

Using the Tsanawiyah English Grammar Android Application to Improve Grammar Accuracy and Build Islamic Values

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Submission date: 01-Nov-2022 02:46PM (UTC+0700)

Submission ID: 1941256177

File name: 12020-Article_Text-59120-1-10-20220930.pdf (292.31K)

Word count: 3921

Character count: 21887

Research article

Using the Tsanawiyah English Grammar Android Application to Improve Grammar Accuracy and Build Islamic Values

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Abstract.

The goal of the study was to determine the effectiveness of the Tsanawiyah english grammar (TEG) Android-based application for teaching grammar to seventh-grade students at Islamic Junior High School (MTs) Al-Muhsin II and for developing Islamic character values. A one group pre-test post-test design was used for the pre-experimental investigation and interviews. 20 seventh-grade students from MTs Al-Muhsin II took part in this study, and the experimental class, VII.A, was recruited through purposive sampling. The mean post-test score (82.6) was higher than the mean pre-test score (66.85) and this difference was significant. According to the effectiveness criteria, employing the TEG learning app was beneficial in teaching grammar to the students. Moreover, the students said that TEG gave examples of how to behave based on Islamic values, which would have been difficult to otherwise learn through online learning during the COVID-19 pandemic.

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Published: 28 September 2022

Publishing services provided by
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Selection and Peer-review under the responsibility of the ICESRE 2021 Conference Committee.

Keywords: Android-based application, grammar accuracy, Islamic character

1. Introduction

For many years, English has been taught at all levels, from kindergarten to university. English is only taught in kindergarten to get pupils acquainted with the language. English is taught in primary school more understandably, with well-prepared materials. Because the materials are more specific and complete in junior high school, learning English becomes more difficult. English is taught more specifically in senior high school, and the material density rises. Students learn English at university not only as a subject, as they do in elementary, junior high, and senior high schools, but also as a more focused subject.

Students in Al-Muhsin II Islamic Junior High School are also taught English. In this school, there are numerous challenges in the teaching and learning process. During the Covid-19 pandemic era, the teachers occasionally only employ one media, WhatsApp,

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How to cite this article: Rifki Irawan, Urip Wahyudi, (2022), "Using the Tsanawiyah English Grammar Android Application to Improve Grammar Accuracy and Build Islamic Values" in *4th International Conference on Education and Social Science Research (ICESRE)*, KnE Social Sciences, Page 674 pages 674–683. DOI 10.18502/kss.v7i14.12020

and ineffective teaching methods when instructing students. Teachers do not have engaging other methods for teaching English to students. They do not appealingly display the materials. They have a monotonous method of instructing their students. This strategy generates a monotonous atmosphere in the classroom for the students. When students are taught English using that application, they grow unmotivated to learn.

On the other hand, students have difficulty understanding the teachings that the teachers provide in the classrooms, particularly when it comes to teaching and studying English grammar. As a result, the children's grammar scores are below average. To keep students engaged in learning English grammar, they need fun ways to do it. Students who are enthusiastic about learning English grammar are more likely to improve their grammar scores.

Besides those problems, Islamic character education in Al-Muhsin II Islamic Junior High School was degraded during online learning. ⁴ Character education is essential to shape student personality through character education, which can be seen in one's behavior in real life [1]. Teachers cannot do much during the Covid-19 pandemic because they rarely interact directly with students—the habit of greeting, speaking good words, reading prayers before studying cannot be applied. Moreover, teachers cannot admonish students when they do not conform to the value of Islamic character. Therefore, teachers are worried that good values will fade in the person of Islamic school students.

Using media is one technique to get students interested in learning English grammar. The use of media can assist students in grasping the grammatical elements provided by the teacher. In addition, the usage of media provokes students' interest and encourages them to take their studies more seriously. ⁹ In the teaching and learning process, a variety of media can be utilized. There are three types of media: audio, visual, and audiovisual. TEG is one of the mediums that can be utilized in the teaching and learning of English grammar. TEG is a learning application android-based developed based on the Al-Muhsin II Islamic Junior High School students' needs analysis.

