

## **ENHANCING STUDENTS' ENGLISH GRAMMAR ABILITY WITH ON-LINE WEBSITE LINK**

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### **ABSTRACT**

*Today's activities are now using technology not only on business activities but also education. There are so many facilities on technology especially for improving students' capability in learning knowledge such as e-learning and distance learning course. Lecturers as the facilitator in transferring knowledge, it is very beneficial to master good technology when they deliver knowledge. As written by Dick et al. (2005) that students are carried together with lecturer or on-line content, and are guided through class actions such as on-line exercises, discussion board and interaction with classmates. This occurred also for English lecturers to do teaching learning process. In this classroom action research which is done at English Education Department of UNISSULA on the third semester, the researcher shows new interesting classroom website on-line activities in learning English grammar. Using useful on-line link sources of students' classroom for two cycles makes the students' grammar capabilities improved better. The result of average class scores improved suggestively from 83 on the first cycle then 88 on the second cycle. So, suitable access to students on searching learning materials from internet must be provided well with preparation before action.*

**Keywords:** *English grammar ability, feedback, on-line website*

### **I. INTRODUCTION**

Why both internet and English grammar are essential in education? Do they give special activities on the English learning? Do they develop learners' competence in English Grammar learning? Why not? Internet is very useful in human life nowadays. This is related to Lever et al. (2011) that technology literacy is becoming luster and crucial in people's lifetime. So, this technology has become fundamental tool. It is valuable of delivering any information including economic, social politics as well as education.

The use of internet in education as written by McKimm et al. (2003) describes clearly about advantages and disadvantages of using it in classroom learning. The internet based learning is becoming familiar for any level of education. One of the beneficial thing of internet based learnings is to

encourage students' learning more active and more independent but the harmful thing that can be happened to students are feeling frustrated and isolated if no enough facilities to support their information access.

Discussing about advantages of Internet, this is one of the technology developments which support more about knowledge and science in modern era. Especially on English learning, internet has any format information to build up the learners' basic skills of English such as reading, writing, speaking and listening. Internet is also making good relation between lecturers and their learners just now. Both lecturers and learners can do so many activities by internet like chatting with social media about any lessons, sending tasks by e-mail, checking scores, long distance discussing and learning online. In relation to Dick et al. (2005), e-learning and web-learning give variation of class activities between instructors and students such as online exercises, discussion, projects as well as interaction among classmates.

Online activities by Internet are growing now in Indonesian adolescents' daily activities like the blooming flowers that cannot be avoided from their daily needs. Adolescents in Indonesia as we know, as stated by Harmer (2004), they have a great capacity to learn and to be more creative. They also can be a passionate commitment if they are interested on something. The adolescent learners here are students of the third semester, English Education Department of Sultan Agung Islamic University of Semarang. They come from different background. They are also heterogeneous. Not all of them are very good in English grammar. As the students of English Department, grammar must be an important part of them to learn all basic skills in English. As said by Cahyono and Widiati (2011, p. 87), "Grammar is considered the most important as it serves as the foundation for more advanced language learning. Making analogue of language learning as the building of house, grammar serves to be the foundation of the house."

Most arguments showed from English Education Department students of UNISSULA that grammar was too difficult to understand. They must take longer time to learn and understand it. They must search for many kinds of grammar book and make them confused to find it. Sometimes the main problem of the students is lazy of reading a quite thick book. But the luckily

thing from the students of English Education Department here, most of them are familiar of using their smartphone to operate mobile internet. This condition is helpful for them to search any sources of English Grammar as the media of their language learning. But how they can search the appropriate sources without lecturers' guidance?

Some obstacles can be happened through students who learn English grammar with mobile internet facilities on their smartphone. Most of them have smartphones but sometimes don't have any access and internet quota. Other problems from them, they can't connect Wi-Fi easily at campus too, although campus provides Wi-Fi. They also do not have enough pocket money to buy quota for their smartphone. When the English grammar class is in the process, the main problem from the students is lecturers' feedback. According to Reid (2009), feedback is a kind of students' motivation. Every student needs feedback from learning but how to make it positive and improve students' motivation because feedback is a scoring tool which has a risk to reduce or enhance students' enthusiasm.

