WEB-BASED BASIC ENGLISH GRAMMAR MATERIALS: A NEED ANALYSIS FOR THE FIRST YEAR STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT UIN ALAUDDIN MAKASSAR

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ABSTRACT

Technology is increasingly becoming a trend with a million benefits offered to its users. In a pandemic situation nowadays, the role of technology in the education sector is very important. Thus, this study aims to develop Web-based Basic English Grammar materials. the starting point in developing Web-based Basic English grammar materials is identifying student needs related to Web-based Basic English Grammar Materials. This Research utilized survey research. The subject of this research is the first-year students of English Education Department class A, B and C, which is consist of 100 people. The instrument of the research was questionnaire and interview. The result of the research shows that in terms of display of the the website, students perceive that the website should consists of definition, kinds, examples, and learning videos of basic English grammar materials. Additionally, individual and group assignments are needed to measure students' comprehension of the material.

Keywords: Basic English grammar, web-based materials, website, WordPress.

1) INTRODUCTION

Technology is important and needed nowadays. Technology is increasingly becoming a trend with a million benefits offered to its users. In Indonesia, 64% of population from 272.1 million citizens are internet users with a total of 175.3 million (Bayu. 2020: Online). The users start from students, office employees, and any occupations.

Among students, technology makes it easier to find information and self-development. Ten to hundreds of millions of information and knowledge can be reached and accessed by every student in the world, especially in Indonesia. For example, Internet which provides a website as a learning resource. Internet makes students feel comfortable when they are using internet in their studying activity, because they could access the knowledge and download any files related to their subjects (Dogruer, Eyyam & Menevis, 2011).

Corona virus disease 2019 (Covid-19), which was announced as a pandemic status by the World Health Organization shook the world. "This is not just a public health crisis, it is a crisis that will touch every sector," (Ghebreyesus, online: 2020) said. It has been a concern to many sectors of life, especially in education. Students made little or no progress while learning at home

(Per Engzell et all, 2021). Many students in Indonesia especially in English department at UIN Alauddin Makassar are losing their time studying in university due to this pandemic. This situation has been passed since March until now. In fact, this is awaiting the mentality of students where they have become accustomed to the teaching and learning process directly at university and are replaced by learning to use WhatsApp, Google Classroom or Zoom video calls. Son et all (2020) on their research found from the 195 students, 138 (71%) of them indicated got stress, anxiety and depressive due to this pandemic of Covid-19.

Basic grammar is one of the elements in English that is very important for every student to learn (Sahid, 2017), especially students majoring in English Education. Seeing the current pandemic situations, there needs to be an action where students need a place to study that is fun and not boring. In here, the role of technology tries to facilitate them in learning process. Website where it is a part of technology is a platform that provides free access to everyone in search of the information they need. In this, the role of the website in the online learning process in a pandemic situation right now is very important.

Based on the interview of the researcher and lectures from English education department at UIN Alauddin Makassar, students still find difficulties in the learning basic English grammar due to the Covid-19. It is uncommon for those who feel that they are not able to get a lot of learning through online lectures. This is due to several aspects, especially the appearance of WhatsApp which has only several simple features. From here, students sometimes feel bored with this new learning system promoted by Nadiem Makarim as the Minister of Education in decree no 4-year 2020 in implementing education policies in emergency phase of Covid-19 (Yulia, 2020).

This paper is based on literature review and discusses three questions: What is the need of the first-year students of English Education Department at UIN Alauddin Makassar toward the development of web-based Basic English Grammar materials?
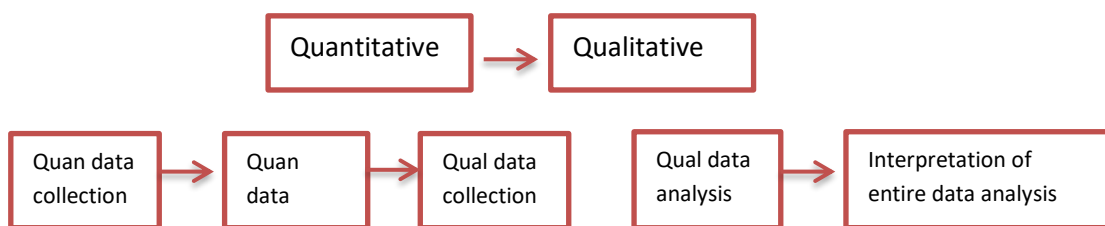
2) METHODS

Research Method

The researchers employed the Mix method research approach. Creswell J. W. (2014) points out that mix method is a method of investigation that includes gathering both quantitative and qualitative data, combining the two types of data, and employing unique designs that may include philosophical assumptions and theoretical framework. The study begins with a wide survey to generalize results to a population, and then shifts to qualitative, open-ended interviews in the second phase to collect detailed perspectives from individuals to assist explain the quantitative survey.

