



# THE IMPLEMENTATION OF WEB-BASED BASIC ENGLISH GRAMMAR MATERIALS FOR THE FIRST-YEAR STUDENTS OF THE ENGLISH EDUCATION DEPARTMENT

**Nur Aliyah Nur<sup>1</sup>, Abd. Muis Said<sup>2</sup>, Eka Audia Tiasa<sup>3</sup>, & Riska Amalia<sup>4</sup>**

<sup>1,2,3,4</sup>Universitas Islam Negeri Alauddin Makassar

Correspondence Email: [nuraliyahnur@uin-alauddin.ac.id](mailto:nuraliyahnur@uin-alauddin.ac.id)

## ABSTRACT

The rapid advance of technology requires innovation in education including material development-based technology in the form of websites. Material development should involve the implementation phase in order to determine its acceptability for classroom use. This research aims to implement Web-based Basic English Grammar Materials for the first-year students of the English Education Department at UIN Alauddin Makassar which focuses on examining the implementation outcomes of the web-based basic English grammar materials. The research employed quantitative and qualitative design or explanatory mixed method research design. Grammar tests, observational checklists, and interview guidelines are used as the research instruments. The results show that there are two students reached the highest score, there is one student reached the medium score, and there is one student reached very poor and one student reached inadequately, but based on the average result of the test which is 48.5 indicated that most of the students have not mastered the materials. Based on the observational checklist, it can be stated that using the website is acceptable, adoptable, appropriate, feasible, accurate, and easy to be implemented, and continued to be used as supplementary media for the first-year students of the English Education Department. In addition, based on the students' opinions, the website is accepted as a learning media, but it cannot significantly increase their understanding of basic English grammar. Therefore, the website is worthy of use, but it should add to other supporting media in order for students' attainment of basic English grammar understanding to be fulfilled.

**Keywords:** Web-based materials; basics English grammar; implementation outcomes

## 1. INTRODUCTION

Digital technologies are rapidly advancing in people's daily lives. Many industries are shifting their operations to digital systems, such as hospital, catering establishments, educational institutions, and so on. Specialists are increasingly working to digitize the school curriculum. The education system, as well as its meaning and purpose, will change as this idea is implemented. Students and teachers will find it more interesting and effective to organize and conduct the educational process in a classroom integrated with information and communication devices. Teaching and learning approaches (e-learning, blended learning, and mobile learning) that use digital technologies improve the teaching and learning process and can potentially lead to better students learning outcomes (Moya et al., 2011).

Education is one factor that has influenced the impact of innovative materials (Duda & Wilson, 2015). In the area of education, various technology media used because they contribute to the formation in learning. Education that is in line with advancing technology presently involves a focus on learner instead of teaching. With the digital revolution, the conventional teaching style of having the educator become the primary controller of communicative technologies in teaching. Teachers are not only ones who manage technology. Students have also taken a role in the formation in learning.

Reflecting on the process of learning and teaching that has taken place since the past three years that use the teaching process online, it is highly indicative of the process of addiction and dependence between the individual and technology. This led to the development of teaching and learning formations by collaborating between traditional study models to become more modern and innovative. The student's ability to collaborate learning with the use of technology makes a teacher an additional duty in controlling each step or activity that the student performs, less the method of collaborating become a place of negative occurrence, one by not using technology wisely according to the range of learning.

One form of collaboration in today's learning process is using website. Specifically, we have concentrated on the public authority site because of its significant job in just e-government as an internet based intervened gadget for data sharing and open correspondence (Grimmelikhuijsen & Welch, 2012). Although boredom is one of the most common and unpleasant feelings in schools, it is still a neglected and understudied area of research (Daschmann et al., 2011). The use of this website will greatly assist students in learning so as to avoid the boredom of learning and make the learning process more distinct and interesting than ever. In addition, one form of reinforcement in collaborations was the student's ability to keep up with the increasing and reforming technological

developments, making it clear that the students does not fall behind on the technology's own progress.

Therefore, this provides the basis for why Nurpahmi et al. (2021) wanted to develop web-based basic English grammar materials for the first year students of English education department at UIN Alauddin Makassar. He concentrated on the first semester student's realization grammar and analytical by utilizing web-based materials created by the previous researchers and focusing on basic English grammar materials. He assumed that in this case he would be unable to continue to the stage of implementation due to the spread of COVID-19, which causes the learning and teaching process to shift to the internet.