Therefore, based on the condition and reality above, the researcher will investigate, inform and describe the adolescents' activities in using internet. These activities will be as their routine, guide and appropriate sources of learning grammar online. Online grammar classroom activities are fitted to the grammar materials from lesson plan which should be learned on the third semester English Education Department students.

#### Online Website

Studying online will be more comfortable for English students department, because it will provide any images, exercises, films or sometimes videos. This online learning needs online website sources as media of good English learning which matched to the lesson plan and syllabi. Arsyad (2007) states that there are four useful practical learning medias on the process of teaching and learning such as to make information and message clear to understand, to increase students' enthusiasm in group learning or self-learning. This is related to Mudasir (2011) that learning sources means anything is used as the spot of learning or origin where someone learns. The

learning tool is also a media of reaching a learning goal which can be divided into two categories. They are an aid learning tool and a learning tool.

An aid learning tool is different to a learning tool. Aid learning tools are kinds of instructions, directions and etc., but learning tools are video, images, photos and internet. Internet as a learning tool means internet has three main elements which must be in the web learning media. Those elements are *learning sources*, *learning tasks* and *learning supports* as written by Oliver and Herrington (2001). All elements above show different content, like *learning tasks* consist of activities, problems and interactions which involved students, *learning resources* contain information and resources which can be accessed by students, and *learning supports* can be made of learning directions, motivations, feedbacks and easily access for all learners.

## English Grammar

According to Webster (1828) "Grammar is the study of the classes of words, their inflections (see inflection 3), and their functions and relations in the sentence". In relation to Wikipedia (2017), "English grammar is the way in which meanings are encoded into wordings in the English language". This includes the structure of words, phrases, clauses, and sentences, right up to the structure of whole texts. From both definition above, grammar is combining meaningful words structurally into good sentence. Without grammar, the sentence will be so tasteless like eating foods without flavor.

English writing skill is needed grammar to make a good meaningful sentence. By writing in right grammar, learners will think more logically and clearly, so this will help them communicate without misunderstand able. Organizing ideas on writing English is also necessary to understand grammar because with correct grammar, learners will be more fluent in English mastery. As written by Bradshaw (2013) "Grammar, regardless of the country or the language, is the foundation for communication — the better the grammar, the clearer the message, the more likelihood of understanding the message's intent and meaning".

Bradshaw's opinion is logical because if learners master English grammar, they will send good messages which can be accepted well by readers.

#### Feedback in English Grammar

To an English lecturer, English grammar teaching will be challenging. This is because of so many factors as obstacles or endorsements. Learners do something to understand what the lecturers explain to them. When lecturers deliver grammar lesson, they always use any media to make students easily comprehend what they delivered. After the process of teaching and learning, the most common action the lecturers must do is about giving feedback to learners about their results. As written in Yulianingtyas (2013), feedback can be divided into five feedbacks, they are positive-negative, neutral-zero, internal-external, verbal-nonverbal, and direct-indirect feedbacks. Each feedback has got its own character for each different learner.

Feedback is a way of communicating students' result in teaching and learning process. In Nurdaheni (2012), feedback must increase learners' learning because after giving feedback, learners will know their weaknesses and have desire to make them better. Feedback is given to students because they finish doing their exercises or test. Finally, after accepting lecturers' feedback, learners will be more enthusiastic in English grammar learning or pessimistic.

## **II. DISCUSSION**

This is a classroom action research which is done two cycles in proving the students' grammar competence enhancement. As defined by Bahri in Ikhsanudin (2015), action research is activities to observe and to study phenomenon happened in classroom which will show the learners' result on learning. By this research, researcher uses different strategies of teaching English grammar. In this study, the data are collected by the same strategies that are implemented in different topic of English grammar in two different lectures and different time, but used the same strategies.

