Designing PAS (Passive Active Structure) Application based on an Android for Eleventh Grade Students of SMA Islam AT- Taufiq Diwek Jombang

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ABSTRACT

This research aims at designing PAS (Passive Active Structure) based on an Android Application in Grammar lesson for 11th-grade students of AT- Taufiq Islamic Senior High School, Diwek, Jombang. The research used Research and Development method (R&D) that the researcher adapted from ADDIE (Analyze, Design, Development, Implementation, and Evaluation). Taken from the data on the development phase, the researcher obtained a result of 100% points on media validation that was categorized as "good quality". The result of material validation is 70,8% points that were also classified as "good quality". Moreover, in the implementation phase, the student's responses were 76,8% that could be classified as "good quality". From the data that this research showed, it can be said that this application is feasible and capable of being applied to Islamic Senior High School.

Keywords: Structure; Ispring; ICT Based Instruction.

ABSTRAK

Penelitian ini bertujuan untuk merancang PAS (Passive Active Structure) berbasis Aplikasi Android pada pembelajaran Grammar untuk siswa kelas XI SMA Islam AT- Taufiq Diwek Jombang. Penelitian ini menggunakan metode Research and Development (R&D) yang peneliti adaptasi dari ADDIE (Analyze, Design, Development, Implementation, and Evaluation). Diambil dari data tahap pengembangan, peneliti memperoleh hasil 100% poin pada validasi media yang dikategorikan "berkualitas baik". Hasil validasi materi adalah 70,8% poin yang juga tergolong "berkualitas baik". Sedangkan pada tahap implementasi respon siswa sebesar 76,8% tergolong "berkualitas baik". Dari data yang diperoleh dari penelitian ini, dapat dikatakan bahwa aplikasi ini layak dan mampu diterapkan di Madrasah Aliyah.

Kata Kunci: Grammar; Ispring; TIK (Teknik Informasi dan Komunikasi).

INTRODUCTION

English becomes international language used by most people in the world as a means of communication. Even in some countries, English is the mother tongue that is used in daily interaction. In some other countries, English has become a second language or a foreign language. Language is the most important tool used to communicate in both spoken and written language. Language is the conventional system of vocal signs which humans use to communicate. English is recognized as one of the languages taken as a lingua franca, and it is used as the bridge to communicate among people and as the most suitable language for use in education as a language of instruction in the study process (Hartati, 2013).

English, a foreign language, has four skills. Writing, reading, speaking, and listening are the skills belonging to English. Productive skill refers to speaking and writing skills, while receptive skill refers to reading and listening skills. Besides those four skills, there is a skill namely grammar. Grammar is an important component of English. Grammar is the term portraying the description to construct the language by using divers categories, and it is also one of the significant components of a language

because a language cannot be called a language if it has no grammatical system (Handayani & Johan, 2018)

In this research, the researcher chooses grammar, especially in active and passive sentences. In general, grammar is used as a tool to compose phrases, clauses, and words in language system.

A theory of language portraying a description of language which is put together and explains how it works is grammar (Gerot et al., 2013). In general, beginner students, most of whom do not master nor do they understand English grammar well, only start studying English so that their writing and grammar abilities are still feeble, specifically in grammar. Because of not understanding it, it becomes a problem when they are to make the compositions which contain the sentences. It can be said that someone has learned a language when he/she has known and learned the grammar. Besides, it is impossible for an English learner to learn English without learning grammar because grammar is a significant component of the language, and it is also a way to use the language well and correctly.

Grammar is a component of the language being able to modify the words to be phrases and able to unite them into the sentence in the language(Harmer, 2007). Grammar is the term portraying a description about constructing the language by using divers categories, and it is also one of the significant mechanisms in a language because a language cannot be called a language if it has no grammatical system (Handayani & Johan, 2018). The description of the phrases and sentences which makes us account for all of the grammatical sequences in a language is grammar(Yule, 2017). A theory describing how language is put together and how it works is grammar(Gerot et al., 2013). Grammar is the study of ways we positioned phrases collectively to shape sentences (David Crystal, 2017). The combinations of the phrases make up phrases, clauses, sentences, paragraphs, and grammar are the study of ways the words interact. It is suitable with the claim of Michael Swan, he says that the guidelines governing how words are joined, structured, or converted to explicit meaning (Swan, 2016). The system of ways which language works is grammar, and it is the manner to set up words to create right sentences. The system is used for ruling the conventional composition and affiliation of words in a sentence is known as grammar (Rosanti et al., 2019). The rules of composing words into larger components like phrases or sentences are called the structure, and it can be also understood as grammar (Aniuranti et al., 2021).