However, the development stages in the previous research are less supported by the stage of implementation. So, through further steps of implementation, the researchers have seen the implementation outcomes of the use of web-based basic English grammar materials for the first year students of the English education department at UIN Alauddin Makassar adapted from Proctor et al. (2011) with the 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 have failed to achieve the intended outcomes for youth when their implementation was poor, whereas in other instances, program impact was much greater 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 in this research. According to Gay et al. (2019), mixed methods design combines quantitative and qualitative research designs by including both quantitative and qualitative data in a single study. The purpose of mixed methods research is to gain a deeper understanding of a phenomenon than is possible with only quantitative or qualitative designs. Because it is likely to provide rich insights

into the research phenomena that cannot be fully understood by using only quantitative or qualitative methods, combining two methods may be preferable to a single method. A mixed-method design can coordinate and synergize numerous information sources, which can help with concentrating 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 English education department at UIN Alauddin Makassar. PBI A students involved in several stages of the implementation stage, including the teaching and learning process as well as the observation process that is 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 purposive selection process based on students score, which are classified as the two highest score, one medium score, and two lowest score.

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 basics English grammar materials are multiple choices and choosing the correct answer with forty numbers, which consists of twenty five numbers for multiple choices (incomplete sentence) and fifteen numbers for error recognition. The students' participation in the test is to know their abilities in mastery basics English grammar materials. This test was given after conducting the implementation.

b. Observation checklist

An observation checklist is the guidelines that the observers use when observing a class. The lists have been prepared by the researchers. The researchers then compiled this lists. In this research, the researchers used eight main indicators adapted from Proctor et al. (2011), such as: acceptability, adoption, appropriateness, implementation cost, feasibility, fidelity, penetration, and sustainability. This observation checklist was used to observe classroom activities when the researchers implemented the web.

c. Interview guidelines

The researchers used a semi-structured interview for this research. Semi-structured interview is for the most part founded on the interviewer, and it regularly centers around the primary subject that gives a general example. A semi-structured interview enables a researcher to delve deeply into a discovery (Magaldi and 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 students, and 2 lowest score students. This interview is intended to check the consistency of the students' activities during the observation and to strengthen the data taken from the observation checklist.

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

a. Grammar test result

Using the mean score, the researchers looked at the results of a grammar test given to the first year students of English education department. The average value obtained from the sum of all existing values from each data point was then divided by the amount of existing data (Ghozali, 2016).

The following is the formula to calculate mean score:

$$X = \frac{\sum x}{N}$$

X : Mean score

$\sum x$  : The total of existing score

N : Total number of respondents

The form below is the form of assessment guidelines based on the academic guidelines of UIN Alauddin:

Table 1. Assessment 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

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 based on the percentage score, which is taken from Proctor et al., (2011).

c. Interview Guidelines

The data taken from the interview were analyzed qualitatively using data analysis techniques of Miles et al., (2014). This is based on three steps, namely: data condensation, data display, and then drawing conclusions or validating the data. In 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 the themes and patterns, and getting rid of the 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 enhances student responses to the preceding observation. In the last step, drawing conclusion, the researchers made a strong case for supporting written data with oral data and draw a conclusion about the implementation outcomes of web-based basic material that students have used in class.

### 3. RESULTS AND DISCUSSION

#### *a. The implementation outcomes of the web-based basic English grammar materials for the first-year students of the English education department at UIN Alauddin Makassar*

This research includes twenty responses from respondents. The responses' scores on the grammar test are listed below.

Table 2. The English Grammar Material of Future Tense Test Rate Percentages

No.	Criteria	Frequency	Percentage	Rank
1.	Quite Good (69-75.25)	2	10%	5
2.	Fairly Good (62.75-69)	4	20%	2
3.	Poor (50.25-62.75)	8	40%	1
4.	Fairly Poor (44-50.25)	3	15%	3
5.	Very Poor (25.25-44)	2	10%	4
6.	Inadequate (0.25-25.25)	1	5%	6
<b>Total</b>		20	100%	

Based on Table 2, it can be interpreted that respondents acquired the presence score through the grammar test provided. It can be seen that 2 (two) of 20 respondents stated that the category of Quite good, reaching > 75.25 score, the category of Fairly good, reaching < 69 score, the category of Poor, reaching < 62.57 score, the category of Fairly poor, reaching < 50.25 score, the category of Very poor, reaching < 44 score, and the category of Inadequate, reaching < 25.25 score. The data contributed to showing the rate percentages of tests that have been done by students, and the process of sorting scores according to test results has been carried out. The rate percentages of the future tense test show that the criteria of poor students reaching 50.25 until 62.75 score with the frequency of 8 (eight) students and with the highest rank indicated that the students still

have a low ability for the materials tested. In other words, most of the students have not mastered the grammar materials.

