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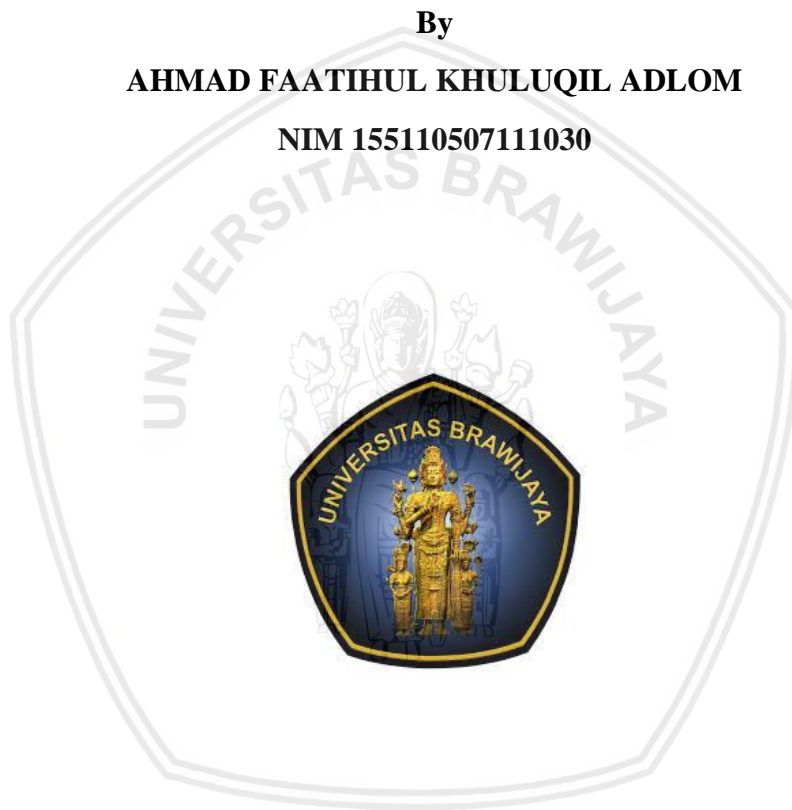
UNDERGRADUATE THESIS

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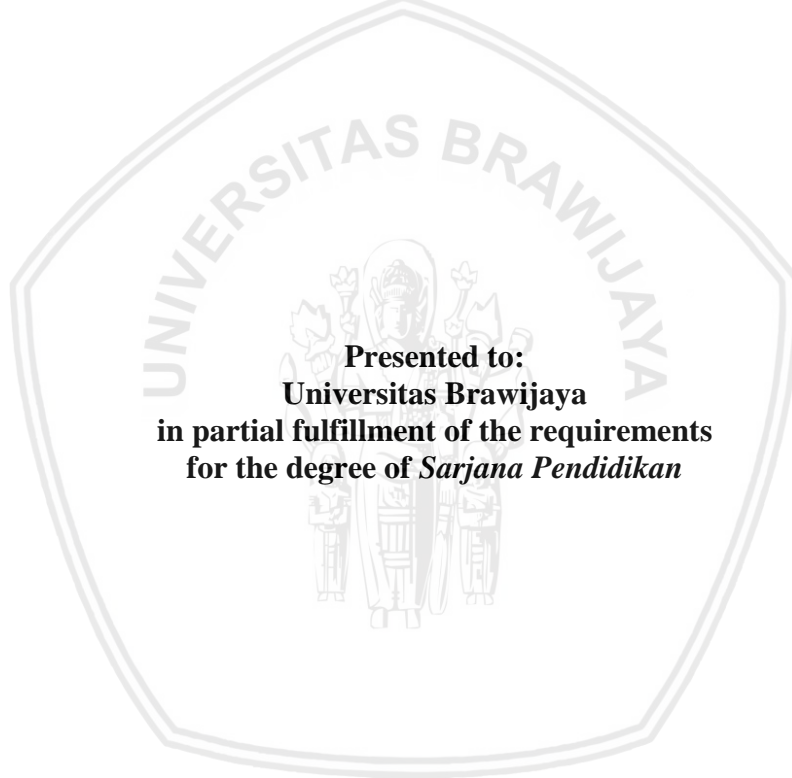
FACULTY OF CULTURAL STUDY

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2019

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The Researcher

ABSTRACT

Adlom, Ahmad Faatihul Khuluqil. 2019. **Students' perception on using *Educard* as a learning media to learn grammar tenses.** Undergraduate thesis of English Language Education Program, Faculty of Culture Studies, Universitas Brawijaya, 2019. Supervisor: Frida Unsiah, S.Pd., M.Pd.

Keywords: *Students' perception, Educard, Grammar tenses, learning media*.

Grammar is supposed to be a horrifying thing for students (Nelvia: 2016). It is easy for students to get bored when they learn about grammar in a class. Students need another learning strategy to learn and memorize the pattern of tenses. This study was investigating the students' perception toward *Educard* as a learning media to learn grammar tenses. *Educard* is a pack of cards, contains subject, predicate, object, and complement as a media to learn grammar tenses. The objective of this study was to find out the students' perception on using *Educard* as a learning media to learn grammar tenses. The participant of this research is students of eighth grade SMP Shalahuddin Malang.

This study used survey research design. The data were collected by distributing the questionnaire to 40 students of eighth grade. To analyze the data, this research adopted Sugiyono's (2008) theory; editing, coding, and tabulating. The description of the data was gained after tabulating the data.
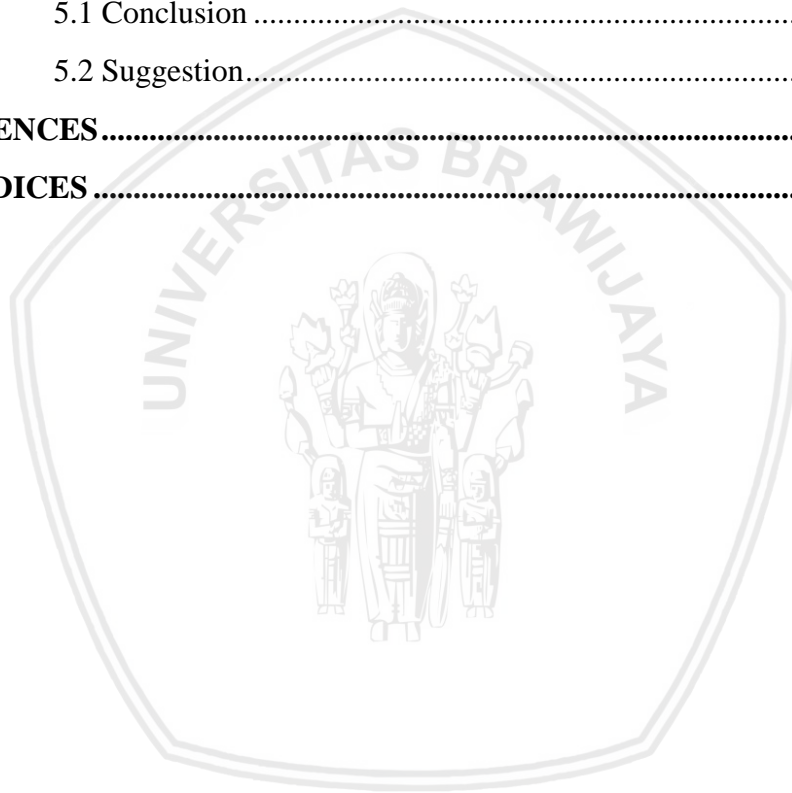
The result of the study showed that students have positive responses on using *Educard* that they believe that using *Educard* can increase their grammar tenses understanding, using *Educard* can motivate them to learn grammar tenses, and they support the idea to use *Educard* as a learning media to learn grammar tenses. It is suggested for the English teachers to recommend the students to use *Educard* as a new media in learning grammar tenses, beside *Educard* gives experience in learning, it also gives social value that students can interact and communicate each others due to the role play.

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CHAPTER I
INTRODUCTION

This chapter explains the background of the study, problem of the study, objective of the study, significances of the study, scope and delimitation, assumption of the study, and also the definition of key terms.

