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JALL (Journal of Applied Linguistics and Literacy), ISSN 2598-8530, February, Vol. 8 No. 1, 2024  
Received: December 14<sup>st</sup>, 2023. Accepted January 05<sup>th</sup>, 2024. Published February 27<sup>st</sup>, 2024

## DEVELOPING MACBOX MEDIA IN TEACHING ENGLISH GRAMMAR FOR INDONESIAN STUDENTS

**Muh Shofiyuddin\*, Lukluan Mansuro, Syailin Nichla Choirin  
Attalina, Nissa Febrianti**

Universitas Isam Nahdlatul Ulama Jepara, Indonesia

[ay150100@gmail.com](mailto:ay150100@gmail.com)

### ABSTRACT

This research aims to develop a learning media namely, Macbox. This media is a kind of flashcard built with the appropriate concept of matching box. This research is a Research and Development (R&D) research with four steps, 1) Definition, 2) Design, 3) Development, 4) Dissemination. Interview, observation and test were used to obtain the data. The data results show that the macbox media was suitable for use by students. It can be seen from the validation from the material and media experts. Besides, in the media trial, the pretest results the average score in the control class is 48,02. Meanwhile in the experimental class the average value is 48,47. Then in the posttest score the average score in the control class is 62,76. Meanwhile in the experimental class the average value is 75,41. The data show that it increased students' grammar mastery who taught using macbox media. Thus, it can be concluded that the development of macbox media is very feasible and effective to used in teaching grammar.

**Keywords:** media development, macbox, English grammar, flashcard, matching game

### INTRODUCTION

English is a global language that is mostly used in the world. It is not only studied in primary and secondary schools but also in universities in Indonesia (Moh & Bafadal, 2019). This shows the importance of mastering English, especially in this era. In Indonesia, English is familiar language because it is studied in formal and non-formal education. However, most students still experience difficulties in mastering English due to various factors, such as; lack of vocabulary, poor grammar, pronunciation errors, lack of motivation and self-confidence (Castillo, 2020). Thus, mastering English is still a big problem for Indonesian students if basic knowledge of English such as vocabulary and grammar is not mastered.

Grammar is an important and basic rule of English. Grammar helps understand the rules of various linguistic component elements into meaningful units (Maulina, Ilham & Fansury, 2022). Most students believe that they need to have a good understanding of grammar to strengthen their oral and written communication skills. Studying grammar

allows language learners to recognize sentence patterns and avoid mistakes. Students' writing and speaking skills may also improve as a result (Fahrudin & Nurhidayat, 2020).

In general, grammar lessons are more often taught using conventional methods without any media. This causes students to become bored and uninterested, especially when teachers only use verbal communication in delivery and are only supported by textbooks as a learning medium (Ali, Ali & Amin, 2020).

Furthermore, grammar material in the classroom should be given communicatively so the student can understand many elements without feeling bored. Therefore, teachers must be able to choose effective teaching media to ensure an effective and efficient teaching and learning process. According to Hamer & Rohimajaya (2018), flashcard media is one of learning media that is suitable for memorization and effectiveness learning. Flashcards are cards printed with cards or images that can be easily arranged by teachers in the classroom. Through flashcards, students' imaginations can be encouraged to develop their ideas (Armadi, 2020).

Based on the explanation above, researchers are interested in developing grammar learning media based on matching games that can help improve students' grammar mastery. Matching card-box is a learning medium that contains several flashcards that must be matched with the card box provided according to the type of grammar material.

## **METHODOLOGY**

This study is Research and Development (R&D) research which aims to develop and find out the effectiveness of the media developed. Sugiyono (2010) stated development research is research that aims to develop a product and test its level of effectiveness. The focus of this research is to develop products to produce learning media by adapting the 4D model which consists of 4 steps, namely: 1) Definition, 2) Design, 3) Development, 4) Dissemination (Mariani, Rofiq & Tiantoko, 2021).

