# DEVELOPING MEDIA "GRAMMAR ROOT" FOR TEACHING GRAMMAR TO ISLAMIC BOARDING SCHOOL STUDENTS

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## ABSTRACT

This study aims to develop a learning media for teaching grammar to Islamic boarding school students. The biggest reason for this study is to make studying grammar more accessible for students at Islamic boarding schools with limitations in learning grammar. This study adopted 10 components of the Dick and Carey development method: analysis of needs and goals, learning analysis, analysis of context learning, formulating goals/aims, developing the instrument, developing learning strategies, developing and choosing learning materials, designing and conducting formative evaluations, making revisions, and summative evaluation. The media was developed based on a need assessment questionnaire filled in by 51 students of class six of an Islamic boarding school in Jambi. The researchers analyzed data collected based on mixed methods, a combination of quantitative and qualitative methods. The media "Grammar Root" was validated by several media and material experts and concluded with a valid score by the experts. It proves that the "Grammar Root" learning media can be used to promote the effectiveness of teaching grammar to Islamic boarding school students.

**Keywords:** Boarding schools, media, Grammar Root, need analysis

## INTRODUCTION

Learning foreign languages in Islamic boarding schools emphasizes deepening speaking skills in which students are required to use English and/or Arabic as their daily language in the boarding schools. Islamic boarding schools are also more focused on learning Arabic, which limits grammar learning to memorizing patterns and example sentences without giving students more opportunities to try to compose sentences with the appropriate pattern. Students are also not accustomed to using grammar as their daily speaking companion. A grammar teaching system that seems monotonous also makes students not interested in learning grammar. Islamic boarding schools rarely use media when teaching any lesson in class, which can result in students getting bored when learning the lesson. One weakness of the learning system in Islamic boarding schools is that students are required to study outside the classroom just by relying on their books or notes without any specific assistance. Without the teacher's supervision in learning new lessons, it can also pose a risk to the future understanding of the students (Mupa & Chinooneka, 2015; Leng, 2023). The students cannot choose right from wrong in the lessons they have just learned.

Yuliarsih and Fetty (2020) explained in their research that grammar means lessons about the principles of making and grouping words into sentences. Therefore, grammar is essential for people who want to master English words because it can guide us in grouping

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words and sentences correctly. In English, students must use the correct sequence of words without grammatical errors to frame meaningful sentences (Butterfield, 2008). Since most EFL students have difficulty mastering English grammar, they find it challenging to use it in their writing. The hardest part is changing the verb, which is confusing. The difficulties in replacing auxiliary and other additional words also affect students' interest in learning grammar.

In teaching and learning, the teacher's role in explaining the lesson is essential for students. Teachers should create a conducive classroom atmosphere by selecting appropriate methods to reduce students' anxiety about learning and speaking a foreign language. Aman's (2020) study shows that once the students feel more comfortable and motivated, they usually use the language without fear or hesitation. The learning methods and materials used to evaluate and test students' understanding must fit their needs. Correspondingly, Aman (2020) has explained in his research that teachers' beliefs in explaining lessons also significantly affect student understanding. The literature on teachers' beliefs and classroom practices suggests that a sound understanding of those beliefs is extremely helpful in developing and implementing valuable programs and practical in-service training.

The education system in Indonesia highlights the improvement of technology that can help the learning system. Several research studies and media developments have been conducted at public schools in Indonesia (Pramana et al., 2021; OECD, 2015). Still, only a little has been done at Islamic schools or Islamic boarding schools, even though they have become one of the educational institutions that influence the education system in Indonesia. The researchers rarely examine the education system within Islamic boarding schools due to the many differences between boarding schools and schools in general. Many researchers have developed fun learning media for boarding school students, especially in listening and speaking material. Researchers are only concerned with research that improves four skills: speaking, listening, reading, and writing. Even without the grammar skills, the four skills above are useless. Although some researchers have developed research on grammar, only a few have focused on grammar for students in the Islamic boarding school.