1.1 Background of the Study

The study of grammar becomes an essential part in teaching and learning English as a Foreign Language. Grammar plays an important role in second language acquisition since learners can use grammar rules to build sentences in order to express themselves accurately (Mart, 2013). Even though grammar is a basic component to learn English as a foreign language; it sometimes creates complicated things to learn. According to Nelvia (2016), grammar is supposed to be a horrifying thing for students. Students are usually easy to get bored when they learn about grammar in a class. Since in grammar, students are taught some system of meaningful patterns and structures which conclude particular pragmatic constrains.

There are many rules in grammar patterns. One of the rules of grammar deals with time is called tense structure. A tense is a meaning form of morph-syntactic specifically with temporal location and situation (Declerck: 2006). Students usually get confused to arrange a sentence which is appropriate with the

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form of a tense rule and teachers often find "messy" composition of any sentence as the unreachable result of learning process (Larsen-Freeman et al.:2002). Students need another learning strategy to learn and memorize the pattern of tenses (Kartina et al.: 2014). In other words, teachers must find appropriate technique to encourage students in learning tenses instead of explaining it in front of class without having more attention to the students. Students cannot learn nearly about the form, instead they need something to attract their interests (Onesty & Fitriawati: 2013).

In grammar teaching process, students usually feel bored easily because teachers often use traditional teaching methods, such as teachers explain in front of the class by writing material on the board, then the student only listen until the explanation is complete, then continue with the exercise. Thus, students who are less comfortable with learning grammar usually will be sleepy or feel bored easily. Nedomova (2007) states "students are not able to pay their attention for more than 10-20 minutes after that they will feel bored and tired. Therefore, instructors are required to be able to find and adjust strategies and methods that are appropriate for students who are taught". Teachers can adjust a new strategy and support learning process by using a media.

To support learning, teachers can also use learning media or games to arouse students' concentration and enthusiasm in learning grammar. According to Saricoban (2003), through well-prepared media, learners can be stimulated to practice grammar and structure extemsively. Brown (2000) then explains that media is a facilitation tool for teachers' instruction in learning process. Interesting

media such as game will make students more interested, enthusiastic, and motivated. A game will stimulate students unconsciously to learn while playing. Paris and Yussof (2013) stated that the teachers should develop fun and meaningful games in order to make students on learning grammar better. Generally, the game has an addictive effect on users, so users will only focus on the game. Focusing on learning media, there are many kinds of games for learning grammar as learning media as stimulants for students in learning grammar from visual, non-visual media, etc. Gunn and McCallum (2005) stated that game is another way of learning grammar structure. When students have started to enjoy the game from the media used, students will feel that they are playing instead of learning. There are many developing researches about learning media adopted from games that are usually played by students.

Adopted from the game that is often played by high school students, namely Playing Card or Poker, the researcher has developed a learning media to teach English grammar especially verb tenses, the learning media is namely Educard. Educard is a pack of cards using for learning verb tense. In each card, there is a word containing subject, predicate, object, and complement. Players need to arrange each word in a card to be a sentence based on tenses. The rule of the game is similar to Poker's. The goal of this media is to attract students to learn grammar tenses to further improve their grammar tenses understanding. This learning media has been competed in International Eureka Innovation Exhibition 2018 on Universiti of Kuala Lumpur Malaysian Spanish Institution in Kedah-Malaysia and completely received Silver Medal for Chapter D contestant

(Education and others) and Gold Medal in International Student Affairs Innovation, Invention, and Design 2019. It infers that the media has been admitted by public worldwide. This media also has been used as an instrument to conduct a research in previous study by Lestari in 2019.

One previous study which was conducted by Lestari (2019) was solving the problem of the students on learning grammar tense by Educard and the objective of her study is using Educard to increase grammar tenses understanding of the eighth grade at SMP Shalahuddin Malang. The research design is CAR (Classroom Action Research). This study motivated the researcher to investigate students' perception on Educard as the learning media to learn grammar tenses of the eighth grade at SMP Shalahuddin Malang. It is necessary to conduct since the students of SMP Shalahuddin has experienced on using Educard as learning media. The researcher used survey research toward the students of the eighth grade at SMP Shalahuddin Malang as the participants. The findings of this research are expected to be beneficial for the teachers and students since they provide solution how to know students' perception on Educard. So, it is expected to know what the students want and students can describe what they want on Educard as a learning media.

1.2 Problems of the study

Based on the background of the study, the problem to be discussed is:

What are the perceptions of students on using Educard as learning media to learn grammar tenses?

1.3 Objectives of the study

The objective of the study is to find out students' perception on using Educard as learning media to learn grammar tenses.

1.4 Significances of the study

This research is hopefully expected to be worth for English teachers teaching grammar and further researcher.

1.   For English Teachers

It is expected that the study can help the English teachers in developing new teaching method. By knowing the students' perception, teachers are expected to understand students' need and can develop learning media which appropriate with their needs. In addition, teachers can create an interesting media or modify the old media to the new one.

2. For further researchers

The result of the study is expected to contribute idea, information, or reference to develop further similar research.

1.5 Scope and Delimitation of the Study

The scope and delimitation of this study is investigating the students' perception of the eighth grade at SMP Shalahuddin Malang on using Educard as a learning media of grammar tenses.

1.6 Definition of Key Terms

1. Students' Perception

Students' perception is the students' point of view or opinion about something based on their experience.

2. Educard

Educard is pack of cards consisting of subject, predicate, object, and complement as a learning media to learn grammar tenses.

3. Grammar Tense

Grammar tense is one of the grammar patterns deals with time. The tense in this research context deals with Simple Present Tense.

4. Learning Media

The tool can be used to stimulate ability or skill of learning.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter explains learning grammar, the definition of media, card media, educard, perception, and the review of previous study related to this study.

2.1 Learning Grammar

Grammar has system and pattern in arranging word into sentence which will have meaning as the construction of the sentence. Thus, grammar is important component of language because in order to express thoughts properly, people or learners must properly combine and organize based on grammar pattern so that will not give another meaning which is opposite to the thoughts themselves. As Wang (2010) states, the knowledge about grammar will serve us understand something that makes sentence and paragraph precise, clear, and interesting. Also, in stories and poetry, grammar can be part discussion of literature.

Delivery meaning, speakers or writers arrange sentences use grammar pattern in order to give a clear meaning based on the context. (Harmer: 2001) stated in his book that grammar is a description of the ways in which words can change their forms can be combined into sentence in the language. So, the meaning of the contexts can be understood based on situation and condition of the

sentence. The pattern to arrange a sentence appropriate with situation and condition is tenses.

Tense is a pattern of grammar which deal with time based on the situation and it influences the orientation of verb used. Declerck (2006) claimed the tense as a concept of linguistic which show the form arisen by verb expressing the relation between the time of the situation and orientation time, in a time of talking. Based on Declerck (2006)"The orientation time is the time which may provide the known time required for the expression of the temporal relations encoded in a tense form and the time of talking is the point in time from which expressed temporal relations take the point of starting".

Every part of tense has each time-sphere. As this statement from Declerck (2006), present tense inflection create a present time-sphere, tenses of past tense create a past time-sphere. Declerck then specifies the concept of 'time-sphere' as follows: English tenses reflect a mental division of time into past and non-past. The main evidence for this is that all tenses carry either a past or a non-past (present) tense morpheme.

The present time-sphere loads the present zone, time aims to present zone, and time immediately begins after time zone. In order to locate a situation in one of these zones, the present, present perfect or future is used. The past time-sphere flows before time zone. In order to locate a situation in the past time-sphere, the past perfect, conditional tense or conditional perfect are used.

There are two approach in learning grammar, deductive approach and inductive approach. Some studies showed that deductive approach is used more by teachers. As Uibu and Kikas (2014) elaborated that experienced teachers more use deductive approach and less experienced teachers prefer to use integrated strategies.

Based on Deductive approach, learners learn the form before experience to the example sentence. The deductive approach is concerned on the rules of the form(Yun: 2008). Then, inductive approach is revealing the form based on the example of sentences. In other words based on Yun (2008), the languge rule of inductive approach is derived from the context.

