Validation and Practicality Test of Grammar Cards Website for 10th Grade Students

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Abstract
The students face some difficulties in the English course, especially in learning grammar. Their grammar mastery is low and there are no instructional media specifically used for learning grammar in the English class for online and offline sessions. This research aims to determine the validation and test the feasibility of Grammar Cards Website as instructional media for learning grammar in English course. The participants of this research are 22 students of X MIPA 3 in SMAN 5 Tanjungpinang. The design of this research is qualitative. The process in qualitative data is collected from validation sheets and the practicality test questionnaire. The result of the study shows that Grammar Cards Website is valid and feasible to be used as instructional media in English grammar learning for 10th grade students. Grammar Cards Website instructional media is easy, attractive, and useful. The website's user-friendly interface and engaging content offer a promising approach to enhance grammar learning experiences.

Keywords: Grammar Cards, instructional media, website, Carrd, validation, practicality test

I INTRODUCTION

English is one of the obligatory course in high school. The students are required to learn four skills in English, i.e., listening, reading, speaking, and writing. Aside from skills, they should acquire English vocabulary and grammar. Grammar, one of the elements that must be learned, is the essential rule in a language that students should also acquire (Handayani & Johan, 2018). Learning grammar is important because improving English proficiency requires grammar mastery (Izzah et al., 2021). According to Ekaningsih (2017), grammar integrates significant structural words that form a sentence. Grammar is identical to various rules and formulas that should be memorized to comprehend it. In fact, grammar often does not become the main focus in English class. Instead, the focus of teaching English is to make the students capable of mastering the four skills (Wirawan, 2020). Nonetheless, Stardy (2011) claimed that students struggled more in learning grammar than learning the four major skills. The perspectives whether grammar is essential or not have affected EFL teachers in both the learning and teaching process (Male, 2011). This may lead to a new issue if the teachers' view about grammar is not important.

Furthermore, the media used in grammar class are monotonous. When in fact, the creative media used in the learning process is more fascinating to students than only lecturing, which is mostly used by teachers (Utomo, 2018). According to Tanggoro (2015), the implied objectives of instructional media are evolving enthusiasm, drawing attention, stimulating acceptance of an idea, and adapting to the learning environment. Amaka and Goeman (2017) suggested that the media selected are adjusted with the learning objectives, the methods used in the learning process, the students' nature, and media formats. They added that the media formats mainly included are media richness (capable for improving learning, simplifying, and delivering incomprehensible ideas) and flexibility (allowing students to learn outside the class). The most important is to adjust it with the learning program applied. The media that is often founded are media for the four major skills. Martriwati (2017) recommended using technology-based instructional media in English class. Internet-based and web-based media are starting to appear since conventional media can no longer be used in online sessions. For example, applications or websites can be utilized as variations of instructional media.

Websites are easier to be designed or developed than applications. A website refers to a famous tool broadly used by people in general (government and private organizations) on the internet, which is accessible everywhere and every time (Yuangngoen et al., 2019). As mentioned by Suanah (2019), the advantages of web-based instructional media in the learning process are (1) facilitates students in learning independently without the teacher's lecture, (2) students can decide to learn whenever and wherever they want to, as long as they are connected to the internet, (3) improves students to actively participate in the learning process, and (4) increases their creativity to comprehend the material. Sekarningsih et al. (2021) also added that the design is efficient since students can access websites easily through their smartphones. Many free website-building platforms that can be utilized as instructional media, such as Wix, Google Sites, WordPress, Squarespace, and Carrd.

Carrd is a platform to create web pages for personal profiles or any other content where the product can be shared through a link. Carrd is simple to be designed by everyone because having specific abilities to create a website on Carrd is not required. It can be accessed through many devices, such as phones, tablets, and desktops. The basic features on Carrd are various, so they can be used for free by the users. Despite the free version of Carrd only providing limited elements, less than 50 elements, the users can use the premium version or Carrd pro instead. It can be utilized to design an instructional media that is appropriate to be used in the learning process.

