

DEVELOPING ICT-BASED MEDIA FOR TEACHING STRUCTURE ON STUDENTS AT ENGLISH EDUCATION STUDY PROGRAM UNIVERSITY OF PALANGKA RAYA

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Abstract

This research was aimed to develop the ICT-based media for teaching English structure on the students at English education Study Program University of Palangka Raya. This research used Research and Development (R and D). The subject of this research was the students from Basic English Grammar class at English education Study Program University of Palangka Raya. The collected data were analyzed and described qualitatively and quantitatively. The result of data analysis showed that students and the lecturer required relevant media to support the teaching learning activity in COVID-19 pandemic. Considering to those result, the product of this research was the E-learning website named swimsenglishedu.com. The result of expert validation showed that the swimsenglishedu.com were valid. The data obtained from observation showed that the swimsenglishedu.com were helpful for the lecturer to teach English structure. The students were helpful and excited to learn English structure using it. The hypothesis testing that conducted to measure the effectiveness of the developed media also showed that there was a significance effect of swimsenglishedu.com at Basic English Grammar Class of English Education Study Program University of Palangka Raya. The lecturer also could make the swimsenglishedu.com as one of the references media in teaching English structure.

Keywords: ICT-Based Media, Structure

INTRODUCTION

Indonesia is one of the country that impacted by COVID-19, Indonesia government also apply the lockdown system they close all of the public places including school and university. In this case the education in Indonesia system also has a major change, the teaching learning activity cannot be done face to face in the class because the rules about the prohibition of making a crowd and the class change into online class.

This matter also impact the University of Palangka Raya, the university also apply the online class for teaching learning activity. Based on the researcher observation and interview with some lecturers, this teaching learning method has many lack. First, they have the problem with the internet connection, the internet connection speed in their university is poor and sometimes the lecturer must use their personal internet connection. Second, they also have difficulty in taking exams, they cannot examine the students directly and only give the task to make papers. Based on these problems the researcher concludes

that to solve this problem is to find the right media to solve this online classroom problem.

In this era there is a term that called ICT, the term ICT stands for information and communication technology. Tinio (2002) said the term “information and communication technologies” (ICT) refers to forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means. This broad definition of ICT includes such technologies as radio, television, video, DVD, telephone (both fixed line and mobile phones), satellite systems, and computer and network hardware and software, as well as the equipment and services associated with these technologies, such as video conferencing, e-mail and blogs. In a document of UNESCO shared online, the ICT has been defined with broader perspective advocating its scope, importance and nature of use, especially highlighting in the field of education: “Information and Communications Technologies (ICTs) are a diverse set of technological tools and resources used to

communicate, and to create, disseminate, store, and manage information. Communication and the information are at the very heart of the educational process, consequently ICT use in education has a long history. ICT has played an educational role in formal and non-formal settings, in programs provided by governmental agencies, public and private educational institutions, for profit corporations and non-profit groups, and secular and religious communities” (unesco.org). ICT includes the use of computer technology, including hardware, peripheral devices, media, delivery systems and software. This term is used in the ISTE NETS standards and is used by UNESCO in reference to the integration of technology into teaching (UNESCO, 2002). However, Information and communications technology (ICT) is an accepted element in all our lives and has a central role to play in education. In many countries, the debate about ICT in education concentrates on the potential impact of ICT on teaching and learning and on the measures that need to be adopted to ensure that the potential of ICT to enrich students’ learning experience is realized.

Today ICT is being used as a tool of improving the quality of life. Its use is increasing in such a way in recent years. Different language institutions in all over the globe have already realized the importance of ICT in teaching-learning process. However, ICT plays the lion role in communicating, establishing and managing information. ICT has proved effective in delivering learning to all over the world and to those people who are unable to move from their places and cannot move their limb and hardly utter words. It becomes possible for them to enhance education due to ICT.

Without a doubt, ICT is a valuable and an innovative teaching tool enhancing EFL learning. The rapid growth of ICT has naturally influenced the every aspects of language teaching process. Using technology has positive effects on teaching and learning English. Technology can be applied to teaching practices to enhance and facilitate

foreign language learning. Computer, internet, smart boards, cell phones, video games, music players etc. are used in the target language learning process to raise students’ motivation and language awareness (Altun, 2015). The implementation of ICT will lead to variety in English content, contexts and pedagogical methods in teaching environment. ICT makes English language environment interactive, flexible and innovative. In a document of UNESCO (2007) shared online, the ICT has been defined with broader perspective advocating its scope, importance and nature of use, especially highlighting in the field of education: “Information and Communications Technologies (ICT) are a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. Communication and the information are at the very heart of the educational process, consequently ICT use in education has a long history. ICT has played an educational role in formal and non-formal settings, in programs provided by governmental agencies, public and private educational institutions, for profit corporations and non-profit groups, and secular and religious communities”.