2.2 Definition of Media

Teaching and learning are the process of communicating between teachers and students. The need for learning media is as a tool or means of communication. When teachers deliver a message or information about learning material, students mostly cannot receive the information directly. According to Sadiman (1990), media is kind of components that can stimulate students in learning process. However, often the message delivered by teachers is not all acceptable to students and can even lead to miss-understanding. Therefore, in order to reduce miss-understanding between teachers and students, media is used as a message transformer or information from learning material.

Various types of media have been created as a tool for message transformers or information from teachers to students. Through the development of the times, learning media also experienced many modifications to adjust the needs of teachers and students in the learning process. Many benefits are obtained from the use of learning media, as stated by Suyanto (2007) in Megawati, stated that the functions of media in teaching and learning processes are:

1. The media can save time

2. The media can stimulate interest to learn

3. Media can encourage student's participation

4. Media can provide a review

5. The media can help students learn to communicate ideas visually

6. Media can provide medium for individual or group reports

7. Media can make dynamic, relevant and attractive classroom.

Besides, according to Sadiman (1990), also stated that the functions of media in teaching and learning process are:

a. Aids to Instruction

The media gives help to the teacher and instructors to manage the instruction more efficiently especially in the learning process. It means media helps teachers to communicate more effectively and take over the operating role of instruction from teachers.

b. Aids to Learning

Media gives serve to help students learn more efficiently. Media promotes understanding, assists in the transfer of training and assist in assignments.

2.4 Card Media

Card media is a media in the form of prints that is not ringing and moving, the material used can also be printed in paper to help learning process. Card media is a thick paper containing pictures or certain words thus can be used to develop learning process (Zuhriyyah: 2007). From that statement, it can be elaborated that besides card media can help students to understand certain concept, card media also can help teachers to manage the class.

In the use of card media, Kusuma (2018) mentioned there are advantages and disadvantages on using card media. The advantages are:

- The material would be easier to design

- The students would be easier to sort the material then they can think logically and systematically

- This card game collaborates along verbal and visual thus it would be interesting to learn material

  Then the disadvantages are:

- It is difficult to show a motion on card media

- Need more budget to develop

- Need more time to produce, generally it based on the difficulty to print

The presence of card media, it is expected that students will be more motivated in the process of learning. Kusuma (2018) stated that students will be more motivated and interested when the model of learning is not monotonous and the use of media that is able to reduce saturation.

2.5 Educard as learning media

Educard is a learning media for teaching and learning english grammar tense. This learning media is a pack of cards then contains 20 subjects, 20 predicates, 20 objects, and 20 complements. The goal of this learning media is students are expected to be able to arrange a sentence or phrase based on Simple Present Tense form played minimally by 2 players and maximally 4 players . Imitating from the rule of Poker or Playing Card, the rule of this media is below:

1. The cards are shuffled by one of the player

2. The cards are given to each player one by one till each player get 6 cards

3. The remaining cards are placed in the center of the game

4. The player starts to arrange the cards

5. The player is allowed to take the remaining cards started from the player on the left side of ditributor or take an opened card which is thrown by another player

6. After taking a card, the player should throw a card which is felt not necessary

7. The direction continues till one of the players can arrange the cards to be a sentence or a phrase

8. The game is played 3 sets, and the winner is the player in highest score

9. The score of each card in combined is 20 points, 0 points for uncombined cards.

The goal of this game is to enable the students to be able arrange a sentence or phrase using the learning media Educard. It will attract students to have their own sentence as productive they are. Based on Scrievener (2011), before teaching new grammar items the presentation should be productive: it means students are allowed to produce their own sentences and questions using the grammar. The appearance of the learning media Educard, the certificate of the achievement, and the patent are presented on the appendix 1, 2, 3, and 4.

2.6 Students' Perception

Jacobs et al. (2004) refer to perception as one of the most important elements underpinning effective teaching and learning. Learning can only occur after exposure to stimuli, and each person is exposed daily to a variety of stimuli that affect the different senses. However, according to Walgito (2008), perception contains three components; cognitive, affective, and psychomotoric or conative. Cognitive aspect is related to the experience, opinion, knowledge, and intellectual aspects. Affective is related to the emotional aspect, belief, and feeling. Psychomotor is related to Adaptation, motivation, and attitude.

Hamachek (1995) defines perception as how individuals experience stimuli by the sensory receptors, from the world around them. What is experienced consciously is not always the same as what is experienced by auditory, visually or tactically. People's perception is affected by the way in which they view the world around them. Therefore individuals' interpretation of sensory stimuli will be affected by their own views (Hamachek 1995).

According to Muchinsky et al. (2006), people's preconceived views also influence the way in which information is processed. These views assist people to process large amounts of data. If information does not fit with people's preconceived views, that data is usually eliminated or ignored during information processing. Information is processed instinctively as much as possible, and value judgment tends to remain consistent. It is only when something extraordinary happens that people might reflect on their preconceived views.

In this study, perception played an important role, as the data were collected from students in order to determine how they perceive and experience classroom and evaluation of the learning media. The way individuals view the world around them greatly influences what they focus on and what they ignore (Hamachek 1995). The stimuli people select to focus on depend on their internal components as well as the external environment (Viljoen: 2003). Viljoen (2003) refers to McKenna's (1994) description of these individual internal components as preparatory set, orientation, intensity of motives and familiarity of stimuli. Preparatory set refers to a collection of items that people are more inclined to see

according to their internal state. Orientation is the perspective to react to certain physical stimuli.

Based on individuals' history and culture, intensity of motives refers to individual unfulfilled needs. Familiarity of stimuli refers to exposure to stimuli familiar to individuals. If individual are exposed to a range of different stimuli, they will be attracted to the familiar rather than the unfamiliar. The factors that affect perception were important in this study, as the respondents each focused on different stimuli from either the external or internal environment. All the participants were unique, with their own perceptions and expectations, and this influenced the way they perceived their evaluation of the teaching sessions they presented.

2.7 Previous Studies

There are many studies related to the use of media in learning English. Previously, this media is a pack of cards or flashcard is used as media to learn vocabulary. Based on Rismanti's research (2017), there is a positive effect in teaching English vocabulary using flashcard for dyslexic students at the grade four of SD Panatara South Jakarta.

The second study was a study by Ayriza (2018). The study concern about Quartet cards as the media of career exploration for lower-grade primary school students. The result of the study shows that Quartet Cards meet the feasibility standards for the media of career exploration.

The third study was conducted by Lilis (2019). The study used Educard to improve grammar tense mastery of students SMP Shalahuddin Malang. The result shows that learning media Educard can help students learn grammar and they get significant improvement after using Educard. The previous studies contributed the idea, information, and theory of card used as a learning media.

CHAPTER III
RESEARCH METHOD

This chapter contains about research design of the study, data and source of data, research procedures, research instrument, data collection, data analysis, and validity of the study.

3.1 Research Design

In order to find out the research problem, the researcher used survey research. According to Sugiyono (2011), survey research is used to find out the data from certain place naturally, but researchers do such a way of treating to collect the data, for example distributing the questionnaire, test, interview, etc. Also Sukardi (2007) stated that the implementation of survey research would be variant complexity, from using unpretentious analysis technique to using relation analysis among complex variables. It can be concluded that survey research is a research design that is used to collect data from participants' opinion and information. This research design was chosen to find out the students' perception of the eighth grade at SMP Shalahuddin Malang on using Educard as a learning media to learn grammar tenses.

