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DEVELOPMENT OF "P-GRAMRY" TRUTH OR DARE AS INTERACTIVE MEDIA FOR ENGLISH LEARNING IN PRIMARY SCHOOL STUDENTS

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Abstrak

This study aims to develop and evaluate the feasibility and effectiveness of interactive media Truth or Dare cards for English subjects in elementary schools. The development model used is ADDIE (Analysis, Design, Development, Implementation, Evaluation) with evaluation stages including expert validation, one by one trials, small trials, and field trials. The subjects in this study were fourth grade students of Wiyoro Elementary School on May 26-27, 2025 with a total of 23 students. Validation was carried out by material experts and media experts, with the results of the average score of 95% with a very feasible category and 78.87% with a feasible category. Individual, small group and field group trials showed an average student response score of 83.14%, 88.09%, and 92.48% with a very feasible category. Summative evaluation results showed an increase in student learning outcomes, with an average pre-test score of 56.95 and post-test increased to 86.52 with an N-Gain score of 0.7. Based on these results, the developed learning media is declared feasible and effective to be used in the English learning process in elementary schools.

Keyword: Interactive Media, ADDIE, Elementary School

Introduction

English has become an important international language that plays a crucial role not only in communication but also in accessing global information and educational opportunities.(Robi'ah & Yunansah, 2023). In the digital era, mastery of the English language is considered a fundamental asset for individuals to compete globally. In Indonesia, English language education is implemented at all levels, from elementary school to universities. (Byslina, 2016). However, despite its importance, the results of English language learning remain suboptimal due to various internal and external factors.

Internal factors include student character, attitude in learning, concentration in learning, ability to process learning, ability to explore learning outcomes, self-confidence, and learning habits (Anzar & Mardhatillah., 2017). Meanwhile, Susanthi, (2020) states external factors include teacher factors, social influences, school curriculum, and infrastructure. These challenges highlight the need for effective and engaging teaching methods, particularly at the

elementary level. English instruction in primary schools requires interactive strategies that introduce vocabulary and basic grammar in ways suitable to students' developmental stages. In this context, interactive learning media becomes a key tool to enhance students' engagement and comprehension.

Interactive media—ranging from digital games to multimedia content—can enhance student motivation and help them understand language concepts more effectively (Kusuma Pertiwi & Wardhani, 2024). Previous research has shown that such media can enhance students' interest, focus, and long-term retention of learning materials (Primamukti & Farozin, 2018). However, many interactive tools available are often limited to a single subject and lack flexibility across disciplines or long-term evaluation of their impact on learning outcomes.

In upper primary education, students begin to learn more complex language elements, such as grammar and advanced vocabulary. Nation, (2001) states that vocabulary knowledge and grammar mastery are essential elements in language proficiency, allowing learners to improve their reading, writing, listening and speaking skills. Teaching methods that combine creativity, context, and interactivity are very important to support students in applying grammar and vocabulary in practical communication settings.

One of the interactive media that can be used in teaching is the use of Truth or Dare-based cards in learning. Nuriah in research by Dona et al., (2024), This game format, which is usually used for entertainment, can be adapted into educational media by combining grammar questions (Truth) and vocabulary-related challenges (Dare). Based on this idea, the P-Gramry Truth or Dare Cards were developed as an innovative learning media for teaching English.

P-Gramry, a combination of 'Practice' and 'Grammar-Vocabulary,' consists of colorful, illustrated cards designed to support students' understanding of English through fun and engaging activities. Each card prompts students to answer questions or perform tasks related to grammar and vocabulary. This format allows for sentence building, translation, and role-playing, creating a dynamic learning experience. Used in group settings or as an evaluation tool, P-Gramry aims to make learning more interactive, enjoyable, and effective for elementary school students.

