

**DEVELOPING LEARNING MEDIA BY USING
BASIC ENGLISH GRAMMAR POCKET BOOK**

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ABSTRACT

The objective of this research is to develop learning materials for the precise understanding of Basic Grammar in English, in the form of a Pocket Book, specifically designed for eighth-grade students at MTs Bustanul Ulum, Glagah, Lamongan. The research employed a developmental research approach, consisting of ten stages: Need Survey, product design, design validation, design revision, try out 1, product revision, try out 2, product revision, and final product. The developed product underwent review by a supervisor, Media Expert, and Material Expert, and was evaluated by 15 students from MTs Bustanul Ulum. The research instruments included a questionnaire for the Validators, a questionnaire for student feedback, and an interview guide for the teacher to analyze the students' results. The students' responses were analyzed using both quantitative and qualitative methods, with the quantitative analysis used for calculating the results and the qualitative analysis employed for interviews, critiques, and suggestions. The findings indicated that the students required a supportive book for learning English with simple explanations and comprehensibility. The outcome of this study was the creation of a Basic English Grammar Pocket Book. The researcher suggests that this product can be utilized in the learning process for an extended period as it facilitates easy studying and allows students to carry the book everywhere they go.

Keywords: basic grammar, developing, pocket book

INTRODUCTION

English is no longer an unfamiliar term in today's world. The majority of people are aware that English serves as an international language. According to Patel and Jain (2008:6), English is a global medium of communication, encompassing various dialects and a movement toward establishing an international standard for the language. English is spoken by a large number of

individuals across the globe and is studied in nearly every country. In Indonesia, English is taught at all educational levels, from elementary school to university, both through formal and informal courses. Mukamilah (2015:1) affirms that English is considered a foreign language in Indonesia and is formally taught in elementary, junior high, senior high schools, and universities. Learning English is thus a crucial responsibility for English as a Foreign Language (EFL) learners.

English language teaching and learning have become increasingly challenging for teachers, students, and future generations. As a result, English is now taught in schools and courses worldwide. Proficiency in spoken English is expected in order to effectively communicate and engage with individuals from different countries. When learning English, language skills and language aspects are interconnected and inseparable. Language aspects complement language skills. To acquire English proficiency, students must be capable of employing appropriate structural patterns and mastering grammar. Grammar plays a crucial role in forming words and constructing English sentences. For instance, at MTs Bustanul Ulum in Glagah, Lamongan, the school has implemented an extracurricular program focused on teaching conversational English. While this enables students to communicate effectively, there is a need to pay attention to grammatical aspects. The learning process of grammar plays a vital role in supporting skills in writing, speaking, listening, and reading.

Indeed, the acquisition of grammar poses challenges for students. Many students encounter difficulties when learning grammar, as it constitutes a fundamental component of language education. Furthermore, teaching and learning grammar are often considered intricate tasks. It is essential to acknowledge that grammar is a complex aspect of language that requires careful instruction and comprehension. In the subsequent section, the researcher will expound on grammar, drawing upon the insights and theories put forth by language experts.

Corder, as cited in Handoyo Puji (2006:122), asserts that grammar plays a crucial role in enhancing listening, writing, reading, and speaking skills. In the domains of listening and speaking, grammar assumes a necessary role in

understanding and articulating spoken language, including expressions. Acquiring grammar proficiency is essential for producing grammatically correct utterances in a given language. Regarding reading, grammar enables learners to comprehend the interrelationships between sentences within a paragraph and a text. In the context of writing, grammar equips learners with the ability to construct coherent sentences, facilitating successful written communication. Widodo (2006) further emphasizes that through the study of grammar, students can effectively convey meanings through phrases, clauses, and sentences. Additionally, Widodo (2006) highlights that grammar holds a central position among the four language skills and vocabulary, as it contributes to the creation of communicative tasks.