Turning to the observation in the field, the researchers gauged with some indicators that are classified as follows.

### 1. *Acceptability*

The indicator of acceptability had been met as students gave good responses when asked. It showed up when the researchers broke the ice by greeting the students and encouraging them. It is stated by the respondents in the following:

*"To be honest, I feel well, but I think that what is website, is gona be good for me or not?, but I saw the website, woow this website is innovating that created by my senior in UIN Alauddin. So I feel like amazing. So my experience is nice, because it can increase my creativity to use this website, appreciate my seniority who created this, and also really motivated for me."* (Student 1).

### 2. *Adoption*

The indicator of adoption refers to when the students were introduced to the intended learning media that would be used then it was explained about how to access the material through the website for learning activities. It is stated by the respondents in the following:

*"Yes sure. I think so, I can learn several types of basic English grammar materials including future tense through this website. because I feel that this is my method to learn and either for me the materials is like what I want to learn. As you know that learn in the class is not enough for me, so I need more way to learn, one of them is using this website. I also think that this website is easy to understand."* (Student 1)

*"I can learn future tense from this website, because from this website we can access many grammar rules, such as not only future tense material, but also past tense, and others."* (Student 2)

### 3. *Appropriateness*

The indicator of appropriateness refers to when the researchers wanted to know if the grammar material contents on website are appropriate. First, the researchers provided a basic explanation of the material and observed students' understanding. It was to make sure of their basic understanding prior to continuing to the next materials. During the observation using this indicator, students paid close attention to how the material was explained and also they still understood so that the next material kept running well so as



explaining the material sequentially runs well too. It is stated by the respondents in the following:

*"Yes, because when I open this website and look at to the future tense material, the material is same, course the future tense materials are designed according to the materials. As the previously, I only know and understand about one of sentence is Simple Future Tense, but after look at to this website, woow, there are four types of future tense, likes Simple Future tense, Future continuous, Future perfect, and Future perfect continuous. I can't imagine that the grammar is very complicated, but after open this website, it can help me to be more understand."* (Student 1)

*"Yes, of course, because when my lecturer explains it is the same as like the material on the website. For example, the correlation with the definition, function and examples."* (Student 3)

*"Yes, related to the material, it is appropriate, because there is a clear and orderly explanation."* (Student 4)

*"Yes, in the discussion that you explain, it is in accordance with the explanation contained on the website, so nothing is out of focus in the future tense."* (Student 5)

#### 4. Feasibility and Fidelity

The indicators of feasibility and fidelity refers to when the researchers provided an explanation in the form of clarification regarding some material items which were not quite right on the website then attempting to present the detailed description of the function of the various types in the materials such as giving a complete, brief, and precise answer to the questions posed by students. It is stated by the respondents in the following:

*"Besides that the factor is because you (as the reasearcher) have a good explanation and I understand. It same like if the teacher cannot transfer their knowledge in a good way, me as a students cannot understood also. So, the good website are supported with the good way of teacher to served it."* (Student 1)

#### 5. Implementation Cost

The indicator of implementation cost refers to when the researchers gave a prize to the students and encouraged them with a motivation quote to boost their learning. It is stated by the respondents in the following:

*"I can figurate my self when I use this website. Like my motivation is good. Because for me, this website will make me easier to understand, and I think that I can use this tenses in my daily life."* (Student 1)

*"My motivation is that after learning the future tense, I can learn more about the rules of the English language, so that not only the future tense, but also other types of grammar need to be learned for the needs of the writing process later. So I really want to learn more about grammar."* (Student 2)

*"I motivated anyway. Because if you want to write essay you also have to have the grammar correct, so with learning website about future tense, it will help you."* (Student 3)

*"My motivation for learning after using this website is because of the ease of access, it will increase curiosity."* (Student 4)

*"My motivation for learning after using this website is that I don't want to be lazy anymore, because the website is faster, practical, simple, and understands quickly."* (Student 5)

## 6. Sustainability

The indicator of sustainability refers to when the researchers provided an opportunity for students to express their ideas or opinion regarding a question posed. Throughout the observation, students maintained their enthusiasm for learning until the end of the process. It is stated by the respondents in the following:

