

DESIGNING SUPPLEMENTARY GRAMMAR MATERIALS FOR GRADE 10 STUDENTS OF MAN1 BATANG HARI BY USING CARRD

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ABSTRACT

The English textbook used by grade 10 students in MAN Batanghari has limited grammar material and the work sheet which aims to support the textbook has many grammar errors. Therefore, researcher sees the need to design supplementary grammar materials in the form of website to support students' independent learning. This research aims to describe the process of designing supplementary grammar materials for 10 grader students of MAN 1 Batanghari and to know the feasibility of the product based on the media validator, content validator, and students' assessment. The method used is Research and Development. ADDIE Model was used as the framework. The participants of this research are the grade 10 students of MAN 1 Batang Hari. The data of this research were taken through questionnaires and document analysis. The stage of media development started from analysis phase which consists of need analysis and document analysis, then designing the product according to the results of analysis phase, developing the product step-by-step, and implementing the learning website a class of students. The learning website had been validated by validators and the result showed that content validator scored 3.8 content-wise and 4 usability wise. Then, the media validator scored 4.2 appearance-wise and 4.5 programming-wise. According to the level category, the content and media validator deemed this product as feasible and valid to be implemented. The students' assessment scored 4.5 overall, which is categorized as excellent.

Keywords: *Supplementary Materials, Development of Learning website, Learning website for grammar materials*

INTRODUCTION

Learning grammar is undoubtedly very important, as grammar is one of the fundamental features of English. The ability to use grammar properly makes it easy for everyone to understand the meaning conveyed. Grammar makes up for the lack of contextual input or information in a sentence to make the speakers' meaning clear. According to Ellis (2006), grammar learning will provide students with the basis to effectively assist them in

using a foreign language. However, grammar itself is still seen as a difficulty, an obstacle even, by most EFL learners, especially students in Indonesia.

In learning grammar, self-learning is essential because, with limited time, teachers can not cover many materials in class. Soliman (2014) asserted that the allocated time in traditional face-to-face classes is often insufficient for students to develop their language skills. In this case, the learner can do two solutions, namely additional courses outside the classroom or studying independently. However, not every student can join an additional course as it usually requires a certain amount of money. Another solution is independent learning or self-learning. Zimmerman (2002) defines self-learning as a situation in which the students independently look for materials, information, and solutions for their learning materials.

Based on the information obtained in the observation In MAN 1 Batang Hari, the school is using the 2013 curriculum. Based on the 2013 curriculum, English lessons for high school students consist of four integrated skills, which means there is more than one skill combined in one activity—for example, writing and reading or listening and speaking. The 2013 curriculum also emphasizes implementing a scientific approach, such as an inductive or deductive approach. The school uses the textbook from The Ministry of Education and Culture for the English class. The textbook is entitled "Bahasa Inggris" written by Utami Widianti, Zulianti Rohmah, and Furaidah. The Institute of Research and Development published the textbook. Out of fifteen chapters of the book, grammar is part of the language feature on fourteen chapters. Grammar is not being taught explicitly but is integrated with listening, speaking, reading, and writing skills. However, each chapter is short, and grammar is taught at a glimpse.

Tyas and Safitri (2019) published an analysis of the textbook "Bahasa Inggris". They said this book does not give the students a deeper understanding of grammar and that if students do not have additional courses, they will have difficulties mastering grammar. The textbook does not consist of grammar in systematic order, and there is a lack of authentic materials with various contexts. MAN 1 Batang Hari also uses LKS (students' worksheet), which consists of exercises to support the textbook. The exercises are mainly given as homework. The worksheet uses the inductive approach in teaching grammar. However, the researcher found many incorrect usages of grammar in the exercises that are provided for the students. In the inductive approach, learners are supposed to figure the rules out by observing

the examples presented to them. If the presented examples are incorrect, it will possibly affect the learners' grammar knowledge negatively.

