

**DEVELOPING ANDROID BASED INTERACTIVE LEARNING MEDIA
TO MASTER GRAMMAR SKILL AT SMKN CAMPALAGIAN**



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APPROVAL SHEET

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Has been successfully defended the thesis in front of
the Examiner Team of Faculty of Teacher Training
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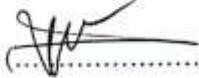
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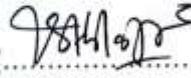
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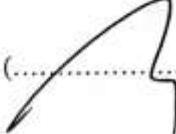
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ABSTRACT

Nurul Syafika Binti Usman: Developing Android Based Interactive Learning Media To Master Grammar Skill at SMKN Campalagian. **Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2024.**

This study aims to produce an android-based media and improve the understanding of Grammar students in the English language. This type of research is research and development which refers to the 4D development model: definition, design, development, and Disseminate. The purpose of R&D development is to produce application products and verify the effectiveness of learning videos, identify the need to develop products, and validate products that meet the requirements, and criteria for effectiveness and efficiency. The subjects of this study were Class X TO and Class X TJKT SMKN Campalagian. This research uses questionnaire instruments, namely (1) a media expert validation sheet to measure the feasibility of media, (2) a material validation sheet to measure the feasibility of media, (3) a student response questionnaire to determine the response of students to the attractiveness of the media developed.

The findings showed that the process of creating Android-based interactive learning media had reached the define stage, which included front-end, student, concept, task, and learning objective formulation. This included creating learning materials, choosing media, and creating an initial design. Develop which consists of testing the feasibility/validity of product revisions, trials, and initial designs, and disseminate which consists of the influence of Android application-based learning media on improving student grammar skills. and Learning media declared effective based on the results of data analysis, Researcher found that there is an effect or there is a significant increase. The average value of the post-test experimental class is 83.13 while the value of the post-test Control class is 63.30. Successfully developed products can be implicated in any school.

Keywords: *research and Development, Learning Media, English, Android application*

ABSTRAK

Nurul Syafika Binti Usman: Developing Android Based Interactive Learning Media To Master Grammar Skill at SMKN Campalagian. **Undergraduate Thesis.** **Majene: Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2024.**

Penelitian ini bertujuan untuk menghasilkan media berbasis android dan meningkatkan pemahaman siswa Tata Bahasa dalam bahasa Inggris. Jenis penelitian ini adalah penelitian dan pengembangan yang mengacu pada model pengembangan 4D: definisi, desain, pengembangan, dan Distimulasi. Tujuan pengembangan R & D adalah untuk menghasilkan produk aplikasi dan memverifikasi efektivitas video pembelajaran, mengidentifikasi kebutuhan untuk mengembangkan produk, dan memvalidasi produk yang memenuhi persyaratan, serta kriteria efektivitas dan efisiensi. Subjek penelitian ini adalah Kelas X SD dan Kelas X Tjkt SMKN Campalagian. Penelitian ini menggunakan instrumen kuisisioner yaitu (1) lembar validasi pakar media untuk mengukur kelayakan media, (2) lembar validasi materi untuk mengukur kelayakan media, (3) kuisisioner respon mahasiswa untuk mengetahui respon mahasiswa terhadap daya tarik media yang dikembangkan.

Hasil penelitian menyimpulkan bahwa pengembangan media pembelajaran interaktif berbasis Android telah melalui tahapan define yang terdiri dari analisis front-end, analisis mahasiswa, analisis konsep, analisis tugas, dan perumusan tujuan pembelajaran, yang meliputi pengembangan materi pembelajaran, pemilihan media, dan desain awal. Mengembangkan yang terdiri dari pengujian kelayakan / validitas revisi produk, uji coba, dan desain awal, dan menyebarluaskan yang terdiri dari pengaruh media pembelajaran berbasis aplikasi Android terhadap peningkatan kemampuan tata bahasa siswa. dan media pembelajaran dinyatakan efektif berdasarkan hasil analisis data, peneliti menemukan bahwa ada pengaruh atau ada peningkatan yang signifikan. Nilai rata-rata kelas eksperimen post-test adalah 83,13 sedangkan nilai kelas Kontrol post-test adalah 63,30. Produk yang berhasil dikembangkan dapat diimplikasikan disekolah manapun.