*"I feel that the language used is good, but for me, it's need more increase, because the teacher explain in two languages, are explain in English and explain in Indonesia. To be honest, using combining language is good for the beginner, but our level is highest, is college student, and our major is English Education. So, I suggest that is better if the teacher can using full of English when explain. Next, for the readability text and sentences, for me, I need more like creativit, because it;s not make me more interest, because I only see the text and that's it. May, It can be more fun, if the teacher adding some image, or visualitation image. And for the explanation video, I think is good, but I heard some like music background when teacher teach, so it's disturb my concentration."* (Student 1)

*"The use of the language used is very good, because it is easy to understand, so it doesn't create misunderstandings, for the availability of texts and sentences it is very easy to understand, and for explanations the video is also very good, the explanation is short, but precise."* (Student 5)

Based on the observation, it indicates that after being used in the context, the implementation of web-based English basic grammar materials had been met for the requirements after being applied in the field. It can be stated that using the website is acceptable, adopted, appropriate, feasible, accurate, easy to be implemented, and continued to be utilized for the first-year students of the English Education Department based on the measured aspects comprising acceptability, adoption, appropriateness, feasibility, fidelity, implementation cost, and sustainability.

Based on the interview, there were 5 (five) students who were chosen purposive selection process based on their answer. Two students managed to achieve the highest score. After interviewed, they said that basically this website really help them in learning the future tense, but the results of the two highest score did not prove that they really understood the materials and got the appropriate results. It is stated by the respondents in the following.

*"To be honest, I have already study about future tense, and because the way you explain to me the materials, it's really influence for me. You can make me and friend easier to understand, and really clear explanation. So, may that's what it was influence into my testing score."* (Student 1)

*"Yes, the main factor is lies in the lack of practice in working on questions in the form of TOEFL, so that it will be difficult to do, because not familiar with the TOEFL question model, maybe because I am not used it and feel surprised too, it will affect the test results."* (Student 2)

It was different with the other students who reached the medium and lowest score. After interviewed, they said that basically this website really help them in learning the grammar materials, but they find it difficult because they did not have the knowledge of the materials before, find it difficult with different question models such as TOEFL questions, and they felt so bored and tired. It is stated by the respondents in the following.

*"Due to tiredness and boredom and not being used to answering questions in the form of TOEFL so that it affects the test results."* (Student 3)

*"The factor is because of the lack of knowledge of English Properly and needs for habituation to learn."* (Student 4)

*"The factor is because the model of test questions that looks difficult so they are not used to working on the model of TOEFL questions."* (Student 5)

The data are in accordance with Proctor et al., (2011) that revealed that the implementation outcome is measured with several indicators. One of them is appropriateness which refers to the apparent fit, significance, or similarity of the development or proof based practice for a given work on setting, supplier, or shopper; and/or how well the innovation fits into a particular problem's solution. Terms that are frequently used include fits, significance, compatibility, suitability, usability, and practicability. This study found that the benefit of this web-based English basic grammar learning media is suitable and practical in its implementation. Therefore, website media can be a choice to be utilized in learning English, especially English basic grammar of Future Tense. The alternativeness refers to the support media in learning to conduct a hybrid learning environment for teachers or lecturers.

The test reveals that in terms of the implementation outcomes of the first year students of the English Education Department of UIN Alauddin Makassar have a low ability of basics grammar materials. On the other hand, it is possible to assert that the utilization of web-based learning media in English basic grammar materials is acceptable, appropriate, feasible, and precise to be implemented as seen from the results of the observational checklist. The results of the implementation outcomes of the web-based basic English grammar materials can be a supplementary learning media as it is suitable for students. In other words, the website is one of the most accessible and flexible tools for first year students in the English Education Department of UIN Alauddin Makassar to learn basics English grammar materials.

The statement is accordance with another study by Sudarsana (2019) who found that the web technology implementation in Educational context is able to facilitate an educational process known as e-learning (electronic learning) that aids in learning. It is useful for both teachers and students in learning activities because it can be done easily at anytime and anywhere. The study's result is related to this study's finding that the website is one of the most accessible and flexible tools for students in the English Education Department of UIN Alauddin Makassar to learn basics English grammar.

Another study by Ayu & Pratiwi (2021) showed that the website is helpful to teachers in completing the learning process during the pandemic because it addresses the requirements of teachers. In addition, the online based learning implementation can be concluded to be effective where the learning process provides a high agreed response to the implementation of the online media-based learning process (Syakur et al., 2020). The efficacy of using media-based learning online in English is accessible to students in this research, meaning that they can learn from any device although it should need internet access. However, a wide range of materials and innovative approach offered by the web-based English learning media is not monotonous and able to boost student learning style and method without time and space limitation.

