



Designing unlocked gramm application to promote students' self-directed learning

Ninuk Indrayani*, Sofkhatin Khumaidah

Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Indonesia

The process of self-direction is viewed as essential for achieving worthwhile and significant educational achievements. It is related to setting up learning objectives, keeping one's intentions, and aiming for high-quality learning. In order for students to reach the ultimate educational goal of being continuous learners with the ability for future educational progress, learning interests, and possibilities for lifelong learning, self-direction with the involvement of technology is considered as crucial. The objective of this study was to create the Unlocked Gramm mobile application, which would increase students' motivation to learn grammar and promote students' self-directed learning using Design and Development (D&D) methodology as research design. Questionnaire with quantitative analysis and interview for qualitative analysis were used to examine the design, development, and evaluation of the media. The study was considered successful with the score of Likert Scale 3.8 from the range 1-5 to the fact that the generated application was a good medium and satisfied the requirements for an appropriate media based on the evaluation results.

Keywords: Unlocked Gramm Application, Grammar Mastery, Students' engagement, Self-directed learning

INTRODUCTION

Students are being exposed to English in casual situations more frequently due to the growth of computer-assisted language learning (CALL). The practice of CALL, which is quickly gaining popularity, increases students' opportunity to learn languages outside of the classroom ([J. S. Lee, 2019b](#); [J. S. Lee & Dressman, 2018](#); [Reinders & Benson, 2017](#)). Given the knowledge-based culture of today, learners are required to take greater initiative and responsibility to plan their own learning processes.

With or without the assistance of others, self-directed learning (SDL) enables people to take charge of their education by choosing what and how to learn ([Meriam et al., 2014](#)). The SDL is said to become one of the crucial survival talents that students ought to possess. SDL is additionally regarded as an efficient learning engagement because of college instruction necessitates for independent learning. Higher education students must be engaged in their own learning and capable of carrying out individual activities whenever and wherever they choose.

The emphasis SDL is on learning rather than teaching and the focus on encouraging students to gain knowledge by learning and how to learn rather than being given instruction have been goals of learning growth through instruction at the higher education level. The student is seen as the most important individual in the learning process, and classroom management has thus far been based on the idea that all pupils should be allowed to learn and develop themselves.

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*Correspondence:
Ninuk Indrayani

ninukindrayani@gmail.com

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Therefore, it is crucial that teachers guide their pupils in the process of self-directed learning, which allows them to take ownership of their own education. The students choose their own requirements and learning goals, develop the experience and materials that go with it, and then assess themselves. By creating an environment that supports student-centered learning, the instructors more closely resemble facilitators than they do direct teachers.

Given the current widespread use of information and communication technologies (ICTs) in higher education, more studies on SDL with technology is required, as SDL as a process is significantly improved by the affordances of ICTs (K. S. Lee et al., 2014; Teo & Koh, 2010). ICTs assist students in making decisions regarding SDL procedures because it enables them to access a range of information sources, identify and evaluate content, explore their interests, and connect with peers and professionals. Informal digital learning is seen as an engaging and effective way to improve EFL teaching and learning and promote SDL. When students have little opportunities to naturally use English inside of the classroom, it has been recognized that studying in informal settings can be very successful for EFL teaching and learning (Richards, 2015).

The relationship between EFL students' informal digital involvement with SDL and their English learning results is a major source of concern for many CALL academics and practitioners. Informal digital learning has proven a positive impact on students' receptive English language skills (Cole & Vanderplank, 2016; J. S. Lee, 2019c; Sockett & Toffoli, 2012; Sundqvist, 2019; Sundqvist & Wikström, 2015); their productive English language skills (Lai et al., 2015; J. S. Lee & Dressman, 2018; Reinders & Wattana, 2015; Sundqvist & Wikström, 2015); and affective variables (Lai et al., 2015; J. S. Lee, 2019a; J. S. Lee & Dressman, 2018; Sundqvist & Sylvén, 2016).

