# Developing "Fill My Spirit" Application to Enrich English Grammar Ability of Tenth-Grade Students

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**Abstrak**— Penelitian ini bertujuan untuk mengembangkan aplikasi "Fill My Spirit" sebagai media pembelajaran untuk memperkaya kemampuan grammar siswa kelas X SMA dan untuk mengetahui efektivitas aplikasi tersebut sebagai media pembelajaran yang memperkaya kemampuan grammar siswa kelasnXnSMA.Metodedyangndigunakanddalamdpenelitiandinidadalahdpenelitianddandpengembangand(RdandnD).Prosesdpengembangandmediadaplikasi tersebut melalui berbagai tahapan, yaitu: (1) Pengumpulan data yang menemukan potensi dan masalah, (2) Perancangan dan pengembangan, (3) Validasi dan Revisi ahli, (4) Tanggapan guru dan siswa, (5) Evaluasi dan revisi (6) Produk Akhir dan Publikasi. Hasil penelitian menunjukkan bahwa; (1) model aplikasi untuk memperkaya kemampuan grammar pada siswa kelas X SMA khususnya tenses yang peneliti kembangkan terdiri dari 2 tenses pada teks recount dan dilengkapi dengan 3 buku panduan yang merupakan buku panduan untuk guru, umum dan siswa. (2) aplikasi yang dikembangkan valid, dibuktikan dengan hasil validasi materi (86%) dan validasi media (88%) (3) Siswa dan guru memberikan tanggapan positif terhadap pengembangan aplikasi tersebut sebagai media pembelajaran tercermin dari hasil angket yang diberikan 82% dari siswa dan 92% dari guru.

**Kata Kunci:** media; tenses; grammar; aplikasi "fill my spirit".

**Abstract**— *This study aimed to establish the "Fill My Spirit" application as a learning media to enrich the grammar ability of tenth-grade students in Senior High School and to find out the effectiveness of the application as a learning media to enrich students' grammar ability of tenth grade of Senior High School. The design in this research was research and development (R and D). The process of developing the application consisted of various stages, namely: (1 data collection and finding potential and problem, (2) design and development, (3) expert validation and revision, (4) teacher's and students' responses, (5) evaluation and revision (6) final product and publication. The Result of the research showed that 1) application model to enrich grammar skills in class X students, especially tenses that consisting of 2 tenses on the recount text developed consist of 2 tenses on recount text and completed with 3 guide books namely guide book for teacher, public and students;2) The developed application is valid proved by the result of the content English material validation (86%) and media validation (88%); and (3) Students and teachers gave positive responses toward the application as a learning media reflected from the resulting questionnaire given 82% from students and 92% from teachers.*

**Keywords:** *media; tenses; grammar; "fill my spirit" application.*

## I. INTRODUCTION

"A language's grammar is the set of rules that regulate its construction" [1] and govern the formation of a language. Words are grouped into meaningful units according to grammar. It implies that grammar is a framework that must be correctly patterned in order to convey a meaningful message. Misunderstandings between the students' thoughts and the readers' can arise if the grammar is not used properly [2].

Additionally, grammar provides the learner with a tool for analyzing and describing language [3]. Thus, [4] said that it is crucial to teach grammar to kids when they require assistance in comprehending the language itself. For both the teacher and the student, the method of teaching grammar is crucial [5]. When they have good communication during delivering the knowledge, the learning process of understanding grammar is running well [6].

Based on the theory above, researcher made observations that related to grammar at SMAN 1 Kademangan and SMAN 1 Sutojayan. The document analysis covered lesson plan and students' mean scores in English subjects. The lesson plan that has been analyzed showed that there were no effective media to teach grammar and the learning resources were limited. It indicated that the teacher already adequately used the approach, method, and strategy to implement the 2013 curriculum. However, the teacher still used some traditional learning media and did not use specific media to teach English grammar. That is why the teacher as a motivator and validator who supported the limited material in teaching-learning activities still did not fulfill the requirement of teaching-learning activities.