A well-known web in education for designing is Canva. Canva is a graphic-design platform to create various works. Canva provides templates to create works, such as posters, logos, flyers, cards, infographics, brochures, menus, presentation slides, videos, certificates, banners, etc. Canva can be used for free, but for a better experience, users can buy Canva pro

with premium features unlocked. Similar to Carrd, using Canva does not require a specialized ability. Smaldino et al. (2015), as cited in Christina & Anwar (2021), claimed that Canva is equipped with the features that can be used to design technology-based instructional media. This can add variation in developing or designing creative media to facilitate students in learning.

Other interesting media commonly found to be used in the learning process are cards. The familiar cards as instructional media are flashcards, visual cards, cue cards, index cards match, etc. The technique applied while using the cards media is identical with games, usually used in groups. Other than that, cards can be used to explain a theory, study material, or analyze characteristics, which can be found in using visual cards (Solichin & Faizin, 2017). Grammar Cards are digital instructional media for learning grammar in the form of cards with grammar tenses and parts of speech. Grammar Cards can be accessed by the students through Carrd website link. The purpose of the media is to make the students are easy to understand and memorize grammar materials. Grammar Cards are designed colorfully and accessible, so the students would have a new learning experience with the media. Nurjanah and Pratama (2019) claimed that cards are designed colorfully to ease students memorize grammar more effectively because they do not only memorize the formulas but also the patterns. The students can access the link using their smartphones or access together in the class using a laptop.

After designing or developing instructional media, the media should be validated by the experts. Validation is a part of R&D. It aims to assess the validity of the product design. This is in line with Sugiyono (2013) that the aims of R&D are to examine, develop, and validate a product. Validation can be conducted by experts. Practicality test is conducted after validation. It aims to determine the practicality or feasibility of a product. It is conducted by distributing questionnaire to the subjects of research. The questionnaire for conducting practicality research, or in validation sheets can use "Yes or No" questions. It means the design of the research is qualitative. Qualitative research method is a research method that the data analysis is inductive or qualitative and emphasizes the meaning more than generalization (Sugiyono, 2013). Arikunto (2010) as cited in Christina & Anwar (2021) stated that a qualitative method is to acquire a viewpoint, then interpreted in description.

The previous research conducted by Malaikhatun et al. (2019) that the website as learning media on WordPress was valid and interesting for the students. Sekarningsih et al. (2021) validated and tested Wix website and it was valid and feasible for dance learning. Suanah (2019) validated Wix website that focused on mathematics course and it was in good criteria. Ramadannisa and Hartina (2021) conducted the validation of Google Sites as a website that concentrate on physics course and it was feasible. The difference was the researchers designed Grammar Cards on Canva and displayed them on Carrd website for instructional media in English grammar learning. The present study focused on conducting the validation and practicality test of Grammar Cards Website as instructional media that can be used for 10th grade students of SMAN 5 Tanjungpinang.

II METHOD

This method of this study was qualitative. The method is used to collect the data because it requires thorough analysis (Jayatilleke et al., 2018). The qualitative technique analysis used Miles and Huberman model. According to Sugiyono (2013), the model consists of 3 steps, i.e., data reduction, data display, and conclusion drawing. Data reduction was used to summarize, select the principal items. Data display was used to display the data in narrative descriptions. Conclusion drawing was used to conclude the data that was reduced and shown.

The research took place in SMAN 5 Tanjungpinang. The subjects of this research were 22 students of X MIPA 3 in SMAN 5 Tanjungpinang in the academic year 2021/2022. The data were collected from practicaility test questionnaire on Google Forms and validation sheets. The validation sheets were given to the experts. The practicality test questionnaire was distributed to the students to determine their opinions on Grammar Cards Website.