As for grammar mastery for the main concern in this study is one of crucial language competencies as the main goal of teaching and learning in any language to be acquired to communicate with native speakers and in the target language. Ur (2012) stated that people who understand grammar are people whose communication is easy to accept since without adequate grammar, language production and language acceptance will be hampered.

But in reality, many students are afraid of learning a foreign language because they feel they do not master its grammar because of some reasons. First, learning grammar is considered difficult because it involves a certain structure. Second, grammar is studied using a monotonous method. Third, the limited time to learn grammar in class, so that students' enrichment of the material is very lacking (Papatungan et al., 2022).

In addition, although the role of mastery of English grammar is very important, many educators do not pay attention to this language component. At every level of education, teaching grammar is always considered the most difficult skill to teach. Learning grammar is also considered to be the most boring language skill to learn.

So, to overcome these problems, learning innovations are needed that allow students to learn grammar with fun.

From the preliminary study that has been done, it was found that grammar learning in the classroom is not optimal. Mostly, students still use the conventional way of mastering grammar, namely through the method of studying the theory of the formula and answering practice questions in class. In fact, enrichment and repetition are very important for grammar mastery. In addition, to repeat the exercises at home, the students tend to be lazy and feel burdened. However, lecturers only have a limited amount of time to assess each student's command of grammar, making it impossible to accurately gauge how each student's skills are developing (Al-Mekhlafi & Nagaratnam, 2011).

One of the teaching strategies created to allow students to learn without being constrained by time or geography is mobile learning. The creation of learning media that can be accessible anywhere and at any time is required to achieve a learning that can be used at anytime, anyplace. In order to make it simpler for students to access the media, learning media is created for mobile platforms. This educational resource was created as an Android application that can be opened with ease on a smartphone running the Android operating system. The Android operating system was created for Linux-based mobile devices, and it may be used to create instructional media that will pique students' attention through social media and educational games.

On the other hand, the use of gadgets or smartphones is something that cannot be separated from our lives today, especially millennials. They spend more hours with their smartphones with a lot of clicks on smartphones and attempts to open the screen per day. Of course, this is an opportunity, how students can use their smartphones to improve their grammar mastery in a fun way and without feeling burdened.

The development of learning media with mobile learning can help students access the subject matter. The material is summarized in an application that can be opened using a mobile device such as an android smartphone. With the material that is summarized in an application and can be easily accessed by students, it is hoped that students will access the material more often so that student achievement can increase.

The framework of this research is that the Grammar subject in reality is often underestimated by students, because the learning process is less interesting and boring. The existence of such a situation needs to be improved in learning activities so that what is done by the teacher is not monotonous and boring. The use of Android applications for Grammar subjects can be used as an alternative for interesting learning activities.

The Android application, which is one application that utilizes technology in the form of a quiz, is called Unlocked Gramm. With this application, it is expected to attract the attention of students so that they can concentrate during learning activities, and student learning outcomes, especially in Grammar subjects, can be increased.

In order to promote students' self-directed learning, which is considered one of the successful factors for the dimension of lifelong learning for adult learners, and encourage the improvement of students' grammar mastery in a fun way, this study attempts to explore this issue with the goal of developing an Android Unlocked Gramm application. These findings enhance our understanding of informal digital learning and have consequences for both research and pedagogy. They can help close the interdisciplinary gap between meta-analysis learning and computer assisted language learning. Instead of employing keywords that are patterns or numbers, this application's lock system on smartphones uses keywords that are grammatical exercises that we wish to learn. The three areas of emphasis in this study are: 1) the Unlocked Gramm android application's design and development; 2) the Unlocked Gramm application's quality; and 3) the Unlocked Gramm application to promote SDL.

METHODS

Research Design

The development research design that underpins this study points to create an object. [Gay et al. \(2012\)](#) claims that rather than testing a hypothesis, development research aims to create a useful product for all parties involved. Meanwhile, to design and validate educational products, the process of research and development is used, according to [Gall et al. \(2003\)](#). This research used Design and Development (D&D) model which refers to the framework as in [Figure 1](#).

