

## **INTEGRATING DIGITAL INSTRUCTIONAL MEDIA IN LEARNING FUTURE TENSE**

**Jauhar Helmie<sup>1</sup>, Vina Nurviyani<sup>2</sup>, Rena Oktaviani Setiawan<sup>3</sup>,**

*jauharhelimie@unsur.ac.id<sup>1</sup>  
vinanurviyani.unsur@gmail.com<sup>2</sup>  
Renaoktaviani86@gmail.com<sup>3</sup>*

**Suryakancana University, Indonesia**

### **ABSTRACT**

Grammar is one of language skills in which a rule about the structure of words to form perfect sentences. Nowadays, in digital era learners cannot be separated from gadgets. therefore, teachers have to support themselves with some instructional media or digital applications in transferring of learning material especially in learning grammar. Speedy English Grammar is the example of the applications that can help the students in grammar. This study is purposed to find out the implementation of grammar skills through Speedy English Grammar application and to find out students' responses to integrating Speedy English Grammar application in learning future tense. An action research is applied in this study that is conducted following Kemmis and Mc.Taggart (1992) cited Burn (2010) namely; planning, action, observing, and reflection. This study was carried out in two cycles which each consists of two meetings conducted at SMA Pasundan Cikalongkulon especially at the tenth grade of Science 4 involving 34 students. The instruments used in this study were observation, test, and questionnaire. The finding shows that there is improvement on students' grammar skill. It was 61.76% of students in cycle 1 passed the minimum criteria (KKM) and 100% of students in cycle 2. Therefore, there is 44,3% improvement between cycle 1 and cycle 2. Moreover, the results from the observations showed that positivity and good responses from the students to integrating Speedy English Grammar application in learning future tense. The application are practically to use, increasing students' enthusiasm in learning and make easier to understand the material.

***Keywords: Grammar, Instructional media, Digital Application, Speedy English Grammar, Future Tense***

### **INTRODUCTION**

English learners are required to be able to use English well in four language skills (Listening, Speaking, Reading, and Writing). In English, there are some elements such as structure, vocabulary, pronunciation, spelling, and symbols. Those elements are taught in order to develop the students' skill in the language learning. One of them that need the best strategy is structure or grammar because grammar is considered difficult element to be taught (Ima, 2017).

According to Solichin & Faizin (2017) Grammar is a great skill and knowledge in grammar which it is exhaustive understanding on structure or rules of language correctly. Thus,

it is a part of language that must be dominated in order to know and comprehend how to arrange the sentence, clause and phrase correctly.

However, many studies show that students face some difficulties in learning grammar especially in future tense or text about expressing intention (Jauhar Helmie, 2019). Besides that, students have less motivation in learning grammar because of limited facilities (Jauhar Helmie & Susilawati, 2018). Therefore, the researcher is interested in conducting research on integrating instructional media in learning grammar to make students' interest and improve their motivation in learning.

In digital era, some English classes apply instructional media in learning grammar. According to Ginanjar (2010, p. 7) cited in Arsaida and Jazadi (2017) an instructional medium is a tool that serves to convey a message of learning. Media can facilitate a teacher to convey the material to be taught to learners. It can stimulate the mind, feeling, concern, and interest of a person. In other words, media are used by teachers and educators in order to deliver the content of the teaching materials to students or learners. As mentioned in the passage above, instructional media should be suitable with the learning process and the students. Therefore, digital media can be as an instructional media which facilitates the teaching-learning process. One of digital media that can be used is an application or android-based learning media that is easy to get and to use.

Given the consideration that digital instructional media in learning grammar can help students to improve students' grammar mastery. However, this study investigating Speedy English Grammar application is still rare. Speedy English Grammar application is one of the applications that facilitate students and the teacher in the teaching-learning process that has a lot of features, such as, simple color-coded grammar book, listening exercises and challenge games, which will test your English knowledge. Thus the research about integrating instructional media in learning grammar is significant to do.

## **THEORETICAL FRAMEWORKS**

### **Grammar**

Apen (2016) defined that grammar of a language is the feature of rules to create a sentence in a certain language. It is the way of how to arrange words to produce the correct sentences. The grammar mastery is needed in language skills (Listening, Speaking, Reading and writing), because there is no language skills which can be developed without mastering grammar. In this research, grammar is limited to morphology and syntax.