The researcher uses a research goal of Birley and Moreland (1998) that the study will improve the students' practice on learning language. On each cycle, the researcher follows figure of Pangestuti et al. (2015);

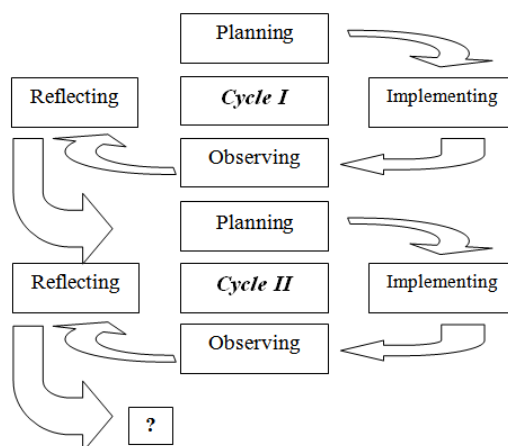


Figure.1. A Classroom Action Research

Using the process above, lecturer analyzed the result of teaching and learning grammar which given the same action and used website on-line exercises on the grammar learning in different time and changed grammar topic.

Starting a teaching and learning process, lecturer must prepare semester learning program and lesson plan. This is also done by English grammar lecturer in English Education Study Program of UNISSULA Semarang. There are about 25 students of this program active in lecture year academic 2016/2017. The curriculum of this department decides grammar subjects that should be taken till they graduate about 10 credits. They are four credits on the first semester, two credits on the second semester, and four credits more divided into two semesters, two on the third and two on the fourth semester.

This research is done on the third semester students who finished studying grammar for 2 semesters in about six credits. There are only four more credits that must be finished. The students who have been studied are about twenty eight students. Grammar 2 is the grammar lesson taught on the third semester class of English education study program. The semester learning plan and lesson plan have been made for fourteen meetings for each

semester of grammar class. Fourteen meetings have been divided by seven meetings before midterm and seven more after midterm.

Based on semester learning plan made by Ma'ruf (2016) that the learning outcome will be like this;

Table 1. English Grammar 2 Outcome

<i>Learning Outcome</i>	<p>1. <i>Attitude.</i> Students are able to increase believe and taqwa to Alloh Swt, to highly respect and to practice noble value, to collaborate and to be responsible.</p>
	<p>2. <i>General Skill</i> Students are able to apply, to develop logical, critical, systematic thought, to show independent and qualified job, also to be responsible for their own work or group work.</p>
	<p>3. <i>Knowledge</i> Students are able to master and to design concept and grammatical form such as tenses overview, infinitive, gerund, participle, causative verbs, concord, direct and indirect speech, phrase and clause, dependent and independent clause, noun clause, adjective clause, adverb clause and conditional sentences.</p>
	<p>4. <i>Specific Skill</i> Students are able to develop and to design accurately about writing used English grammatical pattern and concept correctly by themselves.</p>

The above learning outcome contains learning topics for fourteen meetings materials of English grammar. They are on the table below.

Table 2. Semester Lesson Plan

<b>Meeting</b>	<b>Materials</b>
One	Tenses Overview, Present and Past
Two	Infinitive
Three	Gerund
Four	Participle
Five	Causative Verbs
Six	Concord
Seven	Direct and Indirect Speech
Eight	Phrase Clause
Nine	Dependent and Independent Clauses
Ten	Compound and Complex Sentences
Eleven	Noun Clause
Twelve	Adjective Clause

Thirteen	Adverb Clause
Fourteen	Conditional Sentences

When lecturer delivered the above plan for one semester class, the students agree to learn all above topics. As said by Amri (2016) “We agree to learn but we need to learn easily. Don’t always critic us for our mistakes we’ve made”. This argument is supported by the other student Munfaatun (2016) “Please, explain English grammar to make us understand completely and let me know my mistakes clearly”.

From students’ arguments above, the researcher can summarize that students need something to make them comprehend English grammar without any strains. Then, researcher gives them the new model of learning English grammar. Before starting lectures, as usual on the first meeting, students do learning contract and overview the previous materials that they ever got on the previous semester. At the same time, after learning contract and overview, lecturer gives students an individual paper exercises to understand their abilities in mastering grammar from the previous semester.