The data which the researcher obtained through need analysis in MA AT – Taufiq, Jombang stated if the students got difficulties in understanding grammar through the school textbooks well if they studied without being accompanied and guided by the teacher. They need a teacher to explain about the passive and active voice. In general, the students are so reluctant to bring their books to study that they need the simpler references for being used to study. Moreover, they also have never seen nor have they tried to use an android app in grammar material.

To solve the problems above, the researcher would like to design an android application for a grammar lesson to help them in learning active and passive structures. This application can be a simpler, easier way for them to learn because they do not need to bring a big book. They only need to use their smartphones to learn it whenever they want.

As time progressed, the world has been undergoing many changes and developments. Along with the time, the world of education is also undergoing a process of development and change, including education and English teaching. English learning continues to develop following the changing of time. One of the developments in English learning is the use of ICT in the learning process. In general, ICT is a tool to manage information more easily. Budiman (2017) argues that something related to the use of the tools to process and transfer the data from one device to another is called ICT. In many studies, ICT plays an important role in facilitating the learning process, especially ICT is very helpful for teachers to carry out the teaching process.

There are 4 benefits in using ICT. First, ICT is a tool to generate creativity, besides that teachers can also use ICT to make it easier to deliver the lessons. Second, ICT can be used as a tool to correct students' answers and can also provide improvements. Third, teachers can tailor ICT to the needs of students and also to their level of knowledge of the language. Fourth, ICT has the capacity to organize presentations because ICT combines not only visuals with listening materials, but also text with graphics and images (Padurean, 2009)

ICT is a media which is most used in EFL class, and the kinds of ICT media used are language laboratories and some applications. ICT can be a tool to deliver the teaching of English skills, such as

reading, speaking, writing and listening skills. The teachers can take the benefits of the use of ICT to make the creative things that the teachers can use to provoke the students' interests.

To implement the ICT in EFL class is the newest innovation for the education. Another benefit of ICT is that the students can increase their skills through the language skill because ICT really supports in EFL class. ICT is very important to use in education because study process can be more effective if ICT is involved. Moreover, Uhomoibhi (2006, p. 9) has reported, e-learning allows students to get information from anywhere and anytime faster.

Some researchers have conducted the research about grammar in passive and active voice. Rachma (2018) examined students' grammatical skills through Duolingo. The findings show that for SMAN 1 Ciseang Grade 10 students, Duolingo has significant results in improving their grammatical skills (Rachmah, 2018). This is evidenced by positive and significant scores on tests given to students after treatment. While Pujiastuti (2017) studied the conventions of active sentences. The results of the applications tested are impressive with a 92% correct answer rate after being applied in three primary schools: SD Jomblangan, SDN Adisucipto, SDIT Salsabila Al Muthi`in, SDN Berbah 1, SD Muhammadiyah Noyokerten (Pujiastuti et al., 2017).

In the other hand, Makmun (2017) studied tenses and passive voice learning app based on Android. The software used to create this application is Android-SDK (Software Development Kit), JDK (Java Development Kit), Eclipse Indigo installer package and this application was already tested on Android Emulator. This application is made using Eclips Indigo with Java programming language to design and create applications for Android operating system (Makmun, 2017).

From the previous studies above, the researcher uses PAS (Passive Active Structure) based on android application as a media in teaching because it is one of the ways to improve students' grammar ability. The purpose of this study is to design learning media in grammar, specifically Passive Active Structure. So that it is easier for students to learn it wherever and whenever they want independently.

METHOD

This research uses Research and Development method. Many researchers describe that the Research and development (R&D) model is a way which is used to produce specific products and test the effectiveness of these products(Yeni et al., 2010). Many models of Research and Development research are known, such as Borg and Gall, 4D (Definition, Design, Development, Dissemination), and Dick and Carey, ADDIE (Analyze, Design, Development, Implementation, and Evaluation). Among those models, the researcher chooses ADDIE for this research. An acronym that refers to the process having five phases is known as ADDIE. The concept is used to construct basic performance in learning, that is, the concept of developing a learning product design is ADDIE model(Hidayat & Muhamad, 2021). The product of this research in the form of "PAS (Passive Active Structure)" application, it is an application that will be used by students to understand grammar material, especially passive active structures.

