The Power of Trendy Flash Intro Builder 1.0 in the Teaching of Grammar

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Abstract

The purpose of the study was to look into the effectiveness of Trendy Flash Builder 1.0 software in teaching grammar. This study used a non-random sample of students from all demographics and a non-randomized pretest-posttest control group design. The subject of the study was implemented in the English department of UNIPA Blitar. The research subject for this study was a student from two classes, IA and IB, from which the treatment class was drawn at random. Class IB was the experimental group, receiving Trendy Flash Builder 1.0 software as a teaching medium, whereas Class IA was the control group, receiving no teaching media. As these groups differed on several parameters, ANCOVA was employed to try to reduce some of these disparities. As a result of data calculations, the research hypothesis was confirmed. It is possible to infer that Trendy Flash Builder 1.0 software as a teaching medium can have a significant impact on students' grammar achievement.

Keywords : grammar, power, teaching, trendy flash intro builder 1.0

Introduction

English grammar is a crucial component. Without grammar, people cannot communicate effectively and the listener cannot understand them. It will be simpler to communicate and easier to grasp what the speaker means if grammar is used correctly. If the speaker uses proper grammar, the meaning of the communication will be simple to accept and the output will be understood as to what the purpose actually is. Because grammar is used in both receptive and productive skills, it supports all language abilities. In communication, the simple present tense is frequently employed. This tense has been used frequently in both written and oral communication. It follows that students must also comprehend how this tense is used and used in daily life. This tense is virtually always utilized in every reading context, speaking context, writing context, and listening. Because of this, mastering this tense is crucial to supporting all English skills.

According to the teaching experience, the class has a wide range of learning issues. Many pupils find it challenging to use the simple pre-sent tense in communicating. Students are still unsure about how to grasp language successfully, according to experience and research regarding the teaching and learning of grammar in the classroom. Many EFL students found learning grammar to be challenging. (Al-Mekhlafi & Nagaratnam, 2011) have stated: "However, there are a variety of challenges that both students and teachers must overcome when attempting to teach grammar in an ESL/EFL setting. Teachers could develop strategies to get around these issues and deliver good grammar instruction by recognizing them and being cognizant of them".

One other issue with teaching grammar to EFL students is that doing so will provide several difficulties. (Mathew & Alidmat, 2013) define as following: When required English as a Foreign Language (EFL) course books (textbooks) contain too many interactive language competency tasks, the obstacles of classroom instruction increase. The integration of audio and video with language textbooks as supplemental or auxiliary resources for language learning activities in the classroom is most significant.

There are numerous stages that need to be

taken in order to grasp grammar. The procedures can be taught and learned utilizing either a method or medium. The primary method for enhancing English grammar and many other skills in the past was method. The technique employed can be useful for learning English, however the impact of this phase is diminished in the absence of media. Media support is required for the use method. There are several ways that media can support a teaching strategy.

(Bimo et al., 2021) has proved that integrating multimedia into the teaching and learning process not only facilitates the teacher's delivery of the target language but also inspires students to learn by providing them with audio and visual materials that draw them in and help them pay closer attention. (Kurniawati, 2013) has revealed that (1) YouTube videos are more effective as a teaching medium for grammar than textbooks, (2) students with positive attitudes perform better than students with negative attitudes and (3) there is an interaction between teaching media and students' attitudes. (Rakhmawati, 2018) has also proved the effectiveness of using English Comics as a teaching tool for the simple present and past tense.

Without media, it will be difficult for teachers to use the method. In Indonesia, the focus of the educational approach is on IT-based learning. The advancement of computer technology has made it the dominant media in many fields. It is evident in the teaching style that the teacher used technology to present in the class. The learning philosophy has been focused on engaging, innovative, and enjoyable learning. The primary learning media at the school have been developed to include music, video, and many others. Software that supports teaching and learning activities has been developed.