Several instruments were used in this research to obtain data regarding the feasibility and effectiveness of the media being developed. The instruments used in this research include interview, observations and tests. In collecting data, research data is collected using quantitative and qualitative approaches. Quantitative data was obtained from the results of media trials. Meanwhile, qualitative data is obtained from suggestions and input provided by validators. Validation sheets came from 2 validators. Then to find

out the effectiveness of media, the research product trial design used is experimental method that compares the pre-test and post-test results between the control class and the experimental class with the True Experimental Design model. Before the treatment, both classes were given same pre-test questions. After that, both classes were given treatment in the form of conventional learning in the control class and treatment using Macbox media in the experimental class. In the last meeting, a post-test was given in both classes to obtain data on the effectiveness of the media in increasing students' grammar mastery.

## **FINDINGS AND DISCUSSION**

The result of this research is learning media in the form of a matching card box which was developed through the Research and Development (R&D) method. The results of carrying out this development research are as follows:

### **Definition Stage (Define)**

In the problem definition stage, researchers conducted observations and interviews to obtain information related to the media to be developed, namely matching card-box. Observations were carried out in the two classes that were the research samples, namely classes X G and This learning method makes students passive in class and less interested in the material being presented so that many students become sleepy when listening to the teacher's explanation. Most students are afraid to ask questions and are not motivated to do the assignments given by the teacher. This makes the learning process less effective.

Then, to obtain student needs analysis data, the researcher distributed questionnaires to the research sample, namely class XG students consisting of 38 students and class XH consisting of 36 students. The questions asked are related to students' understanding of English lessons, students' difficulties in learning English, students' interest and activeness in learning English, the media used by teachers in learning, students' interest in learning using concrete media, and students' opinions if card media is used. in English learning. From these questions, the researcher concluded that students need learning media that is interesting and makes them active in participating in learning. Most students are passive in learning and have difficulty understanding the material being taught because there are no interesting learning media used by the teacher in the classroom. Students need media that can make it easier for them to understand grammar material.

To strengthen the information obtained, the researcher conducted further interviews with teachers in English subjects. Based on the interview results, it was found that class X students had difficulty understanding English material, including grammar. This has an impact on students' mastery of other English skills such as writing skills. With the development of matching card-box media in grammar learning, it is hoped that it will be able to improve students' mastery of English and make the learning process in class more active and interesting.

## Design Stage

After conducting a needs analysis at the definition stage, then a learning media design that focuses on English language learning is carried out. At this stage, the design of the matching card box media is divided into 3 parts, namely matching card design, instruction card design and card box design. The design stages are as follows

### Designing matching cards

The first stage in designing matching cards is to determine a theme. The theme of this media is adapted to the theme of class X English subjects, namely the theme of sports. After determining the theme, vocabulary is collected that is adapted to the theme and grammar material in the form of parts of speech which include nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions and interjections. Then collect illustrations that match the vocabulary to complete the contents of the matching card.

Tabel 1. Matching Card Material

No	Part Of Speech	Vocabularies
1	Noun	Student, Mr Joko Widodo, Christiano Ronaldo, King James, Family, Basketball, Trophy
2	Pronoun	You, He, She, Us, Their, Her, Theirs
3	Verb	Play, Run, Watch, Donate, Achieve, Inspire, Mention
4	Adverb	Extremely, Cheerfully, Carefully, Always, Tomorrow, This Morning, Every day
5	Adjective	Strong, Kind, Optimistic, Confident, Great, Humble, Skillfull
6	Preposition	On, In, Above, Between, Behind, Beside
7	Conjunction	And, Or, But, So, Until, Because, If
8	Interjection	Oh No!, Hey!, Eww..., Oops!, Uh!, Wow!, Yeah!

The second stage is designing the card using the Canva application. Each card consists of 2 parts, the front contains vocabulary and appropriate illustrative images, then the back contains the distribution of grammar material, parts of speech. There are 56

cards made. 1 card contains procedures for using the matching card box media and 55 cards are differentiated based on the type of part of speech with each type of part of speech consisting of 8 cards containing different vocabulary, images and designs.

