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Usage of Learning Media "English Club Project" for Teaching Grammar in Limited Face-To-Face Learning

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ABSTRACT

The release of the limited face-to-face learning policy during the pandemic situation makes the teacher adapt to the situation in teaching students. Essentially, the teacher needs methods, strategies, and media to engage the students in learning. The purpose of this research is to know the effectiveness of the learning media "English Club Project" in teaching grammar to Senior High School students in a limited face-to-face learning policy. This research was conducted in the X Science 2 class of SMAN 1 Polokarto in the academic year 2021/2022. The researcher used quantitative pre-experimental research using intact group comparison. The samples were divided into 2 groups, experiment and control classes. The results showed that the usage of the learning media "English Club Project" was effective in teaching grammar with the result of the experiment group having better results rather than the control group. In the independent samples T-test, the T-count is more than the T-table and the significance is less than the standard value. The use of the learning media "English Club Project" helps to improve the grammar mastery of the senior high school students in the English language. This research also makes teachers a better option to teach in a limited face-to-face learning policy or during face-to-face learning during proper learning after the pandemic.

Keywords: English, Grammar, Learning Media, Senior High School.

INTRODUCTION

During the pandemic of COVID-19, the government initially released a policy about limited face-to-face learning in every school, which in the area had a lower of risk the spread of viruses. It still runs the health protocol. Related to that, SMAN 1 Polokarto has implemented this policy, cutting off the half of students and limiting the classes that are allowed to attend learning in the school. To avoid students who don't want to learn, it's much better not to implement hard learning as in the previous era. To solve this, teachers must find a way that

teachers can transfer the knowledge and also students may gain the knowledge easily.

Transferring knowledge is also related to English. English is one of many subjects being taught at school that has suffered from the limited face-to-face learning policy. Suffering from limited learning time in school makes learning activities not optimal. Especially, the material that needed much time to teach to understand by students as English grammar. In assisting teachers to transfer knowledge, surely teachers needed media in the learning activity. Learning media is important for the teaching and learning process. There are many learning media that teachers can use, but not some learning media are provable and effective in actually learning English grammar. This is why in this research, researchers intended to prove that one of the learning ways is effective in real learning grammar applications.

When it comes to learning English, people consider that learning English is just about learning vocabulary to master the English language. Grammar is one of the important things in the English language that people may use to communicate and share information for any purpose. Jackson (1990, p. 3) stated that communication is considered successful if the messages must be structured based on the rules of the language being used. If the messages are not structured enough to communicate, there will be some misunderstanding in the communication. That is why Ur (1996, p. 75) stated that grammar is defined as the way words are put together to make correct sentences. To be able to create correct sentences students must be able to master grammar. That is why teachers must be able to understand this in teaching activities, as Listia and Febrianti (2020, p. 87) say that teachers need to pay attention to appropriate methods and materials for grammar learning to support communicative competence in learning language.

Learning in this 21st-century era, teachers are being pushed to make learning interactive and meaningful, and students can interact with their surroundings (Yulandari & Kustijono, 2017, p. 70). To make students have communicative competence and also have learning enjoyable, teachers must use teaching materials in teaching grammar. Sorohiti and Aini (2021, p. 276) stated that through teaching materials, teachers will be easier to teach and students will be more enjoyable and easier to learn. Make teaching materials easy to understand by students, one of the ways to accomplish that is by using learning media. According to Suryani et al. (2018, p. 5), learning media are all forms and means of delivering information that is made or used by learning theory. This can be used to bridge between teachers serving a message that cannot convey in traditional teaching toward students and also be a tool for attracting subjects to use.

In learning media, the game is one of the forms of it. The game can be used as a medium of learning that fits the purpose of delivery of teaching materials (Agusalim, 2015). Games are not only enjoyable but also interact with students in learning. Lin et al., (2018, p. 566) stated that

game-based learning or gamification allows learners to be involved in the learning cycle. It also makes learners get full attention. A previous study by Yacob and Yunus (2019) Language Games in Teaching and Learning English Grammar: A Literature Review, concluded that language games are effective and make learners cooperative and interested in grammar lessons because games make connections and engagement towards students in learning.

Furthermore, researchers are interested in making further research on learning media. One of the learning media that researchers are interested in is the "English Club Project". This learning media was created by one of the students in the English Department at Universitas Veteran Bangun Nusantara. Moreover, this media had already got the achievement as the 1st Consolation Winner at National Learning Media Competition. As this type of this learning media was visual-novel, this is supported by research conducted by Shikine et al. (2018), this type of media created individually suited lesson paces and acts as a time structure that reduces stress during learning. Inside media "English Club Project" contain game in Vocabulary, Grammar, and Listening subject, and also material for learning all of that. This is very complete for learning media, so teachers can cover more wide applications. The user interface on this media is appealing, eye-catching, and easy to understand.