Multimedia is just one of the IT tools that are used to teach languages. According to (Malik & Agarwal, 2012), Using drill and practice, multimedia helps students grasp their fundamental skills. It facilitates individualized and cooperative learning, supports management and administration of classroom activities and learning content, and simulates real-world problem-solving environments. It also supports learning by doing and improving access for teachers and students in remote locations.

Software comes in a wide variety of forms. All of those can combine video, picture, music, and timing to create a learning medium.

"Trendy Flash Intro Builder 1.0" is one of the multimedia creation tools that makes it possible to create educational materials for a variety of subjects. The availability of this software enables teachers to create presentations using text, images, and music. As of right now, it is unknown whether or not this tool is useful for learning grammar. It must conduct an experiment to determine how well this software can aid the method in enhancing grammar achievement in order to determine its efficacy. The results of the experiment's research will disclose new advancements in education that are expected to act as a guide for teaching in the classroom. The results of this experimental inquiry can potentially be utilized as a training resource in software development. The goal of this study is to determine whether Trendy Flash Intro Builder 1.0 improves students' grammar scores more effectively.

Materials and Method
Language instruction
According to (Lund & Winke, 2008), teaching includes offering directions, leading someone through a course of study, dispensing knowledge, and causing someone to know or comprehend how to do something. Teachers must have a fundamental understanding of the key elements of second language acquisition in order to effectively teach language. (Fry et al., 2021) have described those aspects as follows: a)transfer, which is the unintentional application of first-language grammatical aspects to second-language grammar by learners, b)staged development, which takes shape when students move through several intermediate phases on their way to second acquisition, c) systematicity is the general consistency with which second language learners acquire proficiency in the target language; most second language learners experience the same stages of development regardless of their mother tongue or the nature of their input, d)variability with meaning, as during the stages of growth, second language learners' mental grammars permit alternative forms that may coexist for a protracted length of time, e)incompletion, which is the lack of automatic second language grammatical knowledge on par with native speakers among most second language learners.

Learning
(Lund & Winke, 2008) have pointed out that learning are as follows :a)acquiring or receiving is the definition of learning, b)learning is the

ability to retain knowledge or a skill, c)by retention, we mean cognitive organization, memory, and storage systems, c)learning activity entails paying attention to and acting upon events that are occurring inside or outside of the body, d) learning is described as being somewhat enduring but liable to forgetfulness, e)when we talk about learning, we often refer to practice—possibly reinforced practice, f)learning describes a modification in behavior.

According to constructivism theory, each student creates their own knowledge. According to (Bartholomaeus, 2010) the idea of students creating their own knowledge through their own efforts has a natural commonsense appeal because most of what people learn in daily life unquestionably results from personal discovery and experience, not from instruction. According to this hypothesis, knowledge is absorbed by connecting prior knowledge to new information. In addition to being a passive learner, a student can also be an active one.

Computer as Media of Learning

Numerous entertainment and functional features have been added to computers over time. The use of computers in the classroom has been proven to facilitate teaching and learning. Different lesson media have been included in the design. It has been created with audio and visual resources that can assist teachers in teaching a variety of English skills or English component kinds for language acquisition. Information and communication technologies (ICTs) have aided instructors in both teaching and evaluating students' language proficiency. (Fitzpatrick, 2004) explains that studies have shown that technology is most successfully deployed in the language classroom when: a)there is a real reason for using it; b)alternative activities are available if problems arise; c)learners receive training and support; d)the use of technology is integrated and ongoing; e)the activities engaged in are stimulating and worthwhile to the learners; f)communication between learners occurs; and g)learners are asked to use language in meaningful ways.

Trendy Flash Intro Builder

Trendy Flash Intro Builder is a video builder that may be used to create a presentation layout that includes music, images or animations, and letters. It can be constructed by timing each video layout. Trendy Flash Intro Builder 1.0 is a technology with a powerful tool for creating high-quality flash intros. It is a basic application for creating a presentation tool.

The software can create some presentation views in the form of video that can be played as flash video. Because this software is completed by a timer, image, sound, and theme, it contains some tools that are required for learning media.