Kata kunci: *Penelitian dan Pengembangan, Media Pembelajaran, Bahasa Inggris. Aplikasi Android*

CHAPTER 1

INTRODUCTION

This chapter will be discussed about the background of the problem, problem identification, research problem, research benefits, and expected product specification. By reading this chapter the reader will know what kind of picture the researcher will do.

A. Background

Modern technology has advanced extremely quickly. It was very impactful on all aspects of life, one of which was the world of education to respond to the development of this era times, educators were expected to be creative both in the development of teaching materials as well as learning media that could adjust the needs of students and of course develop along with the development of the Times. Hence, it takes educators and students to have the ability to learn and teach in the 21st century (Megahantara, 2019).

Innovation in education was indeed very necessary, not least in English subjects, students are expected to understand English material well. In English lessons, there are four skills that students must master, namely speaking, listening, reading, and writing. Hence, apart from these four skills, in learning english, it is necessary to be supported by other elements of the language, namely vocabulary, pronunciation, grammar and structure (M,Supandhi et.,al 2022). Furthermore, according to Larsen-Freeman that grammar is a rule, grammar is a system of structures that have meaning and are governed by certain pragmatic constraints. Therefore, the definition of grammar can be defined as a rule in forming sentences, including an explanation of the meaning conveyed in certain forms.

Based on the results done by interviewing one of the teachers of SMKN Campalagian, the teacher explained that teaching grammar to students is not easy. There are many aspects that students should pay attention to in learn grammar. Thus, many students are bored and even lose interest in learning for the reason that learning grammar is difficult. furthermore, she takes a strategy or learning media that is easily accessible to students, especially in understanding

grammar. The reason of the teacher said that in learning by using a conventional book will make students stress and demotivation in learning English, especially grammar. The teacher hopes that there will be interesting media and appropriate activities in learning the grammar to improve grammar skills because they are not yet available at the school and can achieve competency standards.

Therefore, He took a stimulus that can arouse the spirit and motivation of students with modern learning methods with interesting and creative teaching materials that can interest students, which can make students curious in accordance with their time. Based on these problems, researcher tried to develop android-Based Learning media, which focused on grammar material. Because the material taught shows a less satisfactory value and material which requires more interactive understanding and explanation.

Based on the aforementioned statements this study was very important and would greatly affect the mastery of grammar skills. Therefore, this researcher would produce products and provide the latest nuances in teaching and learning process that shifted from traditional to modern atmosphere. As we know that, students initially used printed media that can provide saturation in learning today the researcher will create android-based media that will facilitate students and make them interest in learning grammar better.

B. Problem Identification

Based on the problems, the formulation of this research problem was formulated as follows:

1. Lack of interest in studying grammar.
2. The student's difficulties in learning grammar material.
3. Students tend to prefer learning using smartphones than using printed books.
4. Lack of optimal use of technology in the field of Education.
5. Competency standards are still not achieved in the grammar material.

C. Research Problem

Based on the identification of the problem that had been described, this study establishes the formulation of the problem as follows:

1. How is the development of English learning media through Android-based for mastering grammar skill?
2. How is the effectiveness of Android-based interactive learning media for mastering grammar skill?

D. Research Objectives

Based on the formulation of the above problem, the proposed research has a general purpose to develop interactive learning based on android media. Some specific goals were set, such as, among others:

1. To produce products in the form of android applications for Learning Media grammar, in order to improve mastery of the material learners.
2. To know the feasibility of Learning media to mastering grammar skill.
3. To find out how this learning media can affect grammar skills.

E. Research Benefits

It was expected that after this android-based development research, interactive learning media in grammar learning can provide the following benefits:

1. For Teacher

With the results of this study, it could be a motivation for English teachers in improving the variety of learning systems to provide the best and be the right learning media when providing material.

2. For Student

These learning outcomes, it was expected to increase enthusiasm and ease in studying English subjects, especially grammar material in English.

3. For Writer

Making this android-based media development could add insight into the knowledge and skills in using the right media for further learning when already a teacher.

4. For School

It was expected that this can be a reference for teachers in determining the learning media applied in the learning process at school.