Correspondingly, developing learning media aims to make it easier for boarding school students with limitations in various aspects of learning to learn grammar without memorizing more sentence patterns. In this study, the researchers want to develop learning media with grammar material that Islamic boarding school students can use. Learning media can help students learn English in Islamic boarding school, especially on 12 tenses grammar materials.

According to the Republic of Indonesia Law number 14 of 2005 Article 20 concerning teacher assignments, the teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education. A professional teacher must carry out tasks related to educating, teaching, guiding, and evaluating professionally. As explained in the law, in carrying out professional duties, teachers are obliged to: a) plan learning, implement quality learning processes, and assess and evaluate learning outcomes; b) improve and develop academic qualifications and competencies sustainably in line with the development of science, technology, and art; c) acting objectively and not discriminatory based on consideration of gender, religion, ethnicity, race, and specific physical conditions, or family background, and socio-economic status of students in learning; d) uphold the laws and regulations, the law and the code of ethics of teachers, as well as religious and ethical values; and e) Maintain and foster national unity and integrity. As points a and b explain, teachers must plan, implement, and evaluate to develop academic qualifications and competencies following the development of science, technology, and art.

The development of the Indonesian learning system currently focuses on using technology and information media (OECD, 2015). Schools in the city center can develop very rapidly, but for schools far from the city center or boarding schools, it will not be as easy as schools in the city center to develop the learning system. These limitations include the environment and inadequate information systems in the environment, and some regulations in Islamic boarding schools do not allow the use of information technology. This also

encourages the researchers to create media for teaching grammar that can be used in various schools, especially Islamic boarding schools. The biggest reason for developing this media is to make it easier for boarding school students with limitations in multiple aspects of learning to learn grammar more easily without memorizing more sentence patterns. The researchers want to develop learning media with grammar materials that Islamic boarding school students can use. Learning media can make learning English easier for Islamic boarding school students, especially on 12 tenses grammar material.

In the language learning process, media is expected to make a more effective and efficient learning process by the purpose of learning. Tafanao (2018) also explained that learning media can channel messages from the sender to the recipient, just as with the previous understanding. He also explained that media can stimulate students' thoughts, feelings, concerns, and interests in learning (Afidah et al., 2021). Meanwhile, according to Musfiqon (in Andriani et al., 2022), learning media can be defined as physical and non-physical forms of tools teachers use to convey material to students to be more effective and efficient. The use of learning media is expected to be more helpful for students in comprehending learning materials and attract them to learn. So, the learning media can be interpreted as a tool of hardware or software teachers use to deliver materials to students in the learning process.

One of the functions of learning media is a tool in delivering the material in the learning process. Aside from being a tool for conveying materials in the process of learning, other functions in Asyhar (2012) are as follows: (a) Media as a learning resource; (b) The semantic function is related to the word, term, sign, or symbol. (c) Manipulative function is the ability of the media to reload an object/event in various ways, according to its conditions, circumstances, objectives, and targets; (d) Fixative function that is in capturing, storing and recasting an object or event that has long occurred; (e) Distributive functions of the media used in the learning process can be followed by students in large numbers or unlimited media coverage; (f) Psychological functions, learning media has the function of attention, affective function, cognitive function, imaginative function and motivation function; and (g) socio-cultural functions.

Using learning media can overcome the sociocultural barriers between students with different customs, habits, environments, and experiences. Media can be grouped based on their type, as stated by several experts such as Leshin, Pollock, and Reigeluth (in Arsyad, 2009). They classify media into several groups, namely: (1) human-based media (teachers, instructors, tutors, role-playing, group activities, field trips); (2) print-based media (books, guides, books, Workbooks), (3) work aids, charts, graphs, maps, pictures, transparencies, and slides. Similarly, Seels and Glasgow (in Arsyad, 2009) grouped traditional media into eight types, namely: (1) flashcards of media from projected stationary materials, (2) flashcards of media from scraps that are not projected, (3) audio, (4) multimedia presentation, (5) media flashcards from projected dynamic Scraps, (6) print, (7) games, and (8) realia. The above media groupings are intendeded to make it easier for users to choose, design, and use media according to their needs. In this case, direct experience (concretely) provides the highest learning outcomes. However, the learning process does not necessarily begin with the immediate experience of the students; it can use expertise appropriate to the learning needs.