### **Teaching Grammar**

Teaching-learning grammar is an important component of learning EFL and occupies a major place in it. Learning grammar is also essential to master communicative skills in English (Dewi, 2017).

According to Weissberg (1974) cited in Syahara (2012) stated that the success of learning English results the ability to communicate both in a written and spoken form. These language skills include receptive skills (listening and reading) and productive skills (speaking and writing). However, the success in acquiring those skills is essentially dependent upon some language elements, such as grammar, vocabulary, and pronunciation (J. Helmie, 2015). Among these three language elements, grammar is considered the most important one. Analogizing language learning as the building of a house, grammar serves to be the foundation of the house. Once it is strongly built, it could be used as a basis for the development of other parts of the house.

## **Tenses**

One of grammar forms that are required to be mastered by language learners is tenses. Tenses are forms of time in English which explain about when things happen so that it gives more accurate information (Degeng et al., 2019).

### **Future Tense**

According to Coghill and Magedanz (2003: 90) simple future tense indicates an action that has not yet taken place.

In addition, according to definition provided by Uchiyama, (2006: 59) future tense is pretty straightforward; it means that the action will happen in the future, in other words, sometime after this moment. Like simple past, it can be used for actions that will

1. happen quickly,
2. happen over time, or
3. happen repeatedly.

The future tense can be made two ways:

- a. With *will*
- b. With *be going to*

Examples:

1. Tomorrow, Milton will apply for a job at beautiful Chabot College. (This action will happen in the future.)
2. Norton is probably going to study his math homework for a few hours at the library. (This action will happen in the future.)

## **Instructional Media**

Sukmahidayanti (2015) defined that instructional media as tools used in educational setting to deliver the materials, information to reach effective teaching-learning. There are several benefits in utilizing instructional media in teaching English. (1) attracting attention; (2) developing interest; (3) adjusting the learning environment and (4) promoting the acceptance of an idea.

### **Speedy English Grammar Application**

Speedy English Grammar Application is one kind of computer-based presentation technology. Speedy English Grammar Application, is a simple, fun, Zen-like game for learning basic English grammar quickly and easily. Link words to form sentences in this highly addictive basic English grammar course for ESL/EFL students (Studios, 2018).

## **METHOD**

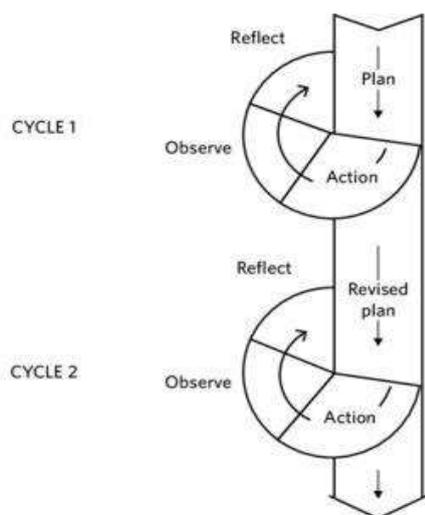
### **Research Design**

According to Creswell (2018) Research design is the overall decision involves which should be use to study a topic, infroming the decision should be the philosophical assumption the researcher brings to the study.

In conducting this research, the researcher applied classroom action research (CAR) proposed Kemmis and McTaggart (1992) cited in Burns (2010). Action research is basically a way of reflecting on one's teaching by systematically collecting data one's everyday practice and analysing it in order to come to some decisions about what one's future practice should be (Wallace, 1998, p.4 cited in Malik and Hamied, 2014). The model of action research is illustrated in figure 3.1 below:

Figure 1.1

Model of Action Research According to Kemmis and McTaggart (1992) cited in Burns (2010)



## **Research Setting and Participants**

This research was conducted in Senior High School of Pasundan Cikalongkulon. The participant in this research involved class X MIPA 4 which 34 students, including 14 males and 20 females. The research was carried out in 2<sup>nd</sup> – 30<sup>th</sup> March 2020 in academic year 2019/2020. Then, the action was conducted in 4 meetings. The researcher carried out the actions based on the school schedule, especially the English schedule of X MIPA 4 class of SMA Pasundan Cikalongkulon. There were three main activities in this research. They were pre-cycle, cycle 1, and cycle 2.

