

Developing Instructional Parts of Speech Book in Grammar Class of English Dormitory in Salafiyah Syafi'iyah Islamic Boarding School Sukorejo Situbondo

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ABSTRACT

*This study is supposed to develop theoretical grammar book *Conquering Parts of Speech* as teaching and learning resource for EFL students by considering the lack of teaching and learning source in grammar lesson. The kind of this research was research and development (R&D) by following Borg and Gall's procedures. Subject used in this research was English dormitory member in Salafiyah Syafi'iyah Islamic boarding school located at Sukorejo Situbondo East Java. Research steps were including; Media product development, expert validation, practice, and product trial. Product trial steps consisted three field-testings; Preliminary field-testing, main field-testing, and operational field-testing. In the preliminary, ten students were taken as the subject of the research. In the main, twenty students were taken as the research subject. Thirty students were taken as the subject at the operational. After the product had been validated by experts and practitioners as it was concluded to be proper to field-testings. This product was asserted proper to implement as the results of three field-testings; Preliminary field-testing showed 425 as the total result with 85% percentage which was categorized as very proper. Main field-testing showed 880 as the total result with 88% percentage which was categorized as very proper. Operational field-testing showed 1263 as the total result with 84% percentage which was categorized as very proper.*

Keywords:

EFL Student, Grammar, Teaching Material

INTRODUCTION

Grammar which is important aspect of English (Rionaldo, 2014) that is used in most of country in the world (M. Hilmy, 2019), has a big role in EFL communication. It is necessary to have good communication in professional language (Olena, 2018). Without grammar, EFL students try to speak English by their own language grammatical. Grammar, as the main element of English learning (Liwei, 2017), plays a crucial and positive role in mastering English (Imam, 2020), and it cannot be denied (Mashudi, *et. al*, 2021). Arabic can be taken as example. It has its own pattern; V+S+O. If Arabian try to speak English by their own language grammatical, they could say "Love I you". It is so pretty different with English which sentence pattern is S+V+O. It should be "I love you". Indonesian has its own noun phrase pattern; H+M. Indonesian could say "Student smart" if they use their own pattern. It is different with English pattern which is M+H. It should be "Smart student". It is what the common difficulty among beginner EFL students. Every EFL (English as foreign language) students need to master Grammar Even it has been the main topic discussed by most of EFL teachers around the world (Hendrikus, 2016) what if it needs to be taught in classroom (Suswati, 2018). It can be overridden by using different method and media to improve a better learning environment (Riska, 2019). Grammar can help the EFL student to make their language product understandable while they do not stay in Native environment. It is one of several criteria needed even in developing speaking skill (Wardah, 2019).

There is a classification of grammar that many EFL students do not aware of its importance; Theoretical Grammar. Many EFL students do not care about theoretical grammar such as parts of speech lesson, while they need to give more effort to understand English as passive (Patahuddin,

2017). Parts of speech as the main lesson of the theoretical grammar play a big role in the linguistic. Parts of speech is the word classify that help the speaker or writer to put a right word class in the right position. It is important to understand for every EFL students. They need to know the place of the word class. The word classes need to put in the right place in order to make the speech or the writing communicative. It cannot be expressed that “You will be elimination”, while elimination is placed as Past participle which is need to place third form of the verb. It must be “You will be eliminated”. Common failure that occurs in the EFL student’s English is they put word class in the wrong place. Sometimes, the EFL students do not aware that they use wrong word class. It is caused by the less of Grammar skill.

There is no intent theoretical grammar lesson taught in Indonesia though the government has put the English as obligated subject since Junior high school (Dwi, 2022). No learning system that can deliver intent theoretical grammar to student. While it is a necessary to use the effective language (Feng, 2015). Students are taught basic theoretical. It caused their failures in writing are caused by grammar misunderstanding. Grammar makes words arranged tasteful (Nur, 2017). The need of English is increased while the quantity of English class is decreased. No obligation to open English class in Indonesian elementary school. It is caused by the less of English teacher in village school. Even several English courses in Indonesia put a lot of theoretical grammar lessons in their lesson plan, The students are not interested to lesson because several tutors have a little strategy to teach and the resource of the lesson which is less still to be available in Indonesia. It becomes worse as the students open English lesson book in the class only (Albadri and Halimah, 2022), while language is necessary to learn by students (Mislawi, 2022).