Because of that researcher is interested in experimenting with the learning media "English Club Project" in a real application in the learning process, especially in a limited face-to-face situation. Researchers believed that the learning media "English Club Project" is effective in teaching grammar.

RESEARCH METHOD

The researcher used quantitative pre-experimental research with Intact Group Comparison as a method to find out the effectiveness of teaching grammar using the learning media "English Club Project" in limited face-to-face learning during the pandemic COVID-19. According to Sugiono (2015), in an intact group comparison, the half of group is for the experiment and another half group is for the control group. The experiment group implements grammar learning using the learning media "English Club Project" and the control group uses a traditional method of grammar learning.

Table 2.1. *Intact Group Comparison Design (Sugiyono, 2015)*

Treatment	Post-test
X	O_1
	O_2

The population of this research is the first-grade SMAN 1 Polokarto students in the academic year 2021/2022, were consisted of 273 students. Meanwhile, the sample of this research was 30 students in the first-grade student in the second-class science (X Science 2 class). Then be separated into 2 groups, 15 students became the experiment group and 15 students became the control group. The technique of sampling was used accidental sampling technique, because of the limited face-to-face learning policy in the SMAN 1 Polokarto and also the situational COVID-19 pandemic in the area, the researchers take the sample that was in the school at that time.

The test used in this research consists of 15 questions the type of questions is multiple choice. Furthermore, the topic of the test about English grammar. Before the test is used in each class, the test items have met the expert judgment, validity, and reliability test. The researcher used SPSS 25 for conducting the validity and reliability test.

RESULTS AND DISCUSSION

The research was executed on the first-grade student in the second-class science that was divided into experiment and control classes. The experiment group was given the treatment with the learning media "English Club Project" in learning grammar, while the control class was treated with the traditional method. After the treatment, each group was given a post-test. This research to find the effectiveness of the usage of the learning media "English Club Project" in the learning process of mastering grammar.

The treatment using the "English Club Project"

Before the post-test was concluded, the researchers gave treatment to the_experimental group using the learning media "English Club Project". In this activity, researchers gave the application to all students and also project the application in front of the class. First, researchers give a brief explanation of how to use the application. And then, researchers allowed students to explore and play by th



Figure 3.1. *The main menu of the English Club Project*

Researchers also allowed the students to ask about the learning media and share it with each student. Here researchers only explored the section grammar in this application "English Club Project". But in addition, another section in this learning media is to try outside of this activity.

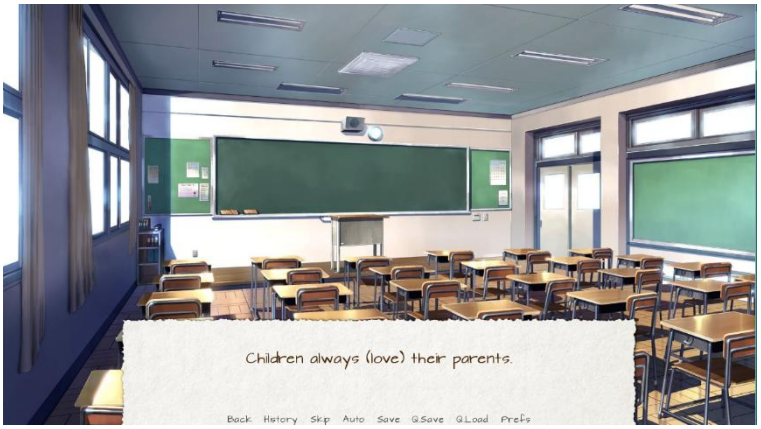
The application "English Club Project" itself was divided into 2 sections, Classroom, and Library. In the Classroom, a section for players, or here students play the question in this



application. While in the Library, the section for players or students to learn briefly about what material contains in the application.

Figure 3.2. *Inside menu of English Club Project*

Inside the Classroom section of the application, players or students serve with three



different things, each of namely Grammar, Vocabulary, and Listening. Because this research focused on grammar so researcher directed the students to focus on exploring the Grammar question in the application.

Figure 3.3. *Inside playing of English Club Project*

The question contained in the "English Club Project" application was the article, nouns (plural and singular), simple present tense, simple past tense, elliptic sentences, and imperative. In each subcategory, they had a different types of questions such as multiple choice and short answers.

Expert Judgement, Validity, and Reliability test

Before the test was used in each group, the test had met the expert judgment, validity, and reliability test. First, researchers conducted the expert judgment for the test, to validation on the test so able to use in research. Researchers had asked experts for the judgment, namely Drs. Agus Haryatmo, from English teacher SMAN 2 Karanganyar. The result of this concluded that 15 of 20 questions are valid and the rest of the questions are invalid. Then the test was tried out in testing class, the testing class researchers used the first-grade student in the first-class science (X Science 1 class).