F. Expected Product Specification

The expected product specification in this study were as follows:

1. This Media was expected to meet the bill of core competencies and basic competencies in the applicable curriculum.
2. This Media was expected to be used as an alternative media for teachers.
3. This Media was expected to facilitate students in learning grammar.
4. This Media was expected to increase student interest.
5. It was expected that this medium can be used as a permanent medium.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Study

To support this study, there were some previous related study have been conducted including the following:

Supandhi, M. Alvin (2022) entitled “Developing Board Game to Improve Student’s Grammar Mastery of The Eleven Grade Students of SMKN 4 Malang”. This study shows the development of additional material to assist students in learning grammar. The product was designed through the stages of development adopted by Akker. This study used a Board Game application that was found to have every aspect that can be used as complementary material for students who have more knowledge about how to arrange word by word in making more precise sentences, how to learn about tenses, and how to handle certain situations and also develop themselves better as students in the future. In terms of observation, this study also interviewed one of the English teachers at SMKN 4 Malang to find out the problems of students so that researcher designed a Board game product and an expert gave feedback on the product. Then, it was validated by experts to ensure that the product meets the requirements needed as a learning medium that is feasible to use in the learning process. The research methodology was research and development design. This study also used quantitative and qualitative approaches to determine as much as possible the achievement of students about the mastery of grammar by using board games. The stages used in this study were the preliminary stage, the stage of formative evaluation, interviews, and field tests. The results of this analysis phase, researcher only recorded field notes that will be used to determine which class would used as a learning model to be used as a product. At the design stage, starting from the creative of board game product design. The researcher also studied the given lesson plan and core competency of grammar learning with board games to enhance recognition to improve grammar learning ability. At the development stage, the

researcher made an appointment with the teacher at the school and selected the schedule of classes to be held, and prepared the equipment needed for learning activities. In the evaluation phase, products were revised based on validation feedback.

Rokhman et al, (2020) entitled “Development "Genius English educational Game based on Android to improve students' English Vocabulary. This research aims to develop teaching materials in the form of educational games based on Android. With this application, the research packages the material on elementary vocabulary into a game so that it can be expected that the increase in student vocabulary can be increased. In producing this learning media product, the researcher uses the ADDIE research method which includes Analysis, Design, Development, Implementation, and Evaluation. In this development using software that is Adobe Animate 2017, Adobe Photoshop, Adobe Air, and using action programming language acript3. So, in the evaluation stage of this educational game, a feasibility test was first held by two media experts and two material experts and resulted in an average feasibility value of 90.6% or very good terms. In the results of the media, Genius English educational games can improve English Vocabulary. IJI tried to implement as many as 20 students which increased the average grade of 32 points. Therefore, the game can be a supplement to primary school-level classroom learning materials.

Payana et al (2019) entitled “Media Design Learning English Grammar based on Android”. The purpose of this study is to design an interesting learning media application. in particular, designing research applications grammar in English using Android. This study also used a descriptive method consisting of several processes. Such as collecting, compiling, and clarifying the distribution of data collected as application development material under what has been observed. The results of the study by going through several processes as described earlier, using data collection using questionnaires. This application can attract students ' interest and is easy to operate, so that information can be conveyed according to needs and become a solution in learning, especially in grammar learning. The application in

this study is designed using Android and has a user-friendly appearance, therefore it can make it easier for users to access it. Of course, this application runs with versions of Android Jelly Bean 4.1.2, Android 4.4 KitKat, and Android Lollipop 5.1.

The first study is the same type of research by developing an application to be used in the process of learning grammar. The method used in this study is research and development design. This study also used quantitative and qualitative approaches to find out as much as possible student achievement in grammar mastery by using board games. The second study used the ADDIE method and this study used Adobe Animate 2017 software, Adobe Photoshop, Adobe Air, and acript3 action programming language. While in the third study also used the RND method and also designed a grammar learning application, and also a descriptive method consisting of several processes such as collecting, compiling, and clarifying the data that has been observed.

Based on some previous research, the research that will be conducted by researcher has a novelty in the form of materials that extend into Android-based interactive learning media, namely grammar material. The software used in the form of Canva, PowerPoint, and iSpring Suite 10 publishes it into HTML format, then converts the format into an Android application using the website APK Builder pro software. And interactive media will combine learning materials that can attract the attention of students. In addition, it contains evaluation materials to measure the extent to which students understand the material presented in the media.