## **Data Collection**

This research used classroom action research in collecting data. This research included observation, test, questionnaire, each division is explained below:

### **Observations**

The observation was conducted to answer the first and the second research question about the implementation and students' responses in using Speedy English Grammar application in learning future tense. Then, get the information of the real situation in this classroom action research.

There were some aspects in this observation such as (1) Student is serious during teaching learning process (2) Students attitudes in learning by using Speedy English Grammar application (3) Student responses to teacher explanation about Future tense (4) Student pays attention when the teacher explain the materials (5) Student is active in the classroom (6) Student responses when the teacher asks the students using Speedy English Grammar

application (7) Student is more active in learning grammar by using Speedy English Grammar application (8) Student understands teacher's command before doing the task (9) Student is serious when doing the task (10) Student sometimes ask the teacher if they still difficulties.

## **Tests**

Tests were given to get the data of students' achievement in learning future tense and find out the insight of the relevant information about the research questions. The test consists of 20 questions which included the future tense that has been given by the researcher as the teacher. The questions used English and the form of the test applied essay. The students wrote the answer on paper. The number of test are given to the students three times, namely: pre-cycle test, test of cycle 1, and test of cycle 2. In this research, it used three tests: pre-cycle test, post-test cycle 1, post-test cycle 2. Each test aimed to know the progress of the students' grammar skill. On the other words, this instrument aimed to answer the first research question.

## **Questionnaires**

The questionnaire was given to the students after all the cycles had been completed. In other words, it was given at the last meeting after the teaching-learning activity had been completed. The students were asked to answer 20 questions in Bahasa related to what learning-teaching activity that had been done before. The first part questionnaires was about the implementation of Speedy English Grammar application in learning future tense that is 10 questions. While, the second part was about the students' responses to Speedy English Grammar application in learning future tense where the total of questions are 10.

## **Data Analysis**

The data analysis was conducted to answer all research questions. The data were obtained from observation, test, and questionnaire. In this research, the data consisting of pre-cycle, cycle 1, and cycle 2 and observation sheet. The data gathered from grammar test were collected and analyzed to answer the first research question there is to find out the implementation of Speedy English Grammar application in learning future tense. After that, the researcher can observe response from the students after using Speedy English Grammar application. To know the result of the test, the researcher calculated the mean to measure the improvement of students score in every cycle. The formulas take from Sudjiono (2008: 81).

$$X = \frac{\sum X}{N}$$

X = Mean

$\sum x$  = Total individual score

N = number of students

Subsequently, it should be known that the minimum passing criteria (KKM) for English subject in academic years 2019/2020 is 75. Therefore, in order to determine the percentage of students who had passed KKM, the researcher used the formula proposed by Sudjiono (2008: 43).

P = The class percentage

$$P = \frac{F}{N} \times 100\%$$

F = Total students who passed KKMN  
= Number of students

If pre-cycle test score of the students had achieved, the researcher identified the students' grammar skill started from pre-cycle test of pre-cycle, test of cycle 1 and test of cycle 2. From the identification, the researcher could determine whether there was the improvement of students' grammar skill or not. In analyzing this phase, the researcher used the formula from Meltzer (2008:3) as cited in Kasyifaturrahman (2011:24).

P : The percentage of students' improvement

$$P = \frac{y1 - y}{N} \times 100\%$$

y : Pre-cycle test result

y1 : Test of cycle 1

$$P = \frac{y2 - y}{N} \times 100\%$$

P : The percentage of students' improvement

y : Pre-cycle test result

y2 : Test of cycle 2

## **RESULT AND DISCUSSION**

### **The Implementation of Speedy English Grammar Application in Improving Students' Grammar Skill**

The first research question is about implementation of Speedy English Grammar application in improving students' grammar skill. The data of this research obtained from observation, test, and questionnaire.