According to Swan, as mentioned in (Imilda, 2016), grammar can be defined as a means of elucidating the combination, arrangement, or alteration of words to convey specific meanings. In addition to the aforementioned general definitions, various linguists offer distinct perspectives on grammar, such as Greenbaum and Leech. Leech et al., as quoted by N. Hidayah (2017:1), define grammar as a reference to the mechanism by which language operates during communication with others. Grammar serves as a framework for constructing coherent linguistic expressions.

Based on the aforementioned explanation, the researcher has reached a conclusion that students face difficulties in comprehending grammar due to the school's emphasis solely on developing their speaking skills. However, it is essential for students to grasp the grammatical aspects before delving into speaking materials. This foundational knowledge of grammar enables students to express themselves in the language accurately and effectively.

In addition to the aforementioned challenges, another issue identified in English teaching and learning is the lack of permanent learning resources specifically dedicated to grammar. Media plays a crucial role in the teaching and learning process, as supported by expert (Tamura, 2008) in his book "Instructional Technology and Media for Learning," where he defines media as a means of communication channels. The term "media" originates from Latin and is the plural

form of the word "medium," which essentially signifies an intermediary that facilitates the transmission of a message from the source (sender) to the recipient (receiver). Thus, in response to this situation, the researcher aims to develop a learning tool in the form of a pocket book that encompasses basic grammar materials. This tool is intended to enhance the learning experience of English students, providing them with a convenient and accessible resource.

METHOD

The researcher employed an Education Research and Development (R&D) approach based on Sugiyono (in Karimata, 2019). R&D refers to research that aims to create a specific product and evaluate its effectiveness. For the design model, the researcher adopted a development model proposed by Sugiyono (2011:298), as cited in Hamza's book (2019). This model, widely utilized in educational research and development, comprises ten sequential steps. The procedural steps for developing the teaching materials, as outlined by Sugiyono, are as follows: 1) Need Survey, 2) Data Collection, 3) Product Design, 4) Design Validation, 5) Design Revision, 6) Try Out, 7) Product Revision, 8) Try Out 2, 9) Final Product, and 10) Production.

The researcher proceeded to streamline the process into nine stages, namely: 1) Need survey, 2) Product design, 3) Design validation, 4) Design revision, 5) Try out 1, 6) Product revision, 7) Try Out 2, 8) Product revision, and 9) Production. The data procedure of data collection is as the followings:

1. Interviewing

In the initial phase of the interview process, the researcher conducted interviews with the teacher in order to gather relevant information pertaining to the research setting. This information was collected with the aim of understanding the actual challenges present in the field, such as assessing the suitability of the materials being used. The second round of interviews served the purpose of evaluating the effectiveness of the developed Basic Grammar material.

2. Questionnaire

The questionnaire serves as a data collection technique wherein a set of questions or written statements are provided to respondents for their responses. The questionnaire was designed for instructional design experts and students. Its purpose was to gather suggestions and identify areas for potential revisions. It was developed by the researcher to facilitate the identification of potential weaknesses in the product. Additionally, it aimed to gather expert feedback, which would aid in suggesting revisions for the prototype.

The data collection techniques can be classified into two approaches: qualitative and quantitative. Interviews are typically analyzed using a qualitative approach, while questionnaires are analyzed using a quantitative approach. The data obtained will be analyzed using a formula adapted from the Likert scale, as follows:

$$\text{Percentage (100)} = \frac{f \times 100\%}{N}$$

Figure 1. The Formula of Data Percentage

F = frequency
N = the number of students
100 = fixed number

The data obtained from expert validation is analyzed using a distinct formula as proposed by Levin and Stephen (2010).

$$\text{Mean} = \frac{\sum X_i}{n}$$

Figure 2. The Calculated Formula of Expert Validation

$\sum X_i$ = the summed of data value
N = the number of summed data

To determine the quality and acceptability of the developed materials, the researcher utilizes the assessment of the mean. This allows for the interpretation of the overall score.