From, 25 students, the researcher got the average score of their pre-test of overview English grammar tense about 53. This is very low score for the average of 25 students in a classroom. Consequently, this is a challenge for lecturer to enhance that low average score. This is also proof for lecturer that after they finished learning the previous grammar, they don’t have any motivation to remind themselves what they had learned. Then, the researcher thought to find new ways of learning English grammar.

## *First Cycle*

### *Planning*

In the third meeting was the starting action of the research after recognizing the students’ pre-test done on the first meeting in the classroom, then on the second lecture. Lecturer delivered both infinitive and gerund topics in one meeting but on the third meeting, lecturer just gave summarizing of infinitive and gerund materials from the second meeting explanation. Next, before coming into the third class meeting, lecturer prepared some website on-line links which were used to students’ practice after learning the materials.



The sources contained feedback that could give students' comments for their activities. This action was done to give them spirit of learning English grammar without strains.

### Implementing

As usual, the third meeting was done about 100 minutes. The classroom meeting began with lecturer's opening words by greeting the students of saying *Assalamu 'alaikum*. Then after all responded the greeting, lecturer continued to say *Basmalah* to start the lecture. This was done in every meeting because of University's characters on Islamic Learning Society. In about ten minutes at the beginning, lecturer also delivered one ayah from Al Qur'an that supported students on learning English grammar.

Although grammar is complicated, lecturer transported one ayah from *Al-Qur'an* to give students' spirit to learn. QS. *Huud (Hud) [11]: 24* in Tafsir Ibnu Katsir (2016), here, students can learn that if they learn seriously, Allah Swt would give them brightness mind to see the truth, then they could compare which was right and wrong and followed the goodness then avoided the dreadfulness. Then, in about twenty minutes, lecturer delivered summarizing materials of infinitive and gerund from the second meeting for reminding. After that, time for students' practice came. Students can use their mobile internet to open the links that lecturer gave or use laptop on accessing the University Wi-Fi. They have fifty minutes practicing the links here;

<http://www.grammar-quizzes.com/infinitive2a.html>

<http://www.perfect-english-grammar.com/gerunds-and-infinitives-exercise-1.html>

[http://www.englisch-hilfen.de/en/exercises\\_list/alle\\_grammar.htm](http://www.englisch-hilfen.de/en/exercises_list/alle_grammar.htm)

<http://www.englishpage.com/gerunds/>

Next, after finished practicing all links above, lecturer gives them once more link source as a test to know their competence in English grammar without any feedback again on this *on-line* link [http://www.englishpage.com/gerunds/gerunds\\_infinitives\\_30.htm](http://www.englishpage.com/gerunds/gerunds_infinitives_30.htm). They finished the test in about fifteen minutes. Five minutes at last would be the conclusion and summary from the lecturer about the materials.

## Observing

After studying all materials above, the researcher can perceive the different achievement from the students' result test at the end of the class. From the average score of 53 on mastering the tenses overview. After this action, the students' ability of mastering English grammar mostly increased in about 83 as the average score of this class. So, the students' interest was also highly good because they can learn themselves without negative feedback and highly tension of making mistakes but the feedback given showed them how to resolve mistakes.

## Reflecting

Through the first cycle, the communication between lecturer and students in the classroom were relaxed. Students could ask anything about the topics freely. They could understand well about the summarizing explanation although used slides on power point. But the problem showed when the students tried to search the link with Wi-Fi in the classroom, then, the link was not found easily.

Students took longer time to wait for the link showed. So, they tried to use their own quota to search the link and did the test. Based on that problem, about difficulties of accessing internet by university's Wi-Fi, lecturer created different thing on the second cycle to reduce the problems of internet access.

## *Second Cycle*

### Planning

The second cycle was done on the fourth meeting on the English grammar class with the topic of Participles only. Lecturer prepared dissimilar *on-line* links materials for practicing the English grammar. On this cycle, the students' steps of learning were different from the lecturer's explanation. The explanation changed into *on-line* video but the exercises and practices were similar. Lecturer also prepared internet access for the students which differed from the previous access.