Researchers have undertaken ⁵ some studies on the usage of smartphones in students' English learning. First, in [2], there were two groups: the first employed mobile phone applications, while the second employed the traditional method. The first group outperformed the second group, according to the results. Second, Elfeky and Masadeh [3] researched to determine mobile phone use on student success and improvement. The findings revealed that learning via mobile phone has a significant impact on students' achievements and capabilities. Third, outside and within the classroom, [3] performed research to see how mobile phone applications can be integrated into the teaching

and learning of English. Mobile applications can be used both inside and outside the classroom, according to the findings. Based on the findings of the studies above, it can be stated that smartphone applications help students learn English more effectively. They inspire students to engage in active and self-directed learning. As a result, the teacher can use a mobile phone application to assist students in becoming more independent and active learners.

Those various articles discuss smartphone usage in students' English learning, but none discusses the effectiveness of an application to improve students' grammar competency and build Islamic character value. For these reasons, this study aims to find out whether there is a significant difference in the grammatical competency and Islamic character value among the first-grade students of Al-Muhsin II Islamic Junior High School before and after they were taught by using *Tsanawiyah* English Grammar (TEG) Android-Based Application.

2. Literature Review

2.1. TEG as Mobile Assisted Language Learning (MALL)

TEG is an android-based application developed from MTs Al-Muhsin II students' needs analysis. It is developed because the students need a learning application that is interesting, interactive, and low-use internet quota. When the students open the application, they will be greeted and guided to pray before a narrator learns. Its home display shows two passionate students wearing the MTs Al-Muhsin II uniform: green and yellow batik. The students are easy to use because they only click every menu provided on its application.

Moreover, this application is in the form of apk file, and it has a small size without needing many spaces to install it. It also does not need to connect the internet connection because all contents are made for offline learning.

The main menu of this application has a primarily blue colour and consists of six items that the students can choose it. The items are the learning outcome, how to use, about the application, learning materials, exercise tests, and exiting from the application. To use this application, the students only click what they want to select, and they will go to the menu chosen. The language interface used by this application is Bahasa Indonesia because the students low English competency.

TEG consists of the English grammar for junior high school level and aims to make the students master English grammar in creating a short and straightforward spoken and

written descriptive text related to people, animals, and things correctly and appropriately. It does not only provide grammar materials but also their exercises in the form of multiple choices. The materials explained in this application are simple present tense, preposition, and adverb. After they learn the materials, they can practice and test their grammar competency by answering the exercises. The score will be rouse after they finished it.

The uniqueness and the excellence of the TEG Application are that it contains Islamic character values. The values are inserted by the narrator, who greets the students before going to the main menu and guides them to pray before and after using the application. In addition, he also motivates the user to consistently practice and learn through his voice at the end of answering the exercises. The examples of materials and exercises also teach the students to behave based on the Islamic character value. For the example, *Muqoddaman Al-Qur'an* started from 6 am 6 am to 4 pm 4 pm. *Muqoddaman* is an activity to recite Al-Qur'an without reading it. It is very well-known in the school environment, and it reminds the students about a good activity, which they can do during online learning.

The next is learning methodology. The term "methodology" refers to a teaching technique or method. The method is applying the goal of teaching in the classroom to a wide range of audiences and situations. Material, teacher-student roles, and behaviours are all part of the method. An organized procedure or process, a common way of doing anything, is referred to as a method. How professors present content has an impact on students' desire to learn it. The usage of media can stimulate the interest of students. Students that are interested in the manner their lecturers educate are more likely to attain success.

One of the components of learning planning that requires consideration is the selection of instructional media. Students will find learning English more fascinating and understandable if teachers carefully create the media and know how to use them. In addition, the use of media in teaching English grammar, "particularly tense, is essential. Media refers to anything that can be used to aid students in comprehending information in English grammar, particularly tense.

3. Methods

Pre-experimental research was used in this study. There were three stages to this study: ¹ pre-test, treatment, and post-test. This study involved one class that received the same

treatment, which was the use of TEG Application. Its goal is to see how successful TEG Application is at teaching grammar in MTs Al-Muhsin II.