The researcher identified three potential issues with grammar learning from the field study's findings: (1) tenth-graded students had trouble learning English because they didn't know the truth about the tenses they had learned; 2) a lack of student interest in learning the language, particularly in learning tenses; and 3) students become bored while using fewer variety learning media, which makes them uninterested in learning. The use of engaging and intriguing learning resources can help solve this issue.

The results of other researcher' studies were evaluated by the researcher in order to find a solution to the issue. A study on the "Pemanfaatan Website Sebagai Media Pembelajaran Grammar Bahasa Inggris" was done by [7]. He believed that the teaching and learning activities requirement should be implemented in all schools, possibly leading to varied learning outcomes across all schools. One of them is by using the website as a grammar learning media so that students' English proficiency can improve and be more optimal. Although there are so many websites that students can access, the majority of them offer incomplete course materials, and

even the information presented is subject to different points of view [8]. Another researcher named Chosin built a web-based e-learning system utilizing the Joomla platform. In order to encourage students, Chosin built and designed the web as well as possible. Another researcher studying "Respon siswa terhadap media pembelajaran berbasis website" concluded that teaching and learning via websites can increase students' motivation. Learners who use websites as instructional media can obtain authentic learning materials and become more active or empowered in their studies [2], [9], [10]. Based on the analysis, the researcher develope 'Fill My Spirit' application to enrich the English grammar ability on tenth-grade students.

## II. METHOD

The design in this study is research and development (R and D).The goal of this research is to create new products that will teach students grammar for the tenth grade. Research and Development is a method used to create products, and to verify the efficacy of particular products so that they can be mandated for the wider community [11]–[13]. This product creation was motivated by issues observed in the field. The "Fill My Spirit" application was created to help tenth-grade students with their grammar, especially tenses.

From the all steps theorized by Sugiyono [11], the researcher adopted six steps: 1) Collectingndatananddfindingnpotentialnanddproblems;d2) DesigndanddDevelopment;,3) Expert Validation; 4) Teachers' and Students' responses; 5) Evaluation and revision; and 6) Final Product and Publication.
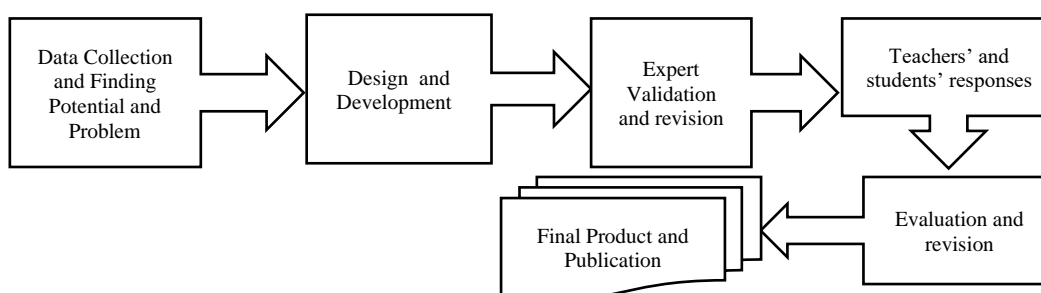


**FIGURE 1.** RESEARCH AND DEVELOPMENT FRAMEWORK

The research was conducted using a qualitative approach using interviews and observations. SMAN 1 Kademangan and SMAN 1 Sutojayan are the locations of the research. A combination of observation, documentation, and interviews was used to gather the data [14], [15]. Students in the tenth grade had trouble learning English because they didn't understand the reality of the tenses they had learned. They also showed little enthusiasm in the language, especially in learning the tenses. Less interesting learning materials make students bored and discourage them