Figure 1. Design and Development Research Procedure ([Reeves & McKenney, 2013](#))



Initial problem identification took place before the investigation began. The problem is that there isn't enough time to study and teach grammar. After pinpointing the issue, the study's objective was carried out. The aims of this research are: 1) to determine the model of the instructional materials for the Unlocked Gramm application, 2) to identify the development of the Unlocked Gramm application, and 3) to identify the quality of the Unlocked Gramm application. Thus, application design and development is acted upon fulfilling these goals.

Goals should guide the creation of artifacts. Here, the item created by this study is the Unlocked Gramm application. Design and create a grammar-related application called Unlocked Gramm. To determine whether the created artifact satisfies the requirements and functions set forth for it during the design and development phases, artifact testing is

conducted. To determine whether the artifact has complied with these requirements, tools such as the validation sheet and expert assessment are utilized. The choice regarding whether or not the product needs to be updated after expert testing is evaluated as the following stage, which is a crucial step in the process.

The last stage is informing EFL students the test results when all the exams have been finished. After the evaluation stage's results have been completed by specialists, communication is conducted in this instance. Since the product will be utilized as a tool for further research, this is a crucial step when feedback and input are gathered for the product's development.

Participants and Data Collection

The research design employed to EFL university students of English Department at UIN KHAS Jember as their reflection of self-directed learning which was documented through questionnaire analysis and in-depth interview to some selected students. They were asked to elaborate on how they engaged with informal digital activities using Unlocked Gramm application and their opinion on the specific device for experience. The interviews were conducted in either English or Indonesian, depending on the interviewees' preferences.

Data Sources and Research Instruments

Researchers employed a variety of tools to help them gather data for this investigation. The various tools that researchers employ to gather data include:

Questionnaire

The questionnaire served as a tool to assess the effectiveness of the research. The questionnaire used in this study includes a number of criteria or elements that serve as an assessment of the created learning

application that was designed and adapted from [BNSP \(2017\)](#). It was then validated by two teachers of Advanced English Grammar. List of questions is in [Appendix 1](#).

The questionnaire was used in order to find out whether the Unlocked Gramm application that was developed can be applied or not.

Interview Guide

To support the quantitative data obtained from the questionnaire and to understand deeper on the phenomena that might come up from the result of the questionnaire, qualitative measurement was employed, which was semi-structured interview guide. A semi-

structured interview guide was administered to students who had approved the consent request and completed the questionnaire. List of interview questions is in [Appendix 2](#). The purposes of the interview were (a) to verify students' quantitative responses, (b) to obtain a deeper understanding of their questionnaire responses, (c) to identify their perceptions and hopes toward Unlocked Gramm application, and (d) to elicit the nature of their self-directed learning activities using Unlocked Gramm. The in-depth interviews were documented for 30 to 60 minutes.

Technique of Data Collection

Three primary processes make up the data gathering method: designing and developing artifacts, testing artifacts, and assessing test outcomes.

The process of designing and developing artifacts begins with an examination of pertinent documents. Furthermore, the artifacts were assessed by authorities to test the implementation. The further explanation is presented on [Figure 2](#).

Feature 2. Procedure of Data Collection



a. Designing and developing artifacts

The Unlocked Gramm application was designed and developed primarily from the course syllabus. The material is created and developed while taking into account a number of variables, including the syllabus's learning materials and the standards for quality learning media.

b. Testing artifacts

Before being used in the classroom, apps that have been developed and designed go through professional review. The test is administered by supplying a checklist sheet and a validity form for professional evaluation.

c. Assessing test outcomes

In order to reflect the test results and make the best choice possible regarding the product, evaluation is done last. Final revision is crucial in this case to make sure the output is error-free so that it can be used for future research.

Data Analysis Method

Data were analyzed quantitatively and qualitatively. To answer RQ1 about the Unlocked Gramm android application's design and development, a library study was conducted as data to gain the research plan and implementation of product design and development.