The researcher designs a product by using Addie's model as the guide to build the material development. ADDIE is one of the models of R&D, and ADDIE is known as a common instructional model setting a planned process for developing instructional materials (Shelton & Saltsman, 2006). Addie's model has 5 processes. The processes in which include Addie's model are analysis, design, development, implementation, and evaluation.
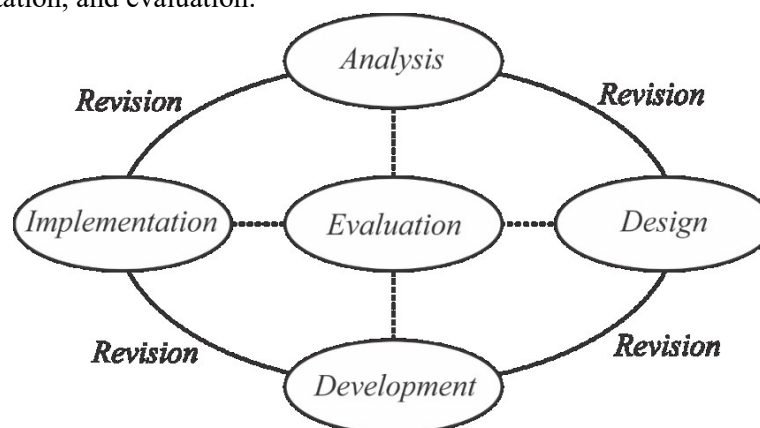
Figure 1 the procedure of ADDIE Model (Ii, 2013)

FINDING AND DISCUSSION
Finding
The Result of Analysis Phase

In this analysis phase, the questionnaires were distributed in a whole of the class with 15 students to get responses, but there were only 6 students who fulfilled the questionnaires because some of them had some school agendas and could not attend the class. From the submitted data, the researcher found that half of them had difficulty taking grammar and writing lessons. Researcher can design products from the data collected as a reference. The product which researcher designs is functioned as a simpler learning media that they can use.

Table 1. index category of the Likert Scale

PERCENTAGE SCORE	CATEGORY
81%-100%	Very Good
61%-80%	Good
41%-60%	Fair
21%-40%	Poor
≤ 20%	Very Poor

Table 2. The Result of Need Analysis Questionnaire

Number	Max Score	Score	Percentage	Description
1	30	26	86,6%	Learning English is fun for me
2	30	18	60%	I get difficulty when learning English
3	30	26	86,6%	Learning English, I can communicate by using English
4	30	24	80%	My Vocabulary is limited
5	30	27	90%	Learning English, I can enlarge the vocabulary
6	30	29	96,6%	I am happy in learning English especially grammar and writing
7	30	25	83,3%	I still get difficulty in understanding English lesson
8	30	28	93,3%	I try to increase my English skill
9	30	20	66,6%	I am happy in learning English with ICT
10	30	21	70%	I dislike to learn English with lecture method
244		SUM		
81,3%		AVERAGE		

The Result of Design

The designing of learning media was done by making an application based on android. the application is PAS (Passive Active Structure) at. There were some applications which were used to design PAS (Passive Active Structure). these applications were Power Point, Java, iSpring, Web 2 Apk Builder. The first was Power Point, power point was functioned as a tool to create slide-shaped. In power point,