B. Theoretical Framework

1. Learning Media

a. Definition of Learning Media

Learning is a process that a person does to achieve the desired competence. It can be interpreted as the process of communicating because there is interaction between the sender of the message, the recipient of the message, and the message itself (Dewi et al, 2014). In this case, the sender of the message

in question is the teacher, the recipient of the message is the student and the message in question is the learning material. Learning Media is a tool that can be physical and non-physical. As explained by Musfiqon (2011) physical media can be useful as an intermediary between the sender of the message to the recipient of the message in the learning process so that the recipient of the message can understand the material being taught effectively and efficiently. Learning Media is everything like a tool, and environment and is a form of activity that is conditioned to increase knowledge, change attitudes, and even instill skills in everyone who uses it described (Rakhmadian et al, 2019).

b. Types of Learning Media

Learning media can be classified into several types (Asnawir, 2002), as follows:

1. Graphic Media

Graphic Media is a media with a visual display by using various kinds of symbols. In graphic media, of course, the meaning of each use of symbols must be understood so that learning can take place effectively and efficiently. In graphic media, it has interesting functions such as: paying attention, clarifying the material presented, contextualizing something abstract, and illustrating facts so that they are easy to remember. So that the graphic media includes images, diagrams, sketches, media Wake, and cards.

2. Media audio

Audio Media is different from graphic media in the form of visual media, audio media is related to the sense of hearing. In the audio media, there are classifications used such as radio, tape recorder, and language laboratory.

3. Silent Projection Media

This Media is a media that displays visually. The main difference between graphic media and stationary projection media lies in the interaction

with the media. Graphic Media can interact directly with other media, while the silent projection Media pad does not interact directly (Arsyad, 2002).

c. Function of Learning Media

Learning Media has the following functions:

1. Provide a real user experience.
2. Help by facilitating the teaching and learning process.
3. Attract the attention of users so that the teaching and learning process is not boring.
4. All senses of the user can be activated.
5. More interest in learning.
6. Can generate the world of theory by reality.

d. Benefits of Learning Media

There are several benefits of learning media according to Hamid et al., (2020) described, as follows:

1. The presence of Learning media can increase motivation, enthusiasm, and interaction of the sender and recipient of the message in the learning process.
2. Contextualize abstract material.
3. Learning Since not all of the information in the learning process can be communicated orally, learning media can aid in the continuous learning process. Therefore, the presence of learning media can help teachers and students in the learning process.
4. This Learning Media can be a solution to the limitations of time, space, and energy in some learning content.

2. Grammar

a. Definition of Grammar

Learning grammar is very important in the mastery of communicative skills especially in English with this supported by Harmer Muhajir et al., (2022).

Grammar is a system of rules that specify how individual words and word groups can be put together to make sentences in a given language (Yunus et al., 2020).

In line with that, grammar is also defined that grammar is also a rule that describes how words are combined, arranged, changed to indicate the type of meaning. Meanwhile, according to Greebaum and leech said that grammar is a mechanism to unite words and reference mechanisms according to the function of language when used in communication with others (Hasan et al., 2019).

Gaining a basic understanding of English grammar is essential for appropriately arranging sentences and streamlining one's writing and speaking abilities. There are eight pieces to this grammar: nouns, pronouns, verbs, adjectives, prepositions, conjunctions, and words that incorporate the typical pattern of English sentences. Based on the explanation, grammar becomes the main point of an important component in mastering skills. According to Weaver in research the importance of grammar with grammar will maintain what is considered a quality language with the rules that must be known.

The usefulness of grammar that needs to be known as follows:

1. Sentences and paragraphs become easier to understand.
2. Communication becomes smooth
3. Give color to writing and words
4. No constraint in formal interests

b. Types of Grammar

Several experts have their points of view on the different varieties of language including ways to describe and examine the composition and operation of language. According to George Yule's research Septiani, (2014) grammar into 3 categories:

1. Mental Grammar, which is a form of internal linguistic knowledge that operates on the part of the recognition of precisely structured expressions and is the pure result of skill.