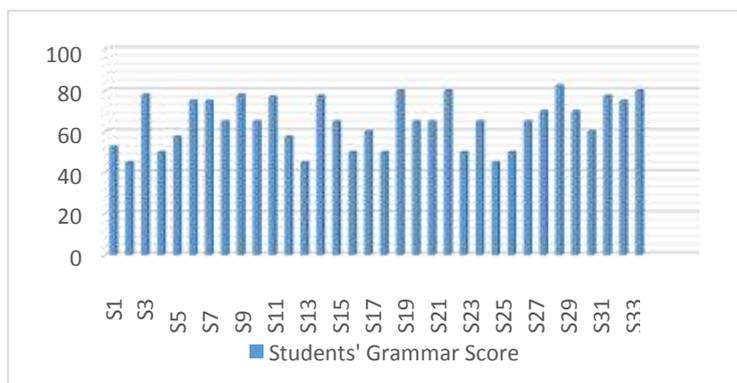
Based on the result of observation, the students were seen enjoyed, happy, and active in teaching learning process because they understood the material after using Speedy English Grammar application in learning future tense.

To find out the improvement of students' grammar skill in learning future tense by using Speedy English Grammar application, the researcher conducted three test, test in pre-cycle, test in cycle 1, and test in cycle 2. The score of grammar test in each cycle are presented as follow.

#### **The Result of Pre-Cycle Test**

The result of grammar test in pre-cycle showed that the mean of students test of pre-cycle was 64.79. It means that the result was under KKM. Then, there were 12 students who passed KKM for around 35.29%. The students' scores of pre-cycle test are as follows in figure 1.2

**Figure 1.2 The Students' Score of Pre-cycle Test**



From the figure 1.2 above, it can be seen that the students' grammar skill was low. Based on the scores that students gained, it is only 12 students passed the minimum passing criteria (KKM) that should be 75. It can be seen in table 1.3 below:

**Table 1.3 The Results of Students' Grammar Score in Pre-cycle Test**

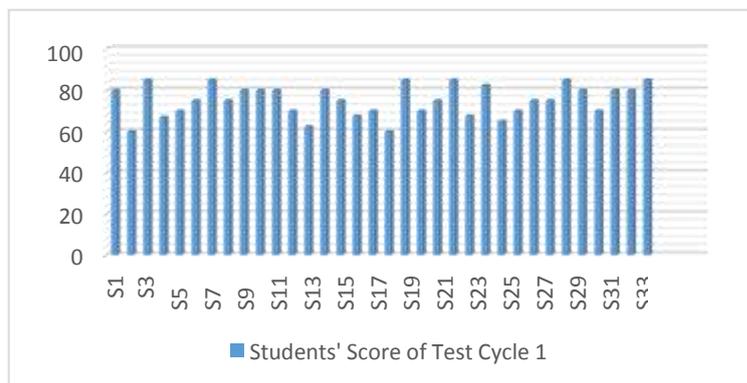
No	Criteria	Frequency
1	Below KKM(Score <75)	22
2	Passed KKM (Score >75-85)	12
3	Passed KKM (Score >85)	0

Based on the result of pre-cycle test, the data showed that the mean score of pre-cycle test was 64.79. There were only 12 students for around 35.29% who derived the score above the minimum passing criteria (KKM). Meanwhile, the 22 others were under from the criteria. The lowest achievement gained score was 45 while the highest score was 80. After analyzing the result of preliminary study in the pre-cycle test, it can be said that most of the students at X MIPA 4 of SMA Pasundan Cikalongkulon had difficulty in grammar skill. To know whether there was improvement from pre-cycle to cycle 1. It showed that there were 22 students did not pass the KKM in pre-cycle test. Thus, it needed to find out the solutions to solve this problem. The researcher used Speedy English Grammar application in teaching future tense. The action were needed to improve students' grammar skill.

### **The Result of Cycle 1 Test**

The result of grammar test in cycle 1 showed that the mean of students' score was 75.14 with 21 students or 61.76% who passed KKM. There were 13 students who did not passed KKM.

**Figure 1.4 The Students' Score of Test Cycle 1**



Based on the figure 1.4 above, it can be seen that students' grammar skill had improved. There were 21 students who passed the minimum passing criteria (KKM). It can be seen in table 1.5.

