

# Developing “SEYY” Android-Based Game for Learning English Grammar: Research and Development

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**Abstract :** The study's goal is to create a “SEYY” android-based game for learning grammar with eighth-grade junior high school students. In this research, the research and development method is utilized (R and D). The study's emphasis was on 30 pupils from a random school in Blitar Regency, including six teachers and students from SMPN 1 Sutojayan, SMPN 1 Talun, and SMPN 1 Kanigoro. In addition to interviews, observations, and documents, this study also used a quantitative approach. the method of creating "SEYY" android-based game material as a teaching aid. Results of the study are displayed: (1) Developing “SEYY” android-based game for learning English grammar to eighth-graders in jun high school, with a focus on tenses that are more advanced and have four tenses (simple0present0tense, present0continuous0tense, simple0past0tense, and past0continuous tense) (2) “SEYY” android-based game was valid, as evidenced by the fact that media validators gave it an overall score of 271 and an 82 percent accuracy rate. This value falls between 81 and 100 percent according to the grading standards for the "Very Valid" Category. Additionally, the learning media “SEYY” android-based game is very appropriate for students to improve their Grammatical competence

*Keywords:* “SEYY” Android-based game, Learning grammar, Research and Development

## INTRODUCTION

A scourge for most students in learning English is ”grammar”<sup>1</sup>. Grammar as an English component becomes a stranger for students due to its difficulty. This barrier now frequently arises in classrooms. English is not a mother tongue and is a foreign language, which is one of many factors that have led to this predicament. Unless a student is taking rigorous classes outside of school, English is not commonly heard or utilized for conversation by students. Researchers discover an intriguing phenomenon: junior high school English instruction and learning are ineffective. Curiosity, creativity, cooperation, and psychomotor intellectual ability must all be developed in balance according to the 2013 Curriculum. One of the key subskills to master when studying English is grammar.<sup>2</sup>, explain grammar as a term for the

<sup>1</sup> Lulu Jola Uktolseja, Abraham Manuhutu, and Jalmijn Tindage, “The Effectiveness of Folklore Based Animation Video in Enhancing Students’ Speaking Skill,” *INTERACTION: Jurnal Pendidikan Bahasa* 8, no. 2 (2021): 386–395.

<sup>2</sup> Muhammad Ali Ghufon and Fathia Rosyida, “The Role of Grammarly in Assessing English as a Foreign Language (EFL) Writing,” *Lingua Cultura* 12, no. 4 (2018): 395.

language's ability to change the forms of words and combine them to produce sentences. When grammar is present, especially when it comes to sentence structure, it can greatly aid in mastering English. According to what scientists have As can be read in the original interview transcript, the researcher came to the conclusion that students find studying without any media to be extremely boring. The media is crucial for this situation's grammatical instruction. <sup>3</sup>, adds that games can be media that will give many advantages for teacher and the students either. The English learning process needs to be changed up, according to the students. The most important factor is that the students enjoyed the English class so they can easily learn more and more tenses. For the children to know the tenses, they require activities. By placing the student at the center of the learning process, the educational game makes learning easier, more enjoyable, and more efficient. Because to the pandemic, it is more beneficial for the digital game than the traditional game covid-19.

Students can learn and advance their skills at home. Thus, the instructional processes continue to be effective. Theories and study results were double-checked by the researcher to make sure they were accurate. According to <sup>4</sup>, Teaching media is a way to communicate educational messages or curriculum. A learning media product is created, such as a book, movie, instructional game, etc., to develop the media <sup>5</sup>. These arguments are supported by <sup>6</sup>, They suggest that educational games are more significant now because they help make learning languages enjoyable. The results of other researchers' studies were evaluated by researchers in order to find a solution to the issue. In order to support his argument, the researcher refers to three previous studies. The first previous study was conducted by <sup>7</sup>, the title of her research is Developing Instructional Media of Basic English Grammar Weblog for the First Year Students of Senior High School 11 Makassar. The third previous study was conducted by <sup>8</sup> the title of her research is The Effectiveness of English Tenses Android Application to Improve Students' Grammar on Simple Past Tense. The researcher came to the conclusion that the researcher-developed digital game from all the phenomena and analysis above. Researchers confidently establish "SEFY" android-based game as learning media to assist grammar instruction for students of the eighth-grade Junior High School. The "SEFY" android-based Game methodology for learning English grammar to eighth grade students in junior high school was developed in response to issues found in the study for eighth-grade students.