In this study, there were two variables. They served as the dependent and independent variables, respectively. The dependent variable was students' language skills, whereas the independent variable was TEG Application. The population of this study comprised MTs Al-Muhsin II 7th-grade students in the 2020/2021 academic year, and there were two classes, which have a similar amount of students, which are twenty students. As a result, the total population was 40 students. The research samples were chosen using the purposive sampling methodology. The 7th-grade class, which had 20 students, was chosen as a sample. This class was chosen because students' grammatical competency was still lacking.

The grammar test was employed as a tool by the researcher. It was used to measure students' grammatical abilities; in this example, the researcher administered a pre-test and post-test multiple-choice test consisting of simple present tense, preposition, and adverb. The researcher in the class followed three stages when gathering data. The first step was to administer the pre-test to the students, followed by the treatment, and finally, the post-test. To determine the students' achievement, the researchers employed statistical analysis and IBM SPSS statistics 20 version. Furthermore, to know the increase of students' Islamic character values, the researchers used interviews, and the data gathered will be analyzed by using the three stages of qualitative analysis: data reduction, data display, and conclusion drawing and verification [5].

In addition, the data of Islamic character values was gotten by interviewing the students about the application. The researcher used *Bahasa Indonesia* as the language in interview to make the students easy to grasp the questions. The interview was done after the students did the post-test.

Based on the theoretical framework, it is reasonable to assume that Mobile Assisted Language Learning has a good impact on students' learning [6].

Based on the theoretical review, the writer suggests the following hypothesis: (1) H₀: The use of TEG Android-based application is not effective for 7th-grade students' in increasing Grammatical competency at MTs Al-Muhsin II in the academic year 2020/2021, (2) H₁: The use of TEG Android-based application is effective for 7th-grade students' in increasing Grammatical competency at MTs Al-Muhsin II in the academic year 2020/2021.

4. Results

The study's findings include the frequency and rate percentage of students' pre-test and post-test scores, pre-test and post-test mean scores, standard deviation, t-test value, and hypothesis testing. The data was obtained using a mobile learning application, which included both a pre-test and a post-test, where the pre-test was provided before the students received treatment, and the post-test was given after they had treatment. Before starting any treatments, the pre-test was given during the first meeting. The pre-test and post-test were each one day long, followed by six days of treatments, for a total of eight encounters in this study.

4.1. The Results of Pre-test and Post-test

The researchers conducted a test to determine the answer to the study question. The test was repeated twice. Before the treatment, the students were given a pre-test to determine their prior knowledge of English Grammar. A post-test was also provided to determine the treatment's success. The pre-test was administered before the students receiving treatment. It was designed to determine the students' English grammatical knowledge. The test consisted of fifteen multiple choices items that covered simple present tense, preposition, and adverb. The researcher clearly described how to answer the questions before they figured out the test. Based on the data in table 1. above, no students received a very good classification; however, 16 students (80%) received a fair classification, four students (20%) received a poor classification, and no one received a very poor classification. It may be seen and inferred from the preceding result that many students' English grammar was severely lacking. They still have limited grammatical competence.

"The researcher created a post-test to assess the students' grasp of the material presented and the success of this method. It was designed to see if students' grammatical competence increased after they had learned language using TEG.

The table 2 above demonstrates that there was a significant difference in the students' grammar test results after offering students treatments via mobile learning. All students (100%) received a good classification, and no student got other criteria. It means that after receiving treatments, the majority of the students demonstrated an increase in their English grammatical competence.

According to the statistics in table 1, the ¹ mean score of students' pre-test was 66.85, which was considered very low, whereas the mean score of students' post-test was 82.60, which was considered good and ¹ was higher than the mean score of students' pretest. It means that by implementing TEG Android-based application effectively, seventh-grade students at MTs Al-Muhsin II can improve their grammatical competency.