To get the exact results of how the feasibility of the instructional media was, the researchers calculated the total answers of "Yes". Then, the "Yes" answer percentages would be displayed (Poon, 2014). The guideline for practicality test questionnaire was adapted from Sari & Setyasto (2020) and Suanah (2019):

Table 1. Guideline for Practicality Test Questionnaire

Percentages (%)	Interpretations		
	Easiness	**Attractiveness**	**Usefulness**
< 25%	Not easy	Not attractive	Not useful
26% – 45%	Less easy	Less attractive	Less useful
46% – 65%	Not really easy	Not really attractive	Not really useful
66% – 85%	Easy	Attractive	Useful
86% – 100%	Very easy	Very attractive	Very useful

(Sari & Setyasto, 2020; Suanah, 2019)

III RESULT

The results of expert validation and practicality test of Grammar Cards Website were elaborated below:

3.1 Validation

Grammar Cards Website was validated by 2 experts. The material expert was the English teacher of 10th grade students in SMAN 5 Tanjungpinang. The material aspects that were validated through the material validation sheets were content, concept accuracy, and language. Whereas the media expert was an English Education study program lecturer of UMRAH. The validation sheets were adapted from Nugraha et al. (2016) and Ariel et al. (2020). The media aspects that were validated through the media validation sheets were media, display, and layout. The aspects for material and validation sheets were adopted from Darmawan & Nashoih (2019).

The first material validation was conducted on 25th May 2022. All assessment indicators were valid. There were no comments and suggestions from the expert validator. Therefore, the second validation for material was not held. The material was valid and could be continued to practicality testing.

Table 2. Results of Material Validation

No.	Assessment Indicators	Valid	
		Yes	No
A.	**Content**		
1.	The material is able to promote the local heritage.	✓	
2.	The material does not have any negative composition (e.g., provoke religions, races, or tribes).	✓	
3.	The material on Grammar Cards Website is interesting to be read and learned.	✓	
4.	The material on Grammar Cards is well-explained.	✓	
5.	The material is comprehensive for learning English grammar.	✓	
B.	**Concept Accuracy**		
6.	The composition of the material is made accordingly with the Basic Competencies: 3.7 (Recount Text) 3.8 (Narrative Text)	✓	
7.	The material on Grammar Cards Website is created based on the problems faced by the students that have been reviewed.	✓	
8.	The material is designed according to the students' needs.	✓	
9.	The material is appropriate for 10th grade students.	✓	
C.	**Language**		
10.	The material is composed with a well-readable and clear writing.	✓	
11.	The material follows the correct English grammar rules.	✓	
12.	The material does not contain errors in punctuation, spelling, and capitalization.	✓	
13.	The terms used in the material are appropriate for 10th grade students.	✓	

(Nugraha et al., 2016; Ariel et al., 2020)

The first media validation was conducted on 25 May 2022. All assessment indicators were valid. But, there were comments and suggestions from the validator. The media was valid to be tested but with revision. The second media validation was needed to be done.

Table 3. Results of Media Validation

No.	Assessment Indicators	Valid	
		Yes	No
A.	**Media**		
1.	Grammar Cards Website can be loaded and accessed easily.	✓	
2.	Grammar Cards Website can be used as an instructional media in blended learning.	✓	
3.	Grammar Cards Website does not cause negative effects on the device.	✓	
4.	Grammar Cards Website does not contain copyright infringements.	✓	
5.	Grammar Cards Website includes a bibliography for citations.	✓	
B.	**Display**		
6.	Grammar Cards Website looks neat and comfortable either from the point of view of any devices (i.e., phones or PCs).	✓	
7.	The selected colors on Grammar Cards Website are suitable and appealing.	✓	
8.	The chosen fonts on Grammar Cards Website are suitable and appealing.	✓	
9.	The elements and illustrations on Grammar Cards Website are suitable and appealing.	✓	
C.	**Layout**		
10.	Grammar Cards Website is clear and easy to use.	✓	
11.	The arrangement of Grammar Cards Website is interesting.	✓	
12.	Grammar Cards Website can be used independently by 10th grade students.	✓	
13.	Grammar Cards Website is able to give new variations in learning.	✓	

(Nugraha et al., 2016; Ariel et al., 2020)

The material expert validator gave 3 comments and suggestions. Those were used as considerations to do a revision. The comments and suggestions could be seen in the table below:

Table 4. Comments and Suggestions of Media Validation

No.	Comments and Suggestions	Before Revision	After Revision
1.	Please add the objectives on the website.	There was no learning objectives stated on the website.	The learning objectives of recount and narrative texts were added.
2.	Please create the instruction (guidelines) more clearly on the website.	The guidelines were not in systemically order.	The guidelines were put in systemically order and added with guidelines to hidden features on the website.
3.	This should be for 1st grade of high school students in general, not merely for MIPA.	On the main page, the designing of the media and the link were intended for X MIPA 3 only, which was the subjects of the research.	User X MIPA 3 on the main page was turned into 10th Graders, as well as the link of the website.