## METHOD

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<sup>3</sup> A Arsyad, "Media Pembelajaran" (2015); Hesty Puspita Sari and Wahyu Dwi Lestari, "Designing Superlary Game to Learn Vocabulary of Tenth Grade Students," *EDUCATIO: Journal of Education* 5, no. 2 (2020): 159–168.

<sup>4</sup> Arsyad, "Media Pembelajaran."

<sup>5</sup> Brian Paltridge and Sue Starfield, *The Handbook of English for Specific Purposes*, vol. 592 (Wiley Online Library, 2013).

<sup>6</sup> Ali Derakhshan and Elham Davoodi Khatir, "The Effects of Using Games on English Vocabulary Learning," *Journal of Applied Linguistics and Language Research* 2, no. 3 (2015): 39–47; Gurmit Singh and Jack C. Richards, "Teaching and Learning in the Language Teacher Education Course Room," *RELC Journal* 37, no. 2 (August 2006): 149–175.

<sup>7</sup> Nur Ima, "Developing Instructional Media of Basic English Grammar Webblog for the First Year Students of Senior High School 11 Makassar" (Universitas Islam Negeri Alauddin Makassar, 2017).

<sup>8</sup> Mannun Sahila, "The Effectiveness of English Tenses Android Application to Improve Students' Grammar on Simple Past Tense," *A Graduating Paper* (2019): 1–56.

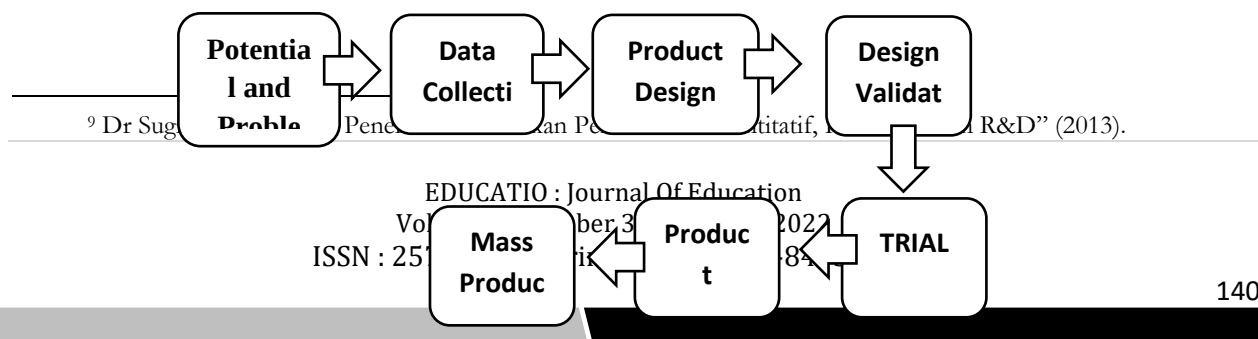
Research and development is a research methodology used to design a specific product and assess its effectiveness<sup>9</sup>. Mixed qualitative and quantitative methods are used in the research to analyze the data. Researchers can obtain quantitative data using questionnaires, pre- and post-tests, and expert validation, while qualitative data can be gathered through observations, interviews, and documents. As part of its qualitative methodology, this study makes use of observations, interviews, and written materials.

**Table 1. Research Instrument**

| Method     | Focus                       | Results                                                                                                                                                                                                                                  |
|------------|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Obsevation |                             |                                                                                                                                                                                                                                          |
|            | <b>F4: Learning process</b> | The school doesn't have a language laboratory. The teaching learning process is in the classroom.                                                                                                                                        |
|            | <b>F3: Media</b>            | The teacher used PPT and videos. The teacher showed one videos. There is no additional media used in the classroom.                                                                                                                      |
| Interview  | English Teacher             | The result of this interview shown that there was students's problem in grammar mastery especially in tenses. The students need to learn tenses to konw larger and be better in writting. It is not just writing but also another skill. |

Researchers can acquire qualitative data by observation, interviews, or documents; for quantitative data, they can employ questionnaires, pre-tests, or expert validation. This study uses a qualitative methodology and includes an observational method, a document, and an interview. It was expected that research and development methods would lead to the discovery and testing of new products that would enhance the quality of life for individuals, organizations, and society as a whole