For RQ2 as to investigate the quality of the product, a questionnaire which included three parts: content, layout, and language was given and analyzed using Likert Scale with the range of 1-5— i.e., 1 (Very Inadequate), 2 (Very Inadequate), 3 (Modest), 4 (Suitable), and 5 (Very Suitable) (see [Table 1](#)). A descriptive statistic using mean score was then conducted to examine whether or not the Unlocked Gramm was suitable to

be applied.

Table 1 |. Score Category as Media Assessment Adapted from Likert Scale

Interval Score	Classification
1.00	Strongly Disagree = Very Inadequate
1.1 up to 2.0	Disagree = Inadequate
2.1 up to 3.0	Undecided = Modest
3.1 up to 4.0	Agree = Suitable
4.1 up to 5.0	Strongly Agree = Very Suitable

Finally, in order to answer RQ3 about the Unlocked Gramm application to promote SDL, an in-depth study using self-made semi-structured interview questions was constructed as an appropriate analytic framework and was asked to TBI students to analyze their engagement using Unlocked Gramm to promote SDL. Accordingly, the relevant data were transcribed, sorted, coded, and synthesized to answer the RQ3.

RESULTS AND DISCUSSION

Design Of Unlocked Gramm Applications

In learning Grammar, students of English Education Department (TBI) UIN KHAS Jember have difficulty due to boredom and lack of motivation. Referring to students' interest in the digital world and effective teaching methods using technology, researchers feel challenged to conduct research in the form of a design for developing ICT-based learning media (Information and Computer Technology).

Based on the above reasons, researchers have designed an Android Unlocked Gramm application learning media to improve Grammar mastery and promote their SDL. The development of the Unlocked Gramm application learning media must also be in accordance with the learning syllabus related to Advanced English Grammar that applies at English Education Department of UIN KHAS Jember which has the main goal of increasing student competence in grammar of TOEFL-based language. In addition, the development of this Android application media must also meet the criteria of a good learning media. Preparation and development of learning media for the Unlocked Gramm application to improve Grammar mastery.

Unlocked Grammar as Product

The final result of this research is an educational application based on android and desktop "Unlocked Gramm" with enrichment material for Grammar mastery. This application is a learning media that can be used as a means of practicing questions and discussing Grammar material.

An educational application based on android and desktop "Unlocked Gramm" is a final product that can be used by anyone using an android smartphone and desktop in the form of a personal computer or laptop. The Android and desktop-based educational application "Unlocked Gramm" is relatively easy to operate because it has been adapted to operational standards for Android applications in general.

Android-based educational application and desktop "Unlocked Gramm" has advantages and disadvantages as a learning medium. The advantages of this medium include:

1. The "Unlocked Gramm" application is a Grammar learning media that is not only presented in smartphones, but can also be used on a desktop (PC or Laptop).
2. The android-based educational application and desktop "Unlocked Gramm" is easy to carry anywhere and can be used anytime, so that students can do Grammar Exercises even though they are not taking lectures.
3. Android and desktop-based educational application "Unlocked Gramm" has a simple design so it doesn't look complicated when used.

The disadvantages of this medium include:

1. Android and desktop-based educational applications "Unlocked Gramm" must use an internet connection in order to be used, if the network is not stable, it is possible that the application will error although this is not always the case.
2. There is no feature to connect student activities with lecturers, which allows lecturers to monitor student practice.
3. It is not yet available in Play Store.

Development Of Unlocked Gramm Application

It took six months of research to create the Unlocked Gramm learning materials to increase grammar proficiency. In order to ascertain the needs of students in the practice of grammar, including accomplishment indicators and a curriculum, the first three months of the study were done. Based on a perfect design to address the issues discovered in earlier research, the second three months of the study were devoted to media development.

The procedure for creating an Android game application is described in the paragraphs that follow. Studying the curriculum and syllabus is necessary since this research was conducted in stages, with the first step producing data on student performance indicators for the Grammar course. The author thoroughly examines each section of the syllabus to develop a thorough comprehension of the standards and fundamental skills that are presented therein for use in other media.