### Implementing

The same as the previous meeting on the third meeting, this meeting also took ten minutes at the beginning to greet, say *basmalah* and provided one ayah of *Al-Qur'an* to motivate students' learning. *Qs. Az Zumar (39)* in Tafsir Ibnu Katsir (2016): 9 described just intellectual people could accept knowledge and they were different from people who didn't know anything. This ayah could give students' motivation that learning to know was better than nothing.

Then, in about five minutes, the *on-line* video from this link <https://www.youtube.com/watch?v=ZclhBB9r2s> was demonstrated in front of the class. Lecturer repeated the videos twice, so, they could grasp the elaboration from the video. Music and pictures on video helped students' conception more clearly.

The next step after watching the video, lecturer divided them into groups of five. There were five groups in a classroom. Then, lecturer provided five online links sources of each group. Each group got these links;

<https://www.ego4u.com/en/cram-up/grammar/participles/exercises?07>

[http://www.englisch-](http://www.englisch-hilfen.de/en/exercises/structures/past_participle.htm)

[hilfen.de/en/exercises/structures/past\\_participle.htm](http://www.englisch-hilfen.de/en/exercises/structures/past_participle.htm)

[http://www.englisch-](http://www.englisch-hilfen.de/en/exercises/structures/participles_phrases.htm)

[hilfen.de/en/exercises/structures/participles\\_phrases.htm](http://www.englisch-hilfen.de/en/exercises/structures/participles_phrases.htm)

[http://www.englisch-](http://www.englisch-hilfen.de/en/exercises/structures/present_participle.htm)

[hilfen.de/en/exercises/structures/present\\_participle.htm](http://www.englisch-hilfen.de/en/exercises/structures/present_participle.htm)

<http://www.perfect-english-grammar.com/irregular-verbs-exercise-3.html>

Using the above sources, students could train their competence in a group but they tried the test one by one. One student tried to do the first source, then change into the other sources. The last step, lecturer gave once more test link to get the comprehension score and to close the meeting.

### Observing

After the second cycle, the researcher found the class was rather active. The *on-line* website links made them challenging. They need to think more creative on the second sources. They do all sources happily. They can

share each other with the sources in a group. While they were still answering the *on-line* grammar practice, they were also discussing the meaning of each sentence on those *on-line* link sources. The students' average class score increased significantly from 83 to 88 after the second cycle. It can be said that on the second cycle, learning in group activities by doing *on-line* grammar link sources look more better for the average class score.

## Reflecting

In conclusion, the researcher found the second cycle process of learning grammar *on-line* more pleasing. Students felt better than on the first cycle when they needed to concentrate individually in answering the exercises. But on the second cycle, they were free to discuss each other and to share what they had learned before. They can also think carefully before clicking the answer on the *on-line* button.

## III. CONCLUSION

There are so many respectable teaching processes which can make students joyful to learn English grammar. If all lecturer can do those *on-line* creative links to his or her way to teach, students could be more inspired. Because of the technology advance in this era, students must be given such a creative link in their daily life, so, they can change their unimportant games to inspirational knowledge.

Using *on-line* link sources are like using gun on human's hand. If you use it for useful reason, you will take so many advantages, but if you consume it for negative activity, you will have nothing. Technology is also human's creature, it can make us in danger or safe. The choices come from the human himself.

Especially for internet technology, it will grow faster than the baby's growing. As a lecturer, the researcher just gives suggestions for the University to improve the internet accesses for students especially inside the class. So, they can access outside or inside the classroom.

To sum up all the above results, the researcher emphasizes that *on-line* learning with useful sources will give students' positive feedback to

motivate their learning activities. They can use *on-line* sources themselves at home or wherever they study. Studying and learning are not always at school, campus or inside the building, but students can also learn grammar anywhere. They have self-motivation to use their own quota to search good links as their sources of learning. These learning sources are not only for English grammar lesson but also for other lessons and other English skills.

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