ICT will be a good media to teach English, but we must choose the right materials or skill to teach, there are four basic skills that should be mastered by the students, they are listening, speaking, reading, and writing. However, these four skills are impossible mastered if the students do not have enough vocabulary and structure mastery. This means to master vocabulary and structure are essential aspect in learning english.

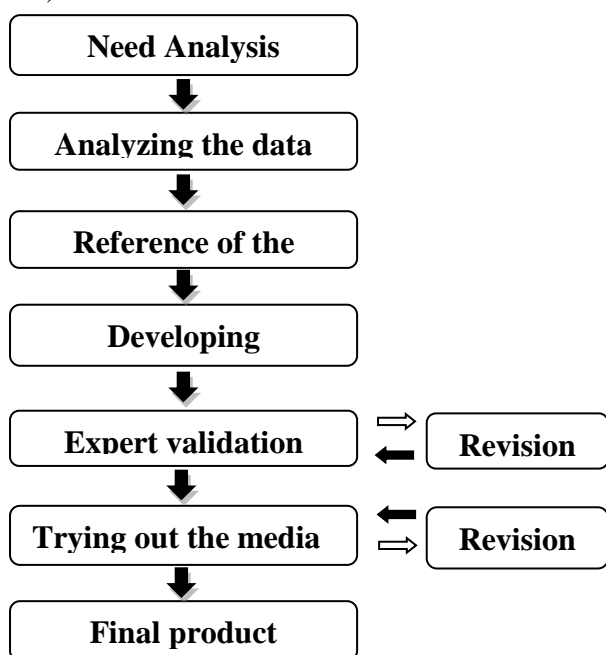
To establish an effective communication, learners need grammar skills; therefore, without grammar, speech gets meaningless. Grammar is an essential aspect to communicate effectively. Moreover, grammar simply is creating wellorganized reading and writing performances. Grammar will give learners the competence how to combine words to form sentences. To create fully-developed sentences, grammar knowledge is

indispensable. With little understanding of how language functions, learners cannot develop their language skills. Just as there are careful and effective drivers who do not know what makes a car run, so there are those who, through practice and skillful observation, have become satisfactory, even effective, writers with very little understanding of the mechanics of the language. But it follows that the more students know about the form and function of the parts that make up the larger unit, the sentence, the better equipped you are to recognize and to construct well-formed sentences.

MATERIALS AND METHODS

Research and development (R & D) was considered to be the appropriate methodology in this research which is the purpose of this research to develop ICT-Based media for teaching structure. Research and development is a process used to develop and validate educational product (Gall, Borg and Fuji 2003:17). In this research the product is an ICT-Based media for teaching structure using the media developed. This research used mix method, qualitative descriptive and quantitative.

The process of research design can be seen in following figure adapted from Sugiyono (2013: 409):



The main data used to develop media in this research was taken from the result of the questionnaire for the students of English Education Study Program University of Palangka Raya in the Basic English Grammar Class, the interview with lecturer of English Education Study Program University of Palangka Raya who teach in Basic English Grammar class, the observation sheet from the expert, and the student's pretest and posttest score. Basic English Grammar class is the course for first semester students of English Education Study Program University of Palangka Raya that teach English Structure and grammar.

RESULT AND DISCUSSION

The main objective of this research was to find out the need of the students at English Education Study Program University of Palangka Raya in Basic English Grammar class and develop a suitable ICT-Based media to fulfil their need.

The first step was conducted to students and lecturer, the instruments that used were questionnaire and interview. The questionnaire was for the students in Basic English Grammar Class (Group B) at English Education study Program University of Palangka Raya at the academic year of 2020/2021 and the interview was held to the lecturer who taught structure in Basic English Grammar class in English Education study Program University of Palangka Raya at the academic year of 2020/2021.

Based on the need assessment results, the students have used the media in the Basic English Grammar class and they are very interested in using ICT-based media, but in fact some of them also have difficulty understanding the lessons that have been delivered because the online teaching learning activity. In the Basic English Grammar class also did not use the E-learning system, the application of media in that class only used videos, pictures and some other ICT-based media. Students want a learning management system that can accommodate their value data and all material that has been delivered.