Standard and basic competences are studied as part of curriculum analysis. The fundamental competencies are then divided among a number of indicators and subjects. Mapped and assembled are further recognized subjects.

Setting the objectives for the actual learning process is the next step. The writer needs to be aware of the goal of learning before creating the media. Knowing this allows the author to plan the activities that should be offered in the media to assist students in acquiring the necessary Grammar abilities.

The next stage is selecting the content to be given after researching the curriculum and student competencies. This contains a description of the grammar rules, the layout and appearance of the media, and the language that should be used in the media.

The selection and organization of the grammar learning and activity subjects comes next. The process of creating media comes after everything has been prepared. This media development focuses on three key elements: media content, layout, and media-related activities. Obtaining expert confirmation comes next when media development is finished.

Steps of Implementing Unlocked Gramm Application

Steps of implementing Unlocked Gramm application are as follows:

Image 1: lock screen,

Feature:

- User can slide to start unlocking process
- Date and time
- Camera and flashlight button for emergency, can be accessed without going through unlocking process

Image 2: challenge screen,

Feature:

- After sliding in lock screen, user then presented with random grammar challenge, user can then pick the correct answer
- There is emergency button at the bottom of the screen to bypass the unlocking process if user in emergency

Figure 3|



Figure 4|



Image 3: confirmation screen,

Feature:

-

If users answer is correct, user then presented with the confirmation screen, and after 1 second the phone is unlocked

Image 4: confirmation screen,

Feature:

-

If users answer is incorrect, user then presented with the confirmation screen, and then user can click on the try again button to go through challenge screen again, with different challenge than before

Figure 5|

Figure 6|



Revision

- Add background
- Add basic feature such as date and time, Flashlight and camera button
- Modify layout

Figure 7| Before

Figure 8| After



Quality Of Unlocked Gramm Application

To assist two teachers of Advanced English Grammar as expert validators to evaluate the media, there are three components of media assessment. The three components are the content, which has eight validation items, the layout, which has five, and the language, which has five. Thus, there are 18 items in total. The checklist uses a scale of 1 to 5, which corresponds to very bad, bad, moderate, good, and very good. The results of the students' feedback are explained as follows.

Table 2| Result of Students' Feedback (see [appendix 1](#))

Nomor Item	Mean Score of Each Item	
	TBI 1	TBI 2
1	3/5	3/5
2	3/5	4/5
3	4/5	4/5
4	4/5	4/5
5	4/5	4/5
6	4/5	4/5
7	4/5	4/5
8	4/5	4/5
9	4/5	4/5
10	4/5	4/5
11	4/5	3/5
12	4/5	4/5
13	4/5	4/5
14	3/5	4/5
15	4/5	4/5
16	4/5	4/5
17	4/5	3/5
18	3/5	4/5
Total Score	68/90	69/90

Based on [Table 2](#), the score for the Unlocked Gramm media developed was 3.8, which means that the Unlocked Gramm media is a good medium based on the evaluation

results of expert assessments. The score indicates that the Unlocked Gramm media developed is an appropriate medium and can be used as a teaching material for Unlocked Gramm learning to improve Grammar mastery.

Based on the results of the evaluation, a comprehensive analysis was carried out to check and revise every feature in the activities on the Unlocked Gramm media to ensure that no errors remained. Several modifications were made based on the responses given based on students' feedback. Several explanations must be given before the lecturers and students can use this online application media.

In addition to being analyzed quantitatively, data from the questionnaires were also analyzed qualitatively in order to know the students' opinion on their self-directed learning of using Unlocked Gramm media.