After being tested, researchers used SPSS 25 to conduct the result that gains in the testing class for the validity and reliability test. In the validity test, researchers found that 10 of 15 questions are valid and the other 5 questions are invalid. The reliability test showed in table 2.2. concluded that the value of the Spearman-Brown Coefficient was 0,664. This indicated that the test was reliable because more than 0,600 in Spearman-Brown Coefficient (0,664 > 0,600).

Table 3.1. *Reliability Statistics*

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.044
		N of Items	5[a]
	Part 2	Value	.196
		N of Items	5[b]
	Total N of Items		10
Correlation Between Forms			.497
Spearman-Brown Coefficient	Equal Length		.664
	Unequal Length		.664
Guttman Split-Half Coefficient			.664
a. The items are: Test1, Test2, Test6, Test7, Test8.			
b. The items are: Test10, Test11, Test13, Test14, Test15.			

Results of Experiment and Control Groups

After the treatment, researchers give the experiment and control groups a post-test. This test is to measure students' grammar mastery after being given treatment. The results of the Post-test for the experiment and control groups showed in table 3.2.

Table 3.2. *Evaluation of each class*

	Experiment Group	**Control Group**
Students	15	15
Highest score	84	70
Lowest score	37	23
Mean	58	41,93
Median	64	44
Mode	64	30

Before being concluded that the effectiveness of learning media "English Club Project" in teaching grammar researcher concluded the statistic test. To do the statistic test, researchers used SPSS 25 with the test as follows:

a) Normality Test

A normality test was conducted to determine whether the sample used in this study comes from a population with normal distribution or not. Because the research data is small, this research will use Shapiro-Wilk in the normality test. In this Shapiro-Wilk normality test, the researchers used SPSS 25 in conducting the test.

Table 3.3. *Normality Result*

Tests of Normality

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Experiment Group	.199	15	.115	.945	15	.449
	Control Group	.198	15	.115	.931	15	.278

a. Lilliefors Significance Correction

Table 3.3. showed that the result of the normality test using the Shapiro-Wilk test with the score of the experiment and control groups are 0,449 and 0,278. The result had a signification of more than 0,05 (> 0,05), so this can conclude that score of post-tests in the experiment and control groups is a normal distribution.

b) Homogeneity Test

A homogeneity test was conducted to find out whether the data variance obtained between the tested groups was different or not. Type of test in this testing, the researcher used the Levine test using SPSS 25 in conducting the data.

Table 3.4. *Homogeneity Result*

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.001	1	28	.979
	Based on Median	.010	1	28	.921
	Based on Median and with adjusted df	.010	1	26.767	.921
	Based on trimmed mean	.001	1	28	.975

In table 3.4. showed the result of the homogeneity test using the Levene test toward the result of the post-test in the experiment and control groups is 0.979. the result is more significant than 0,05 (>0,05), so this can conclude that between experiment and control groups are the same or homogeneous.

c) Hypothesis Test

In this study, testing the effectiveness and hypothesis used a test. Testing the hypothesis with a t-test was utilized to test the effectiveness of game-based learning. The testing hypothesis uses criteria with a significant degree of 0.05. The hypothesis in this research is as follows:

H0 = Learning Media "English Club Project" is not effective to teach grammar mastery.

Ha = Learning Media "English Club Project" is effective to teach grammar mastery.

H0 is accepted if the probability significance is lower than 0,05 (< 0,05) and if the probability significance is more than 0,05 (>0,05) then the Ha is accepted.

Table 3.5. *The mean value of the Experiment and Control groups*

	Group	**Mean**
Score	Experiment	58.000
	Control	41.933

In table 3.5, the mean or average value of the post-test of the experiment group is 58.000 and the control group is 41.933. It can describe that the outcomes of the experiment group are higher than the control group. But to prove further the effectiveness of the learning media

"English Club Project" the researcher used the Independent Samples T-test to prove the significant difference between the experiment and control groups.

Table 3.6. *T-test (Independent Samples Test) Result*

Independent Samples Test		
Score	T count	Significant
	3.107	0.004

Based on table 3.6, it can be seen that the significance value of the t-test is 0.004. The significance value is less than 0.05 which means that Ha is accepted. Moreover, the value of the tcount is 3.107 is more than the ttable 2.048. This shows that experiment and control classes are significant. And this proves that the outcomes of the experiment group that using learning media "English Club Project" is better than the control group.

Discussion

This lead researcher concluded that this experiment's usage of the application "English Club Project" is effective in teaching grammar. This application really can help students to achieve grammar mastery in learning. With the flexibility access, students can access with a smartphone or computer, which can make learning in the pandemic situation and limited face-to-face learning policy much easier.