Trendy Flash Intro builder 1.0 has a plethora of options. The help menu, which appears on the first screen when the user launches the application, will provide instructions on how to utilize the software. It will direct users who desire a guide to the software provider's website. To begin, please click here. The Intro Builder menu has a function for starting to construct a flash video.

The user will notice three icons in the second arrangement. These are the Create New Intro menu, which allows the user to create a new design, and amend Existing Intro menu, which allows the user to continue or amend the previous design. In general, the back menu in each layout allows the user to open the prior layout. The Create New Intro option in the software has the function to start a new project, whilst the Edit Existing Intro menu has the function to continue editing the previous file that has been saved to disk.

The third layout contains a dialogue box that advises the user to select the location where the project should be saved. By clicking the Browse option, the user can complete in the dialogue box with a file name and then select the source memory or source folder where the project should be saved. After selecting the source memory, the user can select Create Project from the menu.

Menus are available in the fourth layout. The first menu is the Select Theme menu, which allows users to select a theme from ten categories. It serves as the introductory segment of a presentation that presents a motion image. The second menu is the Select Design menu, which allows the user to select from a variety of presentation designs. This design will be used to decorate each layout session. The third option is the Tittle & Welcome Etc. menu. The user can provide a title, motto, and welcome message in this menu. The user can select from a variety of designs. This menu displays the institute's identity. The Tittle & Welcome Etc.

The user will see the Total screen menu in the Edit content menu, which allows them to create any layouts they wish. By clicking the right row, the user can raise the layout or screen size, and by clicking the left row, the user can decrease

the layout or screen size. After calculating the layout amount, the user will be able to update content by adding text in each screen, inserting images, and setting timers for each layout. After typing text, the Save menu has a function to save it. The text will not be saved unless you click the save button. This software's image gallery menu has an insert picture capability. If the user wants to insert a picture from another source, he or she can go to the my images menu and then the browse option.

Layout Design With Software

It is simple to create a presentation layout with Trendy Flash Intro Builder 1.0. The user only needs to install the program's master on their PC. After the installation is complete, the user can open the program and begin designing the layout. At first, the user can enter the firm name and slogan. Then, in the following method, the user can fill out what will be explained in the learning activity and save each screen by clicking the Save menu in each screen. If an image and music are required, the user can enter them. Each session can have its own time. After everything has been completed, the video can be saved and converted in the application.

Putting The Outcome Into Action

This program generates output in the form of a Flash application. Because this program is simple, the operation is simple. The operator only needs to double-click the converted file in application mode to start this program. The operator can look for the file where it is saved and then click on the file presentation.

Using Media To Teach Grammar

It is straightforward to use media to teach grammar. Teachers can choose the materials they require. They can insert those resources into the software by filling out all of the required fields and determining how long the items will be displayed. By adding it in the initial layout, the teacher can give instructions. The teacher can utilize some blank sentences to work with the children. After a few seconds, each blank sentence will be replaced by the next blank sentence.

Theory of Sentence

Sentences are made up of elements that may consist of more than one word and are referred to as phrases (Catholicism, 2006). The sentence is typically the largest unit described in grammar (Greenbaum, 2021). Major sentences are classified into four categories. There are four types of sentences: declarative sentences, imperative sentences, interrogative sentences, and exclamation sentences. Declarative sentences or statements serve to convey information. The function of an interrogative statement is to solicit information. The function of an imperative sentence is to request action. Exclamation sentences are used to communicate strong emotions. There are also negative and positive sentences in sentences. Aside from that, sentences are divided into active and passive voice.

Sentences are classified into four types based on their complexity: simple sentences, compound sentences, complicated sentences, and compound-complex sentences. Sentences are classified as nominal or verbal based on their verbal usage.

Simple Sentence

A simple sentence is one that has no lower sentence (clause) embedded in it; to put it another way, it has no S-node other than the topmost S-node in it. (Eastwood, 1999) defines a sentence as having a subject, verb, object, complement, and adverbial. The following are the five primary structures of a simple statement.