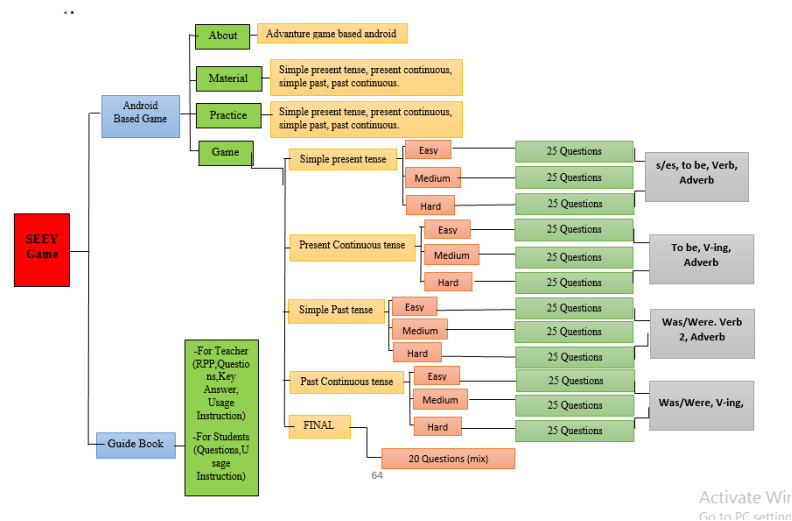
To create the product, the researchers used Sugiyono's framework and seven phases: Finding Potential Problems and Solution, Data Collection, Design and development, Experts validation and revision, Product trial (experiment), Evaluation and revision by experts, and Final production. The following study framework and techniques describe how Sugiyono's framework has been modified:



**Figure 1. Research and Development Framework**

The researchers use observation to identify potential issues and potential fixes. The observation is carried out to determine any learning issues that may develop and the students' concerns regarding English learning. After learning about the issue, the researcher was interested in finding a solution to help the kids. After that, the researchers gathered data by triangulating data. The researcher created the product in accordance with the learning requirements using the data that was gathered. The item should be verified by the validators prior to use. For the product, there were three media validators. The product is then revised by the researchers in light of the validators' recommendations. The product is then created for a specific use.

The model product and design were developed utilizing the theories of grammar, grammar teaching and learning, instructional design, media, and application. The researcher created the validated hypothetical model initially, based on the design. It improved as a result of the following expert validation.



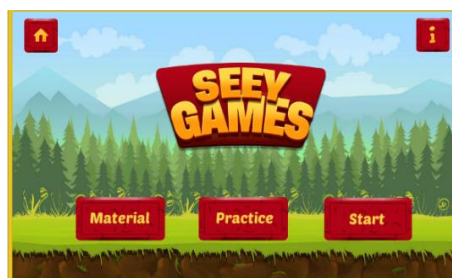
**Figure 2. Hypothetical Model**

## RESULT AND DISCUSSION

The initial step of this research was to analyze the data collected and identify potentials and issues in order to determine the research's aim and the students' educational needs. The researcher identified the following potential issues as a result of the observations; (1) The student required creative classroom performance. (2) In order to assist them memorize the pattern of tenses, the students anticipated to have a learning tool or game. (3) Teachers need a creative method for introducing grammar in order to make sure that the process of teaching and learning goes smoothly (4) To ensure that the students enjoy learning because of the teaching and learning process, teachers require novel approaches to teaching grammar. The researcher needed to uncover a potential solution because the potential issue was so evident. This issue has made it difficult to accomplish the goal of tenses grammar instruction.

“SEELY” android-based game is the creation of the researchers. It was created on construct 2 application<sup>10</sup>. The curriculum-based material from 2013 includes the simple present tense, present continuous tense, simple past tense and past continuous tenses. The games are intended to teach eighth-grade junior high school pupils English grammar. The game features three levels, each with three stages, the final of which is evaluation. A phone can be used to play it. The "Play" button and a picture of the “SEELY” android-based game, together with the game's title, were displayed on the initial screen. It was split into three sections after pressing the play button. About game lessons are available.

All tables should be numbered with Arabic numerals. Every table should have a caption. Headings should be placed above the tables, left justified. Only horizontal lines should be used within a table, to distinguish the column headings from the body of the table, and immediately above and below the table. Tables must be embedded into the text and not supplied separately. Below is an example which the authors may find useful.