there was an option namely hyperlink. hyperlink was functioned to connect each slide having been created. The second was Java, java was functioned to support Web 2 Apk builder in order that the Web 2 Apk builder enabled to run well. The third was iSpring, iSpring was an application that was functioned to make an interactive application. iSpring was functioned to make the quiz of the application, and also it was functioned to publish the raw form of the application which was designed through the Web 2 Apk Builder next. The fourth was Web 2 Apk Builder, this application was functioned as the last step in designing the interactive application belonging to the researcher. The product was designed for the eleventh grade of Islamic Senior High School.
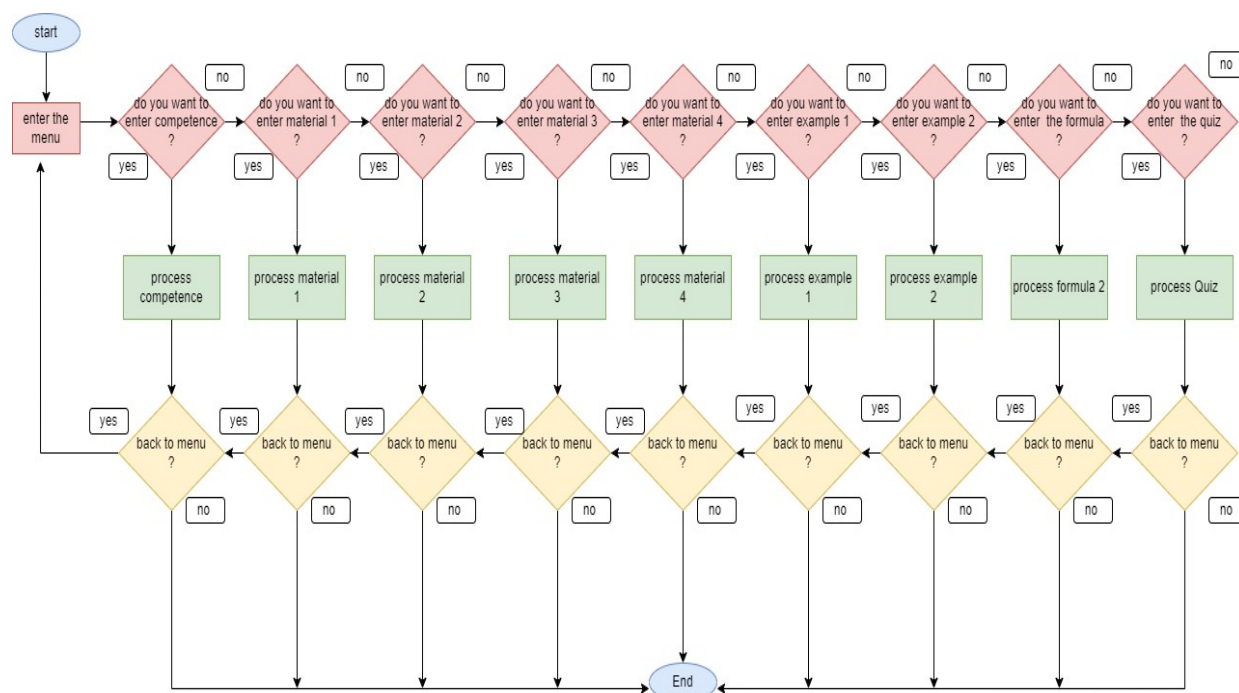
Figure 2. Flowchart of PAS APPLICATION

The Result of Develop

Taken from the storyboard which the researcher created and developed, the researcher gave the product to the experts to validate whether or not the product is worth. There were 2 experts that the researcher asked to validate the product. They were material expert and media expert. (Sugiyono, 2013) quotes that the strategy of analyzing the result from questionnaires is using the Likert Scale which was described in four criteria: 4 (Very good), 3 (good), 2 (poor), and 1 (Very poor)

$$P = \frac{Score}{Maximum\ Score} \times 100$$

P = Percentage of the item
f = Collected scores/observed frequency
N = Number of cases/expected frequency

The product was already validated by Mr. Arif Budi Setiawan, S.T. He is an ICT teacher, and he works at Al - Karamah Vocational High School, Al - Karamah Junior High School and Global Vocational High School. The researcher chose him because he was my ICT teacher at one of junior high school in Jombang. He has been teaching ICT since 2000. He is still active to teach ICT.

This product was also validated by Mrs. Unzlifatun Nadlifa. She is an English teacher, and she works at (MA) At- Taufiq Islamic senior high school, the school where the researcher conducted the research. The researcher chose her because she is both an English teacher and a guider for the researcher to do the research at At- Taufiq islamic senior high school.

Media expert said that my product was worth testing with a revision as the suggestion that he gave. He suggested placing some writings near the buttons in order to be clearer and easier to use, and he also said that the revisions he gave could be done or not because he thought that the media that belonged to the researcher was good enough and worth, so the revisions that the expert gave was only an option for the researcher.

Taken from the valuation result by the media expert, the total score was 36. The total score then was counted using the formula explained above to know the eligibility of the learning media. The calculation was as follows:

Table 3. Data Obtained from Media Expert

Number	Assessment Element	Scores			
		1	2	3	4
1	The media is designed in an attractive and simple way				√
2	The use of media is easy				√
3	The accuracy of the selection of fonts that can be read clearly				√
4	The accuracy of the selection of font and background colours				√
5	Accuracy in choosing font size				√
6	The media is suitable for the user				√
7	Media can be used independently and guided				√
8	The function of Navigation key is accurate				√
9	Various practice questions				√

The ideal score was the maximum score on the Likert scale multiplied by the number of items, so 4X9= 36. The total score obtained = (4x9) + (3x0) + (2x0) + (1x0) = 36
The calculate of percentage of the feasibility of media experts was as follows:

$$P = \frac{36 \times 100\%}{36} = 100\%$$

The final result from the media expert was 100%, and it could be said that it was very good and worth using with revision.