2. Linguistic etiquette which is the proper or best identification of structures used in a language.
3. Traditional grammar, on this grammar involves the study of the analysis of structures found in a language.

c. The Concept of Grammar Skills

Expressed as the ability to the comprehension of knowledge about the source of the grammatical of a language. The ability to understand and express the meaning from generation to generation, as well as to get acquainted with well-formed sentences in the spirit of these principles (Not memorizing and producing) as established formulations. Grammar plays an important role in communication it is difficult to communicate with a person through language without mastering grammar.

d. Importance of Grammar

A learner must learn not only what form is feasible but also the specific form and be good at communicating its unique meaning (Thornbury,2003). Incorrect grammar can have an impact on a message if the use of language is still confusing and the message is also not meaningful. As a result, this implies that the speaker lacks effective communication skills and the reader or intended audience may not fully understand the message.

Based on these explanations, it can be concluded that grammar plays an important role can improving the meaning of language. It is difficult to master a language without grammar and it plays an important role in the creation of a language. Without grammar, it would be difficult to learn a language because it is a key component of the language.

e. Advantages of Grammar

In the study of grammar there are several advantages A.W. Jepara., (2016), namely:

1. In studying grammar you will be able to understand how word combinations can create complex meanings and how they can create subtle literary effects.

2. Students can be analytical as receptive readers with the influence of knowledge of grammar.
3. Be able to understand parts of grammar to improve students ' writing and text interpretation skills.
4. In addition, a good knowledge of grammar also allows for better speaking skills

f. Disadvantages of Grammar

In addition to the advantages, grammar also has perspective weaknesses including:

1. Someone new to learning it will often find prescriptive forms, where native speakers may use non-standard forms causing a great deal of confusion for non-native speakers.
2. Related to the previous explanation, non-native speakers may find it difficult to imitate the language they hear or read no other than the standard form part that has been taught.
3. In terms of prescriptivism, it must be understood that language is constantly changing.
4. This is a weak way but can hinder the use of dialectal local material with the overt prestige associated with even more prescriptive forms

g. Grammar Assessment

Assessment models in assessing grammar. Assessment models in English grammar such as multiple choice, and Gap – Filling exercise. This study will use gap - filling exercises.

1. Multiple Choice

In essence, this multiple-choice question is not much different from the true–false test. So that there are more false statements on the multiple choice test, there is less possibility to speculate to get the right answer than on the true–false test (Ribeiro et al., 2014).

This multiple choice, question is not far from its structure, according to Sudjana that the form of multiple choice questions consists of subject matter that contains problems that will be stated. There are answer options that consist of several alternative answer options. The key is the correct or most appropriate answer. There are impostors that consist of incorrect answers.

As for according to Sudjino about the advantages of multiple choice tests as follows:

- a.** Multiple choice has a high validity if the drafting is done well.
- b.** Also has a high level of reliability, which is difficult to achieve by the description test.
- c.** In the double choice test there are pointers that are easy to understand and easier to do the test.
- d.** With this multiple choice it will be easier to correct and very effective.
- e.** Multiple choice tests are more representative in terms of covering and representing the material that has been previously taught.
- f.** Multiple choice tests are more objective in correcting the sheets answer questions in terms of determining the weight of the score, as well as test results.

2. Gap – filling Exercise

Gap filling exercises are an integral part of language learning, offering a practical way to understand sentence construction and appropriate word usage (Almuhimedi.,et al 2015). These exercises challenge students to fill in the blanks with suitable words or phrases, enhancing their language comprehension skills. Gap-filling is also one of the model questions that students do by providing some gaps in a sentence to make the sentence perfect.

In the Gap-filling exercise model allows the creation of items that encourage learners to produce vocabulary. In this case, a sentence that has a gap to be filled with the correct answer. The disadvantage of this gap – filling exercise model is that students need a lot of time to answer questions from the

problem. And with this strategy technique, is to fill in the blanks in a sentence. Wlosowicz argues that Gap-Filling is a form of text construction. Where the student does not write the text in its entirety by itself. But students must fill in the blanks with the sentences they have already chosen. So it is said by Yuniar that in the Gap-Filling Exercise problem model is different from Multiple-Choice (Alfarizi et al., 2021) .

