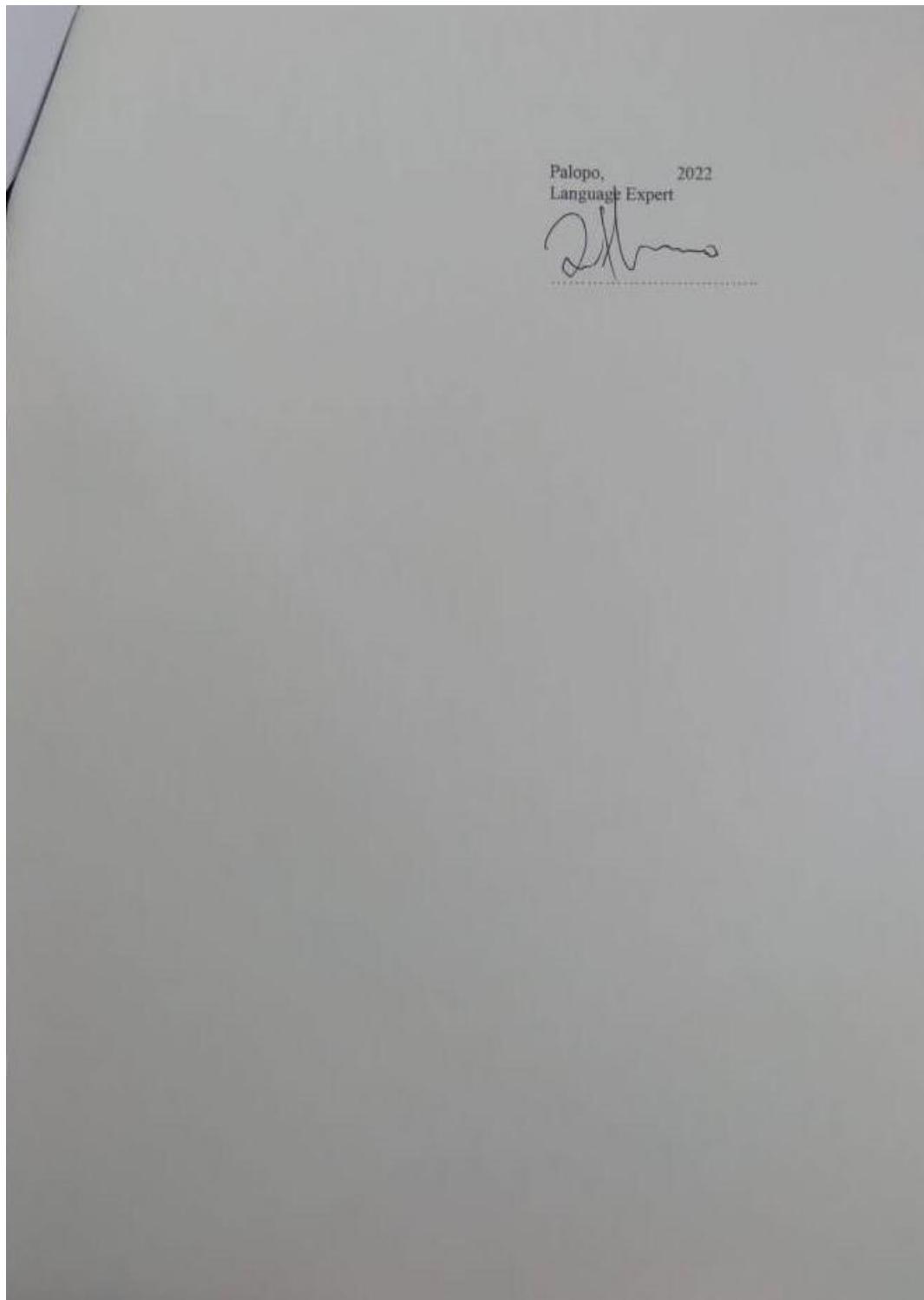
A. Media Aspect

No	Statement	Rating Scale			
		1	2	3	4
A.	**Software Aspect**				
	1. The application file is not large				✓
	2. The application does not run slowly			✓	
	3. The application does not stop during operation			✓	
	4. The application is simple to use.				✓
B.	**Visual Communication Aspect**				
	5. The application's display are excellent.			✓	
	6. The writing is easy to read.				✓
	7. The color schemes are appropriate			✓	
	8. The application's animations are excellent			✓	
	9. The application button is simple				✓
	10. The app button functions well.			✓	

B. Comments/Suggestions

....

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....