3.2 Data and Source of the Data

The following are the explanation about source of data which have been used by the researcher conducting this study.
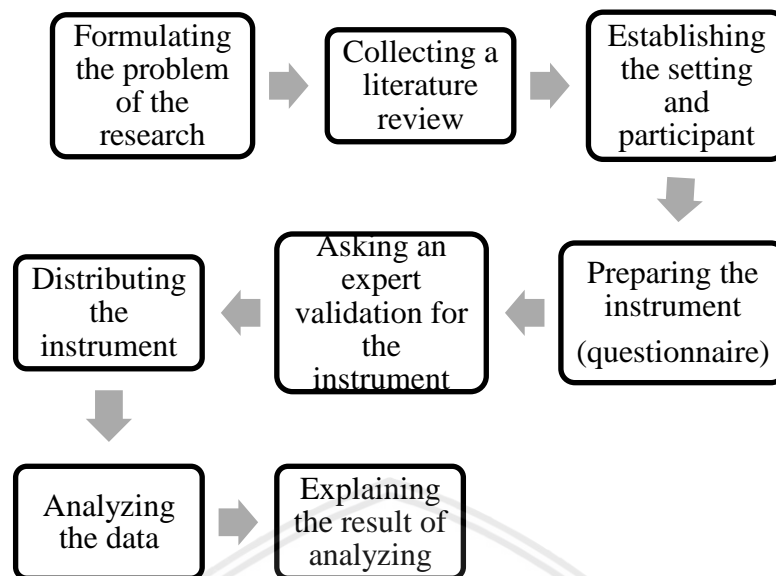
3.2.1 Data

The data were the students' answers on online questionnaire responses about using Educard as the learning media of grammar tenses.

3.2.2 Source of Data

The source of data was from an online questionnaire about using Educard as the learning media of grammar tenses which was made from google form to measure the perception on using Educard as the learning media of grammar tenses from the subjects that the researcher chose in this study. The questionnaire helped the researcher to know the students' perception on using Educard as the learning media to learn grammar tenses. The participants were 40 students of the eighth grade at SMP Shalahuddin Malang. The consideration to choose the participants was because the students had been experienced in using Educard as a learning media.

3.3 Research Procedures

There are some parts which the researcher decides to focus in this research. They are explained in figure 1, the schema of the research procedure:

```
┌──────────────┐      ┌──────────────┐      ┌──────────────┐
│ Formulating  │      │ Collecting a │      │ Establishing │
│ the problem  │  ▶   │  literature  │  ▶   │ the setting  │
│    of the    │      │    review    │      │     and      │
│   research   │      │              │      │ participant  │
└──────────────┘      └──────────────┘      └──────────────┘
                                                     │
                                                     ▼
┌──────────────┐      ┌──────────────┐      ┌──────────────┐
│ Distributing │      │  Asking an   │      │ Preparing the│
│     the      │  ◀   │    expert    │  ◀   │  instrument  │
│  instrument  │      │ validation for│     │(questionnaire)│
│              │      │     the      │      │              │
│              │      │  instrument  │      │              │
└──────────────┘      └──────────────┘      └──────────────┘
       │
       ▼
┌──────────────┐      ┌──────────────┐
│  Analyzing   │  ▶   │  Explaining  │
│   the data   │      │ the result of│
│              │      │   analyzing  │
└──────────────┘      └──────────────┘
```

Figure 3.1 the schema of the research procedure

First, the researcher formulated the problem of the research. To formulate the problem of the research, the researcher observed the phenomena which happened in a recent case around the teaching and learning of English.

Second step was collecting a literature review. The researcher carried out many written literature which can be the articles, books, and e-books related to the problem of the research as the references of the study.

Third, the researcher established the setting, population, and sample. The setting and population were chosen due to the objective of the study and the limitation of the study.

Forth step was preparing the instrument. This research used an online questionnaire for the instrument to collect the data which was validated by the

expert Ms. Dian Novita, S.S., M.Pd. She is an expert on linguistic and media. It is correlated between her expertise and the aim of this study.

After the instrument had been validated by the expert, the researcher distributed the instrument to the participant for collecting the validity and reliability of the instrument.

The next step was analyzing the data from the instrument which had been answered by the participants. After analyzing, the researcher explained and interpreted the result of the data analysis.

3.4 Population and Sample

The following are the population and sample of this research administered as the subject of the study.

3.4.1 Population

Riduwan (2011) argued that population is a subject existed in entire area and related to the problem of the study. The population is students of the eighth grade at SMP Shalahuddin Malang.

3.4.2 Sample

Sample, based on Riduwan (2011), is a part of the population that has entire characteristics or conditions related to the study. This research used *Random Sampling* Technique. Sukmadinata (2010) stated that in random sampling, all member of population has equal opportunity to be a member of

sample. The sample is 40 students of "A" class of the eighth grade at SMP Shalalhuddin Malang.

3.5 Research Instrument

Research instrument is a tool used to measure natural or social phenomenon observed (Sugiyono: 2010). Based on the previous explanation, this research needed a research instrument to get the precise data. The researcher used online survey made by google form. Ary et al. (2002) stated that survey research allowed the researcher to summarize the characteristic of different groups or to measure their attitudes and opinion toward the issue. This online survey used online questionnaire as the instrument. Online questionnaire made from Google Form in order to make this research easier to collect the data. Online questionnaire is beneficial because it is more effective and efficient to minimize the time and the budget. Dilman (2000) supports this idea. He stated that online (Web-based) questionnaires provide several advantages over traditional survey method in terms of cost, speed, appearance, flexibility, functionality, and usability. In other word, online questionnaire helped the researcher easy to collect the data because it is more effective and efficient. Participants can write it anywhere and anytime from their gadget.

Generally, research instruments on social area, in particular education area is difficult to find Sugiyono (2010). Those, the researcher should be able to establish an instrument used for the research. Researcher adapted the

questionnaire from the previous study by Pramudyawardhani (2017). The study was finding out the students' perception on watching movie using structured questionnaire.

The structured questionnaire was used by researcher in this research because the answers of the questionnaire were converted into a numeric data then calculated statistically. In other words, structural questionnaire in the form of *Likert Scale* can make the participants easier to answer. There were 10 questions in the questionnaire based on three aspects; Affective, Cognitive, and Psychomotor in *Bahasa Indonesia* recommended by the supervisor to make the participants easier to understand the questions. The questionnaire is attached in appendix 5.

To measure the variable of the questionnaire, the researcher elaborated the variable into the indicators on the blueprint as shown in Table 3.1 below:

Table 3.1 Blueprint of the questionnaire

Dimension	Variable	Indicator		Item
Students' perception on using Educard as a learning media to learn grammar tenses	Affective aspect	Emotion	Understanding students' emotion on using Educard	1. I like using Educard to learn grammar tenses 2. I like Educard in colorful
		Belief	Understanding students' belief in Educard	3. I agree using Educard can be used as a support item to learn grammar tenses
		Feeling	Knowing students' feeling on Educard	4. I am interested in using Educard as a media to learn grammar tenses

Dimension	Variable	Indicator		Item
Students' perception on using Educard as a learning media to learn grammar tenses	Cognitive Aspect	Experience	Knowing students' experience after using Educard	5. I realize that my grammar tenses mastery increased after using Educard as a learning media of grammar tenses
		Opinion	Knowing students' opinion about Educard	6. I think Educard as a learning media is very helpful learning media to learn grammar tenses
		Knowledge	Understanding the knowledge obtained by students'	7. It is easier for me to understand a sentence based on grammar tenses by using Educard as a learning media

Dimension	Variable	Indicator		Item
Students' perception on using Educard as a learning media to learn grammar tenses	Psychomotor aspect	Adaptation	Understanding students' adaptation on using Educard	8. I am able to play Educard as role of play
		Motivation	Knowing students' motivation to learn grammar by using Educard	9. I become more motivated to learn grammar tenses by using Educard as a learning media
		Attitude	Knowing students' perception on Educard	10. I support the idea of using Educard as a learning media to learn grammar tenses

3.6 Data Collection

Sugiyono (2010) argued there are two important items influencing the quality of the research result; the quality of research instrument and the quality of collecting the data. The quality of research instrument connected with the validity of the instrument and the quality of collecting the data connected with the accuracy of data collecting method.

The instrument had been validated by the expert. Then the researcher distribute the questionnaire by sharing the link of Google Form to the chief of the class to forward in the online social media group class members, the researcher gave time period for a week to answer the questionnaire. The data of this study was collected from the response of online questionnaire written by the students. Then the researcher collected the data by downloading responses from Google Form.