Table 1
The Assessment of Mean

No	Scale	Range	Category
1	1	0-1	Very poor
2	2	1,1 – 2	Poor
3	3	2,1 – 3	Fair
4	4	3,1 – 4	Good
5	5	4,1 – 5	Excellent

RESULT AND DISCUSSION

1. Need Survey

Students’ questionnaire result shown in this table below:

Table 1
English Material

No	Criteria	Scales	F	N	%
1	I like to learn about English	a. Very poor	0	15	0%
		b. Poor	4	15	26,6 %
		c. Undecided	0	15	0%
		d. Good	9	15	60.0 %
		e. Excellent	2	15	13.3 %

The results of the questionnaire on the topic of "I Like to learn about English" are presented in the table above, depicting varying percentages. Among the students, 26.6% selected "Poor" as their response, 60.0% chose "Good," and 13.3% chose "Excellent." These findings indicate that a majority of the students agree that they enjoy learning about English. With an understanding of their interest in English materials established, the researcher proceeded to assess the importance of English grammar for the students. The second questionnaire is presented in Table 2.

Table 2
The Importance of Grammar

No.	Criteria	Scales	F	N	%
2.	Basic English Grammar is necessary	a. Very poor	0	15	0%
		b. Poor	0	15	0 %
		c. Undecided	6	15	40.0%
		d. Good	8	15	53.3 %
		e. Excellent	1	15	6.6 %

Based on the aforementioned table, it can be deduced that 40.0% of the students were undecided, 53.3% of the students regarded grammar as good, and 6.6% of the students considered it excellent. This suggests that the students recognized the significance of grammar in meeting their learning needs. However, despite their awareness of the importance of English grammar, they acknowledged experiencing difficulties in learning it. This conclusion is drawn from the analysis of the percentage of students' difficulties, as presented in Table 3.

Table 3.
Students' Difficulty in Grammar

No	Criteria	Scales	F	N	%
3	You often get difficulty to learn Grammar	a. Very poor	0	1	0%
		b. Poor	0	1	0 %
		c. Fair	2	1	13.3%
		d. Good	8	1	53.3 %
		e. Excellent	7	1	46.6%

2. Developing and Designing Product

The document was prepared based on the outcomes of the need analysis conducted with the students and the results obtained from the interview with the subject specialist. The findings are presented below:

- 1) Cover. Cover design showcased a combination of a turquoise background and white elements. Placed in the center was an image depicting children. The title of the book, "Basic Grammar Mudah dan Praktis," was displayed in white font. Additionally, the cover featured the researcher's identification

details. Cover was presented on a toska background which was combined with white. There was a kid's picture in the middle. The title of the book was "Basic grammar mudah dan praktis" which is in white colour, there was the identity of the book's researcher.

- 2) Preface. Preface contains gratitude, thanks, and request for constructive criticism or suggestion with simple design.
- 3) Table of content. Table of content was part of the book that could instruct the readers to looking for the pages, there were 172 pages inside.
- 4) Material / lesson. Each material has the same design with a display of white background, and there was a combination toska in line, there chapter titles in each material.

3. Design Validation

The material review was conducted by Mr. Mukhtarul Anam, M.Pd., a lecturer at Lamongan Islamic University. In this questionnaire, the researcher utilized a five-point scoring system. A score of 1 represented "Very Poor," a score of 2 indicated "Poor," a score of 3 denoted "Fair," a score of 4 represented "Good," and a score of 5 indicated "Excellent." The results of the material review can be observed in Table 4.

Table 4.
The Validation Result of The Book

No	Aspect of Assessment	Criteria	Score
1	Truth and breadth of concepts	Material is accordance with SK	4
2		Materi yang tersusun dengan baik	4
3		Material depth according to	3
4		Connection of material with daily	4
5		Using new vocabularies	3
6	Implementation and evaluation of learning	Easy material for the students	4
7		Variation task	3
8		Its use is not limited in time	5
9	Language	The vocabulary Appropriates with	4
10		Clear plot	4
11		Using communicative language	3
12		Language to explain the material	4
Total Score Obtained			46
Mean			3,8

Table 5
Display Review Result

No	Criteria	Score
1	Interesting pocket book cover	4
2	Clear print	3
3	Font size easy to read	3
4	Interesting packaging	3
5	Content	5
6	The title suitable with the material	5
7	Font size matches the look	3
8	Reference (up to date)	3
MEAN		3,6

4. Design Revision

The subsequent stage involves design revision. Through the process of revising the design, based on the feedback received from the validators, improvements and modifications can be made to enhance the product. Following the revision of the product, the next stage is the implementation of try out 1.