1. subject and verb
   As an example: an accident occurred.
2. Subject + verb + object
   As an example: She drinks a glass of fresh water
3. The subject + the verb + the complement
   As an example :It is a significant issue.
4. Adverbial + subject + verb
   As an example :It's on my meal
5. Subject + verb + object + object + object
   As an example: Didu buys Susi a bottle of drink.

A Compound Sentence

A compound sentence, also known as a co-ordinated sentence, is made up of two or more smaller sentences (clauses) that are placed side by side in coordination (Catholicism, 2006). It signifies that a complex sentence must have at least two dependent clauses. The three types of coordinated clause relationships are additive, adversative, and disjunctive. The following is an example of an additive relationship: Her daughter was a teacher, and her son was studying art, which incorporates and. The sentence: I asked her but she refused, which employs but as a conjunction, demonstrates an adversative correlation. The sen-

tence: I can go to my buddy or my friend can come to me, which utilizes or as a conjunction, demonstrates disjunctive correlation. In general, compound sentences follow a pattern similar to bellows.

Clause + Coordinate Conjunction + Clause

A Complex Sentence

A complex sentence has at least one independent clause and one dependent clause. An independent clause is a clause that can stand alone. A dependent clause is one that cannot stand alone in the absence of an independent clause. Adverbial clauses, noun clauses, and adjective clauses are all examples of dependent clauses. Adverbial clauses use adverbial conjunctions, also known as connectors, to connect dependent and independent clauses. Adverbial clauses are used in sentences such as: I will adore you, then I will propose to you. The relative pronoun is used in the adjective clause to connect the dependent and independent clauses. An adjective clause is used in the sentence: I adore a woman who works in a bank. Noun clauses use connectors to connect dependent and independent clauses. he sentence: I say that I will propose to her this month is an example of a noun clause.

A compound-complex sentence

A compound-complex sentence has at least two independent clauses and at least one dependent clause. In a compound complicated sentence, the independent component can be an adjective clause, a noun clause, or an adverbial clause. The statement: He loves the woman standing in front of the office and will marry her is an example of a compound-complex sentence having an adjective clause as the dependent clause. The following is an example of a compound-complex sentence with an adverbial phrase as the dependent clause: The war will end and the piece will arrive, despite the fact that the monarch will slaughter all warriors. A compound-complex sentence with a noun clause as the dependent clause is as follows: He came to my residence and told me that the woman adored him.

Related Studies

(Bimo et al., 2021) has done a research the goals of which were to outline the use of interactive multimedia and gauge the degree of resistance among eighth-graders at SMP Muhammadiyah 1 Surakarta to learning simple present tense. The study tested and examined students' professional cognition, operating skill cognition, and level of learning achievement throughout the learning process using a teaching experiment using a non-equivalent pretest-posttest experimental group design. . There were no discernible differences between the groups in terms of operation skills cognition or professional cognition. The the treatment using multimedia, however, produced better performance than with conventional learning approaches, as seen by the large difference in learning achievement. The findings demonstrated that integrating multimedia into the teaching and learning process not only facilitates the teacher's delivery of the target language but also inspires students to learn by providing them with audio and visual materials that draw them in and help them pay closer attention.

(Kurniawati, 2013) has done a research the goals of which was to investigate the effect of using YouTube video in teaching English grammar. The research was conducted at the English Education Program in Lampung in 2012. The population was all of the first semester students of English Education Program. The sample of the study consisted of 72 students distributed randomly on one experimental class who was taught by using YouTube video and one class as control class who was taught by using textbooks. A questionnaire on students' attitudes was used to identify those who had positive and negative attitudes, and a grammar test was used to assess how well the students had learned grammar. The results of data analysis using ANOVA, or analysis of variance, and the Tukey test show that: (1) YouTube videos are more effective as a teaching medium for grammar than textbooks, (2) students with positive attitudes perform better than students with negative attitudes and (3) there is an interaction between teaching media and students' attitudes.