**Table 1.5 The Results of Students' Grammar Score in Test of Cylce 1**

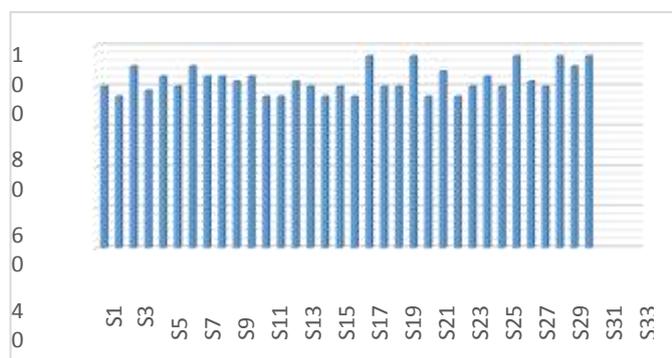
No	Criteria	Frequency
1	Below KKM (Score <75)	13
2	Passed KKM (Score >75-85)	21
3	Passed KKM (Score >85)	1

Based on the result of test, the data showed that the mean score was 75.14. there were 21 students or 61.76% who derived the score above the minimum passing criteria (KKM) . The lowest score was 62,5 while the highest score was 88. To know whether there was improvement from pre-cycle to cycle 1, the researcher compared the result of the students' score in pre-cycle test and test of cycle 1.

### The Result of Cycle 2 Test

The result of grammar test in cycle 2 showed that the mean of students' score was 83.17. The highest score gained by the students increased from 88 in test of cycle 1 to 95 in test of cycle 2. The lower score improved from 62,5 into 75. The test scores of cycle 2 can be seen in figure 1.6

**Figure 1.6 The Students' Score of Test of Cycle 2**



From the figure 1.6, it can be seen that the students' grammar skill had improved. Based on the figure of students' score in test of cycle 2, all of the students had passed the minimum passing criteria (KKM). The results of students' grammar score in test of cycle 2 can be seen in table 1.7

**Table 1.7 The Results of Students' Grammar Score in Test of Cycle 2**

No	Criteria	Frequency
1	Below KKM (Score <75)	0
2	Passed KKM (Score >75-85)	25
3	Passed KKM (Score >85)	9

Based on the result of test in cycle 2, the data showed that the mean score was 83,17. There were 34 students who derived the score above the minimum passing criteria (KKM). The lowest achievement gained score was 75 while the highest score was 95. To know whether there was improvement from test of cycle 1 and test of cycle 2, the researcher compared the result of the students' score in test of cycle 1 and test of cycle 2. It can be seen in figure 1.6 and table 1.7. After the media was implemented to the students and the analysis the result of each cycle was presented, there was improvement of student from grammar test in each cycle after being taught using Speedy English Grammar application. This media was a media that helps students to more understand in learning future tense and by using this media could have an influence on students' understanding of grammar.

The comparison score between pre-cycle, cycle 1, and cycle 2, from the data it can be summarize there were improving between pre-cycle to cycle 2. In pre-cycle the mean score of students were 64.79. the mean score in cycle 1 were 75,14 it means there were improvement of the students or 15,97% improvement from pre-cycle to cycle 1. In pre-cycle the mean score students were 64.79 and in cycle 2 the mean score of students were 83.17 it means there were improvement of the students or 28,36% improvement from pre-cycle to cycle 2. In cycle 1 the mean score of students were 75.14 and in cycle 2 the mean score of students were 83.17 it means there were 10.68%.

From the results of the mean score of each cycle, it can be showed that the Speedy English Grammar application helps students in grammar understanding about future tense. Speedy English Grammar application helps students understand sentences of future tense, before applying the application, students are confused about how to structure sentences correctly. However, after applying Speedy English Grammar application, it makes it easy for students to understand sentences of future tense.

Based on the data from questionnaire, the researcher concluded that many students were enthusiastic and enjoyed in learning future tense through Speedy English Grammar application was good for learning future tense because the application did not only contain material, but also there are games that make it easier for students to understand in learning future tense and make them not boring.