The material expert said that my product was suitable for testing with revisions as suggested. She suggested me add the back sound to my media, and she also suggested adding the audio in order that the students were easier to catch the explanations without reading many texts. The material expert also suggested deleting some texts because she thought that there were too many texts which might make the students get difficulty in understanding the material.

Taken from valuation result by the material expert, the total score was 34. After that, the total score was calculated using the formula explained above to know the eligibility of the learning media. The calculation was as follows:

Table 4. Data Obtained from Material Expert

Number	Assessment Element	Scores			
		1	2	3	4
1	The material is in accordance with the basic competencies of learning			√	

2	The delivering of the material is interesting and is not boring			√	
3	Students can study independently				√
4	Presentation of the material in full		√		
5	The suitability of the material with the target user			√	
6	The material is presented clearly			√	
7	The accuracy of the use of grammatical		√		
8	The examples suit to the material			√	
9	Practice questions to explore the materials			√	
10	Compatibility between practice questions and learning materials			√	
11	Various practice questions		√		
12	Proportion of number of practice questions			√	

The ideal score was the maximum score on the Likert scale multiplied by the number of items, so 4X12= 48. The total score obtained = (4x1) + (3x8) + (2x3) + (1x0) = 34. The calculate of percentage of the feasibility of material experts was as follows:

$$P = \frac{34 \times 100\%}{48} = 70,8\%$$

The final result from the material expert that the researcher counted is 70,8%, and it can be said that this media can be used with revision.

Table 5. Suggestion from the experts

Expert	Suggestion	Action
Media	Adding the writing next the button of the quiz. It is done in order that the users know where the location of the quiz is	Adding the writing next the button of the quiz.
Material	Adding the back sound, giving the explanation by using sound in all materials, and deleting some slides.	Adding the back sound, giving the explanation by using sound in all materials, and deleting some slides.

The researcher revised the product according to the suggestions having been given by the experts after the product was validated by the experts. In this stage, the researcher also showed the pictures of the product not having been revised and having been revised. The detail of the product as follow:

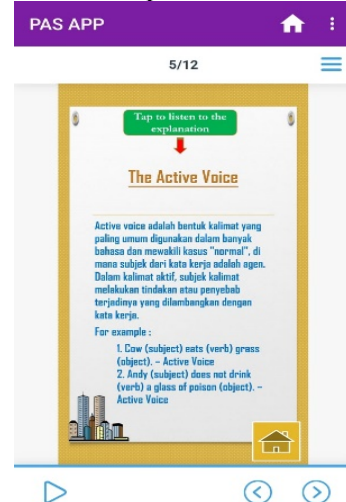**Figure 3.** menu Page View before being revised

Figure 4. menu Page View after being revised

There is no writing functioned as the instruction for the button of the quiz. After being given a revision, the researcher added a writing as the instruction for the button of the quiz.

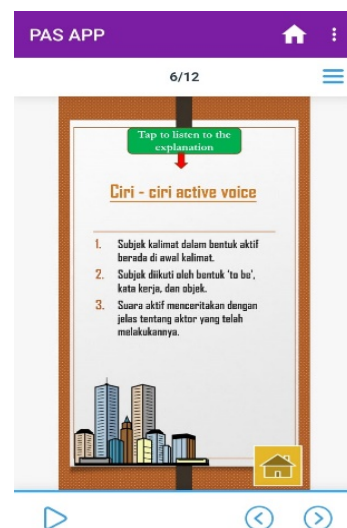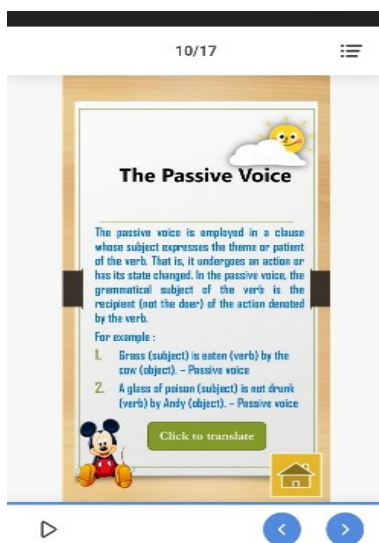**Figure 5.** material 1 Page View before being revised

Figure 6. material 1 Page View after being revised

Before being given a revision, those pages had no sounds/voices which were functioned to ease them catch the explanations. Moreover, the material expert suggested deleting some pages. The pages deleting were the pages, the explanations of which used English. It was done in order that the students did not get the difficulty in understanding the material on PAS APP. After being given a revision, the researcher added the voices being able to be played, and it was functioned to listen to the explanation of the material. The researcher also deleted some pages using English, and it was done in order that the students did not get the difficulty in understanding the material on PAS APP.