Suhartono and Laraswati (2016) explain in their research that writing is challenging to learn in English. The teacher should be creative and innovative to make students get the ideas in writing easily. The application of visual media can help students get the idea easily. It was proven among the eleventh-grade students of an islamic senior high school. The application of visual media helped the students write easily. The teacher should apply visual media to help the students write good sentences. Using visual media applications in teaching writing, responded well by the students. They understood the teacher's explanation well and did the task individually. The students learned more vocabulary and creativity in the writing process. It can be concluded that visual media applications in teaching writing help students write easily as they help them be more creative in finding ideas and developing vocabulary. So, they

suggested that the English teacher improve the material and use this visual media to teach other skills.

Aman (2020) explained in his research that teachers' beliefs in explaining lessons also significantly affect students' understanding. The literature on teachers' beliefs and classroom practices suggests that a sound understanding of those beliefs is extremely helpful in developing and implementing valuable programs and practical in-service training. In this case, Lambert and Tucker (1972) mention that bilingual children in Indonesia have two or more words for each object and idea, and different meanings are sometimes attached to words in the two languages. This means a bilingual person may develop the ability to think more flexibly (cited in Failasofah et al., 2018).

In another study, Yuliarsih and Fetty (2020) have developed instructional media to teach irregular grammar in tenses. They used visual media and clocks. This research was conducted in the English Education Department of Madura University. Research subjects were students from Class A who took structure class in the academic year 2018/2019. From the data, 53.3% of students responded positively to implement a clock as a medium in teaching grammar, especially in changes in the verb form. It helps them to memorize the irregular verbs.

One of the researchers who developed media at Islamic schools is Rukiati & Susanti (2016) developed a learning module used in the madrasah aliyah An-Nuriyah Jember. In the development of these media, they made learning media in the form of English learning materials that were specifically designed to improve speaking skills using the jigsaw method. From the trials conducted, the English learning media on the jigsaw model developed makes students more confident and have a sense of responsibility in learning activities. This is because the jigsaw method is one of the techniques or models of cooperative learning (cooperative learning) that is very suitable and effective for beginners to apply to learners of English speaking skills.

Another example of developing media research in Islamic boarding schools is "Dart Board" by Rahmania and Saputri (2017), which was introduced to Pondok Pesantren Qomaruddin Bungah Gresik students. The media uses the topic of vocabulary. If the "Dart Board" arrow leads to a topic, students must explain some vocabulary suitable to that topic or according to that topic. The introduction of the Dart Board media through this research has increased the enthusiasm or interest of students of Pondok Pesantren Qomaruddin Bungah Gresik in English in general and the introduction of media as a support for memorable learning. Previous studies have shown the benefits of grammar-learning media for students. However, this study focused on developing a media for primary students at a boarding school in Jambi.

**METHODS**

The researchers use the research and development (R&D) research method in this study. The research aims to develop a product or complement the previous product. There are two types of developmental phases in this research. The first type focuses on the products, programs, processes, and teaching tools provided. The flow of this research is not only the product design and development but also the evaluation. The second type focuses on the design, development, or evaluation model provided and identifies the conditions that facilitate success in its use. In this research, the researchers use the first type of development that focuses on the products, programs, processes, and teaching tools provided. This Dick & Carey (2005) model is one of the system models that is often used in extensive research and development. Setyosari (2010) explains that the Dick & Carey (2005) model itself consists of 10 steps. They are analysis of needs and goals, learning analysis, analysis of context learning, formulating goals/aims, developing the instrument, developing learning strategies, developing and choosing learning materials, designing and conducting formative evaluations, making revisions, and summative evaluation. The sample is a subclass of a population where researchers decide to study for generalizations about the target population. The sample of this research were 51 students in the ninth grade of an Islamic boarding school in Jambi.

At the beginning of this study, the researchers distributed the validity sheets of the learning media to be assessed by three experts. In the following procedure, the researchers came to the class of the final-grade students at the Islamic boarding school.