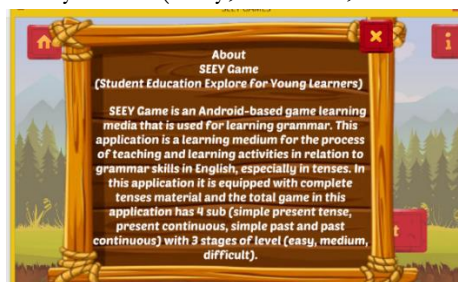


**Figure 3. Display Screen**

Three buttons: labeled material, practice, and start, were displayed on the screen. Simple Present Tense, Present Continuous Tense, Simple Past Tense, and Past Continuous Tense are the four menu options under the "Material" button. Simple Present, Present Continuous, Simple Past, and Past Continuous are the four menu options under the "Practice" button. The "Start"

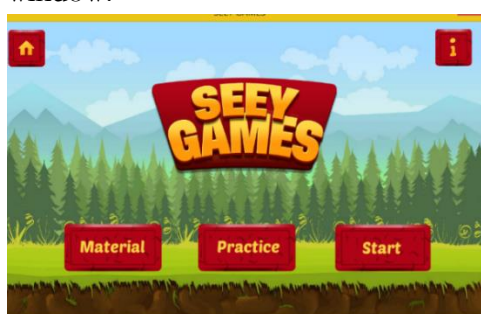
<sup>10</sup> Riska Dhenabayu et al., “Antivirus: Jurnal Ilmiah Dan Teknik Informatika,” *Jurnal Antivirus* (2018); Sari and Lestari, “Designing Superlary Game to Learn Vocabulary of Tenth Grade Students.”

button split into four menu options. Simple Present, Present Continuous, Simple Past, and Past Continuous with three difficulty levels (Easy, Medium, Advanced), as well as a game review.



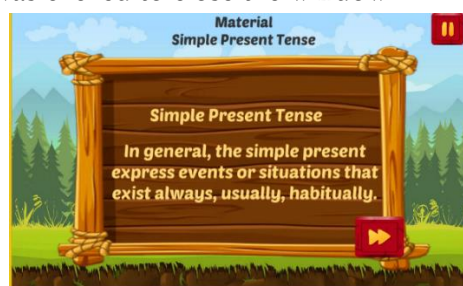
**Figure 4. Material**

The first button is "About". There are which color is orange. Clicked next to the next screen and X was clicked to close the window.



**Figure 5. Material**

"Materials," the second button, displayed three menu options. Simple present, present continuous, simple past, and past continuous are the four tenses available. Every menu included information on the meaning, signal time, pattern, and practical use of three tenses.. Clicked next to the next screen and X was clicked to close the window.



**Figure 6. Material**

When the button menu for simple present tense was clicked, the definition was displayed right away. On the left side, there are five buttons. The simple present tense is defined in the button usage from above. The simple present tense will be demonstrated using the second button. The third button, labeled "Time Signal," displays a simple present tense time signal. The simple present tense pattern will be displayed on the fourth button. The simple present tense will be functionally applied when the fifth button is pressed. X was clicked to close the window after clicking next to the next screen.

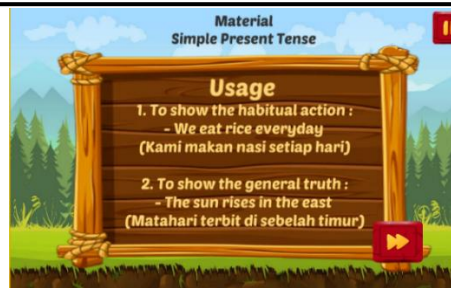


Figure 7. Usage

The "Usage" button displayed examples of easy present tense usage. Usages include displaying the common truth and habitual behavior. X was clicked to close the window after clicking next to the next screen.



Figure 8. Time Signal

The "Time Signal" button displayed information regarding simple present tense time signals. There are ten time signals available. X was clicked to close the window after clicking next to the next screen.

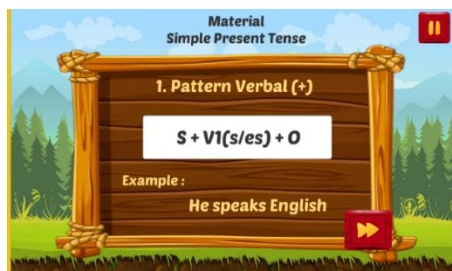


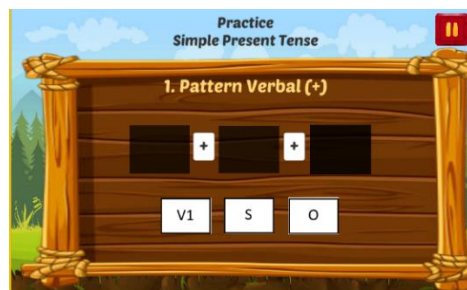
Figure 9. Pattern

The "Pattern" button displayed two buttons. Both verbal and nominal are present. Positive sentences, negative sentences, and interrogative sentences are the three categories that verbal patterns fall under. The examples of sentences were also finished. X was clicked to close the window after clicking next to the next screen.