3. Mobile Learning

a. Definition of Mobile Learning

Mobile learning according to Ariputri et al., (2014) is one of the variations of learning by utilizing handheld and mobile information technology to learn or access subject matter anytime and anywhere. As for other notions, that mobile learning is delivering electronic learning materials through mobile computing so that it can be accessed anytime and anywhere. E-learning is the concept of distance learning using telecommunications and information technology. Based on this explanation, mobile learning is a learning model that utilizes information and Communication Technology.

The concept of mobile learning, where learning will not be limited by space and time because of the flexibility and portability of the devices used so that students can be more enthusiastic and have the opportunity to learn in a useful space (Polii et al., 2022).

b. Development of Mobile Learning

In the development of mobile learning, especially mobile phones are very likely to be optimized for learning because they offer many opportunities:

1. Probability, with a very portable physical size, where this device can have multimedia internet access very well, commercial software access, and other capabilities that are very conducive to learning activities.
2. Saving space, HP and handheld computers that are small size and lightweight do not need a special place and can be moved easily from one room to another because it does not require cable connectivity.

3. Connectivity, with this equipment will be able to facilitate learning activities because it has the ability and ease of instant access to internet resources, email, and virtual forums.
4. Instant, HP, laptop, or desktop computer does not require boot time, because it can operate instantly.
5. Long battery life, with these advantages, Hp can be used without having to be bothered with a power cable connection.
6. Information processing and recording capabilities.
7. The ability to manipulate, interpret. With this ability, it also facilitates team building and collaboration in the learning process.
8. Inclusive, directly and indirectly by using a cellphone that experiences psychological and physical obstacles will still follow the learning.
9. Group / teamwork, will be more effective when interacting.

c. Function and Benefits of Mobile learning

There are three function of mobile learning in learning activities in the classroom (classroom instruction), as follows:

1. Supplement

With the function as a complement, where students have the freedom to choose to use mobile learning materials or not to use them. So that there is no compulsion or it does not become a requirement for users to access mobile phones in learning materials.

2. Complementary

With this complementary function, mobile learning materials are programmed to complement learning materials that are easily accepted by students and become a material and reinforcement or remedial material for students participating in conventional learning activities.

3. Substitution

With the substitution, students can flexibly arrange Lecture activities according to the time and daily activities of students. Three alternative

models of learning activities can be chosen by students, as follows:
conventional, hybrid, and completely through the internet.

As for some of the benefits of mobile learning from both points of view, both from educators and students.

1. Educators

Mobile learning is useful for educators or instructors, as follows:

- a. It is easier to provide material
- b. Develop yourself or research to add insight.
- c. It can control student learning activities, so it can know when students can learn, what topics will be studied, how long the topic is studied, and how many times the topic is studied.
- d. Check whether learners have completed the Lathan problem after studying a particular topic.
- e. Recheck the answers of students who have worked on the exercise questions.

2. Learners

With this mobile learning can provide benefits to learners, and can develop high learning with flexibility. With the aim that students can access learning materials and communicate at any time. Additionally, mobile learning can help students better solidify their grasp of the course materials.

4. Android

Android is one of the electronic media that has the advantage of providing various features directly in one application. So android can be said to be a communication tool such as telephone and SMS, and can also play games, even online learning its various benefits can be used practically in the form of applications that interest (Bala et al., 2022). Android as software that can be utilized on devices running and comprises the operating system, middleware, and core applications Android is also a Linux-based operating system specifically for mobile devices such as smartphones or tablets, (Zuraini & Misnawati, 2023). Mobile phone is an

operating system developed by Google Systems. And has many brands that run operating systems such as Galaxy, Xiaomi, and so on. The operating system Android is free and open-source. Android permits device manufacturers, cellular providers, and application developers to freely alter and distribute software. As a result, there are numerous Android application development communities with working devices that are typically created using a customized version of the programming language.

Making learning media consists of two ways, namely using programming languages or eclipse and using platforms that are already available on the internet, namely <https://appypie.com>. An online app builder is a website that can be used in the process of making applications so that it will be easier to make (Astuti et al., 2017).