from continuing their education. Utilizing engaging and diverse learning resources can help with this issue [16]. On the basis of the study's findings, the researcher has created learning tools that can help students improve their grammar.
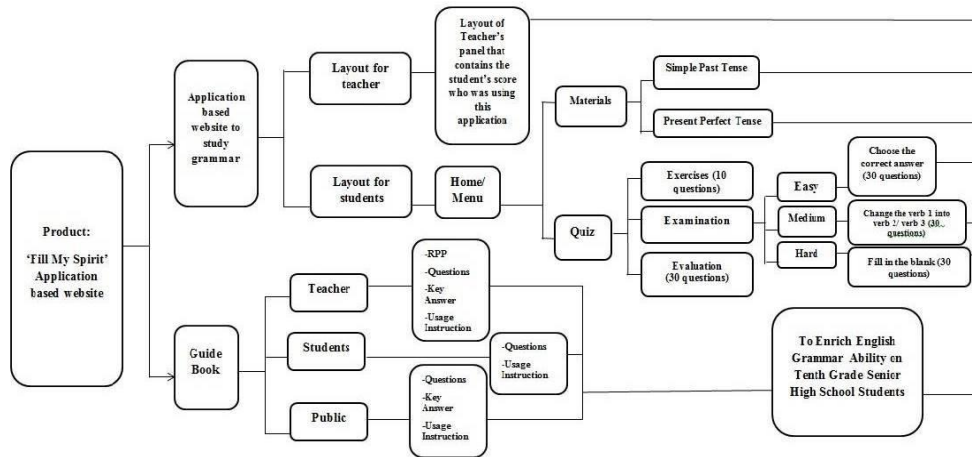


**FIGURE 2.** HYPOTHETICAL MODEL

## III. RESULTS AND DISCUSSION

As a first stage, the researcher analyzed data collection, looked for viable solutions, and carried out problem-solving exercises. According to the data analysis, most students struggled with grammatical skills, particularly with tenses because they couldn't tell when to use particular tenses. Additionally, there were no other learning resources besides books to help students learn grammar skills. The researcher believed there is a big need for "Fill My Spirit" learning materials to improve English grammatical knowledge. In addition to being simple to use, this media may be accessed at any time from any location, allowing students to continue their English studies at all times.

There are some information, including the following, based on observations and conversations with the teacher:

1) The availability of educational media might make students interested in studying English grammar, particularly in tenses.
2) A less efficient use of technology.

The potential of this school can be seen in the students' enthusiasm in learning media, according to the facts above. The institution, however, lacks any intriguing media. On the basis of the potential and issues mentioned above, it is essential to create learning materials for English, particularly for grammar tenses. With the use of this learning material, it is intended that students will gain more self-assurance in their grammar skills.

"Fill My Spirit" application is an English learning software for mastery of web-based grammar. This application is a learning media for the learning process of teaching in relation to English grammar skills. This product aims to improve the grammar skills of second-semester class X students. The material developed is focused on improving grammar skills, especially in Simple Past Tense and Present Perfect Tense. This application consists of explanation of tenses, practice of problems, exams, and evaluations. There were 3 stages that each stage has three levels (easy, medium, hard). At every stage, there will be questions to be resolved. The first level is the Easy Level. At this level, students are asked to complete the multiple choice question. When it is finished, the score will appear. In the next level, Medium Level, students are asked to complete grammar questions by changing the existing verbs according to the instructions. At the last level/hard, students are asked to complete the word in a paragraph.
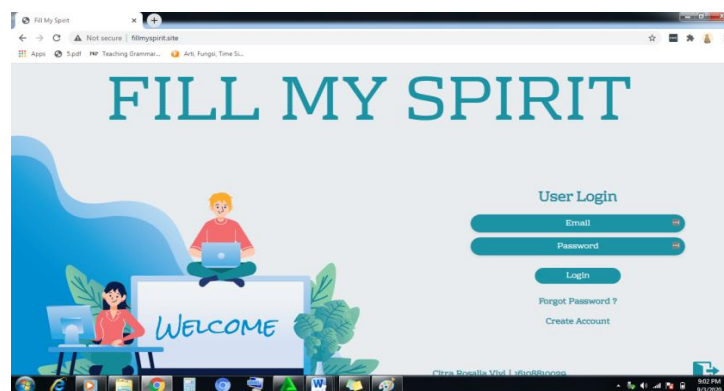


**FIGURE 3.** FIRST LAYOUT

After we access through the browser, the initial display of the Fill My Spirit application will appear where there is a button to register in the application, there is also a button that shows if we don't have an account yet, namely "create an account".