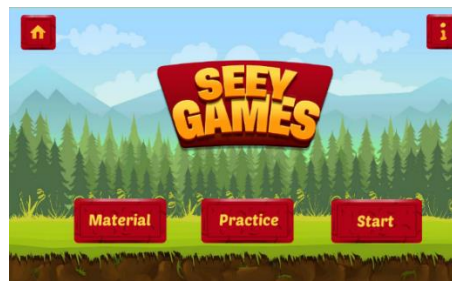
**Figure 10. Practice**

Before playing a game, we must practice, therefore click "Practice." X was clicked to close the window after clicking next to the next screen.



**Figure 11. Practice**

The basic present tense button on the menu when clicked demonstrated the usage. On the left side, there are five buttons. Simple present, present continuous, simple past, and past continuous tenses are available in the menu above the button practice. X was clicked to close the window after clicking next to the next screen.



**Figure 12. Game**

The major feature of this product will be displayed as the button "Game." The game was separated into three buttons and started when START was clicked. Levels simple, medium, and advance are available. There were multiple-choice questions on the Easy Level. True or false questions were included on the medium level. The word arrangement needed to make a suitable statement was contained in the level advance. X was clicked to close the window after clicking next to the next screen.

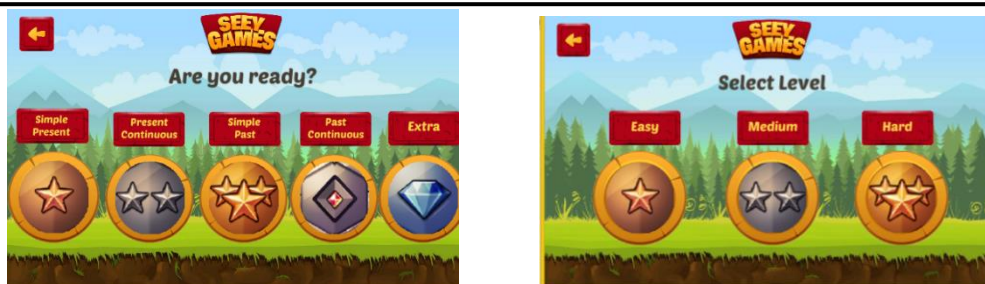


Figure 13. level

Three buttons could be seen on the "stage tenses" button. Easy, medium, and hard are all available. Each stage consists of 25 questions. Stages 1 and 2 ask about the simple present tense, while stages 3 and 4 ask about the simple past tense and present continuous tense. X was clicked to close the window after clicking next to the next screen.

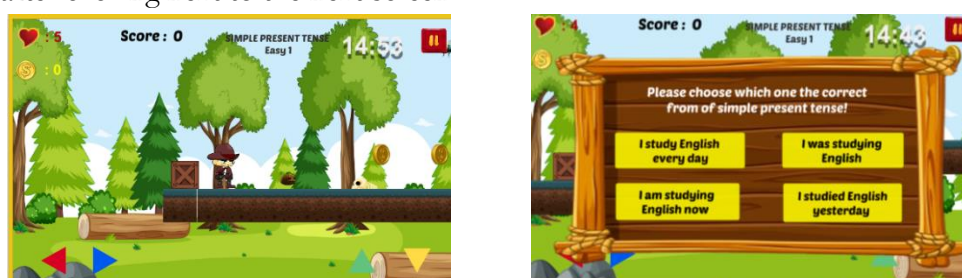


Figure 14. Level easy

The "Level Easy" button displayed the game. The game's player is a knight. To get to the key, he moved forward, and the key revealed the answer. The accurate response received a 5 while the false one received a 0 rating. The score and the time were shown on the button timer. The button's meaning is "return" , it means go forward, it means go up.