Method

This research uses the Research and Development (R & D) method. is an approach that aims to produce certain products or media and test their effectiveness. Sugiyono, (2013)

states that in developing a product by introducing a new product but different from the development of existing products. This research uses the ADDIE development model (Analyze, Design, Develop, Implement, and Evaluate). This research was conducted at Wiyoro State Elementary School on May 26-27, 2025, with the subjects being 23 fourth grade students. The object of the research is the P-Gramry Truth or Dare Cards media developed for English language learning, particularly for grammar and vocabulary material. Data collection techniques include observation, student response questionnaires, and pretest and posttest tests. Qualitative data were obtained from critiques and suggestions from subject matter experts and media experts, while quantitative data came from expert validation results and student responses, as well as comparative analysis of pretest and posttest scores.

Result dan Discussion

This research produced a product in the form of interactive learning media P-Gramry Truth or Dare Cards that has been developed using the ADDIE model. After the media was developed, a series of feasibility and effectiveness tests were conducted, including validation by experts, one-on-one, small group, and field group. In addition, pretests and posttests were also conducted to assess the impact of using the media on students' understanding of grammar and vocabulary. The results of these stages are explained as follows.
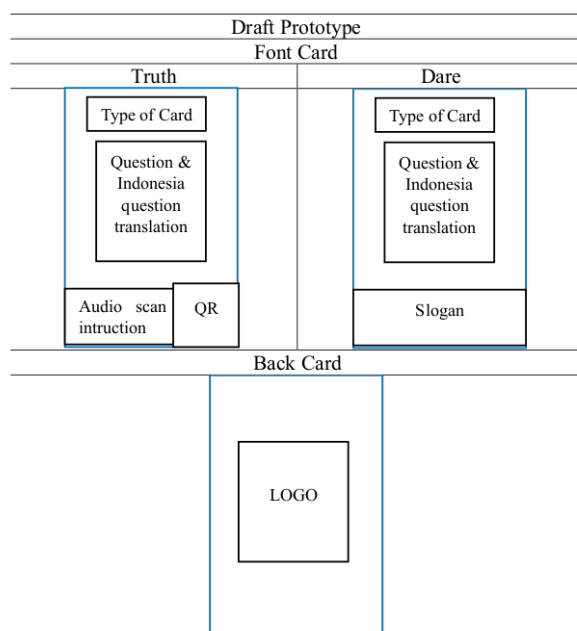
Analysis

The analysis stage begins with identifying learning gaps in the fourth-grade students of Wiyoro State Elementary School. The results of the observation and initial test analysis show that students are struggling to understand basic sentence structures and to remember and use the vocabulary that has been taught. The teaching methods used have not sufficiently emphasized aspects of grammar and vocabulary, and the learning media used are still lacking in interactivity. This has resulted in low student participation and their understanding of English materials. Based on this condition, the goal of developing this media is to help students understand grammar and vocabulary in a fun and contextual way through interactive card games. This media is also designed to enhance students' active engagement, motivate them in learning, and train their quick thinking skills and the use of English in everyday contexts. With an engaging and communicative approach, it is hoped that this media can be a solution to the learning gaps that occur.

Desain

The next stage after the information gathering process in the analysis phase is the design of the P-Gramry Truth or Dare media. In this stage, the researcher begins to compile prototypes and design the layout of the media as the initial form of development. The design was carried out based on the results of the analysis of students' needs and the characteristics of English learning materials in elementary schools, so that the resulting media were relevant, interesting, and in accordance with the developmental level of learners. The main components of the media, such as card display, colors, images, game instructions, and a list of questions and dares , were carefully designed to support the learning objectives. This initial design was then used as a reference for the next stage, which was development and validation, to ensure that the media created was not only visually appealing but also effective in increasing student participation and understanding.

Table 1. Prototype 1

Draft Prototype	
Font Card	
Truth	Dare

Type of Card	Type of Card
Question & Indonesia question translation	Question & Indonesia question translation
Audio scan intruction QR	Slogan

Back Card
LOGO

In the P-Gramry Truth or Dare media design stage, the process began by choosing Canva as the design tool as it provides a wide range of visual elements that are easy to use and allow for an attractive end result in an efficient manner. The card size was determined to be 9 cm x 6 cm, adjusted to fit in the hands of students and still contain text and icons proportionally.