Grammar as the important lesson to learn by EFL students (Lisa, 2018) has many aspects of lesson. Many students in Salafiyah Syafi’iyah Islamic Boarding School (IBS) do not aware that there is an aspect of grammar that is needed to learn. No teaching and learning resource to support theoretical grammar lesson. Because of that, many EFL students in Salafiyah Syafi’iyah make failures in their speaking or writing. It occurred in the English speech contest hold by IKSASS (Association of Islamic Student of Salafiyah Syafi’iyah IBS) where most of grammar they used had error usage. The researcher tried to know the quality of their writing in one of the English courses placed in the IBS, English Student Association (ESA), while accompanying them to study. The result was their writing had a lot of grammar failures which were linked to parts of speech usage, but having errors and mistakes is normal and unavoidable. It can be concluded that the main aspect of EFL students’ failure in Salafiyah Syafi’iyah IBS is found in part of speech understanding. The researcher came to the place which most EFL students in Salafiyah Syafi’iyah IBS stay; English Dormitory. Most of English dormitory members are ESA members and the contestants of the speech contest, and tried to give them a questionnaire to investigate their problem.

In the first item of the pre-research questionnaire, the students were gotten to sort 4 common English lessons; grammar, pronunciation, vocabulary, and speaking, by their difficulty. In the second item, they were asked the frequency of their grammar error occurring in their English usage. They were asked the type of grammar error they make in the third item. In the last item, they were asked the solution of their problems. They were asked also to write a paragraph to know exactly their grammar error.

Table 1. Pre-research Questionnaire

NO	ITEM	ANSWER			
1	Sort lesson by their difficulty	Grammar 1.	Speaking 2.	Pronun. 3.	Vocabulary 4.
2	Frequency of grammar error use	Always	Seldom	Rarely Miss	Never
3	The most occurring grammar error	Tense	Word C.	Typing	Punctuating
4	Problem solution	Teacher	Book	Course	Spirit

The researcher met 20 EFL students. 11 of them put grammar as the most difficult lesson in English. 13 of the 20 were aware that they seldom speak without grammar error. 3 of them were

rarely, and the rest never speak without grammar error. 13 of them said that the common grammar error they made was tense error, and 4 of them said word classify was the common grammar error they made. The researcher asked them what they needed to solve their problem. 8 of them said that they needed a better teacher, and 5 of them said that they needed a source such as book, and the 4 said that they needed a special course. The researcher did not stop at that point and asked the 20 students to write down a paragraph. The result was 47% errors which they made were word classify. They could not put words in their right position. Overall, the students were not aware that they were lack in word classify understanding which they could find in part of speech lesson. It caused by the lack of grammar class entertainment. When the researcher interviewed 2 grammar teachers in English dormitory, they both agreed that they needed TLRs such a book. It must be solved because grammar class is felt as scary and complicated by several EFL students .

By the lack of Teaching and Learning material about parts of speech completely proved discussing parts of speech provided in Indonesian, and how huge the role of parts of speech is in grammar lesson, it is necessary to provide complete instructional parts of speech book in Indonesia especially in the place of the research, Salafiyah Syafi'iyah Islamic Boarding School.

METHOD

This study used RnD, Research and Development, method that produce a product and measure the significance of product effect. Hansi Effendi and Yeka Hendriyani (2018) stated that RnD is research which develop and validate a product. Product which is developed in this study is Book Conquering Parts of Speech. A book that contains parts of speech lesson.

Data collection technique that was used in this research was closed questionnaire, a questionnaire which answers have been provided. The kind of data used in this research consisting qualitative data and quantitative data. Qualitative data was gotten from questionnaire used in expert and practitioner validation and suggestion as revision references. Quantitative data was gotten from expert and practitioner validation and field-testing.