This research would apply sequential explanatory design. A two-stage mixed method design is the explanatory design (also known as sequential design). For the explanatory design, the collecting and analysis of quantitative data is done first, followed by the acquisition and analysis of qualitative data. The researcher detected certain quantitative findings that require further explanation in the explanatory design (Creswell J. W., 2014).

In this method, the quantitative and qualitative databases are evaluated separately. Following that, the quantitative findings are used to develop the qualitative follow-up. One essential element to remember is that the quantitative results can not only help with the sampling technique, but they can also help with the types of qualitative questions to ask in the second phase (Creswell J. W., 2013). These questions are broad and open-ended, as are all effective qualitative research questions. This research would use explanatory design that consisted of description of data design, data collection, data analysis, interpretation, and validity (Creswell J. W., 2013). The following is the flow of the analysis data that using sequential explanatory design (Creswell J. W., 2014);

Figure 1. Sequential Explanatory Design

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┌──────────────┐        ┌──────────────┐
│ Quantitative │  ───▶  │ Qualitative  │
└──────────────┘        └──────────────┘

┌──────────┐   ┌──────┐   ┌───────────┐      ┌──────────┐   ┌────────────────┐
│ Quan data│──▶│ Quan │──▶│ Qual data │      │ Qual data│──▶│ Interpretation │
│collection│   │ data │   │collection │      │ analysis │   │ of entire data │
└──────────┘   └──────┘   └───────────┘      └──────────┘   │    analysis    │
                                                            └────────────────┘
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Research Subject

The subject of this study were the first-year students of English Education Department at UIN Alauddin Makassar which consists of 100 students from PBI A, PBI B, and PBI 3 classes and 2 lecturers in English Education Department.

Research Instruments

This research applied three instruments. The instruments were questionnaire, interview. These three instruments helped the researcher in gaining more information and data regarding the needs of this study. The questionnaires were shared to the first-year students of English education department by distributing a link of google form that contains questions regarding the establishment of the web-based Basic English Grammar material. Besides, the interview was conducted by involving 2 lecturers whom teach English grammar subject. The lecturers were asked several things to gain several information that to be needed in the development of the Web-based Basic English Grammar material.

Data Analysis

In this method, the quantitative and qualitative databases are evaluated separately. Following that, the quantitative findings are used to develop the qualitative follow-up. One essential element to remember is that the quantitative results can not only help with the sampling technique, but they can also help with the types of qualitative questions to ask in the second phase (Creswell J. W., 2013). Data of this research consists of quantitative data and qualitative data. Qualitative data analysed qualitatively and quantitative data analysed quantitatively.

3) RESULT AND DISCUSSION

Gathering Data Through Questionnaires

This research was distributed the questionnaires towards the first-year students of English education department at UIN Alauddin Makassar in order to know what they really needed in learning English Basic Grammar materials through website. The questionnare distributed at three drifferent classes from PBI A to PBI C. Several questions related to the development of the website were given to the students through google form. The following table below shows the analysis of present situation analysis (PSA), target needs and learning needs adopted theory from Hutcinson and Waters (1987), Dudley-Evans and St John (1998), Nunan (2004), Graves (2000), Nurpahmi(2013), Nurpahmi (2014), Nurpahmi (2017).

Table 1. Questionnaires

No	Aspect	Number of Items	Purpose of the Questions	Indicator	References
Present Situation Analysis (PSA)					
1	Personal information about the learners	1	To find out factor which may affect the way they learn such as previous learning experience	The information about students' experience learning web-based Basic English Grammar materials.	Dudley-Evans and St John, 1998