After revising the media, the researchers conducted the second media validation. It was done on 27th May 2022. The media was valid and could be tested on the students.

3.2 Practicality Test

In the research conducted by Agust & Subroto (2018), the practicality test was used to determine the students' answers based on their opinions about the developed technique which was taught to them. In this study, it was used to find out their point of view after using Grammar Cards Website. The practicality testing was conducted on 30th May 2022. The testing was intended to determine the feasibility of Grammar Cards. There were 22 students who filled in the questionnaire on Google Forms. There were 3 aspects tested, they were easiness, attractiveness, and usefulness. The students had to choose "Yes" or "No" answer. The results of the questionnaire could be seen in the table below:

T**able 5.** Results of Practicality Test

No.	Indicators	"Yes" Responses	Categories
A.	**Easiness**		
1.	Grammar Cards as web-based instructional media is easy to use.	17 (77.3%)	Easy
2.	The explanation of the material in Grammar Cards can be understood easily.	16 (72.7%)	Easy
3.	Grammar Cards Website can be accessed effortlessly.	16 (72.7%)	Easy
B.	**Attractiveness**		
4.	The display of Grammar Cards Website is appealing.	21 (95.5%)	Very attractive
5.	The language used in Grammar Cards is suitable for the students.	21 (95.5%)	Very attractive
6.	English grammar material is made systematically.	19 (86.4%)	Very attractive
7.	Text, elements, fonts clarity on Grammar Cards Website.	19 (86.4%)	Very attractive
C.	**Usefulness**		
8.	The learning process can be done effectively by using Grammar Cards Website.	20 (90.9%)	Very useful
9.	The material in Grammar Cards is in accordance with the learning objectives.	22 (100%)	Very useful
10.	The learning activity can be done independently by using Grammar Cards.	19 (86.4%)	Very useful
11.	The website is helpfulness as a digital literacy source in English grammar.	22 (100%)	Very useful
Conclusion:			
Grammar Cards instructional media is feasible to be used.		22 (100%)	Very feasible

(Suanah, 2019; Sekarningsih et al., 2021)

The first aspect in practicality test questionnaire was easiness which consisted of 3 questions. The first question asked about the easiness of Grammar Cards Website usage. The media was easy to be used by 17 students, while 5 students said it was not easy. The second question asked about the easiness of Grammar Cards Website material to be understood. There were 16 students who chose "Yes" that Grammar Cards were easy to be understood, whereas 6 students chose "No". The third question was the easiness of Grammar Cards Website to be accessed. Sixteen students answered "Yes" that it was accessible, while six students answered it was not. All questions in easiness aspect got "easy" category. The first aspect of Grammar Cards Website was feasible.

The second aspect in the questionnaire was attractiveness that consisted of 4 questions. The fourth question was the attractiveness of Grammar Cards Website's display. There were 21

students who chose its display was appealing, while only 1 student who chose it was not. The fifth question was the attractiveness of the language used on Grammar Cards Website. Twenty one students answered "Yes" that the language used was suitable, whereas only 1 students who answered "No". The sixth question was the attractiveness of the website's material designed. There were 19 students who chose "Yes" that it was made sistematically, while 3 students chose "No" answer. The seventh question was the clarity of the texts, elements, fonts on Grammar Cards Website. The "Yes" answer was chosen by 19 students, while 3 students chose "No". All questions in attractiveness aspect got "very attractive" category. The second aspect of Grammar Cards Website was very feasible.

The third aspect in the questionnaire was usefulness that consisted of 4 questions. The eighth question was the usefulness of Grammar Cards Website as instructional media. Twenty students answered "Yes" that the learning process could be done efficiently using the media, while 2 students answered "No". The ninth question was usefulness of Grammar Cards Website that was in accordance with the learning objectives. All students chose "Yes". The tenth question was usefulness of the media that could be used independently. Nineteen students answered "Yes", whereas 3 students answered it could not be used independently. The eleventh question was the helpfulness of the website as a digital literacy source. Twenty two students chose it was useful. All questions in usefulness aspect got "very useful" category. The third aspect of Grammar Cards Website was very feasible.