Data of the research can be seen from data analysis technique used, because data analysis technique is important step of a research (Herlina, 2015). Data analysis technique that was used in this research was descriptive technique to analyse data gotten from expert trial, practitioner trial, and all product testing. Scores was gotten from the closed questionnaire by using Likert scale; a scale which was developed by Likert (1932) to measure ordinal scale as what Ricco, *et. al*, (2018) and Endang (2017) stated. It was consisting by 5 choices:

Strongly Agree	= 5
Agree	= 4
Uncertain	= 3
Disagree	= 2
Strongly Disagree	= 1

Scores gotten from the field-testing were entered into following form (Luthvia, *et. al*, 2020):

$$P : \frac{f}{N} . 100$$

P : Product Value Percentage

f : Score gotten

N : Maximum score gotten

Table 2. Score Criteria

Score Percentage	Criteria
80 % < P ≤ 100 %	Very Proper
60 % < P ≤ 80 %	Proper
40 % < P ≤ 60 %	Proper Enough
20 % < P ≤ 40 %	Improper
0 % < P ≤ 20 %	Very Improper

Steps taken in this study refers to Borg & procedures which has purpose to develop and validate an education product (Asep, 2020) or focusses on developing new research-based product (Aka, 2022), as the following (Sri, 2019):

a. Research and Information collecting

The first step that needs to be done is to collect information about the product to be developed and the development Technique. Information collection can be done by means of classroom observation, observation of learning activities, literature study, and expert consultation.

b. Planning

In the planning stage, the main thing to pay attention to is the purpose of developing the product, then designing the design the beginning of the product according to the elements of its design.

c. Developing Preliminary Form of Product

The initial product is developed according to the design draft, plan, and development goals. Prior to trials, the product is validated by relevant experts according to their field. After passing the validity test, advice or input from experts is used in perfecting the product and the trial is ready to be carried out.

d. Preliminary Field Testing

After passing validity tests and expert revisions, the product is tested individually.

e. Main Product Revision

Product trials conducted with the target of students, will generates some suggestions and impressions, and can be used to repairing products.

f. Main Field Testing

The next test subject after the product is revised is the small group trial.

g. Operational Product Revision

Small group trials of the developed product allow for revision notes. If revisions are needed, the product should be revised to be more perfect before being piloted on the big group.

h. Operational Field Testing

The next trial was a large group trial involving mass trial subjects.

i. Final Product Revision

The last revision of the product must be carried out before the dissemination stage.

j. Dissemination and Implementation

Dissemination is carried out in order to introduce the product to the public so that it can be used according to the purpose of product development.

There would be 2 experts to validate this product. Experts who were going to validate this product were Mr. Abdul Aziz, S. Pd., who has been an English Grammar tutor in English dormitory Salafiyah Syafi'iyah Islamic Boarding School (IBS) for 3 years. He ever won Grammar Olympiad as first winner in 2018 held in Salafiyah Syafi'iyah IBS. He graduated from Ibrahimy University as Bachelor of English Education in 2022. The other expert was Mr. Wiros Andika, S. Sos., He has been teaching Grammar for 13 years in English Dormitory and taught Grammar for 3 years in ESA. They were going to validate the product lesson validity.

There were two practitioners. The first practitioner who was going to validate this product was Mr. Risma Fahrul Amin, M. Pd, English lecturer in Ibrahimy University Situbondo. He has several published books about English learning and English teaching; Aneka Permainan Untuk

Pembelajaran Bahasa Inggris dan Bahasa Arab, English For Islamic Studies, etc. He is a master of English Education graduated in Islamic University of Malang (UNISMA). He was going to validate the product usage through EFL students.

The other practitioner was Mr. Abdul Haris, S. Kom., Design teacher at Ibrahimy Vocational High School. He is bachelor of design at International Technology Institute of Malang and designed many book covers such as; *muyassar nahwu*, *muyassar shorf*, etc. He designed many small books which are used as Islamic spell in Salafiyah Syafi'iyah IBS such as; *rotibul haddad*, *jaliyatul kadar*, *qosidah al burdah*, etc. He is also often invited to be a sources of design training. He was going to validate the product lay-out and cover design.

Expert Expedience Trial Instrument including product suitability with students' grammar problem and grammar international standardization.