(Rakhmawati, 2018) has done a research to determine the efficacy of English comic books as a teaching tool for grammar. One Group Pre-test and Post-test Design was employed in this investigation. The computation of the T-test revealed that, with 30 degrees of freedom, the probability (Asymp.Sig.2 tailed) was less than the level of significance ($0.000 < 0.05$), and that $t_{observed}$ was higher than t_{table} ($12.368>2.042$). The findings indicate that there is a sizable variation between the pretest and posttest scores. This proves the effectiveness of using English Comics as a teaching tool for the simple present and past tense.

Method

There are numerous approaches for conducting research. The researcher used quantitative research in this investigation. Quantitative research involves relatively large size and representative data sets, and is frequently presented or interpreted as being about accumulating 'facts' (Blaxter et al., 2010). The researcher used experimental research, which is a type of quantitative study. Experimental research investigates the effect of systematic manipulation of one or more variables on another variable. The variable that is altered is referred to as the experimental treatment or the independent variable. The variable that is observed and measured is referred to as the dependent variable (Ary, 2010).

The researcher employed a quasi-experimental design with a non-randomized control group and a pretest-posttest design in this investigation. According to (Heinecke et al., 2015) quasi experiments are carried out when actual experi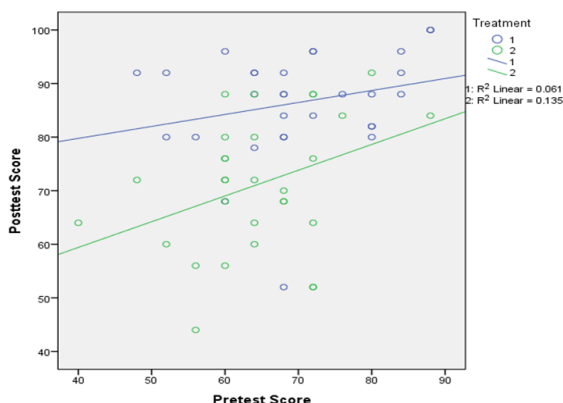ments are either impractical or impossible to carry out. This study had two groups: an experimental group and a control group. Trendy Flash Intro Builder 1.0 was used to teach the experimental group, whereas a grammar book was used to teach the control group.

Subject of The Study

The Subject of the Study this study were the first-year students of English Department of *Universtas PGRI Adi Buana Blitar (Class A numbering thirty students for the experimental group and thirty students of class B for the control group).*

Research instruments

In this case, the research instruments

Table 1. Descriptive Statistics of Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest score.	30.	48.	88.	70.00.	10.802.
Posttest score.	30.	52.	100.	86.47.	9.808.
Valid N. (listwise).	30.				

Table 2. Descriptive Statistics of Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest score.	30	40	88	64.40.	9.533.
Posttest score.	30	44	92	71.13.	12.448.
Valid N. (listwise)	30				

Table 3. Scatter Plot between Pretest and Post Test

Table 4. Tests of Between-Subjects Effects.

Dependent Variable: Posttest Score					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model.	4304.155[a].	3	1434.718.	12.350.	.000.
Intercept.	3990.261.	1	3990.261.	34.349.	.00.0
Treatment.	304.046.	1	304.046.	2.617.	.111.
Pretest.	734.209.	1	734.209.	6.320.	.015.
Treatment * Pretest	**97.979.**	**1**	**97.979.**	**.843.**	**.362.**
Error	6505.445.	56	116.169.		
Total	383376.000.	60			
Corrected Total	10809.600.	59			

Table 5. Tests of Between-Subjects Effects.