5. Try Out 1 & 2

The tryout was conducted at MTs Bustanul Ulum for eighth-grade students, involving a total of 15 participants. In order to gather data during the tryout, the researcher employed a questionnaire to assess the students' responses towards the utilization of the book. The tryout involved the 15 students as subjects, and the schedule of the tryout is described in the table presented below:

No	Day/Date	Material	Note
1	20 th February 2020	Part of speech	Try out 1
2	27 th February 2020	Part of speech	Try out 2

To know in detail about the students' response toward the product, the researcher distributed the questionnaires to the students. The first statement is the book attractiveness.

Table 5.
Students' Responses

N	Criteria	Scale	F	N	%
1	The book is interesting	Very Poor	0	15	0%
		Poor	0	15	0%
		Fair	2	15	13.3%
		Good	8	15	53.3%
		Excellent	5	15	33.3%

It was supported by the high percentage obtained in 53.3% Good.

Table 6.
Students' Responses

No	Criteria	Scale	F	n	%
2	The book's appearance and pictures are very interesting and colorful	Very Poor	0	15	0%
		Poor	0	15	0%
		Fair	2	15	13.3%
		Good	8	15	53.3%
		Excellent	5	15	33.3%

The high percentage was only showed in 53.3%.

Table 7.
Student Understanding

No	Criteria	Scale	F	n	%
6	There is no material in this book that I understand	Very Poor	0	15	0%
		Poor	0	15	0%
		Fair	2	15	13.3%
		Good	8	15	53.3%
		Excellent	5	15	33.3%

Based on the aforementioned table, the researcher can draw conclusions regarding the students' comprehension of the material presented in the book.

6. Product Revision 1

Upon completion of both Try Out 1 and Try Out 2, the product underwent its final round of evaluation through the process of product revision. This phase is crucial as it serves as the last opportunity to address any identified weaknesses and ensure that the product is deemed suitable for printing and subsequent use.

Devised Thing	Before Revision	Revision done
Shape	The shape of pocket book is too large	The shape has been revised by the researcher
Design of content	The font size is not suitable Reference must be up to date	The font size has been revised by the researcher
Cover	Find the best cover that you think	The cover has been changed

7. Product Revision 2

For the second product revision, there was no material that should be revised.

8. Production

The final product was refined and improved based on the suggestions provided by the expert. It maintained the same structure and outline as the initial draft, with revisions made after undergoing two rounds of validation. To ensure

optimal distribution and accessibility, the researcher intended to send the final product to a reputable publisher. This initiative is aimed at assisting students in their English learning journey.

CONCLUSION

This research aimed to develop grammar materials using a pocket book for learning purposes. The research employed the Research and Development (R&D) method to achieve its objectives. The researcher adapted the design stages from Sugiyono's methodology. The research comprised nine stages that were carried out sequentially. The first stage involved conducting a needs survey, for which the researcher utilized interview guidelines and questionnaires to collect data. In the second stage, the product design was developed based on the findings from the needs survey, serving as the foundation for the Basic Grammar Pocket Book materials. The third stage focused on design validation, where the initial draft was presented to validators or experts for assessment. The experts involved in this process were Mr. Abdullah Farih, M.Pd and Mr. Mukhtarul Anam, M.Pd. After receiving valuable suggestions and evaluations from the experts, the fourth stage involved design revision.

Subsequently, the fifth stage comprised the first tryout, followed by the second tryout, during which questionnaires were distributed to assess the students' responses to the developed grammar materials. Based on the feedback received, the researcher proceeded with the second product revision. Finally, the research culminated in the last stage, which involved the production of the final product. Upon completion of the research, it was found that all students expressed their interest in the English Basic Grammar Pocket Book. Moreover, the students provided positive responses to all the activities within the book, stating that it greatly assisted them in their learning process.

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