



The practicality of web-based basic english grammar material for the years students of english education department

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ABSTRACT

The rapid growth of technology necessitates innovation in education, including integrated technology into material development. The practicality test of developed material is on indicators to determine the product's acceptability. This research aims to determine the practicality of web-based Basic English Grammar Material to improve students' ability in Basic English Grammar courses. The research used a mixed method with an explanatory mixed method design. The instruments used in this study were grammar tests, practicality checklists, and interview guidelines. The research results show that the practicality of the web-based basic English grammar material for the first-year students of the English education department at UIN Alauddin Makassar shows a percentage of 83.8%, categorized as a very practical product. This finding is strengthened by the qualitative data showing that the web-based basic English grammar material has met the practicality indicators: the ease of use, the efficiency of learning time, and the benefit of learning material. Therefore, it implies that this product can be used as supplementary material for students because it fulfills the practical category for teaching material.

Keywords: Practicality, WEB-based Material, Implementation of Basic English Grammar

1. INTRODUCTION

The use of digital technologies in everyday life is expanding quickly. The activities of many industries, including hospitals, catering businesses, educational institutions, and others, are being moved to digital platforms. The digitization of the educational curriculum is a growing area of focus for specialists. As this concept is put into practice, the educational system will alter, as well as its meaning and objectives. A classroom equipped with information and communication technology will make organizing and

carrying out the educational process more entertaining and successful for students and teachers. Digital technology-based teaching and learning methods, such as e-learning, blended learning, and mobile learning, enhance the teaching and learning process and may increase student learning outcomes (Moya et al., 2011). The use of technology in education is purposeful to increase the quality of teaching programs effectively ((Ratheeswari, 2018).

Moreover, the use of digital technologies helps to increase the interest and positive motivation of students, as the maximum consideration of individual learning opportunities and needs of students, a wide range of opportunities to choose the content forms of training, revealing students' creative potential, helping students master modern information technology. The possibilities of digital technology can be used to organize digital learning resources, individual tests, and distance learning (Jobirovich, 2021). Digital technology in the classroom does not hamper students' learning process but widens their learning activities. What is called for is to make use of digital technology in the classroom in the most productive ways (Singh, 2021)

A reflection on the learning and teaching processes used over the past three years involving online instruction shows that they highly suggest a person's addiction to and dependence upon technology. Collaborating between conventional study models to become more contemporary and creative resulted in the development of teaching and learning formations. The ability of a student to collaborate on learning while using technology gives a teacher an additional responsibility to monitor every action or activity the student takes, lest the method of collaboration turn into a place of unfavorable occurrence by failing to use technology wisely following the scope of learning.

Much of the literature on web-based learning shows that the main barriers to the effective use of teaching materials are the technology (for example, poor access and slow downloading) rather than the learning materials' design. These issues are discussed later in the article, but teachers must take on expert help with technical issues in planning, designing, and delivering web-based learning programs. Through programming and the use of "plug-ins" (programs that can be downloaded from the internet), designers can produce interactive course materials containing online activities (such as self-assessments), animations, and simulations. These can improve learning and are often more enjoyable and meaningful for learners (McKimm et al., 2003). Utilizing websites can help students study more effectively and make the process more distinct and engaging by preventing learning monotony. Additionally, one factor that supported cooperation was the student's capacity to keep up with the rapid technological change, demonstrating that the student does not lag in the growth of the technology.

Therefore, this provides the basis for why Nurpahmi.S et al. (2022) wanted to develop web-based basic English grammar materials for the first-year students of the English education department at UIN Alauddin Makassar. He concentrated on the first-semester student's realization of grammar and analysis by utilizing web-based materials created by the previous researchers and focusing on basic English grammar materials. In this case, he assumed that he would be unable to continue to the implementation stage due to the spread of COVID-19, which caused the learning and teaching process to shift to the Internet.

However, the development stages in the previous research are less supported by the implementation stage. So, through further implementation steps, the researchers have seen the practicality of using web-based basic English grammar materials for the first-year students of the English education department at UIN Alauddin Makassar. Practicality components consist of three indicators, namely:

1. Easy of use is an indicator that leads to ease of use and interpretation by teachers, experts, and students
2. The Efficiency of learning time is a practical indicator that leads to the time needed in its implementation and should be short, fast, and precise.
3. The benefit of teaching material is an indicator of practicality that leads to increased attractiveness through material sets to students' interests and has the exact equivalent so that it can be used as a substitute or variation of teaching materials (Sukardi, 2004).

It is Adapted from Proctor et al. (2011) with indicators such as acceptability, adoption, appropriateness, feasibility, fidelity, implementation cost, penetration, and sustainability.