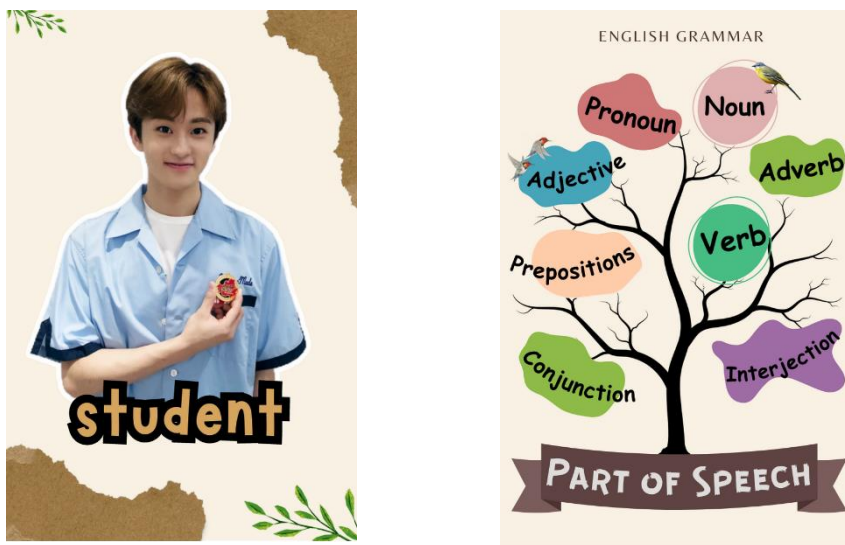


Figure 1. Design of Matching Card

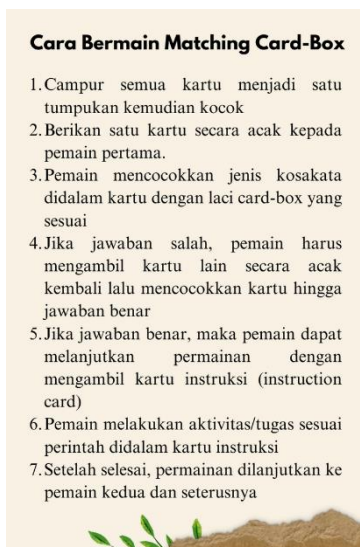


Figure 2. The Procedure of Matching Card

### Designing instruction cards

Instruction card An instruction card is a card that contains instructions or commands that can be used to support the use of matching cards. There are 10 instruction cards containing instructions or commands that students must carry out. The instruction card design was created using the Canva application and equipped with images to make it

more attractive.

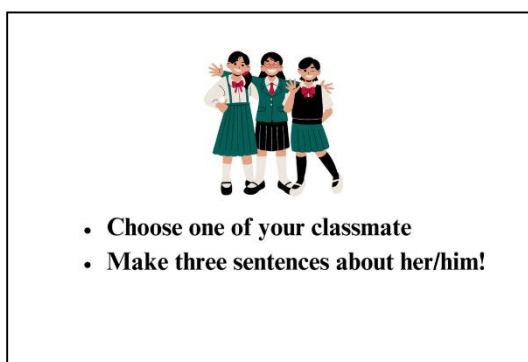


Figure 3. Instruction Card Design

### Designing Card Box

Before making a card box, the card box is designed using the Canva application. The design was carried out in two parts, namely designing the shape of the card box and designing the part of speech division stickers. The card box contains 8 drawers in it which are used to store matching cards when playing matching games. An explanation of the types of parts of speech is attached to the left and right sides of the box.

#### Rancangan Card-Box

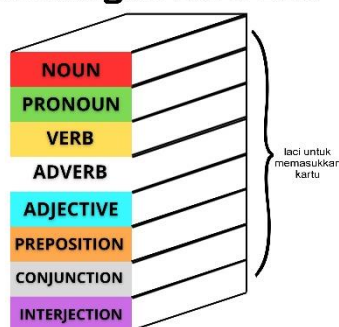


Figure 4. The Design of Card Box

After the design stage, the manufacturing process is carried out. The card box is made using paper board covered with black cellophane paper. The division of parts of speech is printed using sticker paper with lamination on the front side.