3.7 Data Analysis

The researcher used data analysis technique based on Sugiyono (2013). He stated that data analysis is an activity after the data collected from respondents. Some activities in data analysis are grouping the data based on the variable and type of respondents, tabulating the data, presenting the data on each variable, calculating to answer the problem of the study, and calculating.

The step of analyzing the data from the questionnaire of students' perception on using Educard is explained below:

1. Editing

Editing is a rechecking process the data which has been answered by respondents.

2. Coding

Coding is a classifying the data which has been answered by respondents based on the type of the questionnaire.

3. Tabulating

Tabulating is a process to enter the data in a table.

This research used *Likert* Scale to measure. Based on Sugiyono (2016), *Likert* Scale used to measure attitude, opinion, and perception of people about social phenomenon. The research measured the students' perception on using Educard as a learning media to learn grammar tenses. There are four alternative answer of the instrument: Very Agree, Agree, Disagree and Very Disagree.

The data to be analyzed is from the entire participants, because every single data has equal opportunity to be analyzed. Sugiyono (2013) stated on his book, each element of data population has same opportunity to be chosen.

The data were calculated automatically by Google Form in percentage. It eased the researcher not to calculate the data manually. The data's percentage is shown in a chart with different color of each option. There are four colors in the charts; blue is very agree, red is agree, orange is disagree, and green is very disagree. After all the data gathered, Google Form showed the students' perception based on the questionnaire in percentage of charts.

3.7 Validity of the Study

The researcher concerned about the students' perception on using Educard as the media to increase grammar tenses understanding. Students' perception was beneficial for the teachers to know what students' feedback after learning grammar tenses using Educard. This study used survey research 40 students of the eighth grade at SMP Shalahuddin Malang.

Based on Charles (1995) validity is the way to extent which a test what is intended to be measured. The validity was aimed to measure the instrument's accuracy which the researcher used in this research. Sugiyono (2010) claimed that to obtain the validity, researchers can use judgment of experts or expert validation.

The questionnaire had been validated by the expert Ms. Dian Novita, S.S., M.Pd. after the researcher got some advices from the supervisor and validator. The form of validation can be seen in appendix 6. First, the sentences of the questionnaire needed to be more specific to avoid the same meaning in sentences. Second, the expert suggested that the theory used in the indicators of questionnaire should be mentioned to make it well elaborated. Third, the expert gave the validation to the questionnaire after the researcher had revised it based on the suggestions.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter presents the finding of the research, data of the research, hypothesis testing, and the discussion based on the result of the study.

4.1   Finding

This study used questionnaire as the instrument to collect the data, it was served in *Bahasa Indonesia* to make the students easier to understand the questions. It was given to the students of the eighth grade at SMP Shalahuddin Malang as a single group. The questionnaire was asking the students to answer the questions. The researcher presented and analyzed the data through the answer of the participants.

This section presents the students' perception on using Educard as a learning media to learn grammar tenses. The researcher used questionnaire to present and analyze the students' perception. The subject administrated 40 students of the eighth grade at SMP Shalahuddin Malang. The researcher collected the answer of the students after the questionnaire given to them. There are three aspects focused on students' perception based on Walgito's theory: Affective, Cognitive, and Psychomotor. The descriptions are presented as follows:

a. Aspect of affective

27

Based on the result on data presentation above, the researcher concluded that the perception of the eighth grade at SMP Shalahuddin Malang on using Educard as a learning media to learn grammar tenses. First from the aspect of affective were: 1.) 60% of the students very agree that they like using Educard as a learning media to learn grammar tenses and 40% of the students agree that they like using Educard as a learning media, 2.) 65% of the students very agree that Educard provided in colors and 35% agree, 3.) 60% of the students believe that Educard can be used as a support item to learn grammar tenses and 40% agree, 4.) 60% of the students very agree that they are interested in using Educard as a learning media to learn grammar tenses, 35% agree, and 5% disagree. It can be concluded that the use of Educard can make students easier and interested in learning grammar tenses and they like to use it.

The summary of students' perception on the aspect of affective presented in figure 4.1

1. Saya suka menggunakan Educard untuk belajar grammar tenses

40 tanggapan

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju
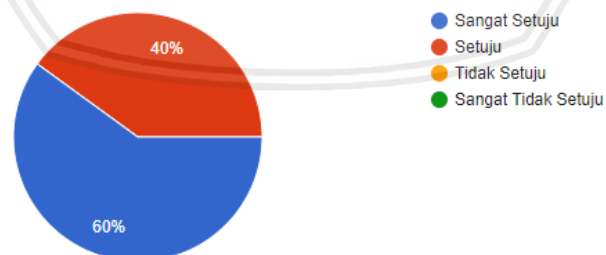
2. Saya suka Educard yang berwarna warni

40 tanggapan

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju
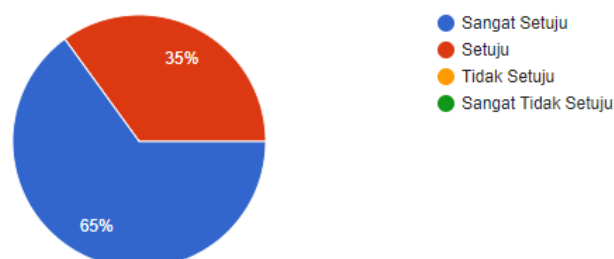
3. Saya meyakini Educard mampu meningkatkan kemampuan penguasaan Grammar Tenses

40 tanggapan
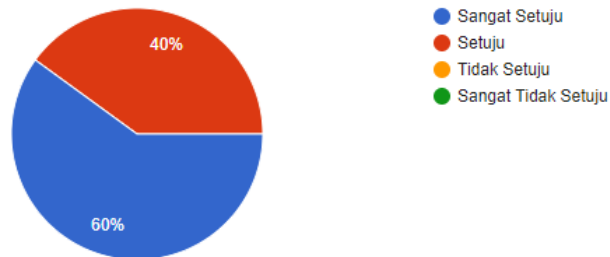
4. Saya tertarik menggunakan Educard sebagai media belajar grammar tenses

40 tanggapan
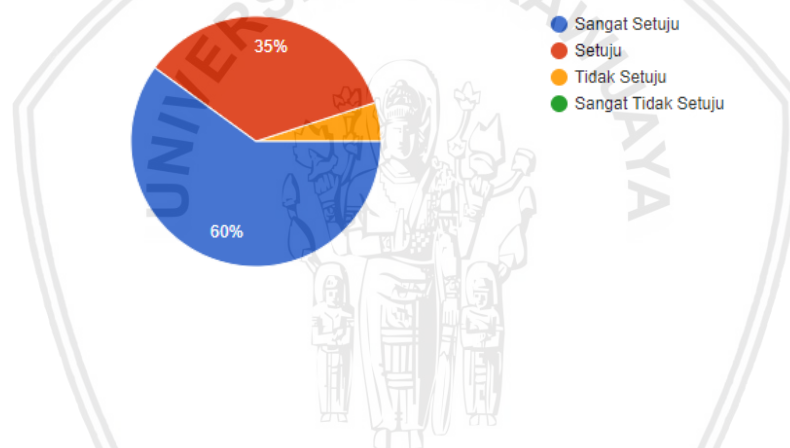
b. Aspect of cognitive

Based on the result above in the second aspect, the aspect of cognitive were: 1) 45% of the students realize that their grammar tenses understanding increased after using Educard as a learning media to learn grammar tenses, 52% agree, and 2.5% disagree, 2) 62.5% of the students agree that Educard is very helpful learning media to learn grammar tenses and 37.5% agree, 3) 52,5% of the students agree that they are easier to understand a sentence based on grammar

tenses by using Educard as a learning media and 47.5% agree. It can be concluded that Educard can help the students to increase their grammar tenses understanding.