**FIGURE 4.** SECOND LAYOUT

If we haven't created an account, once we clicked "create an account," it will appear an image like this, then we just enter our personal data
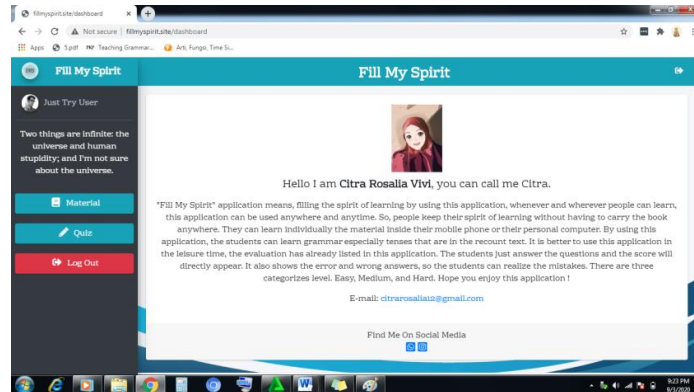


**FIGURE 5.** THIRD LAYOUT

Then if we managed to get in, this layout will appear. In the initial view, there was an introduction to the owner and on the left side, there is a material button, quiz button, and exit button.
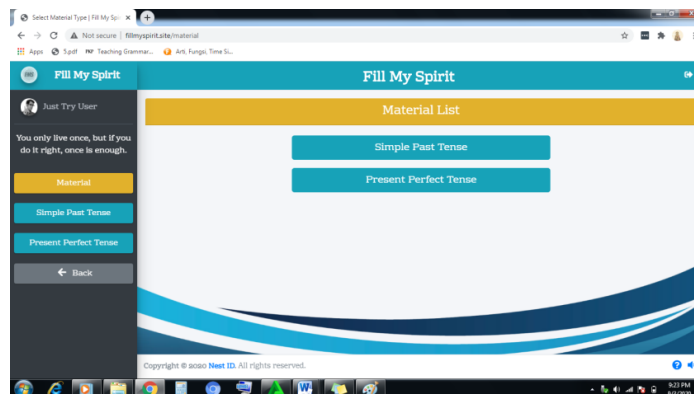


**FIGURE 6.** FOURTH LAYOUT

On the material layout, there was a tenses button that we want to display its contents.
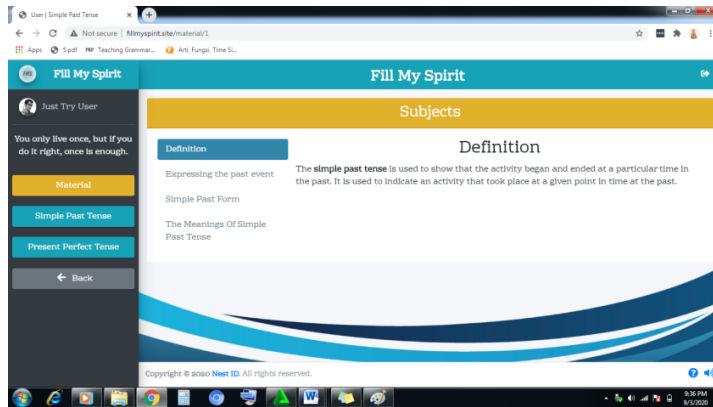
**FIGURE 7.** FIFTH LAYOUT

This layout appears when we clicked on one of the material tenses.
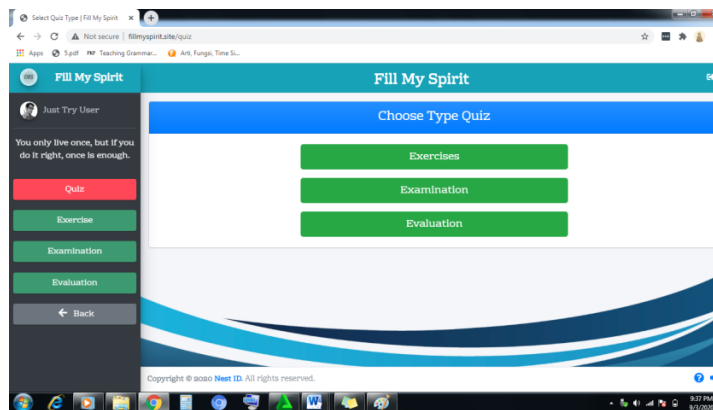