**Figure 5.** Card box

### **Development Stage (Develop)**

#### **Validation of Material Experts and Media Experts**

At this stage, there are two experts who validate the media being developed, including material experts and media experts. Researchers used questionnaires given to the two validators to determine the validity of the media. Based on the results of expert validation, the data shows that the value of the media matching card box from material experts is 88%. From these results it can be concluded that the material used is very feasible. However, there is still some material that needs to be revised. The material expert provided suggestions in the form of adapting some of the vocabulary matching cards to the vocabulary level of class X students.

Then, based on the validation results from medical experts, the data shows that the value for the media matching card box is 90%. These results show that the matching card box media is included in the category of good learning media and is very suitable for use because it is in the value range of 81%-100%, however there are several revisions and suggestions from material experts. The revision provided is the addition of a guidebook containing procedures for using the matching card box, the benefits of the media and simple explanations of grammar material. Apart from that, media experts suggest using a shorter and more interesting name, namely Macbox, which is an abbreviation of Matching card box.

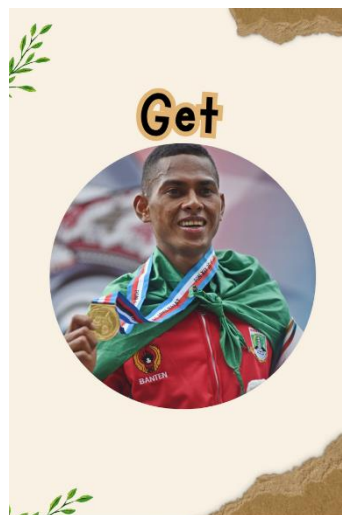
#### **Media Revision**

After validating the media with experts, researchers carried out revisions based on

criticism and suggestions from experts. This is done to perfect media that is created from shortcomings. The results of the revision can be seen in the following image:



**Figure 6.** Noun Card After Revision



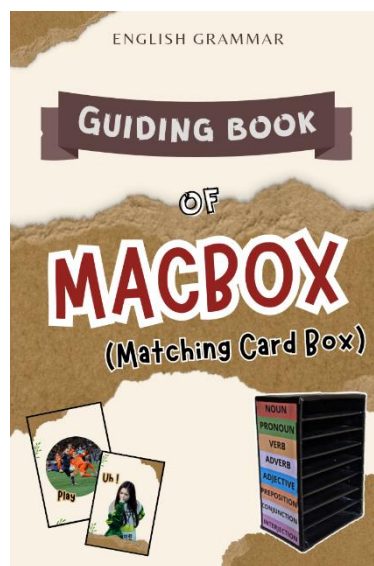
**Figure 7.** Verb Card After Revision





**Figure 8.** Adjective Card After Revision

There are several revisions to the matching cards. The researcher changed some of the vocabulary on the cards to suit the level of class Apart from that, the researchers also made revisions in the form of adding a guidebook that complements the matching card box media. The design of the guidebook can be seen in the following image:



**Figure 9.** Matching Card Box Guiding Book

The guiding book of matching card-box is a small book consisting of several pages containing procedures for using the media, the benefits of the media and simple explanations of parts of speech material. This guidebook was designed using the Canva application. The material in this guidebook is designed to be simple but still interesting so that students will not get bored and will easily understand the material contained in it.

## **Dissemination Stage**

At this stage, the researcher distributed matching card media by applying the media to English language learning to tenth grade students of MA Matholiul Huda Bugel. The trial was carried out using true experimental design in two different classes, namely class XG as the experimental class and class XH as the control class. Before giving treatment, the researcher first gave a pretest. The matching card box media developed was used in the experimental class, while in the control class learning used conventional methods.