The summary of students' perception on the aspect of cognitive presented in figure 4.2

5. Saya menyadari penguasaan grammar tenses saya bertambah setelah menggunakan Educard sebagai media belajar

40 tanggapan
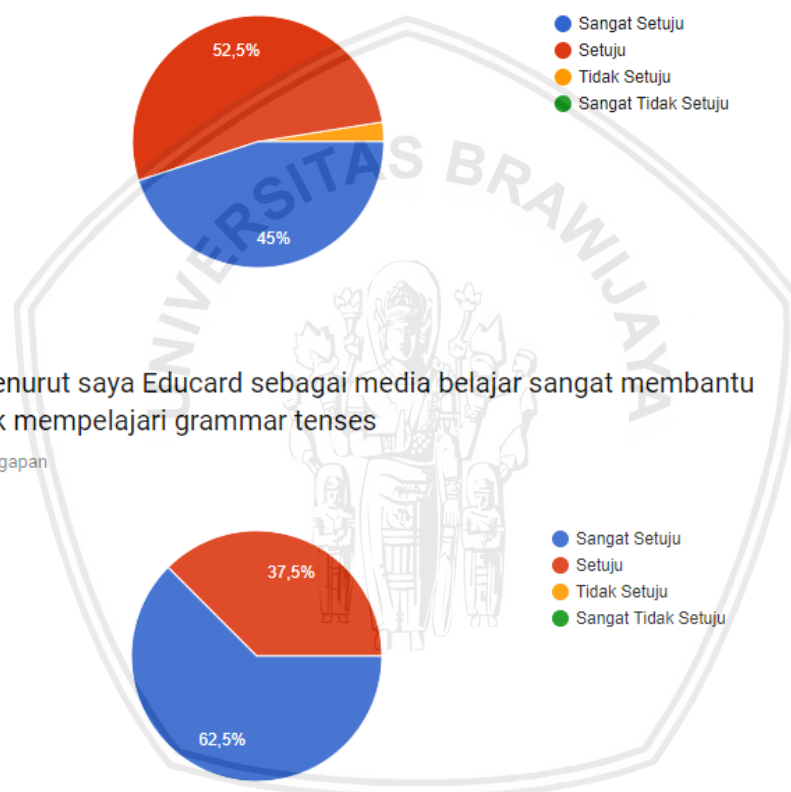
6. Menurut saya Educard sebagai media belajar sangat membantu untuk mempelajari grammar tenses

40 tanggapan
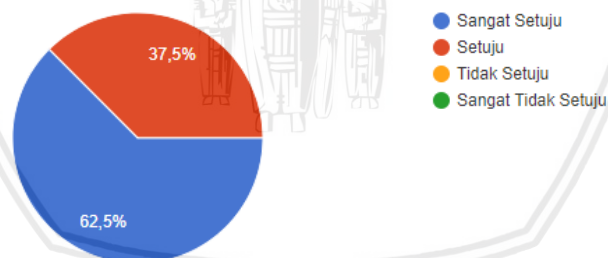
7. Saya lebih mudah memahami kalimat berdasarkan grammar tenses dengan menggunakan Educard

40 tanggapan
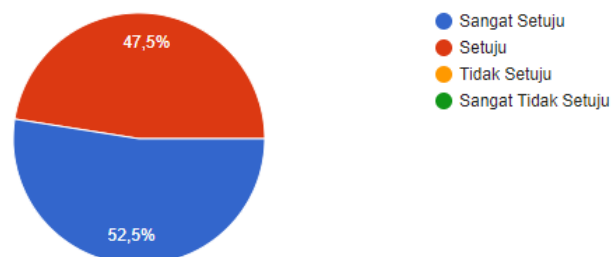
c. Aspect Psychomotoric

Based on the result above, aspect of psychomotoric, 1) 47.5% of the students agree that they are able to play Educard as its role play, 42.5% agree, and 10% disagree, 2) 50% of the students agree that they become more motivated to learn grammar tenses by using Educard as a learning media, 47.5% agree, and 2.5% disagree, 3) 55% of the students agree that they support the idea of using Educard as a learning media to learn grammar tenses and 45% agree. It can be conluded that the students are able to use Educard as a learning media and they are more motivated to learn also they support the idea of Educard as a learning media.

The summary of students' perception on the aspect of psychomotoric presented in figure 4.3

8. Saya bisa menggunakan Educard secara mandiri

40 tanggapan

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju
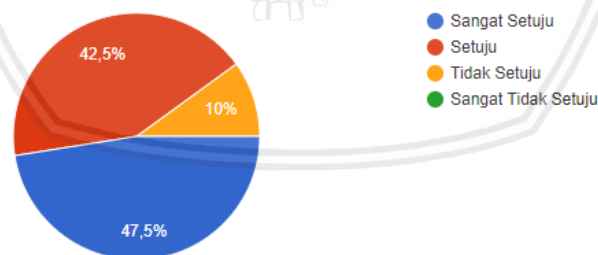
9. Saya menjadi lebih termotivasi belajar grammar tenses dengan memakai Educard

40 tanggapan
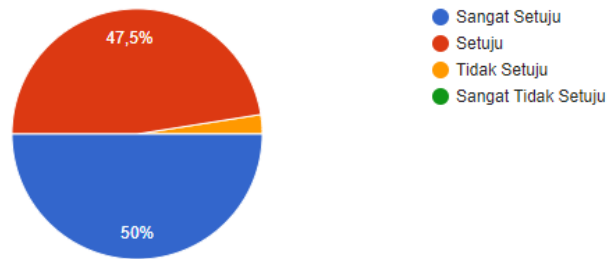
- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

10. Saya mendukung gagasan tentang penggunaan Educard sebagai media belajar grammar tenses

40 tanggapan

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju
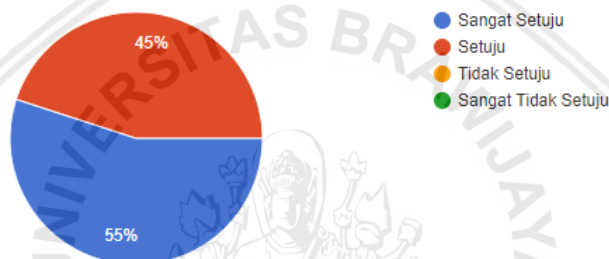
In general, the findings of the research can be concluded that the students gave positive responses to Educard as a learning media to learn grammar tenses among three aspects: Affective, Cognitive, and Psychomotor. They liked using Educard as a learning media to learn grammar tense, they believed that Educard can increase their grammar understanding, and they were interested to use Educard. A learning media Educard was helpful and can attract the students in learning grammar tense, they were also more motivated to learn grammar tenses. Last, they supported the idea of using Educard as a learning media to learn grammar tenses.

4.2 Discussion

Based on the finding, there are three aspects to identify students' perception on using Educard as a learning media to learn grammar tenses at SMP Shalahuddin Malang. They are aspect of affective, aspect of cognitive, aspect of psychomotoric. Based on the data, most of the students agreed that Educard as a learning media can make the students easier to learn grammar tenses. The students enjoy learning grammar tense and they were more interested, motivated and enthusiastic because they can use new method to learn grammar tense called Educard as the learning media, the students felt playing while learning. It is related to Ceranic's (2013) opinion that the use of learning media should increase students' motivation in learning. Negara (2014) also argued that one of the most important things in learning process is the learning media because learning media will support the process of learning itself.

The use of Educard as a learning media can help students to learn grammar tenses. Brown (2007) stated teaching as helping anyone to learn something and guiding to study something. As a result, Educard allows learners to get more experienced learning grammar tenses that they are learning while playing, as well as to engage in an active participation by interacting with the group. In traditional grammar learning method, students listen from the teachers' explanation then continued to exercise (Nawaf, 2014). Moreover, Educard gives more time for students to learn grammar tenses by themselves. They unintentionally learn grammar tenses instead of they play the game of Educard.

Students are allowed to use Educard both inside and outside classroom because it is portable and simple thing to bring wherever.