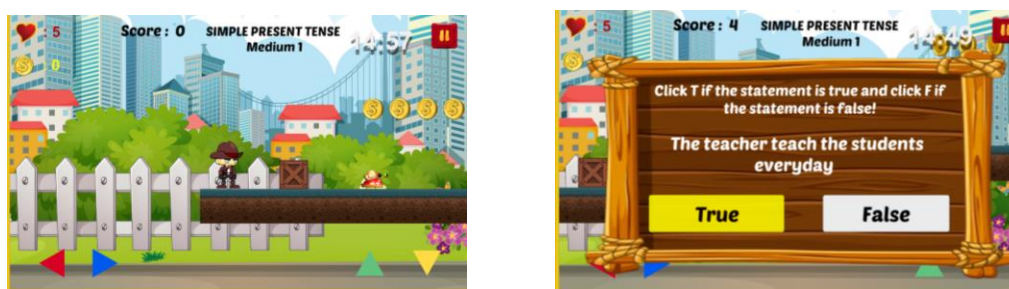


Figure 15. Medium

The game was initially begun at level 2 medium. True/false questions were included in the level 2 test. It can involve the kids' train analysis. X was clicked to close the window after clicking next to the next screen.

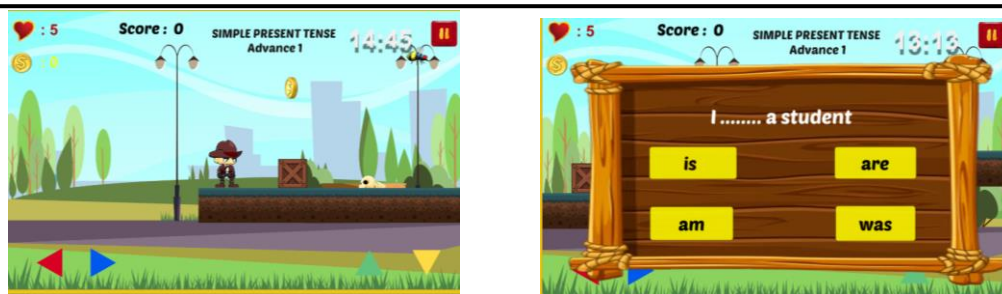


Figure 16. Advance

The game's level 3 advance mode was where it all began. Level 3 has multiple-choice questions. Next to the subsequent screen, click, and then press X to end the window.

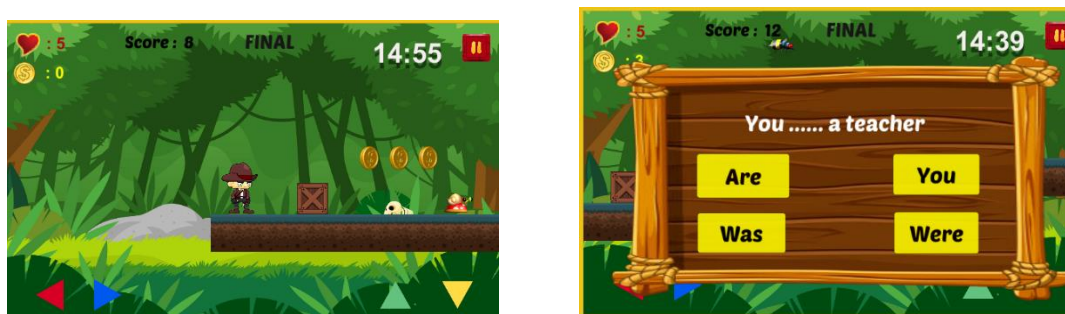


Figure 17. Final

The game's last round of play had already begun. Mixed questions made up the final. It can involve the kids' train analysis. X was clicked to close the window after clicking next to the next screen.

The subject matter experts for the assessment are Mrs. DF, Mr. AF, Mrs. MM on 14 – 20 August 2021. The following table displays information from material expert validation;