The finding of this study is relevant to the theory proposed by Solichin & Faizin (2017) that the implementation of visual card media as an instructional media in teaching learning grammar can make the students look very enjoyable and active in the learning process and there is no problem with the material and make students more understand about grammar especially simple present perfect. So from this result it can be conclude that using Speedy English Grammar application as an instructional media in students' grammar skill on future tense is effective. It makes the students more enjoyable and active in learning process, and also it makes students' more easier to understand in learning future tense.

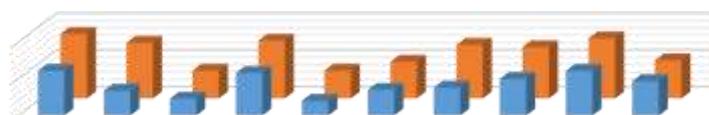
### **The Students' Response in Using Speedy English Grammar Application in Learning Future Tense**

The data from observation and questionnaire were used to answer the second research question. There were ten indicators which used to observe the students in each cycle based on observation conducted during teaching learning to know the students' response in using Speedy English Grammar application in learning future tense. The researcher monitored the activities of the students during teaching English study learning by using Speedy English Grammar application to enhance the grammar skills of the students on future tense. In cycle 1, the students were not so enthusiastic in listening to the teacher's explanation about future tense, which caused them to know about the material already. Teacher has directed and given the students an opportunity to inquire about the subject if they have not yet grasped it. The teacher provides insight about future tense and Speedy English Grammar application in order to make the students easier to comprehend the future tense.

In the meantime, in cycle 2 as follow up of cycle 1, some treatments were given to the students who get difficulties in grammar lesson especially future tense in order that the students had improvement in grammar skill based on ten indicators. The result of observation sheet that the researcher used during the researcher monitoring teaching learning process from cycle 1 to cycle 2 could be seen in the figure below.

**Figure 1.8**

#### **The Comparison of Classroom Observation**





Based on the result of the figure above, showed that the percentage of each indicators was improved in each cycle. The students were enthusiastic when they got the new material. They also enjoyed learning future tense by Speedy English Grammar application, because the media could help them to understand grammar learning, especially future tense and also make them not bored in learning.

The findings of questionnaire showed that Speedy English Grammar application is effective to use in the class or it is not effective to use in the class. There were some reasons that the students answered Speedy English Grammar application is very effective to use. They argue that Speedy English Grammar application was effective in enhance students' grammar skill, from the media they got a lot of new vocabularies, they more active and more enthusiastic in learning process, and the use of Speedy English Grammar application can make students learning simpler than the use of books and pens that make them bored. felt not bored in learning process. The majority of students' response of using Speedy English Grammar gave positive respond, they said this game is easy played, it made them easier to better understand the material.

The findings of this study are relevant to the theories proposed by Cabrera et al. (2018) that the use of Pixton as an instructional media in learning grammar can motivates students in the learning process because it is an engaging and enjoyable tool that facilitates grammar and vocabulary learning and creating a good classroom environment and get students' attention when studying grammar and vocabulary. Beside that, the finding of this study is relevant to the theory proposed by Yusny and Kumita (2017) states that using Prezi.com presentation to deliver grammar instruction materials in an English language classroom showed grammar mastery improvement after receiving a grammar lesson that shows instructional materials using prezi. The result of the study shows students' positive perception toward the use of Prezi in English grammar instructional material. So from this result it can be conclude that using Speedy English Grammar application as an instructional media in students' grammar skill on future tense is effective. It makes the students more fun and enjoyed in learning, and also it makes students' curiosity in learning future tense improved.

## **CONCLUSION**

There are some conclusion from test in every cycle. It shows that the students' grammar skill at the tenth grade (X MIPA 4) of SMA Pasundan Cikalongkulon improves through integrating Speedy English Grammar application. It can be seen by the improvement of students' mean score. The mean score of pre-cycle test is 64.79, there were 12 students who passed KKM in which (35.29%) while the mean score of test in cycle 1 is 75.14, there were 21 students or (61.76%) who passed KKM. It means that the improvement is still needed.