The use of Educard gives advantages to teachers and students due to a method of learning grammar. Kartina et al. (2014) argued that teachers should use one of the methods in teaching and learning grammar tense to help them then make students more enjoyable. The theory implied that as educators, teachers should be able to provide the appropriate learning style and environment so students are encouraged to explore and participate actively in social interaction. Based on the research survey, findings, discussion, related theories and previous studies, it can be concluded that Educard can be recommended as one of the learning media option methods to learn grammar tenses. It is by far the simplest of all creative techniques and widely used by people who need to create new ideas. Tompkins (2012) argued that more interactive and innovative learning media can help students to understand grammar rules in their context and the use of media also leads students more confident in learning grammar. In addition, students were more engaged in the learning process because the use of media. It is supported by Nawaf's (2014) opinion that using media to learn grammar is helpful that leads students to more practice the grammar rules.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter explains some conclusions and suggestions based on the finding and discussion of the research.

5.1   Conclusion

Based on the previous chapter, findings of the research result, it shows the students are interested using Educard as a learning media to learn grammar and more motivated to learn. They also agreed that they got easier to learn grammar tenses using a learning media Educard. Moreover, they supported the idea on using Educard as a learning media to learn grammar tenses.

To conclude, the students give positive response on using Educard as a learning media to learn grammar tenses. The students of the eighth grade at SMP Shalahuddin Malang support this idea and agreed that Educard is a profitable tool as a media to learn grammar tenses. Using Educard can support their learning on grammar tenses. There are some advantages using Educard as a learning media: First, Educard is portable tool that students can use everywhere as they want. Second, Educard gives experience playing while learning. Third, Educard develop students' creativity in learning grammar. Forth, using Educard, students can thinking critically to find grammatical feature because it based on the atmosphere of the role play and it is an inventive media to learn grammar tense in colorful.

5.2 Suggestion

Based on the result of the research in this study, there are some following suggestions:

1. For SMP Shalahuddin Malang

The result of the research shows the students like and interested in using Educard to learn grammar tenses. It is suggested to the school to facilitate the teachers and the students to conduct collaborative teaching and learning.

2. For the English teachers

The teachers should be able to make teaching and learning process more interesting and enjoyable in order to the students will not feel bored on learning grammar tenses. So, this learning media is suggested for the teachers as a new method.

3. For the students

This learning media has an adapting play role from Pocker. Then, to make the students enjoy learning while playing, it is suggested to use this learning media Educard. They unintentionally learn grammar tense understanding while they are playing.

4. For further researchers

The researcher realizes that this study has not been perfect yet. Further research is really needed to obtain the development of this media. This study can

be used as a reference to conduct further research related to the learning media Educard.

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APPENDICES

Appendix 1:

The appearance of Educard and Role Play used as a learning media of grammar tenses

Some list of vocabularies of Educard used as a learning media of grammar tenses
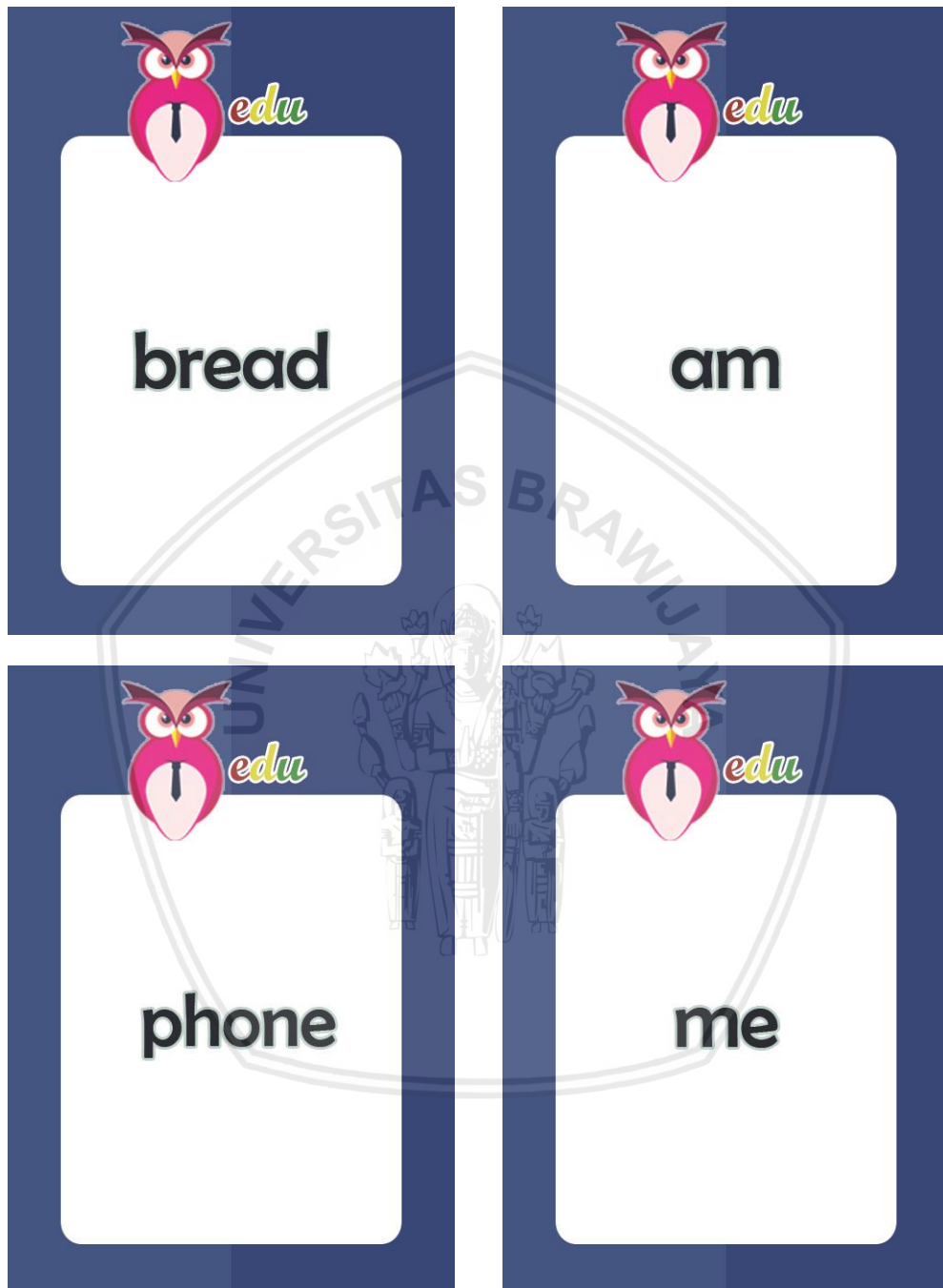
The role play of Educard used as a learning media of grammar tenses

How to Play

- The cards, all are shuffled
- The cards are given to every player with 6 cards each player in secured starting from the left side of cards distributor as the direction of clock, every direction is one card given
- Another cards which have not been opened are placed in center of the game on secured
- The starting player is a player in the left side of cards distributor
- The cards start to be combined in order to be a sentence (S+P+C) or phrase (S+P)
- The player is allowed to take a card in center of the game starting from the first player who get the first card(it is a signal the direction starts) and turn by turn
- Every player is allowed to take a closed card or an opened card which is thrown by another player
- After taking a card, player must throw a card which felt not used
- The direction continues till the player completes the cards to be a sentence or phrase
- The game contains 3 sets, then the winner is a player who get the highest score
- The score of each card in combined is 20, another card which is not in combined has 0 score

Appendix 2:

Certificate of the achievement in i-EIE 2018, this certificate had been awarded Silver medal for Educard in i-EIE 2018 held on 29-31 October 2018 at Universiti Kuala Lumpur Malaysian Spanish Institute Kedah

Certificate of the achievement in i-SAIID 2019, this certificate had been awarded Gold medal for Educard in i-SAIID 2019 held on 26 & 27 March 2019 at Universiti Teknologi Mara Kedah

Certificate of patent, this is the certificate of patent of Educard registered to Universitas Brawijaya

MINISTRIES OF RESEARCH, TECHNOLOGY, AND HIGHER EDUCATION
BRAWIJAYA UNIVERSITY
RESEARCH INSTITUTIONS AND COMMUNITY SERVICE
Veteran Street, Malang 65145, Indonesia
Phone +62-341-575824, 575825, 584394
http://lppm.ub.ac.id Email : lppm@ub.ac.id

CERTIFICATE
Number : 775/UN10.C10/PN/2018

The undersigned below :

Name   : Dr. Ir. Bambang Susilo, MSc. Agr

NIP   : 196207191987011001

Position   : Chairman of LPPM Brawijaya University

Explain that,

NO	NAME	NIM	STATUS
1.	Ahmad Faatihul K.A.	155110507111030	Student Faculty of Cultural Study
2.	Wildana M. Giffari	155110507111026	Student Faculty of Cultural Study
3.	Lilis Lestari	155110501111005	Student Faculty of Cultural Study

Has registered patent at HKI Center for Research and Service to Universitas Brawijaya University entitled : "**Increasing Grammar Comprehension Thought EDUCARD (English Card) Toward Industry Revolution 4.0** "

So we make this certificate, to be used as well as possible.