Table 3. Expert Expedience Trial Instrument Lattice works

No	Items
1	The discussion about Pronoun is valid
2	The discussion about Adjective is valid
3	The discussion about Noun is valid
4	The discussion about Conjunction is valid
5	The discussion about Adverb is valid
6	The discussion about Verb is valid
7	The discussion about Interjection is valid
8	The discussion about Preposition is valid
9	Its contain is suitable with what is learnt in Indonesia

There were 2 Practitioners who were going to validate this product, practitioner 1 Expedience Trial Instrument was about the product use.

Table 4. Practitioner 1 Expedience Trial Instrument Lattice work

No	Items
1	Its usage in teaching is efficient
2	Its usage in learning is efficient
3	Its contain is able to increase students' grammar skill
4	The book proportion is able to increase students' skill
5	The book proportion is able to decrease students' grammar misunderstanding
6	The book proportion is complete
7	Book contain lay-out can be read properly
8	The contain is able to fulfil the lack of theoretical grammar learning material
9	Its contain is able to make theoretical grammar easier to learn

Practitioner 2 Expedience Trial Instrument was about the product design and lay-out.

Table 5. Practitioner 2 Expedience Trial Instrument Lattice works

No	Items
1	Its cover is suitable with the contain
2	Its cover is lay-outed well
3	Its cover design uses suitable and good colour combination
4	Cover Illustration Object is combined well

The subject of this research was Intermediate and Advanced students at male English dormitory in Salafiyah Syafi'iyah Islamic Boarding School in located in Situbondo Indonesia. The population was 30 students. For the first step of this research method, 10 students were taken as the preliminary field-testing sample. Expert and practitioner validation were included in this step. In the second step of this research, the population is same as the first step. It used EFL students at English Dormitory in Salafiyah Syafi'iyah IBS which number is 30 students. There were 2 field-

testing in this step; Main field-testing and operational field-testing. 20 students were taken as sample in main field-testing. In the operational field testing, 30 of them were taken as the sample. This research used direct questionnaire, questionnaire which is given directly to the respondent whose opinion asked in the questionnaire. As the tool for measuring, this instrument consisted lattice works which were in the following:

Table 6. Student Expedience Trial Instrument Lattice works

No	Items
1	The contain level difficulty is suitable based on lesson you have learnt
2	The contain level is suitable for EFL students
3	The difficulty level of the book is able to be utilized without teacher
4	It usage in the class is able to improve students' grammar skill
5	Its cover is suitable with the contain
6	Its paper inside is good to read
7	The book appearance is suitable with EFL students
8	The book's effectiveness is able to solve the lack of grammar book
9	The book's effectiveness is able to solve the lack of grammar teacher
10	The book's effectiveness is able to solve the EFL students' problem

RESULTS AND DISCUSSION

The expert validation which was done by Mr. Wiros Andika, S. Sos. at 1st July, 2023 as the first expert who was going to validate this product. The result was as the following table.

Table 7. Expert Validation Result

No	Statement	Answers				
		SA	A	U	D	SD
1	The discussion about Pronoun is valid	√				
2	The discussion about Adjective is valid	√				
3	The discussion about Noun is valid	√				
4	The discussion about Conjunction is valid	√				
5	The discussion about Adverb is valid	√				
6	The discussion about Verb is valid	√				
7	The discussion about Interjection is valid	√				
8	The discussion about Preposition is valid	√				
9	Its contain is suitable with what is learnt in Indonesia		√			

Score gotten from the validation above was 44 (97%) which was categorized as very proper. The expert assumed that no error or invalid grammar lesson found in this product. He overviewed by his experience, books, and other resource that could help him to validate this product. Overall, he concluded that this product was proper to field-testing without revision.

The other validation by expert, Mr. Abdul Aziz, S. Pd, was done at 4th July, 2023. The result was as the following.

Table 8. Expert Validation Result

No	Statement	Answers				
		SA	A	U	D	SD
1	The discussion about Pronoun is valid		√			
2	The discussion about Adjective is valid		√			
3	The discussion about Noun is valid		√			
4	The discussion about Conjunction is valid		√			
5	The discussion about Adverb is valid		√			
6	The discussion about Verb is valid		√			
7	The discussion about Interjection is valid		√			
8	The discussion about Preposition is valid		√			
9	Its contain is suitable with what is learnt in Indonesia		√			

Score gotten from validation above was 36 (80%) which was categorized as proper. Despite the expert put all ticks in agree column, he gave several comments. He commented that the book is good for EFL students learning grammar in every level; basic, intermediate, and advanced. For the further development, he hoped this book discussion can be developed in order to expand the lesson discussion. Thus, he concluded that this product was proper to field-testing without revision. The validation from practitioner was done by Mr. Risma Fahrul Amin M. Pd. This validation was done at 3rd July, 2023. The result was as the following.