4.2. Wilcoxon Signed Ranks Test

In this study, the Wilcoxon Signed Ranks Test was used to determine whether there was a significant difference in students' grammatical competency after treatment using TEG Android-Based Application. Table 4 reveals that Asymp. Sig. was 0.00 and it is < 0.05 . It suggests that employing TEG effectively can greatly boost the English grammar competency of MTs Al-Muhsin II seventh-grade students. As a result, this study supported (H1), indicating that adopting TEG improved students' grammar competency achievement significantly before and after teaching. It is backed up by the students' pre-test and post-test percentage results, which range from "poor" and "fair" to "good." The researchers discovered ⁷ a significant difference between the pre-test and post-test scores based on the results of the t-test. It indicates that the test results demonstrate a substantial difference between before and after learning grammar through TEG.

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4.3. Hypothesis Testing

As the explanation above, the value of Asymp. Sig. 0,00 and it is < 0.05 . It signifies ⁹ a significant difference in grammatical competency between the students' pre-test and post-test after they have received TEG Android-based application. It is also possible to deduce that the null hypothesis (H0) was rejected and the alternative hypothesis (H1)

was accepted. The researchers concluded from the above analysis that there was a significant difference between the students' pre-test and post-test scores after utilizing TEG. It may be stated that using this program to teach grammar improved students' grammatical achievement greatly.

4.4. The Result of Interview

After using TEG Android-Based application, the students assumed that they can learn Islamic character values during online learning. For example, the narrator who greeted and guided them to pray in the application made the students remember and would not forget to do this activity. Moreover, the examples from the sentences in the materials and exercises brought them to increase Islamic character values.

5. Discussions

The students were engaged and enthusiastic about the teaching and learning process. They displayed their enthusiasm and interest in acquiring language by using smartphones. As a result, practically every student participated in the teaching and learning process. Before treatment, the students' language skill was rated as inadequate on average. Furthermore, students' skill following treatment receives a proper and good classification on average. It suggests that incorporating mobile learning into grammar teaching and learning could improve students' achievement from very bad to good classification scores.

The data acquired in the preceding section through the grammar test indicates that the participants' English grammatical ability is improving. The frequency and performance percentage of the pre-test and post-test have validated this. The students' scores improved after receiving TEG treatment in teaching and learning language compared to before the treatment. Based on the data analysis, which reveals a significant difference in students' grammar competency before and after implementing mobile learning in the teaching and learning process, it can be concluded that mobile learning had a significant impact on students' grammar learning. This result is consistent with a prior study on the use of android learning applications [7-11].

The usage of TEG causes several factors to cause a rise in students' results from the pre-test to the post-test. First, TEG could attract the students' interest in learning English grammar because this application is simple and communicative. Second, they did not need to have many internet quotas to access it and directly report their teachers'

progress through the WhatsApp group. The majority of them actively participated in the learning process, and they also collaborated to solve the challenge of determining the meaning of the grammar provided.

Mobile learning, on the other hand, is learning that can improve student learning outcomes and provide a wide range of opportunities for students to interact directly with teachers, as well as create active and meaningful learning situations for students about grammar material, as well as optimize learning activities involving all students in class. Students can learn directly from their Android smartphone, allowing them to have access to substantial grammar material in class and do so anywhere and at any time. Mobile learning has the potential to stimulate students' interest and motivate them. Mobile learning also refers to the use of mobile devices as a tool or cognitive machine to support higher-order thinking capabilities [12].

Character education is essential to shape students' personality through character education, the results of which can be seen in the behavior of a person in real life [1]. It is like TEG Android-based application. Its Islamic character education can remind the students about the excellent activity done during online learning. They also got used to pray before and after learning and keep their motivation in learning.

6. Conclusions

The researcher would draw a conclusion based on the findings. Pre-test and post-test results show that TEG successfully teaches English grammar to MTs Al-Muhsin II seventh grade students in the academic year of 2020/2021. The post-test scores of students are more significant than the pre-test scores. In the pre-test, the seventh-grade students of this school were only in the "poor" and "fair" categories. In the post-test, the seventh-grade students' scored in the "good" category. It is assumed that using TEG in the teaching of English grammar can engage students in the learning process and increase student learning outcomes, implying that the strategy's implementation was appropriate and effective in improving students' English grammar competency. Furthermore, the inserted Islamic character values in this application guide them to behave based on the guidance of the Islamic Prophet.

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