For added interactivity, each card comes with a QR code that links to the pronunciation audio, allowing students to listen to and accurately mimic the English pronunciation. Visually, the cards are designed using a combination of bright colors such as blue, pink, white, and purple to create a fun feel. The typography used is also specially selected, with simple and easy-to-read fonts such as "Marykate" and "Dreaming OutLoud," to match the literacy skills of elementary school students.

Development

At the development stage, researchers began to produce P-Gramry Truth or Dare media in physical form according to the design that had been made. Cards are printed with a predetermined size and appearance, equipped with illustrations, text, and QR codes for audio access.

Table 2. Prototype 2

Result			
Font Card		Dare Card	
Truth	Dare	Truth	Dare

After the product is completed, validation is carried out by media and material experts to assess the feasibility of content and appearance. This validation is important to ensure that the content presented is in accordance with applicable learning standards and is easily understood by students. Material experts are in charge of evaluating the accuracy, relevance, and suitability of learning materials with the curriculum used, while media experts assess visual aspects such as design, color, layout, and ease of use of the media. This validation process also provides an opportunity to receive constructive feedback and suggestions to improve and refine the product before it is widely implemented in the classroom. Based on the results of the validation conducted by material experts and media experts, the percentage score obtained is

then analyzed using the predetermined feasibility category. Table 3 shows the eligibility criteria based on the percentage score of the validation results:

Table 3. Eligibility Criteria

No	Percentage	Eligibility Categories
1	81-100%	Highly Feasible
2	61-80%	Feasible
3	41-60%	Fairly Feasible
4	21-40%	Infeasible
5	0-20%	Highly Infeasible

Based on the eligibility criteria formulated by Arikunto (2013) as shown in Table 3, the validation results from the experts were then analyzed and classified according to the percentage score obtained. This process aims to determine the extent to which the learning media developed meets the eligibility standards in terms of content, appearance, language, and other technical aspects. Each aspect of the assessment is given a score by the experts, then summed up and calculated the percentage to determine the feasibility category, such as very feasible, feasible, feasible enough, or not feasible. By using this systematic reference, researchers can get an objective picture of the quality of learning media before it is tested on students. This analysis is also the basis for revising and improving the media to make it more effective and in accordance with the learning needs in the field.

Table 4. Expert Validation

No	Aspect Assessed	Responden	Mean	Description
1.	Material Validation	Material Expert	95	Highly Feasible
2	Media Validation	Media Expert	78,87	Feasible

After the product has been developed, a validation process is carried out by material experts and media experts to assess the feasibility of the content and appearance of the media. The results of validation by material experts showed a feasibility percentage of 95%, which is included in the very feasible category. Meanwhile, the validation results from media experts obtained a value of 78.87%, which is classified as feasible. This shows that the "P-Gramry"

media has met the eligibility criteria both in terms of content and appearance to be used in the learning process.

After the P-Gramry learning media product has been developed and validated by experts, the next stage is the implementation of trials on research subjects to determine the feasibility and usability of media in the field. The trial was conducted in three stages, namely one-to-one, small group, and field trials. The one-to-one trial was conducted with 5 students to see individual understanding of the instructions and media content. Furthermore, a small group trial was conducted with 15 students with the aim of knowing small group interaction and the effectiveness of the media when used collaboratively. Finally, the field trial was carried out on all fourth grade students of SD Negeri Wiyoro, totaling 23 students, to see the overall implementation in an actual classroom situation. During the trial process, researchers used observation sheets and questionnaires to obtain data on student responses to the media.