Based on the result of pre-test, the mean score of control class is 48,02 while the mean score in experimental class is 48,47. Then in the the result of posttest showed that the mean score of control class is 62,76 while the mean score of experimental class is 75,41. Besides, the result of questionnaire response shows that the use of matching card box is good because it got score 77%.

## **Discussion**

The aim of this research is to develop matching card box media that is used to teach grammar in English subjects. Based on the results of observations and interviews regarding students' needs to improve their grammar skills, it is known that interesting learning media is needed and makes students more active in the English learning process, especially in studying grammar. The media developed in this research is matching card box media. This media is a concrete learning media based on the game of matching cards in a card box and can be played individually or in groups. The matching card box contains matching cards containing vocabulary and illustrated images related to grammar material and is equipped with instruction cards that can be used to practice questions and a guidebook containing grammar material that students can study. This media can help students improve their grammar skills.

There are some materials displayed in the matching card box media, namely grammar material covering English word classes which are divided into 7 (seven) types, namely nou, pronoun, verb, adverb, adjective, preposition, conjunction, and interjection. This material is adapted to English material in class X high school and was chosen because of the students' lack of grammar skills. In the matching card box, researchers also added a guidebook containing grammar material including understanding and examples so that students can study the material before playing the game using the matching card box. This media makes students more active in learning and more

confident in conveying their ideas and thoughts in front of the class.

In implementing this media in learning, the researcher first delivered the material to students then introduced the matching card box media and how to use it. After students understand the material and know how to use it, the teacher can play games with the students. The media developed can be used in both large and small classes. Therefore, all students can participate in the games being played. When playing the game, each student has the opportunity to match each matching card to the card box and carry out the instructions given by the instruction card. This game can help students improve their understanding of grammar material by matching matching cards equipped with pictures on the card box.

Based on validation results from media experts and material experts, it shows that matching card box media is a media that is suitable for use because it obtains a value of 88% from material expert and 90% from media expert. Then the result of questionnaire response showed a value 77%. It indicated the media is good.

The aim of developing this media is in accordance with the level of class X students in senior high school. However, there are several revisions to the media being developed. The revisions made were adjusting some of the vocabulary on the matching cards to the student's level as well as adding a guidebook containing grammar material for students. Adjusting the vocabulary used and adding a guidebook for matching card box media can help students understand grammar material more easily. After carrying out several revisions, the matching card box media can be tested to improve students' grammar skills.

At the media trial stage, the results showed that there was a significant increase in the posttest scores of the experimental class which carried out learning with matching card box. It can be seen from the pretest and posttest results in the control class which conducted learning using conventional methods and the experimental class which conducted learning using matching card box media. In the pretest results the average score in the control class is 48,02. Meanwhile in the experimental class the average value is 48,47. Then in the posttest score the average score in the control class is 62,76. Meanwhile in the experimental class the average value is 75,41. Therefore it can be concluded that there is a significant increase in the class that conducts learning using matching card box media. Apart from that, the results of the t-test also show that the matching card box media is effective in improving students' grammar mastery.

## CONCLUSION

Based on the research result that has been discussed before, some conclusions are formulated as follows. The results of this study revealed that based on the validation results indicated that the developed media fulfil the valid criteria. The data results show that the validation from 2 experts namely material expert and media expert stated that the macbox media was suitable for use by students. Then based on the result of product trial for the students showed that there is an increase in grammar mastery for students' who taught using macbox media. Thus, it can be concluded that the development of macbox media is very feasible and effective to used in teaching grammar.

The limitation of this research is that the research was only conducted in one school so the result can not describe the overall macbox media that is fisible and effective to used inteaching grammar. Therefore, it is hoped that the other researchers can conduct the same research by involviing more research subjects. Based on the results of this study obtained, it is sugested that teachers can create their learning media that support the learning process, the results of this study can be used as consideration for teachers to be able to develop flashcard media and be adapted to other topics of subject matter.

## ACKNOWLEDGMENT

The writers say thanks to LPPM UNISNU Jepara giving support and founding this research so that it can be conducted well and to everyone who helps the writer in conducting this research.

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