Table 9. Practitioner 1 Validation Result

No	Statement	Answers				
		SA	A	U	D	SD
1	Its usage in teaching is efficient			√		
2	Its usage in learning is efficient			√		
3	Its contain is able to increase students' grammar skill		√			
4	The book proportion is able to increase students' skill			√		
5	The book proportion is able to decrease students' grammar misunderstanding			√		
6	The book proportion is complete				√	
7	Book contain lay-out can be read properly		√			
8	The contain is able to fulfil the lack of theoretical grammar learning material		√			
9	Its contain is able to make theoretical grammar easier to learn		√			

Score gotten from validation above was 26 (57%) which was categorized as proper enough. The practitioner 1 suggested to add more exercise tasks. He assumed that the available tasks were too simple and its number needed to add. He also assumed that another classification case of preposition was needed to add. He suggested to add Bound and Free preposition. He also commented the book numbering system which was confusing. There were numbering of sub-chapters that restarted from A in different aspect of classification. He suggested to continue the numbering system even its classification aspect was different. For these reasons, the practitioner 1 concluded that the preliminary product was proper to field testing with revision. The second validation from this practitioner 1 was held at 5th July, 2023. The result was as the following.

Table 10. Practitioner 1 Validation Result

No	Statement	Answers				
		SA	A	U	D	SD
1	Its usage in teaching is efficient			√		
2	Its usage in learning is efficient		√			
3	Its contain is able to increase students' grammar skill		√			
4	The book proportion is able to increase students' skill		√			
5	The book proportion is able to decrease students' grammar misunderstanding		√			
6	The book proportion is complete		√			
7	Book contain lay-out can be read properly	√				
8	The contain is able to fulfil the lack of theoretical grammar learning material	√				
9	Its contain is able to make theoretical grammar easier to learn	√				

Score gotten from validation above was 37 (82%) which was categorized as very proper. In the second validation by practitioner 1, He received the revision and reminded the researcher to look for mistakes in typing and immediately fix it. To this end, he concluded that this product was proper to field-testing without revision. The other validation by practitioner 2 was done by Mr. Abdul Haris, S. Kom., design teacher at Ibrahimy Vocational High School. This validation was done at 2nd July, 2023. The result was as the following.

Table 11. Practitioner 2 Validation Result

No	Statement	Answers				
		SA	A	U	D	SD
1	Its cover is suitable with the contain	√				
2	Its cover is lay-outed well		√			
3	Its cover design uses suitable and good colour combination	√				
4	Cover Illustration Object is combined well		√			

Score gotten from validation above was 18 (90%) which was categorized as very proper. The second practitioner assessed that the preliminary book cover design and lay-out had been good enough. He did not put any note. He assessed that the cover was suitable for the book usage and it was lay-outed well. Its colour combination was good. Therefore, second practitioner concluded that the product was proper to field-testing without revision.