Students' Self-Directed Learning Engagement Using Unlocked Gramm

Self-Motivation

EFL learners believe that they need to learn independently and may not only rely on the activities in the classroom. There are many language-learning contents which are integrated in technology, like in video, web-toon, comic, song, subtitle of movies and grammar learning application, which one of them is Unlocked Gramm. Reasons why they like to use digital learning are because it is easy to use, it is fun learning, and it contains much meaningful knowledge. They like digital learning because it gives something new about many contents, news, discoveries and especially about the new phrases, vocabularies, and expressions in English that is beneficial for themselves. They felt that digital learning helps them improve their ability in English Grammar and her motivation to learn English.

Self-Management

EFL learners used the digital devices almost every day. They said that they felt comfortable in using digital learning to train and improve their grammar mastery. However, they sometimes felt nervous in doing the keyword questions which they might make mistakes in choosing the right answers.

Self-Modification

EFL learners had various kinds of learning engagements. Kinds of digital learning that she uses are the one that had entertaining and interesting topics. The contents that they like are usually related to their needs and hobbies. They got the influences of English used by both native speaker and non-native speaker of English through the digital devices.

Self-Monitoring

EFL learners had their own target of learning. They said that they like digital learning because it is fun, entertaining, has meaningful content, and helps them as the visual learner in learning English. Through digital learning, they can have more discussion about any topics of English learning with their lecturers and friends outside the class.

Discussion

Instead of being seen as in conflict with youth culture, school has to be seen as a crucial component of a network of language learning environments that best supports the engagement and learning of a wide range of pupils ([Rajala et al., 2016](#)). The ability to develop multimodal digital artifacts and increase access to knowledge, information, and supporting communities are all made possible by technology, which is a key component of this strategy ([Kumpulainen & Sefton-green, 2014](#)). Students can immerse themselves in a stimulating environment while engaging in a variety of informal learning activities, such as watching movies or even playing online games, which are not always part of the school curriculum. Social media can be easily used to foster conversation, cooperation, and a participatory culture both within and outside of the classroom, including with experts and community members when appropriate ([Chen & Bryer, 2012](#)). People with similar interests can connect in online communities. Connected learning is interest-driven, socially entrenched, and focused on opportunities in the fields of education, business, and politics ([Ito et al., 2013](#)).

From the findings of this study and development, there are some highlights that. First, the design of the Unlocked Gramm learning media is an appropriate media design based on compliance with the curriculum and standards for good learning media. The findings of specialists' evaluations, who classify products into Android game applications, also support this. There are three main steps in developing the Unlocked Gramm learning materials: developing the materials, testing the materials, and evaluating the materials. The materials are developed through a series of steps that include: a) studying the curriculum, b) setting goals that must be attained, c) choosing and organizing activities, d) choosing and determining the type/genre of writing, e) developing the materials, and f) evaluating the materials.

Second, students that participated in the evaluation of the Unlocked Gramm learning materials were stakeholders. The application was identified as a good learning media based on the average score of the developed learning media. Students' autonomous activities may be impacted by the type of technology activities ([Lai et al., 2015](#)). Different technology resources may be available, usable, and accessible in different languages, and the social interactions that take place in technological spaces and are connected to technological resources may be different as well. As a result, informal digital learning strategies used by learners for various dimensions may differ across language learning environments.

Finally, this study demonstrates positive attitude on how students use technology in informal settings for a variety of language learning activities. The results of previous studies (Jarvis & Achilleos, 2013; Kee Ch'ng & Samsudin, 2013; White & Mills, 2014) are in line with how the participants viewed mobile phones to be associated with casual learning and simpler tasks and laptops to be associated with serious learning and more challenging activities.

Learners may use different technical tools for the same activity, depending on the task's self-described aims, its level of difficulty, and their knowledge and interest with the pertinent resources. It was discovered that elements such as sociocultural contexts, tempo-spatial circumstances, and task-specific characteristics all had an impact on how learners choose to use digital devices.

As this study was conducted only a particular class of EFL students in a certain university, the findings might be biased by the particularities of the number of population constraint. Despite this limitation, this study expanded the scope of the current inquiry to include self-directed learning. Therefore, this study addresses important research gaps and contributes to improving our understanding of informal digital activities in connection with self-directed learning by developing learning application. We hope that this study is a modest step toward more interdisciplinary endeavors. Future research may want to develop another application to promote self-directed digital language learning beyond the classroom in more number and diversity population.