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C. Conclusion

This program states : *)

1. Ready to use without any revisions

2. Suited for use with suggestions for modifications

3. It is pointless to use

*) One should be circled

Palopo,   2022
Media Aspect
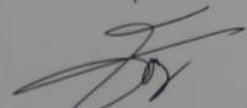
Tayak Sundawani, S.kom, M.pd.

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THE INSTRUMENTS FOR STUDENTS PRESEPTION QUESTIONNAIRE

Nama : DASAN PATINTINGAN

Sekolah : SMA 4 DALOPU

Kelas : I X MIPA I

Petunjuk

1. Format angket ini di berikan untuk mengetahui persepsi siswa terhadap aplikasi yang sedang dikembangkan oleh peneliti.

2. Berilah jawaban sesuai dengan pendapat pribadi masing-masing yang disesuaikan dari skala penilaian yang telah disediakan pada kolom dibawah ini, dengan skala sebagai berikut :

> 4 = Sangat Setuju
>
> 3 = Setuju
>
> 2 = Kurang Setuju
>
> 1 = Tidak Setuju

3. Berilah tanda centang (√) pada kolom skala penilaian jika anda setuju.

Terima kasih banyak karena telah meluangkan waktu untuk mengisi angket ini.

Nomor	Pernyataan	Skala Penilaian			
		1	2	3	4
A.	**Aspek Perangkat Lunak**				
	1. Dapat di install dengan mudah			✓	
	2. Memiliki petunjuk install yang mudah				✓
	3. Aplikasi ini sering berhenti(hang) pada saat dimainkan				✓
B.	**Aspek Desain Pembelajaran**				
	4. Materi yang disajikan didalam aplikasi sulit untuk dipahami	✓			
	5. Pembahasan dan contoh soal dalam aplikasi tidak berkaitan	✓		`	
	6. Aplikasi ini dapat menumbuhkan motivasi belajar			✓	
	7. Soal latihan dalam aplikasi sesuai dengan materi			✓	
C.	**Aspek Komunikasi Visual**				
	8. Tulisan tidak dapat dibaca dengan jelas	✓			
	9. Tampilan aplikasi menarik				✓
	10. Tombol yang sederhana				✓
	11. Tombol tidak berfungsi dengan baik	✓			✓
	12. Tampilan animasi yang menarik				✓
	13. Aplikasi pembelajaran ini kreatif dan inovatif				✓
	14. Aplikasi ini tidak sesuai dengan tingkatan pembelajaran siswa kelas XI				✓