All aspects of the practicality test questionnaire were feasible. It could be concluded that Grammar Cards as instructional media were easy to be used by the students, interesting, and useful for them. Grammar Cards could be accessed through the link: grammarcards10thgraders.carrd.co

IV DISCUSSION

Based on the findings of this study, the researchers found that Grammar Cards Website was easy to be used by the students. It also could be reached out through smartphones easily. The students chose Grammar Cards Website could be accessed effortlessly and did not have a time limit in accessing it. According to Åberg et al. (2016), a website is accessible anywhere and anytime, and the students can have their own progress in learning independently. The students could access it just by clicking the link given to them. It didn't take a long time to load as well. It could be said that Grammar Cards Website was user-friendly.

Moreover, Grammar Cards Website could be used in grammar learning process independently by the students. As stated by Sekarningsih et al. (2021), nowadays, the students' culture in learning was appropriate to use websites as the instructional media. Lisnaeni and Salsabila (2021), as cited in Ramadannisa and Hartina (2021), revealed that website like Google Sites can be used by the students without the teacher's assistance. The students were able to have their own pace in learning English grammar. Grammar Cards Website could also be used independently outside of the class.

Also, the result showed that the material on Grammar Cards Website could be comprehended easily. It was because the texts were created with the students' local heritage theme, in order they would relate more to the text. As revealed by Nugraha et al. (2016), the local texts were created to accustom the students between the materials with their background environment. The materials could be about the students' culture, place, or habits. The texts that were adjusted with the students' place could not be found in the textbook they use. Mukwambo (2016) as cited in Atmazaki & Indriyani (2019), added that contextual material that is close to the students helps them to understand better.

Besides the contextual material, the students said the explanations in Grammar Cards could be simply understood. The texts was also explained clearly. The material on Grammar Cards Website was designed shortly and the cards were in different colors to help them memorize easily. This was in line with Nurjanah and Pratama (2019)that the various colors of

cards would facilitate the students learning by visual and provide a probability for the students to memorize the content by colors. Solichin & Faizin (2017) also stated that cards as media to learn grammar make students more interested and understand. It could be assumed that the materials on Grammar Cards Website was obvious for the students.

Grammar Cards were designed to create an interesting environment for learning. The media with colorful display, many illustrations, and various fonts provide a new learning variation. Pentury & Anggraeni (2022) speculated that the instructional media that are appropriate for students are media with visual support. The illustrations and elements were from Canva, a graphic-design platform. According to Yundayani et al. (2019), Canva is a source of visual media that is effortlessly accessible.

Furthermore, all students said that the website's materials were in accordance with the learning objectives that they should achieve. Indeed, one of the purpose of instructional media is to help to earn the learning objectives in the learning activity (Puspitarini & Hanif, 2019). Also stated by Amaka and Goeman (2017), the media chosen are adjusted with the instructional objectives. It showed that specifying the media designed with the learning objective was essential. This meant Grammar Cards Website was in line with the learning objectives.

Grammar Cards Website was also helpful as a digital literacy source for the students in learning grammar. As stated by Sekarningsih et al. (2021), the website can be a development in technology-based media for modern literacy source. The website could be utilized since the students used memorizing and reading techniques in acquiring grammar. In short, Grammar Cards Website was feasible digital instructional media. The final results showed it was easy, interesting, and useful to be used in learning English grammar for 10th grade students of SMAN 5 Tanjungpinang.

V CONCLUSION

This study could be concluded based on the results data that had been analyzed through validation and practicality test on the students, that the material and media of Grammar Cards Website were valid. The material was valid from content, concept accuracy, and language aspects. The media was valid from media, display, and layout aspects. Grammar Cards Website was feasible to be used as instructional media in learning English grammar for 10th grade students of SMAN 5 Tanjungpinang. The feasibility of Grammar Cards Website consisted of 3 aspects, they were easiness, attractiveness, and usefulness.

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