Dependent Variable: Posttest Score						
Source	Type III Sum of Squares.	df	Mean Square.	F	Sig.	Partial Eta Squared.
Corrected. Model.	4206.176[a].	2	2103.088.	18.154.	.000.	.389.
Intercept.	4121.55.	1	4121.552.	35.577.	.000.	.384.
Pretest.	679.509.	1	679.509.	5.865.	.019.	.093.
Treatment.	**2517.513.**	**1**	**2517.513.**	**21.731.**	**.000.**	**.276.**
Error.	6603.424.	57	115.850.			
Total.	383376.000.	60				
Corrected .Total	10809.600.	59				
R Squared = .389 (Adjusted R Squared = .368)						

were a posttest question, a pretest question, a lesson plan, Trendy Flash Intro Builder 1.0 software, and a Grammar book. Pretest questions were used to collect data before the treatment. The software Trendy Flash Intro Builder 1.0 was used to teach in an experimental class. In the control group, a grammar book was used as a teaching material.

Data Collectiong Method

Data were collected from the results of a pretest conducted prior to the treatment and a posttest conducted after the treatment. Initially, the researcher requested permission to the head of English Department. After obtaining the permission, the researcher administered pre-tests to the experimental and control groups. The researcher then taught grammar for the experimental group with Trendy Flash Intro Builder 1.0 software and the control group without Trendy Flash Intro Builder 1.0 software. After treating both classes, the researcher administered a post-test. The instruments utilized to gather data for the posttest and pretest were the ones that had their validity and reliability. The pretest instrument consists of twenty-five multiple-choice grammatical questions. The posttest instrument additionally includes twenty-five multiple-choice grammatical questions.

Data Analyzing Method

The pretest and posttest scores were obtained from the control and experimental groups. The researcher used ANCOVA to analyze all of the data. IBM SPSS. 20 for Windows provides the ANCOVA algorithm. The data was then interpreted by determining the level of significance. The level of significance led to the conclusion that the outcome answered the hypothesis.

Results and Discussion

Pretest Score and Posttest Score of Experimental Group

The data of the students' scores are shown in the table below based on the results of the pretest and posttest in the experimental group taught with Trendy Flash Intro Builder 1.0 see Table 1.

Pretest Score and Posttest Score of Control Group

The data of the students' scores are shown in the table below based on the results of the pretest and posttest of Control group taught without Trendy Flash Intro Builder 1.0 see Table 2.

Analysis of linearity

At first, researcher checked linearity based on the scatter plot that provided by IBM SPSS. 20. It is described as following plot.

In the Table 3 the two variables are said to be linear if the significance is more than 0.05 so that the decision is in the form of a linear relationship. Meanwhile, if the significance is below 0.05 then decision is in the form of no linear relationship between the two variables. Based on the scatter plot above, R squared shows value 0.061 for experimental group and 0.135 for control group. It means that there is correlation of pretest toward posttest for experimental group and there is correlation pretest toward posttest for control group.

Analysis Homogeneity of the Group

In the Table 4 shown the significance of interaction is 0.362, indicating that it is greater than 0.05. This means that researchers can use ANCOVA.

ANCOVA Analysis

On the Table 5 shows, It yields a pretest coefficient with a level of significance of 0.019. It means that the significance level is less than 0.05. This condition indicates that there is an influence of pretest score on grammar test score at 95% confidence level. It means that the ANCOVA assumption has been met. The corrected model coefficient has a significance level of 0.000, indicating that there is a linear link between pretest score and the treatment toward grammar test or posttest score. The partial eta square demonstrates how much variance may be explained by the independent variable. The partial eta square of pretest 0.093 is shown in the table above. This suggests that the pretest has an effect on 9.3% of the dependent variable. The treatment's partial eta square is 0.276. Treatment has an effect on 27.6% of the dependent variable.

Estimated marginal which describe means without effect of covariance is shown by the following table.