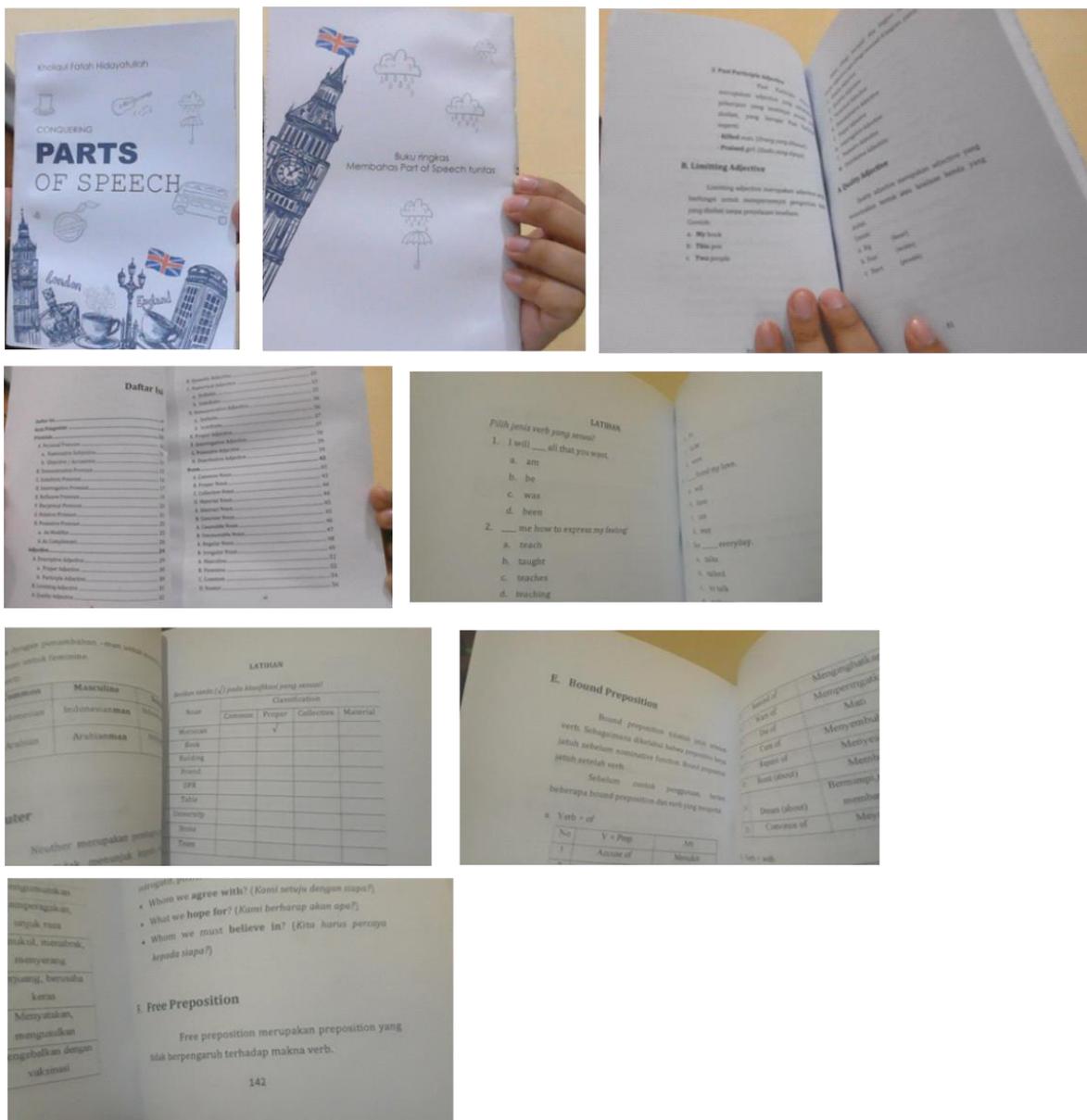


Figure 1. Revision

Try-Out

Table 12. Result of First Try-out

NO	ITEMS	SCORES
1	The contain level difficulty is suitable based on lesson you have learnt	45
2	The contain level is suitable for EFL students	43
3	The difficulty level of the book is able to be utilized without teacher	44
4	It usage in the class is able to improve students' grammar skill	42
5	Its cover is suitable with the contain	43
6	Its paper inside is good to read	40
7	The book appearance is suitable with EFL students	41
8	The book's effectiveness is able to solve the lack of grammar book	42
9	The book's effectiveness is able to solve the lack of grammar teacher	45
10	The book's effectiveness is able to solve the EFL students' problem	40
	TOTAL	425

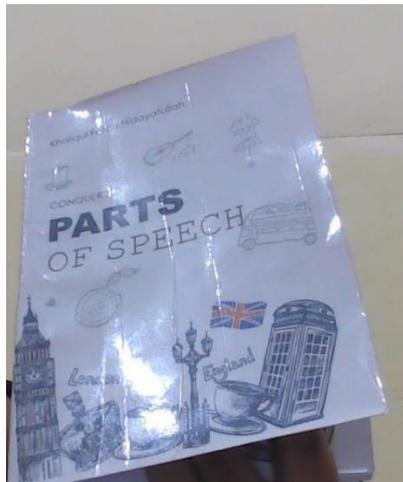
The result of preliminary field-testing showed that book "Conquering Parts of Speech" was very proper by the percentage was 85% gotten from the above form. The students did not give any revision note. This result was able to showed by chart as the following.