Table 5. Trial Data

No	Aspect Assessed	Responden	Mean (%)	Description
1.	One by One	5 Students	83,14	Highly Feasible
2	Small Group	15 Students	88,09	Highly Feasible
3	Field Group	23 Students	92,48	Highly Feasible

Based on the results in the table above, the researcher concludes that P-Gramry Truth or Dare learning media can be widely applied in the classroom and is effective in increasing students' engagement and understanding in learning English.

Implementation

The implementation stage was conducted to determine the effectiveness of P-Gramry Truth or Dare learning media in improving students' mastery of vocabulary and grammar. This trial was conducted at SD Negeri Wiyoro with the subject of 23 grade V students. Before the learning process using the media, students were given a pre-test to measure their initial ability in the material to be taught. Furthermore, learning activities were carried out by utilizing P-

Gramry media, then ended with a post-test to determine the improvement of student learning outcomes. The pre-test and post-test scores obtained were then analyzed to see the difference in learning outcomes before and after using the media. The instrument used in this stage is a multiple choice test question with a total of 20 questions. Based on the data obtained, the average student pre-test score was 56.95 while the average post-test score increased to 86.52 with the acquisition of an N-Gain score of 0.70 which is included in the high category.

Evaluation

Product evaluation in this study refers to the ADDIE development model, which includes formative and summative evaluation. Formative evaluation is conducted during the development process to ensure that the developed media meets the eligibility criteria in terms of content, appearance, language, and ease of use. The P-Gramry Truth learning media developed in this research is designed to improve the effectiveness of English learning process in elementary school. Based on the evaluation results from various stages, both expert validation and student trials, the media is declared feasible and effective to use. Validation by material experts shows that the content of the material in the media is in accordance with the basic competencies and learning objectives. This is in line with the opinion of Wibawanto (2017) in Kusuma Pertiwi & Wardhani, (2024) which reveals that an attractive visual display on learning media can encourage increased student learning motivation. Individual and small group trials provide a direct picture of how students use and respond to the media. Students showed high enthusiasm and felt helped by the features in the media, such as illustrations, interactive quizzes, and clear instructions for use.

Some students also provided feedback to improve the media, such as increasing the size of the buttons and adding sample questions. This reflects the importance of formative evaluation in the media development process, as explained in the ADDIE model, that feedback from users is essential to improve the quality of the product before it is widely implemented. At the summative evaluation stage, the implementation of P-Gramry Truth media in the classroom showed a significant increase in student learning outcomes, which can be seen from the comparison of pre-test and post-test scores.

This improvement shows that the learning media developed is not only visually appealing, but also effective in improving students' understanding of English materials. This result is reinforced by research by Rahma et al., (2024) who found that the use of interactive

game media in learning can significantly improve student learning outcomes. A similar study by Kurnianti, (2023) also showed that game-based media can increase student engagement and accelerate material understanding through hands-on practice and a fun learning atmosphere.

Overall, the results of this discussion indicate that the development of ADDIE-based P-Gramry Truth or Dare media can make a positive contribution to the world of education, especially in English language learning at the elementary school level. Therefore, P-Gramry Truth can be used as one of the innovative and applicable learning resources to support the achievement of learning objectives in a more enjoyable and meaningful way.

Conclution

Based on the results of the research and development that has been carried out, it can be concluded that the interactive learning media developed through the ADDIE model is proven feasible and effective for use in learning English at the elementary school level. The validation process by experts shows that the media has met the eligibility criteria in terms of material, visual appearance, and language use. In addition, the results of student trials also gave a very positive response, both in terms of ease of use, involvement in learning, and improvement in learning outcomes.

The increase in learning outcome scores from pre-test to post-test shows that the use of this media can have a positive impact on students' understanding of the material taught. This shows that interactive learning media designed with an approach that is in accordance with the characteristics of students can be an effective alternative in the learning process. As a recommendation, this learning media can be implemented more widely in the English learning process in elementary schools. Teachers can utilize it as a means to create a more fun and interactive learning atmosphere. Further research is recommended to test the effectiveness of this media on different materials or education levels to find out the extent to which this media can be adapted and developed further.

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