#	Indicator	Question	Objective	Description	Source
2	Goals	2	To get students' desire outcomes about Basic English Grammar materials.	The learners' goals in learning Basic English Grammar materials.	Graves, 2000
3	English learning information	3	To figure out about the students' current language use level to assess the course	The students' level of English language	Dudley-Evans and St John, 1998
			Target Needs		
4	Necessities	4	To find out necessities in the target situation for learning basic English grammar materials	Necessities about kind of materials	Hutchinson and Waters, 1987
5	Lacks	5	To figure out the students' lack in comprehending the materials	Students' difficulty in learning	Hutchinson and Waters, 1987
6	Wants	6, 7	To add what the students' want to be included within the materials	1. The addition of learning video 2. The addition of assignment	Hutchinson and Water, 1987
7	Layout	8, 9, 10, 11	To determine the appearance of the web	1. The colour displays 2. The font of letter 3. The importance of image and animation 4. The importance of menu bar, icon and tools	Adapted from Nurjannah, 2019
			Learning Needs		
8	Input	12, 13	To determine the content inside the material	1. Kind of materials 2. The way to deliver materials	Nunan, 2004
9	Procedure	14	To determine what students should do with the task	Procedure of given task duration	Nunan, 2004
10	Setting	15	To determine how the task should be worked	Type of working task	Nunan, 2004

a. The Result of Present Situation Analysis (PSA)

The table below showed the students' present situation alaysis (PSA) percentage that collected from 100 respondents.

Tabel 2. The Percentage of Present Situation Analysis (PSA)

Indicator	Question	Answer Choice	Number of Voter	Total Students
The information about students' experience learning web-	What is your experience learning basic English grammar materials?	A. Difficult to comprehend	40%	100
		B. Easy to comprehend	60%	

based Basic English Grammar materials				
The learners' goals in learning Basic English Grammar materials	What is your goals learning basic English grammar materials?	A.	To develop my speaking ability	62%
		B.	To develop my writing ability	31%
		C.	To develop my reading ability	5%
		D.	To develop my listening ability	-
				100
The students' level of English language	How is your English level in comprehending basic English grammar materials?	A.	Beginner: know the kind of basic English grammar materials but couldn't make my own sentence and don't know the function for some kind of grammar such as tenses (when and where the word can be used).	45,5%
		B.	Intermediate: know the kind basic English grammar materials and can make my own sentences but don't know the function of the grammar (when and where the word can be used).	41,4%
		C.	Advance: know the kind of basic English grammar materials and can make my own sentence, and know the function of the grammar (when and where the word can be used).	13,1%
				100

Table previous table shows several indicators in reference to present situation alaysis (PSA). The first aspect is the information about the experience leaning by the students through web-based Basic English Grammar materials of Future tense and past tense. 60% of the total students ware difficult in comprehending Basic English Grammar of Future tense and Past, while 40% of them think that basic English grammar is easy to understand. In the next indicator, 62% of the students chosen to develop their speaking ability as their goal of learning Basic English Grammar of Future tense and Past tense. This was followed by developing writing skills with a percentage of 31%, developing reading skills at 5% and developing listening skills with a total of 4%. Additionally, the last indicator of present situation analysis that is the English's level of the students. 45,5% of the respondents said that their level of English was in beginner in which they knew the form of tenses yet they did not know the function of sentence. Besides, there are 41.4% respondents claimed they are intermediate and 13.3% have been in advanced level.

b. The Result of Target Needs

The provided table below showed the preferences of the students on several indicators regarding targets needs covering necessities of materials, students' difficulty in learning, the addition of learning video, and the addition of assignment.

Tabel 3. The Percentage of Target Needs

Indicator	Question	Answer Choice		Number of Voter	Total Students
Necessities about kind of materials	What kind of materials do you necessitate?	A.	Definition, illustration, and example	16%	100
		B.	Definition, example and vocabulary list	7%	
		C.	Definition, the form, example, and vocabulary list	77%	
Students' difficulty in learning	What is your difficulty in learning basic English grammar materials?	A.	Difficult to distinguish part of speech of basic English grammar materials	19%	100
		B.	Difficult to put proper place of basic English grammar materials	52%	
		C.	Difficult to memorize the word/form	29%	
The addition of learning video	What kind of learning video do you prefer in the web-based material?	A.	Learning video using full English	9%	100
		B.	Learning video using English-Indonesia	91%	
The addition of assignment	What type of given task do you want?	A.	Multiple choice	48%	
		B.	Identifying correct and incorrect structures	36%	
		C.	Filling the blanks	16%	
The colour display	What type of colour do you prefer to be displayed in the web?	A.	Colourful	67%	100
		B.	Monochrome (black and white)	33%	
The font of letter	What type of letter is appropriate for presenting the materials?	A.	Calibri	11%	100
		B.	Times New Roman	69%	
		C.	Comic Sans Ms	8%	
		D.	Arial	12%	
The importance of image and animation	Is it appropriate to have any images or animation in the web?	A.	Yes, it is	98%	100
		B.	No, it isn't	2%	
The importance of menu, bar, icon, and tools	Is it important to include menu bar, icon and some tools to assist the learner in using the web?	A.	Yes, it is	96,9%	100
		B.	No, it isn't	3,1%	