**FIGURE 8.** SIXTH LAYOUT

This is a quiz view layout, the bottom view has a sound button to turn on the music and a help button.
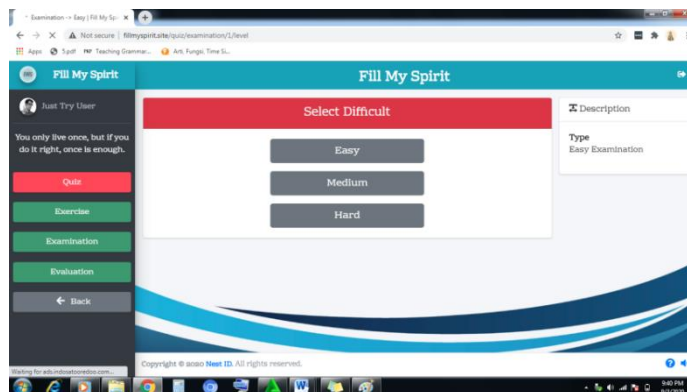


**FIGURE 9.** SEVENTH LAYOUT

This is a difficulty level layout if we clicked the examination button, and each stage has 3 levels.
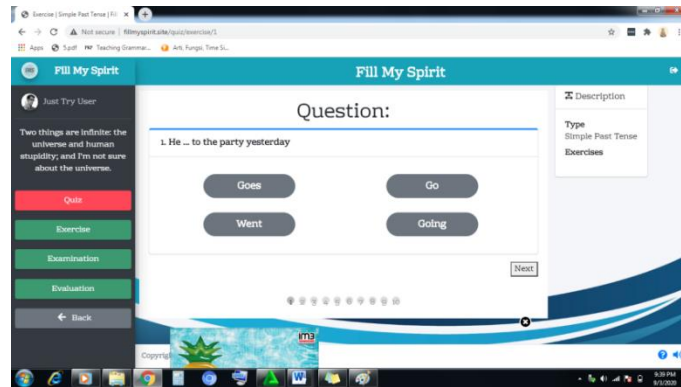
**FIGURE 10.** EIGHTH LAYOUT

The layout of the question is presented like this.
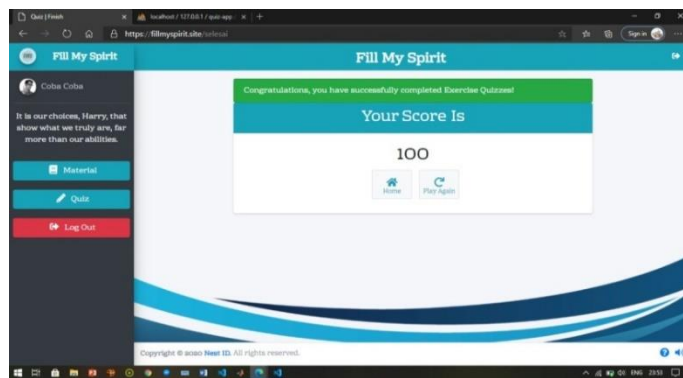


**FIGURE 11.** NINETH LAYOUT

This is the scoring layout. This score will be shown when we have answered the questions and it was recorded on the teacher's panel.



**FIGURE 12.** TENTH LAYOUT

This is a panel of teachers to see who has come in and done the questions. Thus, the teacher can control his students through this panel.