Based on the results of interviews with lecturers who teach in the Basic English Grammar class (Group B), the first difficulty he faced was about the process of delivering material to students that was not on target. Lecturers cannot know whether students really read the files that have been sent or uploaded because teaching and learning activities are carried out online so they do not see directly whether they are reading or not the material that has been conveyed. This is evidenced by the passivity of students in online classes. The second problem he faced was about managing student attendance lists. Lecturers have to work twice in checking student attendance, first of all the lecturer must check one by one the names of participants who attend the online class (ZOOM Meeting or Google Meet) and after that put a checklist on the student attendance sheet. This will be repeated continuously at every meeting. The third problem is about honesty and motivation. Honesty is meant here is about the honesty of students in doing quizzes or exams such as Mid-Test and Final test. Lecturers cannot supervise directly when students do the exam. Student motivation also appears to be lacking in teaching and learning activities.

According to the need assessment, the researcher looked for the research, literatures or article that could guide to develop a good ICT-based media. In a document of UNESCO (2007) shared online, the ICT has been defined with broader perspective advocating its scope, importance and nature of use, especially highlighting in the field of education: "Information and Communications Technologies (ICT) are a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.

Based on these factors, the researcher chose to develop an electronic learning management system in the form of a website that is easily accessible and free to change its features based on needs and can be used to communicate, create, disseminate, store, and manage information. The researcher developed an E-

learning System website named swimsenglishedu.com.

Swimsenglishedu.com has many feature like scheduled attendance feature, "bank soal" feature, teaching material feature, test schedule, students attendance feature, student's courses material feature, student's online test feature, student's score feature, student's rank feature and etc to fulfil the student and lecturer need. This media have been validated by the expert. There were two experts who validated the ICT-Based media that have been developed, the first expert was English lecturer who teach in Basic English Grammar class (Group B) and the second expert was the expert of the web developer expert that have been develop some website in University of Palangka Raya.

Based on the expert validation result, the swimsenglishedu.com is good enough as ICT-based media to support the teaching learning activity in Basic English Grammar class, so the revision is not needed.

After the result of expert validation was accomplished, the next process of the research was trying out the media. The media was implemented in Basic English Grammar class (Group B) with 30 students in meeting 9th, the meeting was held using the Google Meet application due the pandemic protocol. The material and the quiz for this meeting has been prepared by the lecturer. The material and the quiz were taken from Azar & Hagen (2009) book "*Understanding and Using English Grammar, Fourth Edition*" and the material is about "Regular and Irregular Verb". Based on the result of the observation, swimsenglishedu.com is a great help to support the teaching learning activity in this pandemic season like now. Swimsenglishedu.com is easy to understand and it can keep the material for the students, so when they want to read the material again, it will be easier. The appearance of swimsenglishedu.com is also interesting. Based on the observer the best part of this system is the quiz duration setting feature and the random question feature, both of

this feature are a great help to reduce the chance of students to cheat.

After trying out the media, the observer gave some revision for the media. For the student's feature, the observer thought the course material feature must have the feature to upload the video while the lecturer explains the material, so even after the meeting was done the students can watch again the video while the lecturer explained the material. For the lecturer feature, the observer thought it must have the score analysis feature, so the lecturer can check the difficulty level of the quiz or the question that have been created. The revision was done, the researcher added the revision feature to swimsenglishedu.com.

The last step was to test the final product. The final product was tested again in Basic English Grammar (Group B) class. The result of this testing, the swimsenglishedu.com had good feedback from the students and lecturer. The students were motivated to get a good score on the quiz because there were a ranking feature and the rank was displayed to all of the students in the class. It also made it easier for the lecturer to control the student's test and the student's attendance.

To measure the effectiveness of the final product and the student outcome, the researcher analyzed the pretest and post test from the students score. The pre test score was taken from the score of previous meeting before using the swimsenglishedu.com and the post test was taken from the score of final product testing meeting. The data was analyzed using the quantitative method. Because this research only one class, the researcher chose the One-group Pretest-Posttest-Design to measure the effectiveness of the final product. Based on the hypothesis testing above the significant level of the result was smaller than 0.05 significance level, so the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It can be concluded there is significant effect of swimsenglishedu.com at

Basic English Grammar Class (Group B) of English Education Study Program University of Palangka Raya.

CONCLUSION

Based on the previous discussion, it could be concluded that the developed ICT-Based Media applied well and had a positive response from the lecturer even the students. The swimsenglishedu.com support the teaching learning activity in Basic English Grammar class to teach English structure during the COVID-19 pandemic season. The swimsenglishedu.com could be as the references media in teaching English Structure or the other courses. The developed ICT-Based media were also intended as the result of the need analysis since it suited on their need and interest. The developed ICT-Based media in this research were valid and applicable for teaching and learning in Basic English Grammar class at English Education Study Program University of Palangka Raya. The swimsenglishedu.com had a significance effect for the students result in Basic English Grammar class.

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