In terms of necessities about the kind of materials, 77% votes definition, the form, example,and vocabulary from100 voter. While 16% chosen definition, illustration, and example and the remaining 7% chose definition, example, and vocabulary list. In the indicators of students' difficulty in learning future tense and past tense, a total of 52% of the respondents had trouble in placing the future tense and past tense in the sentence correctly. In addition, 29% of respondents have difficulty in remembering words, and a total of 19% of respondents have difficulty in distinguishing part of speech of future tense and past tense. In addition of wants aspect, 91% respondents preferred learning video using English –Indonesia to full English showed by only 9% votes. For the last indicator that is the types of the assignment, 48% of the respondents chosen

for the type of multiple choices assignment, 36% prefer to identifying correct and incorrect structures and 16% of the respondents chosen filling in the black as their type of assignment.

Furthermore, to the layout of the product, there were 67% of the respondents chose a colourful website layout, while 33% of respondents chose a monochrome website layout. In addition, there were 69% of respondents chose Time New Roman as the font to be displayed in the website layout, 12% of respondents chose Arial and 8% chose Comic Sans Ms. Besides that, 97% of respondents think it is important to include animation and images on the website and 3% of them choose not important. The last, there were 98% respondents thought that in several items should be set up reference to the importance of menu bar, icon, and tools to assist the learner in using the web and 2% chosen not.

c. The Result of Learning Needs

The table below showed the result of learning needs consisting of four indicators about kind of materials, type of presentment, procedure of given task duration, and type of working task.

Tabel 4. The Percentage of Learning Needs

Indicator	Question	Answer Choice		Number of Voter	Total Students
Kind of materials	What kind of basic English grammar materials do you want on the website?	A.	Definition	4%	100
		B.	Type of basic English grammar materials	6%	
		C.	Function	2%	
		D.	All them (A, B, and C)	88%	
Type of material presentment	How do you want the materials to be presented?	A.	Present the materials deductively (explain the materials/formula first then give the example in the end of the materials)	71,7%	100
		B.	Present the materials inductively (give the example first then conclude the materials/formula in the end)	28,3%	
Procedure of given task duration	How long duration of task fulfilment should be allocated?	A.	Unlimited time	53%	100
		B.	Limited time	47%	
Type of working task	What type of working task do you prefer?	A.	Individually	36,4%	100
		B.	In pairs	52,5%	
		C.	In a group	11,1%	

The data above presented the indicator about kind of materials showed that there are 88% of respondents choosing the definition, types of Future tense and Past tense and the function in Future tense and Past Tense material to be displayed on the website. In addition, 6% chose types of Future tense and Past tense, 4% chose Definition and 2% chose function of the Future tense and Past tense. In the second indicator of the input, 72% of respondents chose the delivery of future tense and past tense material deductively in which the materials/formula should be explained first then continued with several examples in the end. Meanwhile, 28% of respondents chose to deliver material inductively. In regard to the third indicator namely procedure of given task duration, 53% respondents preferred unlimited time of task fullfilment duration to limited

time and 47% of the total respondents chosen limited time for the task duration. The last indicator was about type of working task. 53% respondents chose work the task through group, 36% chosen individually task and 11% chosen In pairs task.

Gathering Data Through Interview

In this stage, the researcher would like to sthrengthen the data participated by two lecturers at English education department who taught Basic English Grammar course in the first year toward web based material development. Therefore, semi-structured interview would be utilized. It is an interview technique used to gain deeper information to get fact based on the nature (Madelaine, 2015). The are several provided elected questions set up to be asked rooted from Dudley-Evan and St.John (1998,125) covering professional information, personal information, learners' lack, learners' need, and environmental situation.

a. Professional Information

Professional information became the first section to be asked toward the respondents. It was an information intended to get in order to know the process of learning during lecturing class by the respondents as lecturers. Hence the question was about how was the Basic English Grammar process for the first year students at English education department.