Researchers validate the application to media experts to find out whether the learning media to be used is in accordance with what is needed or not. The validation took place from August 25, 2020, to August 26, 2020. The questionnaire was immediately given by the researcher. The shapes and views of the application, the s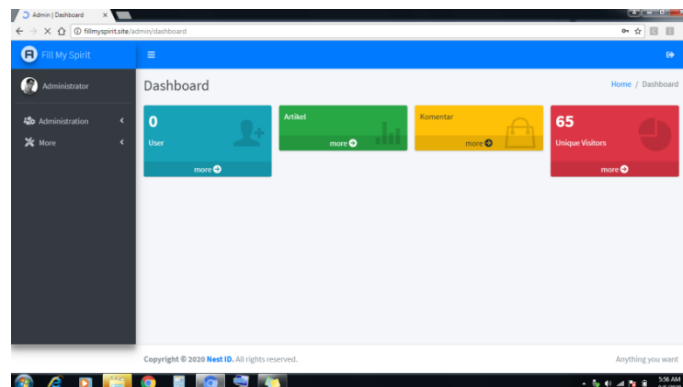hape and look of the guidebook, and the usability of the media are the characteristics that are included in this validation. The results showed that the validation obtained an average value of 4.45 and a score achievement level of 88 percent, which indicates that the "Fill My Spirit" application is very valid.

**TABLE 1.** THE RESULTS OF MEDIA EXPERT VALIDATION TOWARD THE USE OF "FILL MY SPIRIT" APPLICATION AS A MEDIA FOR LEARNING GRAMMAR

| NO | ASPECT | ITEMS | SCORE | | | | | Average | Percentage | Criteria |
|----|--------|-------|-----|-----|---|----|----|---------|------------|----------|
| | | | AA | A | N | DA | AD | | | |
| 1 | Application media shapes and views | 13 | 18 | 20 | 1 | 0 | 0 | 4,44 | 88% | Very Valid |
| 2 | The shape and look of the guidebook | 9 | 7 | 20 | 0 | 0 | 0 | 4,25 | 85% | Very Valid |
| 3 | Media Usability | 3 | 6 | 3 | 0 | 0 | 0 | 4,67 | 93% | Very Valid |
| | **Total** | **25** | **31** | **43** | **1** | **0** | **0** | **4,45** | **88%** | **Very Valid** |
| | **Criteria** | | | | | | | | | |

In addition, researchers also validate the materials of this application to several experts. The validation took place from August 24, 2020, through August 28, 2020. The results revealed an average value of 4.34 with a score achievement level of 86 percent, which indicates very valid.

**TABLE 2.** THE RESULTS OF MATERIAL EXPERT VALIDATION TOWARD THE USE OF "FILL MY SPIRIT" APPLICATION AS A MEDIA FOR LEARNING GRAMMAR

| NO | ASPECT | ITEMS | SCORE | | | | | Average | Percentage | Criteria |
|----|--------|-------|-----|-----|---|----|----|---------|------------|----------|
| | | | AA | A | N | DA | AD | | | |
| 1 | Material suitability with KI KD | 3 | 3 | 5 | 1 | 0 | 0 | 4,22 | 84% | Very Valid |
| 2 | Material | 3 | 2 | 7 | 0 | 0 | 0 | 4,22 | 84% | Very Valid |
| 3 | Language Use | 5 | 4 | 11 | 0 | 0 | 0 | 4,26 | 85% | Very Valid |
| 4 | Benefits | 4 | 9 | 2 | 1 | 0 | 0 | 4,67 | 93% | Very Valid |
| | **Total** | **15** | **18** | **25** | **2** | **0** | **0** | **4,34** | **86%** | **Very Valid** |
| | **Criteria** | | | | | | | | | |

The researcher also conducted the teacher's responses with the five teachers a senior high school in Blitar to know the teachers' responses toward the media and its hold on Thursday 1 September 2020 until Wednesday 2 September 2020. The researcher gave the questionnaire directly.

**TABLE 3.** THE RESULTS OF TEACHER'S RESPONSES

| NO | ASPECT | ITEMS | SCORE | | | | | Average | Percentage | Criteria |
|----|--------|-------|-----|-----|---|----|----|---------|------------|----------|
| | | | AA | A | N | DA | AD | | | |
| 1 | Display | 4 | 40 | 48 | 0 | 0 | 0 | 4,45 | 89% | Very Good |
| 2 | Material | 4 | 65 | 48 | 0 | 0 | 0 | 4,57 | 91% | Very Good |
| 3 | Motivation and Benefits | 7 | 115 | 28 | 0 | 0 | 0 | 4,8 | 96% | Very Good |
| | **Total** | **15** | **220** | **124** | **0** | **0** | **0** | **4,6** | **92%** | **Very Good** |
| | **Criteria** | | | | | | | | | |