Table 1 Material Validation

| NO | ASPECTS                            | ITEMS | AA<br>5 | A<br>4 | N<br>3 | D<br>2 | AD<br>1 | TOTAL<br>SCORE | %    | CRITERIA   |
|----|------------------------------------|-------|---------|--------|--------|--------|---------|----------------|------|------------|
| 1  | Material suitability<br>with KI KD | 1     | 3       | 0      | 0      | 0      | 0       | 15             | 100% | Very Valid |
|    |                                    | 2     | 1       | 1      | 1      | 0      | 0       | 12             | 80%  | Valid      |
|    |                                    | 3     | 2       | 1      | 0      | 0      | 0       | 13             | 87%  | Very Valid |
| 2  | Material                           | 4     | 2       | 0      | 1      | 0      | 0       | 14             | 93%  | Very Valid |
|    |                                    | 5     | 2       | 0      | 1      | 0      | 0       | 11             | 73%  | Valid      |
|    |                                    | 6     | 2       | 0      | 1      | 0      | 0       | 11             | 73%  | Valid      |
| 3  | language Use                       | 7     | 2       | 1      | 0      | 0      | 0       | 14             | 93%  | Very Valid |
|    |                                    | 8     | 1       | 2      | 0      | 0      | 0       | 13             | 87%  | Very Valid |
|    |                                    | 9     | 1       | 2      | 0      | 0      | 0       | 13             | 87%  | Very Valid |
|    |                                    | 10    | 1       | 2      | 0      | 0      | 0       | 13             | 87%  | Very Valid |

|              |          |           |           |           |          |          |          |            |            |                   |
|--------------|----------|-----------|-----------|-----------|----------|----------|----------|------------|------------|-------------------|
| 4            | Benefit  | 11        | 2         | 1         | 0        | 0        | 0        | 14         | 93%        | Very Valid        |
|              |          | 12        | 1         | 2         | 0        | 0        | 0        | 13         | 87%        | Very Valid        |
|              |          | 13        | 3         | 0         | 0        | 0        | 0        | 15         | 100%       | Very Valid        |
|              |          | 14        | 3         | 0         | 0        | 0        | 0        | 15         | 100%       | Very Valid        |
|              |          | 15        | 3         | 0         | 0        | 0        | 0        | 15         | 100%       | Very Valid        |
| <b>Total</b> | <b>4</b> | <b>15</b> | <b>25</b> | <b>16</b> | <b>4</b> | <b>0</b> | <b>0</b> | <b>201</b> | <b>89%</b> | <b>Very Valid</b> |

The following table displays information from material expert validation of 201, and the percentage is 89 percent, according to the table. According to the standards for scoring, this number is within the range of 81 percent to 100 percent, placing it in the "Very Valid" category.

**Table 2. Media Validation**

| No | Aspect       | Item | AA<br>5 | A<br>4 | N<br>3 | D<br>2 | AD<br>1 | Total |
|----|--------------|------|---------|--------|--------|--------|---------|-------|
| 1  | Display Game | 1    | 2       | 1      | 0      | 0      | 0       | 14    |
|    |              | 2    | 1       | 2      | 0      | 0      | 0       | 14    |
|    |              | 3    | 0       | 2      | 1      | 0      | 0       | 11    |
|    |              | 4    | 2       | 0      | 1      | 0      | 0       | 13    |
|    |              | 5    | 0       | 2      | 0      | 1      | 0       | 10    |
|    |              | 6    | 0       | 3      | 0      | 0      | 0       | 12    |
|    |              | 7    | 0       | 2      | 1      | 0      | 0       | 11    |
|    |              | 8    | 0       | 3      | 0      | 0      | 0       | 12    |
|    |              | 9    | 2       | 1      | 0      | 0      | 0       | 14    |
|    |              | 10   | 0       | 3      | 0      | 0      | 0       | 12    |
|    |              | 11   | 0       | 2      | 1      | 0      | 0       | 11    |
|    |              | 12   | 0       | 1      | 2      | 0      | 0       | 10    |
| 2  | Guide Book   | 13   | 0       | 3      | 0      | 0      | 0       | 12    |
|    |              | 14   | 2       | 1      | 0      | 0      | 0       | 14    |
|    |              | 15   | 1       | 2      | 0      | 0      | 0       | 13    |
|    |              | 16   | 1       | 2      | 0      | 0      | 0       | 13    |
|    |              | 17   | 1       | 2      | 0      | 0      | 0       | 13    |
|    |              | 18   | 1       | 2      | 0      | 0      | 0       | 12    |
|    |              | 19   | 0       | 3      | 0      | 0      | 0       | 12    |
|    |              | 20   | 1       | 2      | 0      | 0      | 0       | 13    |
|    |              | 21   | 1       | 3      | 0      | 0      | 0       | 12    |
|    |              | 22   | 0       | 1      | 3      | 0      | 0       | 11    |
| 3  | Benefit      | 23   | 0       | 1      | 3      | 0      | 0       | 10    |
|    |              | 24   | 3       | 0      | 0      | 0      | 0       | 15    |
|    |              | 25   | 3       | 0      | 0      | 0      | 0       | 15    |

The following table displays information from media expert validation of 306, and the percentage is 89 percent, according to the table. According to the standards for scoring, this number is within the range of 81 percent to 100 percent, placing it in the "Very Valid" category.