Given the versatility of technology today, today's learners are expected to make the best out of technology for their learning. Grade 10 students are part of digital natives who grew along with the expansion of the internet and technology. Operating electronic devices has become a natural part of their lives. For that reason, to integrate technology into students' grammar learning, the supplementary materials will be designed by using Carrd.

METHOD(S)

The method of this research is Research and Development (R&D) that aimed at designing a learning media in the form of an online website. The researcher used the ADDIE method as a framework in developing the product. Lee and Owens, quoted from Endang Mulyatiningsih (2012), described ADDIE as analysis, design, development, implementation, and evaluation. The location of the research is MAN 1 Batang Hari and the participants are the grade 10 students of MAN 1 Batang Hari.

The procedure followed the guidelines of the ADDIE model which consists of analysis, design, development, implementation, and evaluation. However, the researcher stopped until implementation stage. For the data analysis, the researcher held a need analysis and a document analysis. The need analysis was done through questionnaire and the document analysis was done by analyzing the English lesson plan, syllabus and English text book in MAN 1 Batang Hari.

To get those data, the researcher used two techniques as follows:

Qualitative

The quantitative data obtained from the questionnaire was then converted to qualitative data with a scale of 5 (Likert scale) to determine the quality of the product with the following description:

- Very poor is scored 1
- Poor is given score 2
- Average is given score 3
- Good is given score 4
- Excellent is given score 5.

The five scales conversion uses the conversion reference on The Benchmark Reference Approach (*Pendekatan Acuan Patokan*) developed by Widoyoko (2009) is shown in the table below:

Table 1. *Benchmark Reference Approach*

Quantative Data	Score		Criteria
	Formula	Average Score	
5	$\bar{X} > \bar{X}_i + 1.8 S_{b_i}$	$X > 4.2$	Excellent
4	$\bar{X}_i + 0.6 S_{b_i} < X \leq \bar{X}_i + 1.8 S_{b_i}$	$3.4 < X \leq 4.2$	Good
3	$\bar{X}_i - 0.6 S_{b_i} < X \leq \bar{X}_i + 0.6 S_{b_i}$	$2.6 < X \leq 3.4$	Average
2	$\bar{X}_i - 1.8 S_{b_i} < X \leq \bar{X}_i - 0.6 S_{b_i}$	$1.8 < X \leq 2.6$	Poor
1	$X \leq \bar{X}_i - 1.8 S_{b_i}$	$X \leq 1.8$	Very poor

Source: Eko Putro Widoyoko (2009)

Quantitative

Qualitative data is the analysis of English syllabus, English textbook, suggestions made by content experts, media experts, and students were collected.

FINDINGS

Feasibility of Media Based on The Content expert

Content expert validation was carried out to assess 2 aspects, namely the content aspect and the usability aspect. Based on the results of the first stage assessment of the content aspect with 12 indicators, an average score of 3.8 was obtained and it was categorized as **good**. Then the usability aspect got an average score of 4 and is categorized as **good**, the assessment consists of 2 indicators. The overall average rating of this assessment is 3.9. So that the feasibility level of product on content expert validation is in the **good** category, which means it is **valid to be used** by the students for individual learning.

Feasibility of Learning Media Based on Media Experts

Media expert validation was carried out to assess 2 aspects, namely appearance aspect and programming aspect. Based on the results of the first stage assessment of the appearance aspect which has 7 indicators, the average scores were 4.2 and it was categorized as **good**. Then the programming aspect got an average score of 4.3 and is categorized as **excellent**, the assessment consists of 8 indicators. The overall average rating of this assessment was 4.3. So

that the feasibility level of product on media expert validation is in the **excellent** category, which means it is **valid to be used** by the students for individual learning.