F I N A L P R O D U C T

Tampilan Pembukaan

Text for Date_Picker1

WELCOME
EWMAMERS

By.Sri Wahyuni

Tampilan Menu Utama

WELCOME
TO EWMAR

Simple Past

Simple Future

Simple Present

Materi Lainnya
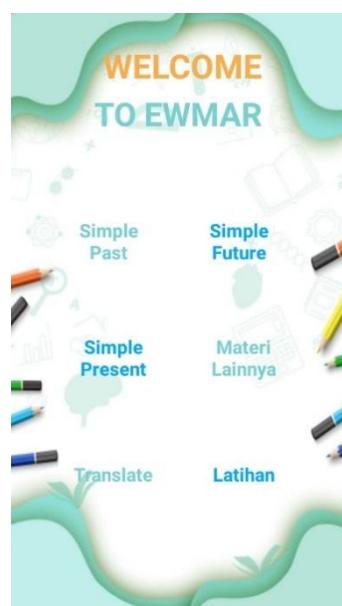
Translate

Latihan

Tampilan Menu Simple Past,Present,Future

SIMPLE PAST

GO to MATERI

KEMBALI

SIMPLE PAST

0:00   0:00 ▶ ⛶

Cara mudah memahami simple past

Yukk Latihan

Keluar

quiz   ⋮

Soal No1dari 5 soal

Q. Mozart; the musician from Austria ... from 1756 – 1791.

live

living

lived

Tampilan Menu Materi Lainnya
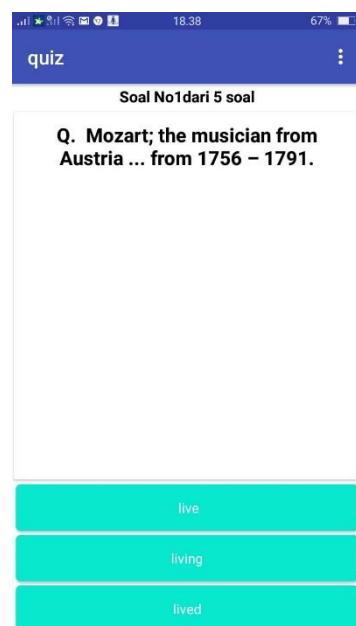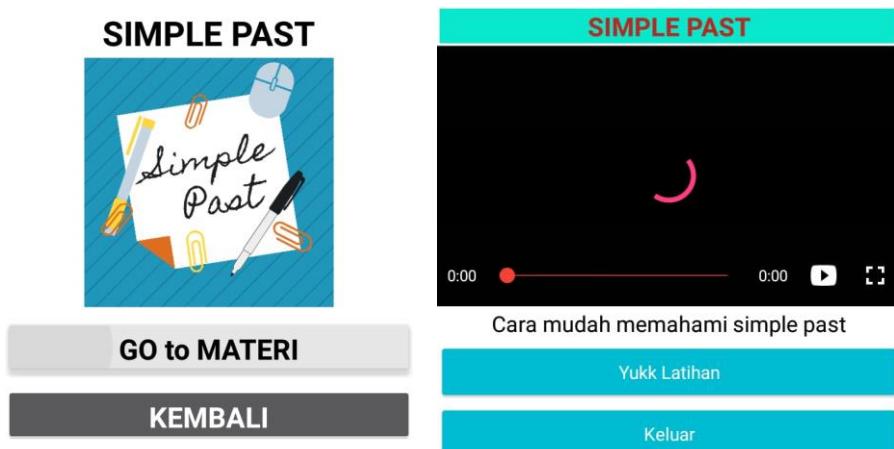
Tampilan Menu Translate
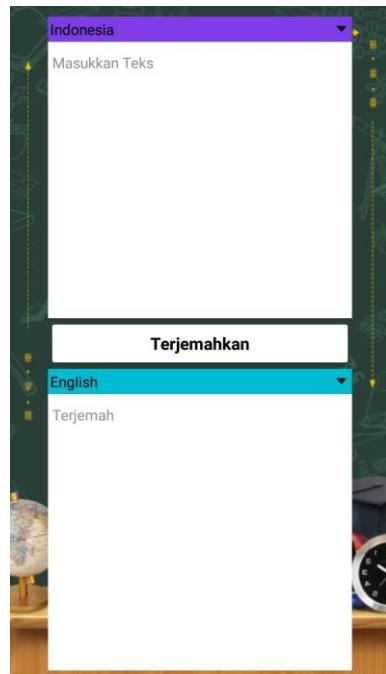
Tampilan Menu Latihan
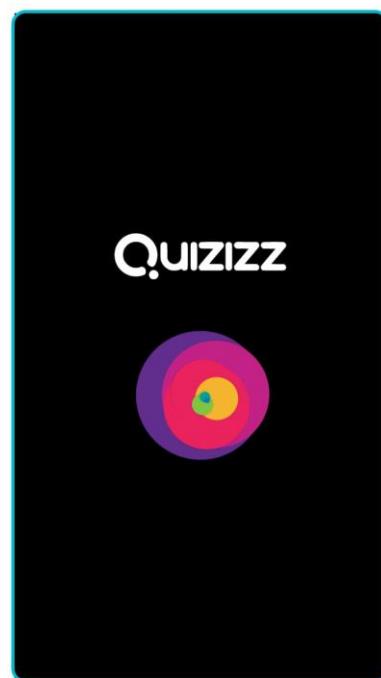
Many birds of Europe ... south to Africa in winter.

fly

flies

has flown

are flying

DOCUMENTATION

S U R A T

P L A G I A S I

INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
Website: pbi.iainpalopo.ac.id.   E-mail: pbi@iainpalopo.ac.id.

<u>**SURAT KETERANGAN**</u>
No.1171/In.19/FTIK/PBI/PP.00.9/04/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama	:	Sri Wahyuni
NIM	:	17 0202 0014
Semester	:	X (sepuluh)
Program Studi	:	Pendidikan Bahasa Inggris
Keperluan	:	Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity 14* %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo,13 April 2022

Mengetahui,
Ketua Prodi,

Amalia Yahya, S.E., M.Hum.
NIP 197710132005012006

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

SRI WAHYUNI, Born in Sidrap Regency, to be precise in Tanrutedong, Duapitue District, on Thursday 27 July 1998. The third child of three children from Manennungeng and Muliati. The researcher completed her education at Elementary School at SDI Sailong Makassar in 2008. In that year the researcher continued her education at SMP Negeri 3 Sungguminasa Gowa and graduated in 2015 then continued her senior high school at SMK Negeri 1 Bungoro Pangkep which has now changed its name to SMK Negeri 1 Pangkep in 20015 and was completed in 2017 at the same year the researchers continued her education at state universities, to be precise at the Palopo State Islamic Institute (IAIN) Faculty of Tarbiyah and Teacher Training at the English Education Study Program in Palopo.