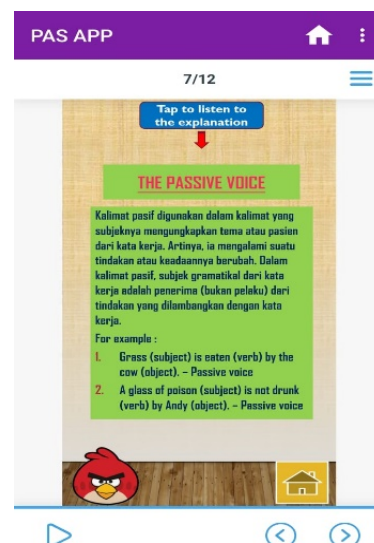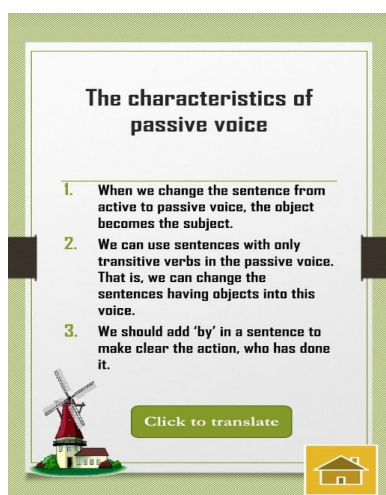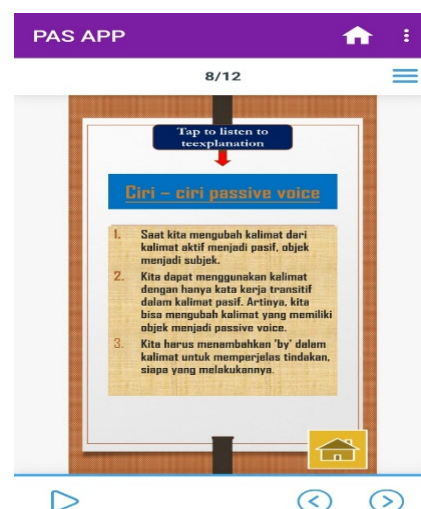**Figure 7.** material 2 Page View before being revised

Figure 8. material 2 Page View after being revised

After being given a revision, the researcher added the voices being able to be played, and it was functioned to listen to the explanation of the material. The researcher also deleted some pages using English, and it was done in order that the students did not get the difficulty in understanding the material on PAS APP.

Figure 9. material 3 Page View before being revised

Figure 10. material 3 Page View after being revised

Before being given a revision, those pages had no sounds/voices which were functioned to ease them catch the explanations. Moreover, the material expert suggested deleting some pages. The pages deleting were the pages, the explanations of which used English. It was done in order that the students did not get the difficulty in understanding the material on PAS APP.

After being given a revision, the researcher added the voices being able to be played, and it was functioned to listen to the explanation of the material. The researcher also deleted some pages using English, and it was done in order that the students did not get the difficulty in understanding the material on PAS APP.

Figure 11. material 4 Page View before being revised

Figure 12. material 4 Page View after being revised

After being given a revision, the researcher added the voices being able to be played, and it was functioned to listen to the explanation of the material. The researcher also deleted some pages using English, and it was done in order that the students did not get the difficulty in understanding the material on PAS APP.

Result of Implementation

At this stage, the learning media that has been developed then implemented in the 11th grade of AT Taufiq Islamic senior high school. The implementation was worked offline, the researcher presented the media which was being implemented. By using laptop and active speaker. There were 16 students, but one of them could not attend the class, so there were 15 students in the class. The researcher gave them the questioners in order that the researcher could obtain the responses to the learning media. The detail of the collecting data as follow:

Table 6. Data Obtained on Implementation Phase

Number	Max Score	Score	percentage	Description
1	60	45	75%	The use of media is easy to understand
2	60	43	71,6%	Using the media, I feel motivated to study English, especially in grammar skill
3	60	51	85%	Both material and words in the media are easy to understand
4	60	45	75%	The material helps to answer the questions in the exercise
5	60	48	80%	The shape and the fonts used are simple and easy to understand
6	60	45	75%	Learning by using the learning media is a new exciting experience
7	60	46	76,6%	I am interested in using this application
8	60	46	76,6%	The variations of questions in this application makes me more interested in studying grammar harder
9	60	43	71,6%	Do you agree about the use of this application as the learning media in English?
10	60	49	81,6%	The design of media is interesting
	461			SUM
	76,8%			AVERAGE

The assessment result of the respondents showed that the total score was 461. The total score was calculated using the formula having explained earlier to know the feasibility of the learning media. The calculation was as follow:

$$P = \frac{461}{600} X100 = 78,8\%$$

So, the final result was 76,8%, and this product was classified as good and able to be operated.