At the outset, the researchers acquainted themselves with the students and instructed them to independently fill out a needs assessment form. Subsequently, the researchers elucidated the objectives of the study and presented the notion of "Grammar Root." Subsequently, they furnished comprehensive guidelines about the utilisation of the media. Afterwards, the researchers introduced the information and instructed the students in learning fundamental English grammar, notably the 12 tenses, utilising the "Grammar Root" learning media. Subsequently, the students were instructed to carry out activities and participate in quizzes. The study primarily concentrated on the design phase, wherein the researchers created the learning media. Future researchers who desire to experiment with the media will carry out the ensuing stages, which encompass formative and summative evaluations. The data gathered in this study were quantitatively analysed, specifically focussing on the testing of validity. The analysis entailed assessing the instructional media's materials, exams (quizzes), and learning tools using expert comments. This encompassed enhancements in terminology, operating protocols, and the general credibility of the educational materials as evaluated by experts.

## FINDINGS AND DISCUSSION

In this study, the researchers completed the development phase up to the design of the learning media. The phases are needs and goals analysis, learning analysis, learning context analysis, formulating goals, developing the instrument, developing learning strategies, developing and choosing learning materials, and designing the learning media.

### Identifying Goals and Objectives

In the first stage, the researchers decided the skills needed to be developed by the students and the competence to be learned to enhance students' performance or achievement. Meanwhile, the researchers analyzed their basic competence based on the Curriculum 2013 to complete this stage. The basic competence and competence indicator was developed by the researchers as follows:

Table 1. Basic competence indicators

| Base Competence | Competence Indicator | Achievement Indicator |
|---|---|---|
| 4.6 Compiling transactional, oral, written, short, and simple text interactions, which involve the act of giving and requesting information related to circumstances/ actions/ activities/ events carried out/ occurring in the past that refer to the time it occurred and its outcome, taking into account social functions, text structure, and linguistic elements that are correct and in context. | 1. Knowing the contents of the text about actions/events performed/happened in the past (Past Simple), which shows the running time at its end (Present Perfect tense). 2. Analyze a simple dialogue regarding the action/event done/happened in the past (Past Simple), which refers to the time of occurrence and the ending (Present Perfect tense) contained in the text. | 1.1 Explain the difference between events in the past that refer to the time they occurred and events that occurred leading to their end. 2.1 Comparing Past Simple and Present Perfect tense sentences in English with sentences about past actions/events that refer to the time of occurrence with those that refer to the ending in the mother tongue or Indonesian. |

The table above shows the basic competence of tenses to arrange simple sentences about events that occurred in the past in written or spoken and change them into several different time processes, such as the time that occurs in the present until the time to be planned/future. English teachers should assess students' abilities based on the indicators above.

## Conducting Instructional Analysis

In this study, the researchers completed the development phases up to the design of the learning media. The phases are needs and goals analysis, learning analysis, learning context analysis, formulating goals, developing the instrument, developing learning strategies, developing and choosing learning materials, and designing the learning media. The issues faced by the students need some solutions, such as reforming courses and programs and improving students' knowledge based on students' skills. Meanwhile, the issues that happened to the last-grade students at an Islamic boarding school included limited time in the teaching and learning process and the teacher not exploiting media that could be used in the teaching and learning process. Therefore, based on the issues that happened, the researcher maximises the application of weblogs as an instructional media. The outcomes of students' needs assessment are explained in the next poin.

## Determining Entry Behavior and Learners' Characteristic

The results of need assessment were used as the basis for determining the students' initial behaviour and characteristics. The students' need assessment conclusions are as follows: first, the students strongly agree that English lessons are essential for both now and in the future. This is proven by a percentage of a score of 5 or very good. Second, the students also strongly agree that they should be able to master the basics of English grammar, especially tenses, and it is proven by a percentage of a score of 5 or very good. Third, the students agree that to master the tenses, they need to practice a lot by using them in daily conversations, and it is proven by a percentage of a score of 4 or better.