From the table above, it is known that the teacher's response in using 'Fill My Spirit' Application as a learning media obtained an average value of 4.6 with a score achievement level of 92%, which indicates very good. Then, the researcher also conducted the student responses with twenty random students from senior high school in Blitar to know the students' responses toward the media and hold on Friday, 28 August 2020. The researcher gave the questionnaire directly. Following are the results of the analysis of students' responses:

**TABLE 4.** THE RESULTS OF STUDENT'S RESPONSES

| NO | ASPECT | ITEMS | SCORE | | | | | Average | Percentage | Criteria |
|----|--------|-------|-----|-----|----|----|----|---------|------------|----------|
| | | | AA | A | N | DA | AD | | | |
| 1 | Layout | 5 | 170 | 200 | 45 | 0 | 0 | 4,19 | 84% | Very Good |
| 2 | Operation | 3 | 55 | 136 | 45 | 0 | 0 | 3,93 | 76% | Very Good |
| 3 | Material | 4 | 95 | 188 | 42 | 0 | 0 | 4,06 | 81% | Very Good |
| 4 | Motivation and benefits | 3 | 100 | 136 | 18 | 0 | 0 | 4,23 | 85% | Very Good |
| | **Total** | **15** | | | | **0** | **0** | **4,10** | **82%** | **Very Good** |
| | **Criteria** | | | | | | | | | |

From the table above, it is known that the student's response in using 'Fill My Spirit' Application as a learning media obtained an average value of 4,10 with a score achievement level of 82%, which indicates very good. The percentage obtained from the average assessment is equal to 87,25 which states that the learning media 'Fill My Spirit' Application is Very Valid. From the conclusion can be obtained from the validation of all validators, including media experts, material

experts, teacher's responses, and tenth-grade student's responses, as shown in the chart below, the average assessment resulted in a percentage of 87,25, indicating that the educational media "Fill My Spirit" Application is Very Valid.

**TABLE 5.** THE AVERAGE RESULT OF MEDIA EXPERTS, MATERIAL EXPERTS, TEACHER'S RESPONSES, AND TENTH GRADE STUDENT'S RESPONSES

| Validator | Persentase | Average | Criteria |
|-----------|-----------|---------|----------|
| Ahli materi | 90% | | |
| Ahli media | 84% | 87,25% | Very Valid |
| Guru | 92% | | |
| Siswa kelas X | 83% | | |

We may infer from the results of the questionnaire supplied to the teacher and students that they were motivated to use the "Fill My Spirit" application as a media to enhance their grammatical skills, particularly their understanding of tenses. According to [7] theory, the application can inspire both teachers and students to improve their grammar skills.

Furthermore, based on the results of the questionnaire, students were interested in learning on the application because it was very easy to open, and without bringing a book they can learn something on their gadget the result was discovered that the "Fill My Spirit" application can stimulate a student's interest in grammar, particularly tenses, and it can aid in the development of that student's grammatical skills, particularly in tenses too.

## IV. CONCLUSION

The researcher made this article intending to help students learn grammar more easily, especially tenses for tenth-grade students by using two validation experts, namely material experts and media experts in designing learning media in the form of the "Fill My Spirit" application for tenth-grade students. Furthermore, material experts' results were 86 percent in the "very valid" category, while media experts' results were 88 percent in the "very valid" category. The teacher's response to the use of the "Fill My Spirit" Application media developed as a learning media was 92 percent in the "very good" category, while the students' response was 82 percent, also in the "very good" category. Therefore, the "Fill My Spirit" Application media developed to improve the grammar ability of tenth-grade students is appropriate for use in the classroom teaching and learning process. Based on the findings of this study, the researcher proposed that tenth-grade students use the "Fill My Spirit" application to supplement grammar learning. It arose from students' needs, was validated by experts, and has been tested. It can support and improve learning, resulting in good learning quality. The results of this study can be used as an additional

reference for similar research. It is suggested to involve more types of tenses, more varied levels, and a display that is more attractive to students to explore grammar learning, especially tenses.

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