Multiple areas, including education, mental health, health care, community-based initiatives, technology, industry, and management, have provided evidence of the significance of implementation (Durlak et al., 2008). In addition, implementation is crucial regardless of the type of program, the target population, or the program's specific objectives. According to Durlak & Dupre (2008), programs had failed to achieve the intended outcomes for youth when their implementation was poor. In contrast, in other instances, program impact was much more significant when reports of more efficient implementation were available. The point is that quality implementation is necessary to increase the chances of being successful. In other words, "when it comes to implementation, what is worth doing, is worth doing well. Hence, Based on the process of previous research, the researchers tried to proceed to the stage of implementation activities.

2. METHODS

The researchers used both quantitative and qualitative research design, or explanatory of the mixed method design. According to Gay et al. (2019), mixed methods design combines quantitative and qualitative research designs by including quantitative and qualitative data in a single study. Mixed methods research aims to gain a deeper understanding of a phenomenon than is possible with only quantitative or qualitative designs. Combining two methods may be preferable to a single method because it is likely to provide rich insights into the research phenomena that cannot be fully understood by using only quantitative or qualitative methods. A mixed-method design can coordinate and synergize numerous information sources, which can help concentrate on complex issues (Poth & Munce, 2020). According to Gay et al. (2019), there are three common fundamental types of mixed methods research design, namely: explanatory sequential, also known as the QUAN – QUAL design; exploratory sequential, also known as the QUAL – QUAN design; and convergence parallel, also known as the QUAN + QUAL design. The researchers employed an explanatory sequential design at this point.

The subjects of this study are the first-year students of the English education department at UIN Alauddin Makassar. PBI A students are involved in several stages of the implementation stage, including the teaching and learning process and the observation process carried out concurrently by the researchers. In this process, there were twenty students in PBI A. The researchers only involved five students in the interview process, who were chosen purposively. This meant a purposive selection process based on students' scores, which are classified as the two highest scores, one medium score, and two lowest scores.

In collecting the data, the researchers used three kinds of instruments, namely: grammar test, observation checklist, and interview guidelines, which are described as follows:

a. Grammar test

The test of basic English grammar materials is multiple choices and choosing the correct answer with forty numbers, consisting of twenty-five numbers for multiple choices (incomplete sentence) and fifteen for error recognition.

b. Interview guidelines

The researchers used a semi-structured interview for this research. A semi-structured interview is mainly founded on the interviewer and regularly centers around the primary subject, giving a general example. A semi-structured interview enables a

researcher to delve deeply into a discovery (Magaldi & Berler, 2020). In this interview process, the researchers took 5 subjects and carried out the interview process based on their grammar test scores, namely, 2 highest-score students, 1 middle-score student, and 2 lowest-score students. This interview is intended to check the consistency of the student's activities during the observation and strengthen the data from the observation checklist.

The researchers processed the implementation outcomes data taken from the test and observation checklist quantitatively, and then the interview guidelines results were analyzed qualitatively as follows:

a. Grammar test result

The result of the grammar test was analyzed using SPSS (Gay et al., 2009). The scores of the students were classified into the following classification

Table 1. Classification Guidelines

Score in Number	Score in Letter	Grade	Description
$94 \leq X \leq 100$	A	3.76 – 4.00	Excellent
$88.75 \leq X < 94$	A-	3.55 – 3.75	Very Good
$75.25 \leq X < 88.75$	B+	3.01 – 3.54	Good
$69 \leq X < 75.25$	B	2.76 – 3.00	Quite Good
$62.75 \leq X < 69$	B-	2.51 – 2.75	Fairly Good
$50.25 \leq X < 62.75$	C+	2.01 – 2.50	Poor
$44 \leq X < 50.25$	C	1.76 – 2.00	Fairly Poor
$25.25 \leq X < 44$	C-	1.01 – 1.75	Very Poor
$0.25 \leq X < 25.25$	D	0.01 – 1.00	Inadequate

Source: Pedoman Edukasi UIN alauddin Makassar, 2006

b. Observation Checklist

In analyzing the observation data, it is classified into "Yes" and "No" statements, then calculating the percentage with the formula:

$$P = \frac{f}{n} \times 100\%$$

P: Percentage score

f: Number of item statement

n: Number of measured indicators

100%: Constant number

The interpretation of the implementation outcomes is based on the percentage score taken from Proctor et al. (2011).

c. Interview Guidelines

The data taken from the interview were analyzed qualitatively using the data analysis techniques of Miles et al. (2014). This is based on three steps: data condensation, data display, and then drawing conclusions or validating the data. In the data condensation step, the researchers focus on the students' perceptions based on the interview results during the data condensation phase. This step includes selecting, focusing, simplifying, abstracting, looking for themes and patterns, and eliminating unnecessary data. The interview transcripts were the source of the data. In the data display step, the researchers presented the consolidated interview data into a single result that enhanced student responses to the preceding observation. In the last step, concluding, the researchers made a strong case for supporting written data with oral data and drawing a conclusion about the implementation outcomes of web-based

3. RESULTS AND DISCUSSION

The practicality of the web-based basic English grammar material of pronouns for the first-year students of the English education department at UIN Alauddin Makassar.