Fourth, the students also strongly agree that learning English grammar basics, especially tenses, is very interesting. This is evidenced by a percentage of a score of 5 or very good. Fifth, students also strongly agree that learning tenses must use visual learning media that is attractive to students, as evidenced by a percentage of a value of 5 or very good. Sixth, the students also strongly agree that visual-based learning media is beneficial for students to understand the material, especially the basics of English grammar. This is evidenced by a percentage of a score of 5 or very good. Seventh, the students also strongly agree that learning to use learning media is more interesting than using textbooks, evidenced by the percentage of the value of 5 or very good. Eighth, the students agree that visual learning media can make it easier to repeat lessons outside of class hours. This is evidenced by a percentage of a score of 4 or good. Ninth, the students quite agree that students can learn on their own with the help of visual learning media. This is evidenced by the percentage value of 3 or quite good. Tenth, the students agree that visual learning media has the potential to be an effective training tool for the basics of English grammar; this is evidenced by a percentage score of 4 or good.

The results of the need assessment questionnaire above show that the Islamic boarding school students are very enthusiastic about learning grammar. They also argue that learning using instructional media is very helpful for them in learning grammar. Learning media must be innovative and attractive to the students. Although they think that teaching media can help them repeat lessons outside the classroom, almost all students feel that they still need assistance from the teachers in learning lessons. They still think that learning media is not enough without assistance from their teachers. Therefore, the researchers concluded that they needed attractive learning media that they could use outside class but still needed assistance from their teachers.

**Developing Assessment Instruments**

In this step, developing assessment instruments is essential because the instruments are related to the operational objective that must be achieved based on the indicators in measuring the product designed. There are two types of instruments: the first is instruments for the student's needs, and the second is instruments to measure the validity of the product designed. The kinds of instruments are as follows:

a. Validity questionnaire of the media
b. The validity questionnaire test was adopted from Roblyer (2006). It consisted of seven assessment aspects, instructions for the questionnaire, and five assessment criteria, such as 5 = totally valid, 4 = valid, 3 = valid enough, 2 = fairly valid, and 1 = invalid.
c. Need Assessment Questionnaire for students. The researchers used an assessment questionnaire to measure the effectiveness of visual media to be applied at the last grade of the Islamic boarding school. This questionnaire consists of 10 statements, instructions, and assessment criteria such as 1=disagree, 2=less agree, 3=quite agree, 4=agree, and 5=strongly agree.

**Developing "Grammar Root" Learning Media**

At this stage, the researchers use the lecture and question-answer methods. Besides using the lecture method and question-answer method, the researchers developed a product in the form of visual learning media because the use of visual media in the teaching and learning process has many advantages, including increasing interactivity between teachers and students, flexible time and place, for example, students can access anytime and anywhere without the limitation of time and place. We have developed the best possible media to achieve all the benefits of visual learning media. In developing instructional media, the researchers chose magnetic whiteboards to arrange sentence patterns in 12 tenses.

The reason for using a magnetic whiteboard was because it has a straight and sturdy surface to use for a long time. Magnetic whiteboards were drawn and decorated as a tree with roots and fruit. The magnetic whiteboard was decorated with a banner with a tree and roots. Then, there is a grass-shaped card that showed the writing of sentence division and a red circle-shaped card that showed the sentence pattern. The card used a magnet that can stick to the board, which made it easier to use if there was something to change or shuffle.



Figure 1. The "Grammar-Root" Media

**Choosing Learning Materials and Activities**

The researchers decided what learning materials would be taught according to the needs of the final stage at the Islamic boarding school. Meanwhile, the researchers chose instructional media instruments and teaching materials based on the Islamic boarding school curriculum to complete this stage. The most crucial thing in developing instructional media is that the researchers should arrange activities as well as possible to encourage the students to practice more.

The researchers used several activities or learning methods of lectures and question answers for this learning medium. First, the teacher explained the general definitions and

keywords to the students. Second, teachers would start by laying out the unfinished pattern. If the teacher wanted to explain "Present Continuous Tense", then put the "Present Card" side by side with the "Continuous Card". Then, placed the present pattern card "V1" above the present form card and the continuous "to be "and "Ving" word pattern cards above the continuous card. Third, teachers can ask students to arrange the existing pattern cards to be used as a pattern of present continuous tense sentences with the help of general definitions and keywords that have been explained. Do not forget to place the cards "Subject" and "Object" before the students arrange the patterns.