> R: *How is the teaching process of Basic English Grammar at students in the first year of English Education department?*
> L1:   *The teaching process of basic English Grammar was pretty much online. We use Lentera and Whatsapp but I prefer on Zoom. Yet, they have bad connection to login into zoom so I gave them assignment in Lentera or Whatsapp.*
> L2:   *We started from the basic of English basic grammar because they were still in very basic level as senior high school. I did simulation and some quizzes to test their level of grammar.*

Based on the answer of two respondents above, it can be concluded that Basic English Grammar course was taught with distance learning utilizing online learning strategies using several applications such as zoom, lentera, and whatsapp. Furthermore, materials of this course was taught in primary level since majority of students in the first year were still in basic step to learn English grammar.

b. Personal Information

Personal information was the second question to realize. This part seeked deeper individual reaction of respodents' opinion to figure out information about the students response during learning Basic English Grammar materials.

> R :   *How is the students' response when they learn Basic English Grammar?*
> L1:   *The students were actually excited. However in this online learning, they found some difficulties.*
> L2:   *It was different both offline and online class. For online class, it was abstract since we could not teach them directly so it was hard for me as a lecturer and for them.*

The respondents claimed that teaching Basic English Grammar was not easy during online class due to situation requiring great effort. However, students were interested to learn. Yet, it was not maximal since online learning made either lecturer and students should struggle to find convenience both giving and receiving learning material.

c. Leaners' Lack

It was the third question given to the respondents. Knowing difficulty during learning process was crucial for the researcher to perfect material development based on students' drawback. Therefore,

question regarding sudents' difficulty when learning Basic English Grammar was delightful to be asked.

R: *What difficulty is often faced by the students when they learn Basic English grammar?*

L1:   *Some of them thought that it was hard to understand the material so they need time to understand more by themselves. Actually, they have to interact with the lecturer but it was hard to do that through online. Consequently, they need to be independent.*

L2:   *Grammar is like math. I could draw everything on the whaitboard yet I couldn't. Hence, I used power point as presentation and they just kept something in their mind. They could not understad well. This teaching method is inefficient.*

Students were difficult to understand the material of Basic English Grammar material through few problems owing to online learning classs. In addtion, materials explained using power point took time to make students getting materials to be clearly understood. Consequently, the respondents were in hard situation to teach English grammar in that fettle.

d.   Leaners' Need

Figuring out on what was needed by students became grave notation. This question was the fourth aspect to be asked. Hence, in regard to know learners' need, the question was about expectation hoped by the lecturers in learning Basic English Grammar materials for students of English education in the first year.

R: *What is the students' achievement expected by learning Basic English Grammar?*

L1:   *I didn't expect to gain more through online classes because I know it was hard to understand the materials only by doing assignment and communicate it by whatsapp. Nevertheless, through the mid test and final test they did pretty good job answering the questions.*

L2:   *I expected they could formulate sentence when they wrote something or they expressed their opinion/idea.*

Based on the response above, teaching Basic English Grammar was not easy through online learning. However, formulating sentence well both in writing and speaking became their expectation after learning Basic English Grammar.

e.   Environmental Situation

Environmental situatios was the last aspect to be asked. In this matter, the researcher provided two questions about learning facility and any suggestion for grammar learning web-based development.

R :   *What facility has been provided to learn Basic Eglish Grammar in this current situation?*

L1 :   *Actually I utilized Quizzes as well. Every week I gave them quizzes for ten to fiften questions. Giving the the quizzes made them familiar with blended learning especially with the application. I provide the materials by youtube video either.*

L2 :   *I used some web such as British council or EFL. Those are my source in teaching basic English grammar material. For teaching.*

In regard to the facility utilization, two lecturers used recommended online learning resources either material or exercise such as quizzes and web from British council as well as EFL.

R :   *How Basic English Grammar learning based web should be devised to maximize the learning process in this current situation?*

L1 :   *Because grammar contains many theories and patterns, it is not like reading and speaking which the references to learn are highly facilitated. For grammar, we need to make sure that the students understand with grammatical structures and it is difficult*

> *to just give them video. Consequently, they need to practice to use the grammatical structures.*
>
> L2 : *Please make assignment in the form of game for example utiling British council games so students can enjoy learning grammar process.*

In the matter of suggetion to the web-based development of Basic English Grammar materials, the most important aspect to be added was exercise for instance quiz about grammatical structures. Furthermore, animated games from british council was enjoyable so that it could be picked up into the web-based material development.

4) CONCLUSION

Based on the discussion it can be concluded that the students' need concerning with web-based vocabulary material in terms of display of the the website, students perceive that the website should consists of definition, kinds, examples, and learning videos of basic English grammar materials. Additionally, individual and group assignments are needed to measure students' comprehention of the material.

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