Feasibility of Learning Media Based on Student Assessment

The implementation stage was carried out on 28 students of grade 10 MIA 1. The aspect that was assessed in the trial was the aspect of using learning media. Based on the implementation, an average score of 4.5 was obtained. Referring to the conversion table, the average score falls into the range $X > 4.2$ which is categorized as **excellent**. So that the feasibility level of the media based on student assessments is in the excellent category, which means it is **valid to be used** by the students for individual learning.

Discussion

The designing of supplementary grammar materials by using Carrd went through 4 stages, namely 1. Analysis; 2. Design; 3. Development; 4. Implementation. Product development was carried out based on the textbook "English" and the English syllabus at MAN 1 Batang Hari. Product development was done by using Carrd, Canva, Jotform, and Soundcloud. To produce an appropriate learning media, content expert validation, media expert validation, one-to-one evaluation and implementation involving students were carried out. All of these stages were intended to obtain data for revisions or improvements to achieve an appropriate and useful learning media for its users.

The results of the content expert validation shows that the product fell into the good category with an average score of 3.9. In the content aspect, indicators of material truth, the amount of exercises, and understandable feedbacks are considered excellent by the content expert. The indicators of materials facilitate students' self-investment, materials can arouse students' curiosity, materials can draw attention to linguistic features and the compatibility between the explained material and exercises are considered good by the content expert. Meanwhile the indicators of systematics of material presentation, clarity of material description, the word choice, grammar accuracy, and images presented the materials are considered average. In the usability aspect, the indicators of flexibility of the media, and beneficial for individual learning are considered good by content experts.

The results of the media expert validation show that the website learning media is excellent with an average score of 4.3. In the appearance aspect, indicators of choice of color composition, the font type, color, and size, and image display quality are considered excellent

by the media expert. The indicators of consistency of button placement, consistency of button use, and media attractiveness were considered good by media experts. Meanwhile, the indicator of the arrangement of texts and pictures was considered average by the media expert.

In the programming aspect, volume clarity of the music, easy to use, and music accompaniment are considered excellent by media experts. The indicators of clarity of the navigation, clear instructions for using the website, website speed, media flexibility and media benefits for individual learning are considered good by the media expert.

After the product was determined to be feasible by the content expert and the media expert, the grammar learning website was implemented on students. The number of assessment score based data involving 28 students with 15 indicators is 1,884 with an average score of 4.5. Referring to the table of conversion, the category of the students' assessment of the product is excellent.

CONCLUSIONS

Based on the results of the research and discussion that had been done, it is concluded that The designing of supplementary grammar materials by using Carrd provided an output in the form of a learning website. The development of this learning media was carried out in 4 stages, namely a. analysis stage; b. design stage; c. development stage; and d. implementation stage. The analysis stage was carried out in two stages, namely need analysis and document analysis. Need analysis was done by analyzing student needs, while document analysis was done by analyzing the English textbook entitled "Bahasa Inggris" and the syllabus. The design stage was carried out after the analysis stage. The design stage included software selection, making flowcharts and making storyboards. The development stage was carried out after the planning stage. The development stage of learning media products includes the creation of learning media, validation of content expert and content expert. The implementation stage was carried out by 28 students of class 10 MIA 1. Based on the content validation on the content aspect, the supplementary grammar materials website obtained an average score of 3.8 in the good category and the usability aspect received an average score of 4 in the good category. Furthermore, the media validation on the appearance aspect received an average of 4.2 in the good category and the programming aspect received an average of 4.3 in the excellent category. .Based on the student's assessment, the

supplementary grammar materials website obtained an average score of 4.5 in the excellent category. The feasibility of supplementary grammar materials website based on the content validation got an average score of 3.9 with the good category in the aspects of content and usability. The feasibility of the supplementary grammar materials website based on the media validation got an average score of 4.3 with the excellent category in appearance and programming aspects. Furthermore, based on the student's assessment, the supplementary grammar materials website got an average score of 4.5 in the excellent category. The grammar learning website can be found with this link (todaysgrammar.carrd.co)

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