This method emphasized the good reciprocal relationship between students and teachers in the teaching and learning process. This activity could be done for all sentence patterns. This learning media can also be used with the game method; the teacher can divide students into several groups, and groups can arrange sentence patterns and give examples to get grades.

**Conducting Evaluation**

After designing the "Grammar Root" media design and visual-based prototypes, three experts must test the media's validity. This aims to determine the weaknesses of the media, both from the content and visuals. The media assessment experts are English education lecturers at Ahmad Dahlan University. Measuring the validity of the learning media "Grammar Root", the researchers provided a validity sheet to several experts and the materials and methods of use that had been designed. Based on the results of the validation of learning media from several experts, it needs to be revised. The recommendations given by the experts are as follows:

a. Visual design: The colour lacked contrast, so the text was not maximally visible. The media were good and exciting, but there are no instructions for use and care.

b. Learning materials: Some documents must be completed, such as (Learning strategies and details of the material being taught). There needs to be a way to attach materials to the "Grammar Root". There are some minor grammar mistakes. For practice questions, do not refer to the 12 tenses patterns.

Table 2. The validation test results.

| No | Indicators | Materials average | Media average | Explanation |
|----|-----------|-------------------|---------------|-------------|
| 1. | Relevance | 4,5 | | Valid |
| 2. | Accuracy | 4 | | Valid |
| 3. | Comprehensiveness | 5 | | Very Valid |
| 4. | Concept | 4 | | Valid |
| 5. | Suitability | 5 | | Very Valid |
| 6. | General display | | 4 | Valid |
| 7. | Specific display | | 4 | Vaid |
| 8. | Media presentation | | 3,75 | Valid |
| **Average** | | | **4** | **Valid** |

The analysis results, which consist of 8 indicators, show that the average learning medium is 4 (valid). There are two indicators with very valid categories. The first indicator is the completeness of material offerings, which must present the required competencies students must master. The second indicator is the suitability of the material presented with the demands of student-centred learning: it encourages student curiosity, encourages student interaction, encourages students to build their knowledge, and encourages students to study in groups.

Suhartono and Laraswati (2016) suggest that English teachers must improve their understanding of the material and use visual media to teach other skills. Visual media-based learning media was developed by applying the Dick and Carey (2005) development model, which consists of nine stages: Identifying goals and objectives; completing instructional

analysis; Determine entry behaviors and learner characteristics; Write performance objectives; Developing criterion-referenced learning assessments; Developing the instructional learning strategy; Choose learning materials and activities, Carry out formative evaluation; and Carry out summative evaluation. The Dick and Carey (2005) development model was chosen because this model is clearly defined and applied to collect all data about student needs and how to design appropriate media for Islamic boarding school students.

Based on the problems of the final year students of an Islamic boarding school, one solution is to implement or develop visual-based learning media. However, using visual learning media in the teaching and learning process has several advantages, attracting students to concentrate more on learning. Pramana et al. (2021) also argues that using visual-based learning media is very helpful for teachers and students. For students, using visual-based media can eliminate boredom compared to a learning system that only prioritises verbal / teacher explanations. The learning atmosphere can be more enjoyable, students are more creative and motivated, and student achievement increases. Teachers who use visual-based media also find it easy to deliver material to students. It makes it easier for students to understand the material presented better.

Yuliarsih & Fetty (2020) explained that time-learning tenses are scary for students. A good teacher must be able to choose suitable learning media to make it easier for students to understand the lesson. The researchers and other teachers must anticipate this because visual-based learning has several shortcomings. For example, it will also hamper students' understanding of the material without a reasonable explanation. So, before applying visual media in the teaching and learning process, the researchers or teacher must ensure that the material has been mastered by the researchers and teachers properly because learning media is only a tool in the learning and teaching process. Aman (2020) explained in their research that teachers' beliefs in explaining lessons also significantly affect student understanding. The literature on teachers' beliefs and classroom practices suggests that a sound understanding of those beliefs is extremely helpful in developing and implementing valuable programs and practical in-service training.