The result of this research correlated with some previous theories and/or results of previous research relating to the usage of learning media. The use of technology as a learning material will make the teaching and learning process much more effective and efficient in transferring knowledge to students. This is supported by a statement from Suryani et al. (2018, pp. 14–15) that the advantage of using learning media in the learning activity is it can give a complex massage to students precisely and optimally. But not only make the learning process easier and accept the message from the subject but also makes the outcome of the learning process improve. As the conditional of limited face-to-face learning that learning in school had limited time, this pushed the students to not fully rely on toward teacher in acquired the knowledge only. That's why the learning media assist students not only in learning in the class but also outside the class. Like stated by Vaughan (2011) the use of multimedia can provide students change from passive learners into active learners in learning activities with learning by doing.

Several previous studies also supported the result of this research. The research conducted by Syafiq, Rahmawati, and Octaviana (2021) on Increasing Speaking Skills through YouTube Videos as English Learning Material during Online Learning during Pandemic Covid-19 shows that learning using YouTube videos improves in each cycle of research. The result is that YouTube can improve its ability during the pandemic Covid-19. Another study by Simatupang et al. (2020) about Educational apps in increasing speaking and grammar ability in Senior High Schools considered that using apps can slightly increase English ability in Senior High schools.

A study conducted by Irwan, Lutfi, and Waldi (2019) about learning media Kahoot! to improve students' learning outcomes. And the result is Kahoot! able to improve the learning outcome of the students. Another study conducted by Izzah et al. (2021) about Students' Perception of Grammo as an Alternative Teaching Media in Grammar Mastery, agreed that Grammo can be an effective also alternative teaching media, and believed that Grammo can improve grammar comprehension and directly increase the ability in speaking.

CONCLUSION

In the study about the effectiveness of learning media "English Club Project" in X Science 2 class of SMAN 1 Polokarto, the researcher concluded that this experiment usage of the application "English Club Project" is effective in teaching grammar. This application really can help students to achieve grammar mastery in learning. Furthermore, it can become an alternative to teaching grammar in senior high schools. On top of that, this makes a good sign toward teacher in teaching that teacher able to maximize transferring knowledge to students with an assist by learning media in recent situational of limited face-to-face learning policy. This makes teachers an option in teaching when limited by pandemic policy. But this study is cannot generalized to all the students because the data collection is done randomly and with a small number of participants in this research.

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this study.

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Finally, the authors express their deepest gratitude to their families and friends for their continuous encouragement, understanding, and support throughout the research process. It is hoped that this study will contribute to the improvement of English grammar instruction and encourage the effective integration of innovative learning media in both conventional and technology-supported classroom settings.

ETHICAL STATEMENT

This study was conducted in accordance with the ethical principles for research involving human participants and complied with the institutional research guidelines of Universitas Sebelas Maret as well as internationally recognized ethical standards, including the principles of the Declaration of Helsinki. Prior to data collection, permission to conduct the research was obtained from the school administration of SMAN 1 Polokarto.

All participating students received clear information regarding the objectives, procedures, voluntary nature of participation, and intended use of the research findings. Since the participants were senior high school students, permission was obtained from the school authorities, and informed consent was secured in accordance with institutional and school regulations before the implementation of the study.

Participants' identities were kept anonymous throughout the research, and all collected data were treated confidentially and used solely for academic and research purposes. No personally identifiable or sensitive information was collected. Participants were informed that they could withdraw from the study at any stage without any academic or personal consequences.

The authors declare that this study was conducted with honesty, transparency, and academic integrity. The research was carried out independently, and every stage of the study adhered to ethical standards for educational research.

CRediT AUTHORSHIP CONTRIBUTION STATEMENT

First Author: Conceptualization, Methodology, Investigation, Data Curation, Formal Analysis, Visualization, Writing – Original Draft, Correspondence.

Second Author: Supervision, Validation, Methodology, Writing – Review & Editing, Data Interpretation, Project Administration.

All authors have read and approved the final version of the manuscript. All authors contributed substantially to the interpretation of findings, discussion of results, and refinement of the final manuscript.

CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest regarding the publication of this article. The authors have no known competing financial interests, institutional affiliations, or personal relationships that could have influenced the design, implementation, analysis, interpretation, or reporting of this study. The findings and conclusions presented in this article are based solely on the empirical evidence collected during the research.

DATA AVAILABILITY

The data supporting the findings of this study are available from the corresponding author upon reasonable request. To protect the privacy of the student participants and maintain confidentiality, the complete raw datasets are not publicly available. Anonymized datasets, research instruments, including the pre-test and post-test instruments, research procedures, statistical analysis outputs, and supplementary materials related to the study may be provided for academic and non-commercial research purposes upon reasonable request to the corresponding author, subject to institutional ethical considerations.

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