The result of Evaluation

The evaluation stage is the last stage in designing Android Application in Grammar Lesson (PAS) for Islamic Senior High School. The purpose of the evaluation was to observe the reliability of the PAS application as a learning media. Taken from the submitted data from the implementation stage, it could be said that the PAS application could be considered worthy of being used as a learning media in the English Grammar course at AT- Taufiq Islamic Senior High School, Diwek, Jombang.

Discussion

The specification of the product developed is as follow: a) The product is an application based on android so that the students can install it through their smartphones. As Uhomoibhi (2006) reported that ICT allows students to get information from anywhere and anytime faster, b) The main uses of this product are to explain the material about active and passive structure and help the students to write English sentences well and correctly according to the rules of grammar. c) The product contains material about passive and active voice with the examples, the example of the use passive and active sentences in a text, and exercises with automatic scoring so that the students can test their knowledge about English grammar in order to be able to improve and sharpen their abilities, d) The product is designed with Power Point, iSpring, and Website 2 Apk Builder program, and Java. As we know that , ICT has the capacity to organize presentations because ICT combines not only visuals with listening materials, but also text with graphics and images (Padurean, 2009). Because of that reason the researcher chooses Power Point since it provides numerous of text with graphics and images.

Some advantages of PAS app are as follows: First, it makes the students interested in learning grammar. In general, students are only taught grammar material using textbooks so that the learning method feels monotonous. Using the PAS app, students are helped to learn grammar because they use different learning media. This, of course, can trigger students' enthusiasm to learn grammar material. Second, the features presented can be operated easily, and also there are sounds/voices that can be played to listen to the explanation. PAS app has simple features and is easy to operate. In addition to presenting the material, PAS app also provides a background sound functioned to accompany students in studying the material, and also students can play the sound to listen to the explanation of the materials. Last, it is able to be operated in offline mode. This android application can be accessed and operated by students wherever and whenever they want without using an internet connection.

However, the disadvantages of PAS app. Including the following: First, there are not many features in the PAS application because this application is designed as simple as possible. Also, there is only a single material. The PAS application only provides one type of tense in its material, namely the present tense, and this application is also focused on studying the structure from the active to the passive form.
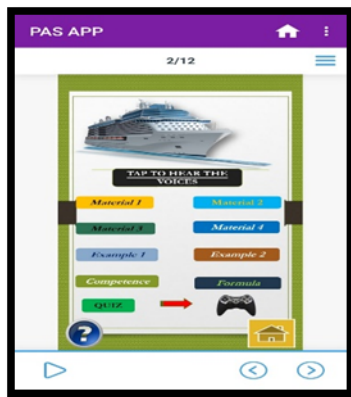
The following is a display of all application slides:
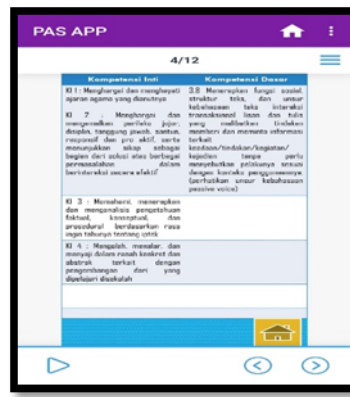
Figure 13 menu page