Table 6. Estimated Marginal Means

Dependent Variable: Posttest Score				
Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Experiment	85.526[a]	2.003	81.515	89.537
Control	72.074[a]	2.003	68.063	76.085

Analysis of Estimated Marginal Means

Based on the data in Table 6 , it can be determined that the mean of each group differs. The means of Experiment group (using Trendy Flash Intro Builder 1.0) had a higher score than the means of control group (without using Trendy Flash Intro Builder 1.0). This suggests that using Trendy Flash Intro Builder 1.0 is more effective than without using Trendy Flash Intro Builder 1.0 (using grammar book),

Data Interpretation

There are various treatment effects between Trendy Flash Intro Builder 1.0 and grammar book based on statistical data computation from pretest score, posttest score, and treatment. It is demonstrated by a level of significance treatment less than 0.05. It explains why there is a substantial difference between teaching using Trendy Flash Intro Builder 1.0 and teaching with a grammar book. Taking into account both posttest means in the estimated marginal means (experimental group > control group) and the importance of treatment, the researcher finds that Trendy Flash Intro Builder 1.0 outperforms grammar books as a medium for teaching grammar. It means that the hypothesis has been accepted.

Discussion

This section's content is based on a few research findings that are pertinent to current investigations. This has to do with how well teaching media are used to improve students' grammatical achievement.

The findings of this study demonstrate that Trendy Flash Intro Builder 1.0 is a more effective tool for teaching grammar than grammar books. These studies' findings are similar to those of this one: (Bimo et al., 2021) has conducted a study with the intention of describing interactive multimedia use and evaluating the level of eighth-graders at SMP Muhammadiyah 1 Surakarta's resistance to learning simple present tense. The results showed that integrating multimedia in the teaching and learning process not only makes it easier for teachers to convey the target language, but also motivates students to learn by giving them engaging audio and visual elements to focus on. (Kurniawati, 2013) has conducted a study with the intention of examining the impact of YouTube videos on the instruction of English grammar. The study was carried out at the Lampung English Education Program. The results of data analysis using ANOVA, or analysis of variance, and the Tukey test show that: (1) YouTube videos are more effective as a teaching medium for grammar than textbooks are (=27.75 vs. 24.41); (2) students with positive attitudes perform better (=29.11) than students with negative attitudes (=23.05); and (3) there is an interaction between teaching media and students' attitudes. (Rakhmawati, 2018) has done a research to determine the efficacy of English comic books as a teaching tool for grammar. One Group Pre-test and Post-test Design was employed in this investigation. The computation of the T-test revealed that, with 30 degrees of freedom, the probability (Asymp.Sig.2 tailed) was less than the level of significance (0.0000.05), and that $t_{observed}$ was higher than t_{table} (12.368>2.042). The findings indicate that there is a sizable variation between the pretest and posttest scores. This proves the effectiveness of using English Comics as a teaching tool for the simple present and past tense.

Thus, it can be argued that not only the use of interactive multimedia, the use of YouTube videos and the use English comic books as teaching media applied when teaching English grammar but also the use of Trendy Flash Intro Builder 1.0 to teach grammar can make a big impact on the students' achievement on grammar.

Conclusion

Based on the research activity performed as a procedure as a research method, this study discovered that a quasi experimental study of Trendy Flash Intro Builder 1.0 as a media for teaching grammar has a different significance toward without Trendy Flash Intro Builder 1.0. It is demonstrated by the level of significance 0.000, which is less than 0.05. Those conditions indicate that the treatment has a significant effect on the posttest score in grammar. The difference in mean between the control and experimental groups in the posttest, which shows 72.064 for the control group and 85.524 for the experimental group, indicates that the experimental group outperforms the control group. The aforementioned explanation demonstrates that Trendy Flash Intro Builder 1.0 improves grammar teaching. It means that hypotesis is accepted.

Sugestion

The researcher has some suggestions based on the study's findings. These are the following:

1. Teachers can use Trendy Flash Intro Builder 1.0 as a media for teaching grammar because it improves students' grammar scores.
2. More research should be conducted to determine why Trendy Flash Intro Builder 1.0 is such an excellent TEFL media.
3. The software developer should design the software such that it can be used in a variety of educational settings.
4. With the availability of Trendy Flash Intro Builder 1.0, teachers should be able to creatively develop media that can be used in the classroom as effectively as feasible.
5. Because the program has proven to be an effective method of teaching grammar, it should be investigated to see if it can also be used to teach other English content.

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