CONCLUSION

A teacher cannot be replaced by technology. Technology is merely a learning tool. The distinction between technology and teachers is that the former has restrictions on what it is capable of. Because of this restriction, technology can be changed but not teachers. No one will ever change teachers. Teachers will advance and change with the times. The teachers' accountability and the students' understanding of their own learning are what matter. The best course of action for teachers is to select the resources that work best for them and their pupils, rather than those that appear to be the newest, coolest, or flashiest. Teachers can select appropriate technology to help their teaching and their students' learning to fulfill the pronunciation goals by taking into account which media will best accomplish specific teaching goals.

For teachers and students alike, keeping children engaged and motivated to actively study is a difficult task. The fundamental objective that results in the students' successful learning is to promote self-directed learning as an essential component of adult education. Another prevalent educational concept in adult education is self-directed learning. Self-directed learning is well understood as a process and a personal quality because to the body of literature on the subject. Self-directed learning must be put into practice, especially in formal educational contexts like higher education institutions. The environment in which learning occurs has a big impact on how self-directed learners behave, how they use resources and

tactics, and how motivated they are to study in a self-directed learning environment.

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Appendix 1| Questionnaire of Learning Media “Unlocked Gramm”

No	Criteria	Scale					Suggestion for revision
		1 (Poor)	2 (Fairly Poor)	3 (Moderate)	4 (Good)	5 (Very Good)	
A CONTENT							
1	Media contains instructions which are appropriate to students level and considering the syllabus						
2	Media contains relevant instructions to give exposure to the students to the use of target language						
3	Media contains instructions that give direction to the students to use what is being taught through the Media appropriately based on its communicative purposes						
4	Media contains instructions which direct the students to think chronologically and systematically						
5	Media contains instructions that give direction to the students to develop language skill with accurate and acceptable grammar and diction						
6	Media contains supporting features, such as text, table, picture, etc, which are relevance to the topics being discussed						
7	Media contains instructions that motivate students to develop life-skills						
8	Media contains instructions that develop students’ understanding about the value of tolerance and respect to diversity						
B LAYOUT							
9	Media presents instructions, illustration, and pictures in consistent pattern and structure which are appropriate to the characteristic of Media.						
10	The presentation of instructions in the Media are balanced in each chapter						
11	The presentation of Media encourages students to interact communicatively by using English						
12	The presentation of Media encourages students to use their creativity, and critical thinking						
13	The presentation of Media encourages students to be responsible with their own learning						
C LANGUAGE							
14	Instructionss used in the Media contain language that is appropriate to the cognitive level of the learners.						
15	The language used in the Media is appropriate to the social and emotional situation of the learners						
16	Instructions presented in the media are clear and easy to be understood by the learners						
17	The instructions presented in Media contain appropriate grammar						
18	Media is presented in good organization						

Appendix 2. Semi-Structured Interview Guide for EFL Students' Self-Directed Learning Activities in Using Unlocked Gram

1. Do you like English learning as your hobby of using digital learning application during your leisure time? Please explain.
2. How do you enjoy learning English? Please explain.
3. Are you motivated to learn English on your own by using digital learning application? Why?
4. How do you manage your digital English learning resource outside the classroom? Teacher (other) instructed or self-instructed?
5. How do you assess which of the digital learning resources you use is more effective and efficient after each English learning process?
6. Do you think English learning using Unlocked Gramm is very important for your success in class? Why?
7. How do you set your own English learning goals for what you will learn from Unlocked Gramm digital learning application?
8. How do you organize your English learning hours by using Unlocked Gramm digital learning application?
9. How do you practice English learning using Unlocked Gramm?
10. How do you assess whether you have achieved the objective and outcomes you set up at the beginning after using Unlocked Gramm?