Based on the results of the analysis data obtained from the questionnaire that the respondents filled in, the practicality percentage of the web-based basic English grammar material of pronouns for the first-year students of the English education department at UIN Alauddin Makassar reached 83.8%, which was categorized as very practical. The following data is the result of the analysis of the practicality assessment:

Table 5. The Analysis Results of Practicality Use of Web-Based Basic English Grammar Material of Pronoun

No.	Percentage (%)	Criteria	Frequency	Percentage
1.	0 - 20	Not Practical	-	-
2.	21 - 40	Less Practical	-	-
3.	41 - 60	Quite practical	-	-

4.	61 – 80	Practical	14	67%
5.	81- 100	Very practical	7	33%
		Mean Score		
	83.8%	Very practical	21	100%

Based on the data above, the overall practicality of Web-Based Basic English Grammar Material of Pronouns reaches 83.8%, which is categorized as a very practical product. The details include seven respondents who reached the very practical category in the 81% - 100% range. At the same time, 14 other respondents reached the practical category, with the percentages ranging from 6%1 – 80%. Based on the practicality percentage results obtained, the Web-Based Basic English Grammar Material of Pronoun product is included in the product category with very practical category.

Apart from the practicality percentage data obtained from the questionnaire results above, data support was also obtained from the interview results to strengthen the data on the practicality percentage of products that have been implemented. Following are some practicality categories that can be assessed based on the results of interviews with five research respondents:

1. The Easy of Use

This practicality indicator has been fulfilled, as seen from the results of interviews with the following respondents:

"I think it can because it is easy to access, only using a link that can be accessed using a laptop. From me, maybe I will access it again because the material has also been summarized, so I can also open it again at home to read it again." (Student 2)

"Yesterday I enjoyed it because it is easy to access. It helps." (Student 5)

"Based on my experience, it is easier for me to understand what a pronoun is, and the types of pronouns. It is easier for me to access the web." (Student 4)

2. The Efficiency of Learning Time

The practicality indicator of the efficiency of learning time has been fulfilled, as seen from the results of interviews with the following respondents:

"Yes, it does not take much time if the signal is good because it depends on the internet." (Student 1)

"Yes, because it is easy to access, it is more efficient without the need to search here and there again." (Student 2)

"Yes, from me, the web has already been summarized in the core of the material, so it does not take much time." (Student 4)

From the interviews above, it can be concluded that the web-based implementation is very practical regarding the efficiency of learning time.

3. The Benefit of Learning Material

Based on the results of interviews with several respondents, this practicality indicator for some students has been fulfilled. However, some students feel there are still things that need to be improved to achieve the success of this indicator.

"I understand better, so I know where the use of pronouns should be placed, so I know better because there are examples too." (Student 1)

"Interested, because I use a cell phone that I always carry with me so I can study right away. If we rarely bring books, it is difficult, not need to mention opening the book to look for material." (Student 1)

"From what I see, the language used is good because it is easy to understand and suitable for us students who are used to speaking light language, not high language. So clearly understood. I enjoy it because the website is good, and the discussion is light, well-explained, and easy to understand. So, I enjoy using this website." (Student 2)

"If this website might be overhauled or improved again, maybe I can understand better, because yesterday this website was very short or only the main points were conveyed in my opinion, so I do not understand. Yesterday, I was also helped to understand better because of your explanation (Researcher); if I translate the website, maybe I still do not understand." (Student 5)

"From my point of view, I am more interested in using this website because after accessing the website, it makes me interested and very helpful in learning, especially for English students." (Student 4)

Some of the opinions above show that the web being tested has met the benefit of learning material indicators because of the ease of understanding material using the web and the increasing interest in learning pronouns through this web. However, some people feel that this website has provided benefits in terms of material but still needs additional explanations using Indonesian because, for some students just learning English, it is difficult to understand the material in full English.

4. CONCLUSIONS

The practicality of the web-based basic English grammar material of basic English Grammar for the first-year students of the English education department at UIN Alauddin Makassar shows a percentage of 83.8%, categorized as a very practical product. These results illustrate that the web-based basic English grammar material of basic English grammar material has met the practicality indicators: the ease of use, the efficiency of learning time, and the benefit of learning material. The results align with a study by Afitriani et al. (2017), who also found that technology-based teaching material products can be used as practical teaching materials for students and teachers.

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