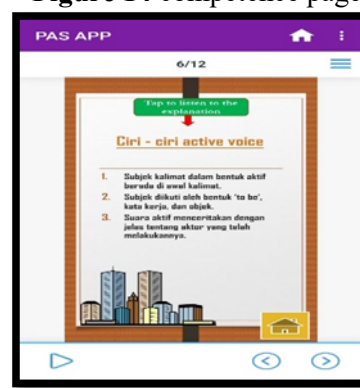**Figure 14** competence page

Figure 15 Material 1 page

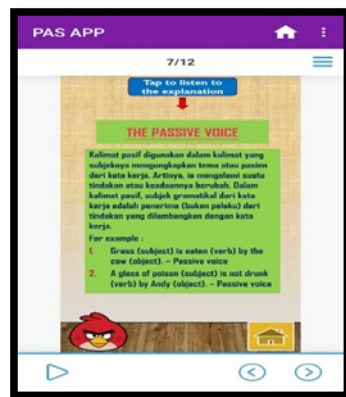
Figure 16 Material 2 page

Figure 17. Material 3 page

Figure 18. Material 4 page
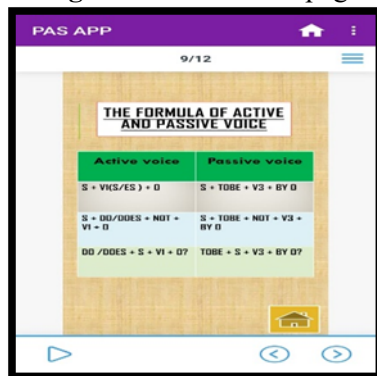

Figure 19. Formula page

Figure 20. Example 1 page
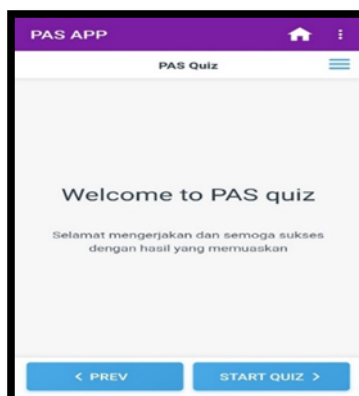
Figure 21. Example 2 page
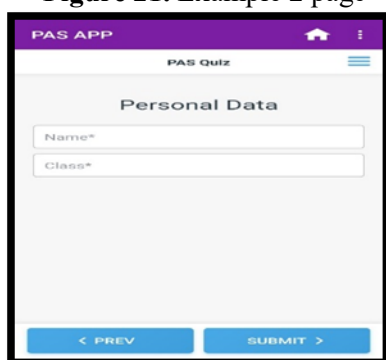

Figure 22. PAS quiz page

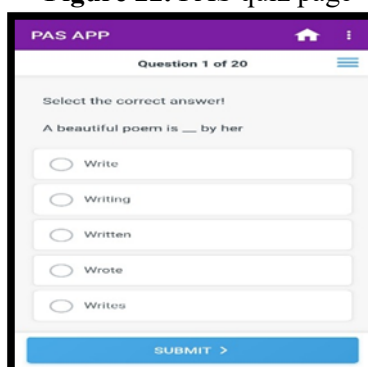

Figure 23. Personal data page

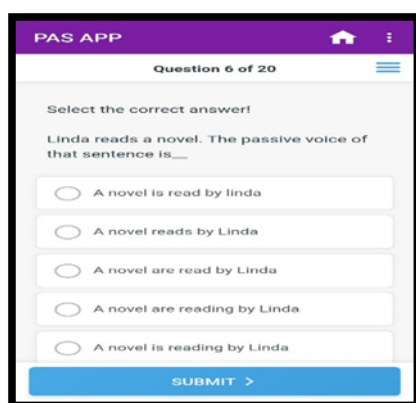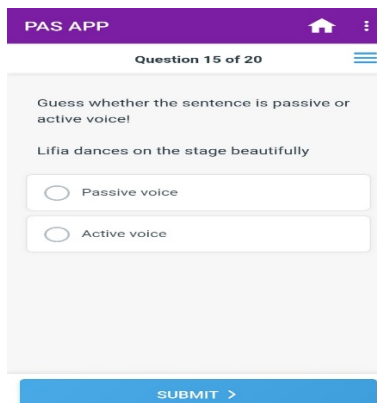**Figure 24.** Exercise page

Figure 25. Exercise page

Figure 26. Exercise page

CONCLUSION

This research aimed at designing PAS application for Islamic Senior High School as a learning media for 11th grade of AT Taufiq Islamic Senior High School, Diwek, Jombang. This research was conducted by using one of RnD's models namely ADDIE (Analysis, Design, Development, Implementation, and Evaluation). Taken from the research data and discussion that was already described, the researcher obtained a result of media validation, that is 100% points, and it could be said that this was a good quality. The result of material validation is 70,8% points, and this value can be classified as a good quality. The result of product implementation is 76,8% points and classified as good quality. Based on the validation sheet, this product is classified as good quality and can be applied to the Islamic Senior High School as the alternative option to help the English learning process

The developing of PAS app in this research is expected to use as learning media in English grammar lesson in AT Taufiq Islamic Senior High School, Diwek, Jombang. The researcher does hope that AT - Taufiq Islamic Senior High School as an institution where this research is conducted can develop the product in a sustainable manner so that the use of PAS app as a learning media in grammar can be used for the following years at AT - Taufiq Senior High School, Diwek, Jombang, and other

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