C. Conceptual Framework

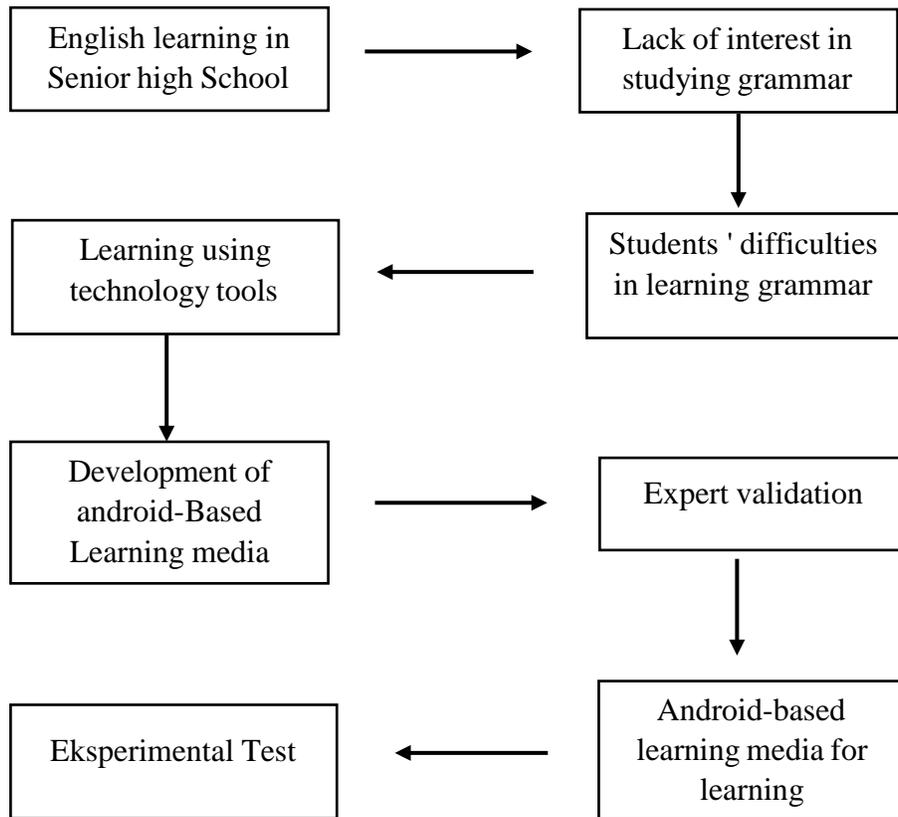


Figure 2.1 Conceptual Framework

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The resulting product is an Android-based interactive learning media on grammar material Class X SMKN Campalagian. Application products in its development apply a 4D model with the Thiagarajan development model which includes four stages, namely Define, Design, Development, and Disseminate. This Media was developed using the help of Canva, PowerPoint, iSpring Suite 10, and Web 2 APK Builder Pro. And on the media is loaded grammar material that focuses on Parts of Speech and Tenses.

Based on the results of validation on both experts, namely media experts and material experts, the development of android-based interactive learning media is very rapid and feasible to use with the results of validation of media experts by 96% and the results of validation of material experts by 97% so that it falls into the category of “very feasible” means that Android-based interactive learning media is very feasible in use and tested on students. Based on the results of product tests to students on the attractiveness of media learning, students obtained a score of 91% which is a very interesting category. This means that Android-based interactive learning media can be applied to learning.

Based on the test results of the test using this application in the classroom experiment taught using Android-based interactive learning media got a better improvement than students in the control class taught without using Android-based interactive learning media. The results can be seen from the data analyzed by using a T-test to test the hypothesis of the study at the level of a significant 5%. T-test value $>$ T-table Sig. (2-tailed) $0.00 < 0.05$. In conclusion, this android-based interactive learning media has a significant increase in improving students' grammar skills.

B. Suggestions

Based on the above conclusions, Researcher provide some suggestions, including, for students, with the existence of this android-based interactive learning media, students are expected to be more enthusiastic about improving their knowledge of grammar especially.

For educators, educators are required to be more creative in providing learning methods to their students. Hence, students can be interested or excited in learning, especially in learning english. making the media easier for students will encourage them to use technology in order to improve their insight.

For future Researcher, since this application only focuses on grammar skill. It is expected that the next researcher can develop interactive learning media based on Android more broadly. This interactive learning Media is still limited in its use because it can only be used through Android, therefore, it is expected that further Researcher can develop its use so that it can be used in other smartphones such as iOS.

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