Malang, 25 October 2018

Chairman of LPPM

Dr. Ir. Bambang Susilo, Msc, Agr

Appendix 3:

Questionnaire on original form

KUESIONER PENELITIAN
Persepsi siswa terhadap penggunaan media belajar Educard

No.	Question	Answers			
		Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1	Saya suka menggunakan Educard untuk belajar grammar tenses				
2	Saya suka Educard yang berwarna warni				
3	Saya meyakini Educard mampu meningkatkan keampuan Grammar Tenses				
4	Saya tertarik menggunakan Educard sebagai media belajar grammar tenses				
5	Saya menyadari penguasaan grammar tenses saya bertambah setelah menggunakan Educard sebagai media belajar				
6	Menurut saya Educard sebagai media belajar sangat membantu untuk mempelajari grammar tenses				
7	Saya lebih mudah memahami kalimat berdasarkan grammar tenses dengan menggunakan Educard				
8	Saya bisa menggunakan Educard secara mandiri				
9	Saya menjadi lebih termotivasi belajar grammar tenses dengan memakai Educard				
10	Saya mendukung gagasan tentang penggunaan Educard sebagai media belajar grammar tenses				

Berilah tanda centang "✓" pada kolom setiap pertanyaan yang tersedia sesuai dengan jawaban Anda!

Questionnaire on Google form

4. Saya tertarik menggunakan Educard sebagai media belajar grammar tenses

○ Sangat Setuju

○ Setuju

○ Tidak Setuju

○ Sangat Tidak Setuju

5. Saya menyadari penguasaan grammar tenses saya bertambah setelah menggunakan Educard sebagai media belajar

○ Sangat Setuju

○ Setuju

○ Tidak Setuju

○ Sangat Tidak Setuju

6. Menurut saya Educard sebagai media belajar sangat membantu untuk mempelajari grammar tenses

○ Sangat Setuju

○ Setuju

○ Tidak Setuju

○ Sangat Tidak Setuju

7. Saya lebih mudah memahami kalimat berdasarkan grammar tenses dengan menggunakan Educard

○ Sangat Setuju

○ Setuju

○ Tidak Setuju

○ Sangat Tidak Setuju

Appendix 4:

Expert Validation for the instrument of the study

LEMBAR VALIDASI *STUDENTS' QUESTIONNAIRE*

Petunjuk:

Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:

A = dapat digunakan tanpa revisi
B = dapat digunakan dengan revisi sedikit
C = dapat digunakan dengan revisi sedang
D = *dapat digunakan dengan revisi banyak*
E = tidak dapat digunakan

Students' Questionnaire

URAIAN	A	B	C	D	E
Penilaian secara terhadap format questionnaire tentang "Students' Perception on Using *Educard* as A Learning Media To Learn Grammar Tenses"		✓			

Saran-saran:
Perhatikan teori yang digunakan dalam pengembangan indikator pertanyaan karena harus sesuai dan mengelaborasi makna dengan jelas.

Expert Validator,

Dian Novita Dewi, S.Pd, M.Li
NIP. 2016128502042001

Blueprint of the questionnaire *(Based on Bimo Walgito 2004 dalam buku Psikologi Sosial)*

Dimention	Variable	Indicator		Item
Students' perception on using Educard as a learning media to learn grammar tenses	Affective aspect	Emotion	Understanding students' emotion on using Educard	1. I like using Educard to learn grammar tenses 2. I like Educard in colorful
		Belief	Understanding students' belief in Educard	3. I agree using Educard can be used as a support item to learn grammar tenses
		Feeling	Knowing students' feeling on Educard	4. I am interested in using Educard as a media to learn grammar tenses

Dimention	Variable	Indicator		Item
Students' perception on using Educard as a learning media to learn grammar tenses	Cognitive aspect	Experience	Knowing students' experience after using Educard	1. I realize that my grammar tenses mastery increased after using Educard as a learning media of grammar tenses
		Opinion	Knowing students' opinion about Educard	2. I think Educard as a learning media is very helpful learning media to learn grammar tenses
		Knowledge	Understanding the knowledge obtained by students'	3. It is easier for me to understand a sentence based on grammar tenses by using Educard as a learning media

Dimention	Variable	Indicator		Item
Students' perception on using Educard as a learning media to learn grammar tenses	Psychom otor aspect	Adaptation	Understanding students' adaptation on using Educard	1. I am able to play Educard as role of play
		Motivation	Knowing students' motivation to learn grammar by using Educard	2. I become more motivated to learn grammar tenses by using Educard as a learning media
		Attitude	Knowing students' perception on Educard	3. I support the idea of using Educard as a learning media to learn grammar tenses

Appendix 6:

Berita acara bimbingan skripsi

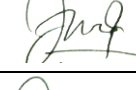## KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI UNIVERSITAS BRAWIJAYA FAKULTAS ILMU BUDAYA

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BERITA ACARA BIMBINGAN SKRIPSI

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2. NIM : 155110507111030
3. Program studi : Pendidiac Bahasa Inggris
5. Judul Skripsi : Students' Perception on Educard as a learning
   media as a learning media to learn grammar tenses
6. Tanggal Mengajukan : 02 November 2018
7. Tanggal Selesai Revisi : 17 Juli 2019
8. Nama Pembimbing : Frida Unsiah, S.Pd., M.Pd
9. Keterangan Konsultasi :

No	Tanggal	Materi	Pembimbing	Paraf
1.	02-11-2018	Pengajuan Judul	Frida Unsiah, S.Pd., M.Pd	
2.	23-11-2018	Chapter I	Frida Unsiah, S.Pd., M.Pd	
3.	05-12-2018	Revisi & Chapter II	Frida Unsiah, S.Pd., M.Pd	
4.	17-12-2018	Revisi & Chapter III	Frida Unsiah, S.Pd., M.Pd	
5.	24-01-2019	Revisi Chapter I, II, III	Frida Unsiah, S.Pd., M.Pd	
6.	05-02-2019	ACC Seminar Proposal	Frida Unsiah, S.Pd., M.Pd	
7.	15-02-2019	Seminar Proposal	Frida Unsiah, S.Pd., M.Pd	

9.	29-04-2019	Expert Validation	Frida Unsiah, S.Pd., M.Pd	
10.	03-05-2019	Expert Validation	Frida Unsiah, S.Pd., M.Pd	
11.	16-05-2019	Chapter IV & Chapter V	Frida Unsiah, S.Pd., M.Pd	
12.	10-06-2019	ACC Seminar Hasil	Frida Unsiah, S.Pd., M.Pd	
13.	14-06-2019	Seminar Hasil	Frida Unsiah, S.Pd., M.Pd	
14.	10-06-2019	Revisi Chapter IV & Chapter V	Frida Unsiah, S.Pd., M.Pd	
15.	01-07-2019	ACC Ujian Skripsi	Frida Unsiah, S.Pd., M.Pd	
16.	09-07-2019	Ujian Skripsi	Frida Unsiah, S.Pd., M.Pd	
17.	17-07-2019	ACC Penjilidan	Frida Unsiah, S.Pd., M.Pd	

10. Telah dievaluasi dan diuji dengan nilai:

B+

Malang, 18 Juli 2019

Mengetahui,
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