At the need analysis stage, the researchers analysed needs and goals, performed a learning analysis, and analysed context learning for students of the Islamic boarding school in Jambi. The researchers analysed the students by providing a needs assessment questionnaire. The results of the need assessment questionnaire show that the An Islamic boarding school students are very enthusiastic about learning grammar. They also argue that learning using instructional media is very helpful for them in learning grammar. Learning media must be innovative and attractive to the students. Although they think that teaching media can help them repeat lessons outside the classroom, almost all students feel that they still need assistance from the teacher in learning lessons. They still think that learning media is not enough without assistance from their teachers. Therefore, the researchers concluded that they needed attractive learning media that they could use outside class but still needed assistance from their teachers.

Then, at the stage of formulating goals/objectives, developing instruments, developing learning strategies, and developing and selecting learning materials, the researchers first adjusted to the Islamic boarding school's curriculum, which for the final students would carry out exams with the material they had studied in the dormitory. The boarding school and the existing boarding school curriculum make a system of assessment and assessment in the form of oral and written assessments instead of multiple-choice and essays. Then, the researchers developed and selected essential grammar materials to help the boarding school students take the exam without memorising a lot. In developing learning strategies, the researchers decided to use the lecture and question-and-answer method because, with this method, there was an excellent reciprocal relationship between teachers and students in the teaching and learning process (Mafarja et al., 2023).

During the process of creating and conducting formative evaluations, the researchers created a magnetic whiteboard specifically for constructing phrase patterns in 12 different

tenses. Magnetic whiteboards are used because of their durable and level surface, which allows for prolonged use. The magnetic whiteboard is adorned with a depiction of a tree, complete with intricate root and fruit designs. A magnetic whiteboard is adorned with a banner featuring a depiction of a tree and its roots. Additionally, there is a card shaped like grass that displays the written representation of sentence division, as well as a card fashioned like a red circle that illustrates the sentence pattern.

The card uses a magnet that attaches itself to the board, which makes it easy to use if there is something you want to change or randomize. At this stage, researchers have also conducted a validity test on media and material experts with an assessment system of the following eight categories: Relevance, Accuracy, Comprehensiveness, Concept, Suitability, General display, Specific display, and Media presentation, where the result gets 4 (Valid) or show that the media "Grammar Root" is suitable for use in the teaching and learning process.

The application of visual media "Grammar Root" in the final students of a modern Islamic boarding school is running well because of several advantages such as "Grammar Root" as a learning media is new for them, so students are very excited. The appearance of the "Grammar Root" is also attractive to students and makes students more concentrated in learning. "Grammar Root" learning media also makes students very active in participating in the learning process of basic grammar 12 tenses. There is some new knowledge that they have never learned before; there is no time limit for using "Grammar Root" and students can learn independently, even outside of class hours.


**CONCLUSION**

This study aims to develop primary Islamic School students' English Grammar learning media. In this study, the validity test of "Grammar Root" learning media for teaching basic grammar 12 valid tenses indicates the percentage of values reaching 4 (valid) as measured by 3 expert assessors. There are 8 indicators in the grammar root learning media: Relevance, Accuracy, Comprehensiveness, Concept, Suitability, General display, Specific display, and Media presentation. There is some new knowledge they have never learned before, there is no time limit for using Grammar Root, and students can learn independently in learning grammar even outside of class hours. The application of visual media "Grammar Root" in the final students of an Islamic boarding school is running well because of several advantages such as "Grammar Root" as a learning media is new for them, so students are very excited, the appearance of the "Grammar Root" is also attractive to students and makes students more concentrated in learning,and "Grammar Root" learning media also makes students very active in participating in the learning process of basic grammar. To further support the learning process in the classroom, teachers can take advantage of available technology to make it more effective, efficient, and less tedious. Media use in the learning process will also positively influence the students by increasing their learning motivation.

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