Most importantly, the implementation outcomes are useful for enhancing the learning process and can also serve as supplementary learning media for the first year students of the English Education Department of UIN Alauddin Makassar. However, to improve students' grammar based on the results of grammar tests provided should be added with various supportive learning media for students. It means that the implementation can be conducted but the basics English grammar is considered by students' ability in the aspect of structure and written expression materials.

## CONCLUSION

The implementation outcomes of the web-based basic English grammar materials for the first-year students of the English education department at UIN Alauddin Makassar can assist students' to learn basic English grammar materials as a supplementary learning media. It is shown with the test results of students obtaining various results which are from the highest to lowest score. The use of a website does not automatically become a primary learning media but it should be an additional learning media to support students' learning. With wide range of learning media, students can wisely choose the best learning media that is suitable for them. Based on the observation, the use of web-based learning English basic grammar is appropriate, feasible, precise, and easy to be implemented as it is one of the most accessible learning media and flexible to use in any device, anytime and anywhere. Furthermore, it can be concluded that the web is acceptable, adopted, appropriate, feasible, accurate, easy to be implemented, and continued to be utilized for the first-year students of the English Education Department based on the measured aspects comprising acceptability, adoption, appropriateness, feasibility, fidelity, implementation cost, and sustainability.

## REFERENCES

- Ayu, M., & Pratiwi, Z. F. (2021). The Implementation of Online Learning in English Language Teaching During Pandemic: The Teachers' Voice.. *Journal of Research on Language Education*, 2(2), 93-99
- Daschmann, E. C., Goetz, T., & Stupnisky, R. H. (2011). Testing the predictors of boredom at school: Development and validation of the precursors to boredom scales. *British Journal of Educational Psychology*, 81(3), 421-440.
- Durlak, J. A., & Dupre, E. P. (2008). *Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation*. *American Journal of Community Psychology*, 41, 327-350.

- Duda, M.A., & Wilson, B.A. (2015). *Using implementation science to close the policy to practice gap (white paper)*. San Fransisco, CA: literate Nation. Retrieved
- Gay, Lorraine R., Mills, Geoffrey (2019). *Education Research: Competencies for Analysis and Application*. Eleventh edition. England: Pearson Education.
- Grimmelikhuijsen SG & Welch EW. (2012) Developing and Testing a Theoretical Framework for Computer-Mediated Transparency of Local Governments. *Public Administration Review* Vol. 72 (2012): 562-571.
- Ghozali, Imam. (2016). *Aplikasi Analisis Multivariete Dengan Program IBM SPSS 23* (Edisi 8). Cetakan ke VIII. Semarang : Badan Penerbit Universitas Diponegoro.
- Moya, M, Musumba, I, & Akodo, R (2011). Management attitude, support and integration of information communication technologies in higher education in Uganda. *Journal of Modern Accounting and Auditing, USA*.
- Magaldi D. and Berler M. (2020). Semi-structured Interviews. In: Zeigler-Hill V., Shackelford T.K. (Eds.) *Encyclopedia of Personality and Individual Differences*. Springer, Cham.
- Miles, M.B, Huberman,A.M, dan Saldana,J. (2014). *Qualitative Data Analysis, A Methods Sourcebook*, Edition 3.
- Nurpahmi, Sitti., Nur, Nur Aliyah., Muthi'ah., Rifa'ah, Fahril (2021). Web-Based Basic English Grammar Materials: A Need Analysis for the First Year Students of English Education Department at UIN Alauddin Makassar. *Proceedings of the International Conference on Social and Islamic Studies 2021*.
- Poth, C., & Munce, S. E. P. (2020). Commentary—Preparing today's researchers for a yet unknown tomorrow: Promising practices for a synergistic and sustainable mentoring approach to mixed methods research learning. *International Journal of Multiple Research Approaches*, 12(1), 56-64.
- Proctor, E., Silmere, H., Raghavan, R., Hovmand, P., Aarons, G., Bunger, A., ... & Hensley, M. (2011). Outcomes for implementation research: conceptual distinctions, measurement challenges, and research agenda. *Administration and policy in mental health and mental health services research*, 38(2), 65-76.
- Sudarsana, I Ketut. (2019). *The Implementation of The E-Learning Cocept in Education*. Conference Series: a Journal of Physics
- Syakur, A., Fanani, Z., & Ahmadi, R. (2020). The Effectiveness of Reading English Learning Process Based on Blended Learning through " Absyak" Website Media in Higher Education. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(2), 763-772.