### Discussion

The final model of "SEELY" android-based game was a working game with a manual to aid in studying grammar, particularly tenses. It might be used to access and run on a phone. Additionally, it might improve eighth-graders' command of grammar. The final version of the "SEELY" android-based game model was a game that functioned as a manual for mastering grammar, particularly tenses. It might be used to access and run on a phone. It might also be used to teach eighth-grade students. According to Sahila<sup>11</sup>, there are media and applications that can help students' grammar. Additionally, based on the results of the questionnaire, it was discovered that the "SEELY" android-based game can stimulate students' interests in studying grammar, mainly tenses. It is in line with Nur Ima<sup>12</sup> Students are motivated to master grammar using the program, it has been reported. According to Miarso<sup>13</sup>, that using media stimulates students' brains so that their brains can function at their best. However, according to Klimova<sup>14</sup>, games are a fast and easy technique to support students' learning and skill development. Agustina Fenda<sup>15</sup> carried out the prior study, which was titled "Developing Monopoly Game for Teaching Tenses Through Speaking Activity to the Eight Graders of Junior High School." This paper and that one share similarities in the degree of study and the usage of tenses are the primary subject. The difference is in the topic—the prior researcher increased non-digital games as the primary focus. The study Improving Students' Ability in Using Simple Present Tense by Matching Card Game, published in Akili Uci Heldiya Akili Uci Heldiya<sup>16</sup>, supports the idea that games can help students learn new skills. In contrast, the study's author chose to employ digital games to enhance his or her understanding of language, particularly tenses. Theoretically, ideas on how to study English grammar helped with the teaching of the language. These show that the final research model supported these theories. In this study, a brand-new model and item are presented.

<sup>11</sup> MANNUN SAHILA, "THE EFFECTIVENESS OF ENGLISH TENSES ANDROID APPLICATION TO IMPROVE STUDENTS' GRAMMAR ON SIMPLE PAST TENSE" (IAIN SALATIGA, 2019).

<sup>12</sup> Ima, "Developing Instructional Media of Basic English Grammar Webblog for the First Year Students of Senior High School 11 Makassar."

<sup>13</sup> Yusufhadi Miarso, *Menyemai Benih Teknologi Pendidikan* (Kencana, 2004).

<sup>14</sup> Blanka Frydrychova Klimova, "Approaches to the Teaching of Writing Skills," *Procedia - Social and Behavioral Sciences* (2014).

<sup>15</sup> Fenda Agustina, "Developing Monopoly Game for Teaching Tenses through Speaking Activity to the Eighth Graders" (Universitas Negeri Malang, 2019).

<sup>16</sup> U C I HELDIYA FATMALA D J AKILI, "Improving Students' Ability in Using Simple Present Tense through Matching Cards Game in SMP N 3 Pulubala," *Skripsi* 1, no. 321412050 (2018).

## CONCLUSION

The thing the researcher made is “SEFY” android-based game. The subject matter is based on the Junior High School eighth-grade curriculum for the academic year 2013. The text uses the simple present, present continuous, simple past, and past continuous tenses. The game features three levels and an assessment. The games are designed to help eighth-grade junior high school students understand English grammar. The games aim for learning english grammar of eighth-grade students of junior high school. The model for “SEFY” android-based game is as follows; (1) containing a function explanation, such as the three-tenses pattern (simple present tense, present continuous tense, simple past tense and past continuous tense) (2) There are easy, medium, and hard levels in the game and an evaluation in the game. The games are intended to teach eighth-grade junior high school students English grammar. “SEFY” android-based game has the following model: (1) containing an explanation of how something works, as the arrangement of the three tenses (simple present tense, present continuous tense, simple past tense and past continuous tense) (2) The three levels of challenge in the game are easy, medium, and advanced. The creation of the “SEFY” android-based game as a teaching tool was valid and suitable for use. It was demonstrated by the validation of media experts' findings, which had an average of 82 percent and fell into the "Very Valid" category. The use of theoretical grammar and tenses, theoretical learning, theoretical games, and game-based Android technology was shown to be effective in teaching English grammar, particularly tenses. Additionally, using the relevant theory, theoretical research was produced and refined. The conclusion of the study so supported these beliefs. These results showed an original new model and product.

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