Table 13. Result of Second Try-out

NO	ITEMS	SCORES
1	The contain level difficulty is suitable based on lesson you have learnt	88
2	The contain level is suitable for EFL students	92
3	The difficulty level of the book is able to be utilized without teacher	86
4	It usage in the class is able to improve students' grammar skill	82
5	Its cover is suitable with the contain	88
6	Its paper inside is good to read	90
7	The book appearance is suitable with EFL students	84
8	The book's effectiveness is able to solve the lack of grammar book	92
9	The book's effectiveness is able to solve the lack of grammar teacher	90
10	The book's effectiveness is able to solve the EFL students' problem	88
	TOTAL	880

There was revision note gotten from 20 students as the subject of research; The lack of cover paper quality. The cover paper was buffalo paper which has low water resistance. The book cover got blurred when it was dropped by water. In order to solve it, the book cover was patched transparent cellophane tape.

The result of preliminary field-testing showed that book “Conquering Parts of Speech” was very proper by the percentage was 88% gotten from the above form.



Picture 2. Second Try-out Revision

Table 13. Result of Third Try-out

NO	ITEMS	SCORES
1	The contain level difficulty is suitable based on lesson you have learnt	126
2	The contain level is suitable for EFL students	129
3	The difficulty level of the book is able to be utilized without teacher	123
4	It usage in the class is able to improve students' grammar skill	126
5	Its cover is suitable with the contain	117
6	Its paper inside is good to read	126
7	The book appearance is suitable with EFL students	132
8	The book's effectiveness is able to solve the lack of grammar book	123
9	The book's effectiveness is able to solve the lack of grammar teacher	126
10	The book's effectiveness is able to solve the EFL students' problem	135
	TOTAL	1263

There was revision note gotten from 30 students as the subject of research; The lack of Illustration. The contain is little bit boring and difficult to understand. It caused by its contain which consisted words only. In order to solve it, illustration of every parts of speech classification would be added in every chapter.

The result of operational field-testing showed that book “Conquering Parts of Speech” was very proper by the percentage was 84% gotten from the above form.

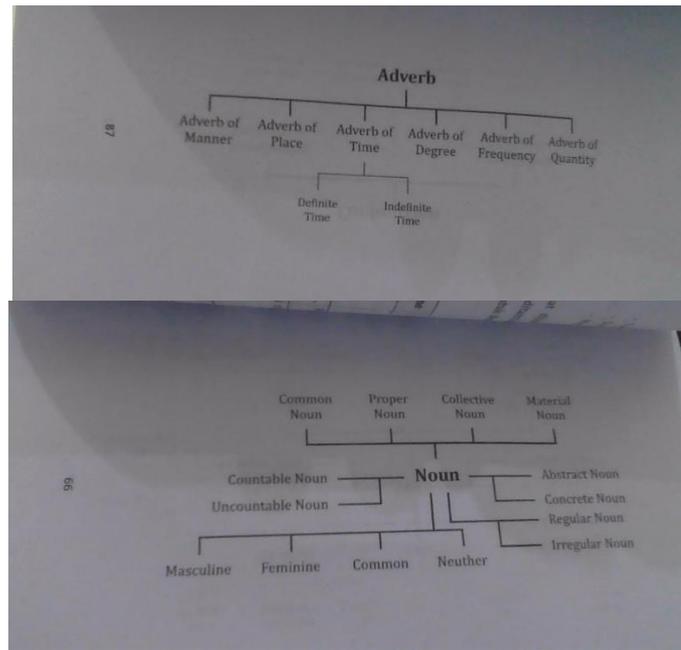


Figure 3. Third Try-out Revision

CONCLUSION

The book “Conquering Parts of Speech” was concluded that it is proper to use by the expert and practitioner validation and also by the three field-testing which showed result; very proper. It was revised based on revision notes gotten in validations and field-testing’s which purposed to complete the product.

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