Therefore, the researcher conducts the cycle 1. The mean score of test in cycle 2 is 83.17, there were 34 students or (100%) who passed KKM. It can be seen there is a significant improvement in mean score from pre-test through test of cycle 2. It can be concluded that integrating Speedy English Grammar application in learning future tense can improve students' grammar skill. It is also supported by the result of questionnaire and there are no negative emerge in the cycle 2. The improvement of students' responses in learning future tense by using Speedy English Grammar application could be seen from the result of observation some students were seen more enjoyed and happy because they understood the material after playing Speedy English Grammar application. Beside that, the students' responses in learning future tense by using Speedy English Grammar make enthusiasm and make easier for the students to understand the material about future tense. Therefore, it can be said that Speedy English Grammar application can improve the students' curiosity in learning future tense.

## REFERENCES

- Apen, R. (2016). The Applicative Use of Problem Solving Technique in Teaching Grammar. *International Seminar On English Language and Teaching (ISELT)*, (4), 180–187.
- Aprilianti, A., & Jazadi, I. (2017). *The Use Of Instructional Media: A Qualitative Study Of Two Junior High School English Teachers Arsaida*. 22, 1–10.
- Burns, A. (2010). Doing action research in english language teaching: A guide for practitioners. In *Doing Action Research in English Language Teaching: A Guide for Practitioners*. <https://doi.org/10.4324/9780203863466>
- Cabrera, P., Castillo, L., González, P., Quiñónez, A., & Ochoa, C. (2018). The impact of using Pixton for teaching grammar and vocabulary in the EFL Ecuadorian context. *Teaching English with Technology*, 18(1), 53–76.
- Creswell, J. W. C. & J. D. (2018). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*.
- Degeng, P., Unsiah, F., Kusumawardani, I., & Isnaini, M. (2019). *Development of Short Movies as Instructional Media to Teach Present Tenses*. <https://doi.org/10.4108/eai.23-3-2019.2284946>
- Dewi, E. M. (2017). *Improving Students' Grammar Using Dictogloss By Eva Muthia Dewi I Syiah Kuala University, Banda Aceh*. 352–366.
- Ima, N. (2017). *Developing Instructional Media of Basic English Grammar Weblog for the First Year Students of Senior High School 11*. Retrieved from [http://repositori.uin-alauddin.ac.id/6420/2/Nur Ima.pdf](http://repositori.uin-alauddin.ac.id/6420/2/Nur%20Ima.pdf)
- Magedanz, J., and Coghill, S. (2003). *English Grammar* (p. 332). p. 332. Wiley Publishing, Inc.
- Helmie, J. (2015). Verb Go ( back to , on , and out ) in English for TEFL in the Novel of New Moon by Stephenie Meyer : The Syntactic and Semantic Analysis. *Educare*, 7(February), 123–134.
- Helmie, Jauhar. (2019). IMPLEMENTATION OF DIALOGUE JOURNAL IN TEACHING ( A Qualitative Case Study ), (1), 81–94.
- Helmie, Jauhar, & Susilawati, N. (2018). Orai Application To Promote Autonomous Learning To English Learner. *International Journal of Emerging Technologies in Learning*, 7(2), 110–117.
- Solichin, M. M., & Faizin, A. (2017). The Use of Visual Card Media in Teaching Learning Grammar At the Second Grade of Madrasah Aliyah Negeri (Man) Pamekasan. *OKARA: Jurnal Bahasa Dan Sastra*, 11(2), 287. <https://doi.org/10.19105/ojbs.v11i2.1495>
- Sukmahidayanti, T. (2015). The utilization of instructional media in teaching English to young learners ( A case study of an elementary school teacher in Bandung ). *Journal of*

*English and Education*, 3(2), 90–100.

Syahara, F. R. (2012). *Improving The Students ' Grammar Mastery Through Egra Technique (A Classroom Action Research at the class VIII E of SMP N 01 Jaten Karanganyar in the Academic Year of 2011 / 2012 )*. 54.

Uchiyama, K. (2006). *English Verb Tenses : An informal reference by*.

Yusny, R., & Nanda Kumita, D. (2017). Using Prezi Presentation as Instructional Material in English Grammar Classroom. *Englisia Journal*, 3(2), 105.  
<https://doi.org/10.22373/ej.v3i2.995>