DEVELOPING GRAMMAR INSTRUCTION USING THE ASSURE MODEL: A CASE OF TEACHING THE SIMPLE FUTURE TENSE

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Abstract

This study aimed to create an effective learning unit for teaching the simple future tense to 6th-grade students using the ASSURE instructional design model. The research followed the ASSURE model, involving the analysis of learners, stating clear instructional objectives, selecting appropriate methods, media, and materials, utilizing these materials effectively, requiring learner participation, and evaluating and revising the instructional process. It also incorporates strategies to actively engage learners and evaluates the outcomes for continuous improvement. For this research, a group of 15 students participated in interactive activities, including sentence construction and role-playing exercises. The evaluation process included pre-tests and post-tests, which showed substantial progress, with average scores rising from 52% to 80%. Both students and teachers provided feedback, praising the clarity and engagement of the materials, though minor adjustments were made to better address diverse learning needs. These findings highlight the effectiveness of the ASSURE model in designing practical, engaging, and impactful grammar instruction.

Keywords: ASSURE Model, Grammar Learning, Simple Future Tense, Instructional Design, Elementary Students

INTRODUCTION

English is a vital global language that is essential for communication, education, and cultural exchange. It is used widely across the world, and as a result, learning English has become more important than ever before. It allows people from different countries to understand each other, cooperate, and share knowledge. In education, English is a tool that can open many doors to academic and career opportunities (Crystal, 2003). In the modern world, English is not just a foreign language anymore; it is often used as a common language, or lingua franca, that connects people from different countries. For non-native speakers, mastering English is crucial for personal, academic, and professional success (Galloway & Rose, 2015).

One important aspect of learning English is mastering its grammar. Grammar provides the rules and structure that make communication clear and effective. Among the various grammar topics, the simple future tense is one of the most essential. It helps learners to express ideas about what will happen in the future, such as predictions, plans, and intentions. Understanding and using the simple future tense correctly is a key step in becoming proficient in English (Thornbury, 1999).

In traditional classrooms, grammar is usually taught through books, worksheets, and direct teacher instruction. However, recent advances in technology have changed the way language is taught. The growth of digital tools like e-books has made it easier to create more interactive and engaging learning materials. Digital technologies have transformed the way

students learn and engage with content. According to Ducate and Lomicka (2008), incorporating digital tools into education not only makes learning more interesting, but it also helps students better understand and remember what they learn. The use of digital tools in education is not just a trend; it is becoming an essential part of how we teach and learn today (Hutchison & Wei, 2012).

This study focuses on creating an interactive e-book chapter designed to teach the simple future tense to elementary-level English learners. The e-book will be developed using the ASSURE model, which is an instructional design framework. This model is specifically useful because it helps ensure that the learning materials are designed with the students' needs in mind. The ASSURE model includes several important steps: analyzing the learners, selecting and using appropriate media, and evaluating the effectiveness of the learning activities (Molenda et al., 2008). By using this model, the e-book will be tailored to fit the learning style and needs of elementary learners, helping them understand and use the simple future tense in real-world situations.

The ASSURE model is well-suited for developing educational content because it focuses on creating an engaging learning experience. This model encourages the use of multimedia, such as text, audio, and interactive exercises, which are all important for helping students learn. By integrating various forms of media, the e-book will offer more than just explanations of grammar; it will also give students opportunities to practice what they have learned in an interactive way. This approach has been shown to improve learning outcomes by making the material more engaging and easier to understand (Ikrimah et al., 2023).

Recent research has highlighted the effectiveness of e-books in teaching English. For example, Ikrimah et al.

(2023) developed an e-book using the ASSURE model at Borneo English Course Palangka Raya for elementary-level students. They found that students who used the e-book were more engaged and better understood grammar compared to those who learned through traditional methods. This study shows how using digital tools like e-books can be an effective way to teach English, especially to students who may struggle with traditional grammar instruction. The key benefit of e-books is that they can make learning more interesting and accessible.

The integration of multimedia—such as text, audio, and interactive exercises—into e-books has been proven to help students understand and remember the material more effectively. Mayer (2005) explains that multimedia learning allows students to interact with the content in different ways, which helps them process and retain the information better. Audio helps with listening and pronunciation, while interactive exercises allow students to apply their knowledge and test their understanding. For example, students can listen to examples of the simple future tense and then practice by completing exercises where they create their own sentences. This hands-on approach helps students connect theory to practice, making the learning experience more meaningful.

In traditional grammar lessons, students often learn by memorizing rules and examples, which can be a passive way of learning. Research by Warschauer and Healey (1998) shows that this type of instruction can be less effective because it does not engage students actively. E-books, on the other hand, offer a more dynamic and interactive approach to learning. By allowing students to actively participate in their learning through multimedia and interactive features, e-books help them better understand the material. For example, students can watch videos that explain how to use the simple

future tense, listen to conversations that demonstrate the tense in context, and complete quizzes to test their understanding.

The shift towards digital learning also reflects a move toward more learner-centered education. In a learner-centered approach, the focus is on the needs, interests, and abilities of the students, rather than just delivering information. This approach helps students become more independent learners, as they are encouraged to take control of their own learning (Bates, 2005). The e-book developed in this study will be designed with elementary learners in mind, taking into account their developmental stage and language proficiency. The content will be structured in a way that makes it easy for students to understand and build on what they already know.

An important feature of the ASSURE model is its focus on evaluation. After creating learning materials, it is important to evaluate whether they are effective in helping students achieve the learning goals. Evaluation helps identify any issues in the learning process and allows for improvements to be made (Molenda et al., 2008). In this study, the e-book will be regularly evaluated based on feedback from students and teachers. This process ensures that the e-book remains relevant and effective in helping students learn the simple future tense.

The flexibility of digital learning tools like e-books is one of their greatest advantages. Unlike traditional textbooks, e-books can be easily updated and modified based on feedback. If students find a particular section difficult or confusing, the e-book can be revised to include more examples or explanations. This flexibility allows for continuous improvement of the learning materials, which is essential for meeting the needs of all students (Spector, 2014).

In addition, e-books provide students with the opportunity to learn at their own pace. They can review material as often as needed, pause and rewind audio or video content, and take breaks whenever necessary. This self-paced learning is beneficial because it allows students to progress at a speed that is comfortable for them, ensuring that they fully understand the material before moving on to more challenging concepts. Self-paced learning is especially important for students who may struggle with traditional classroom instruction, as it gives them the time and space to master the content without feeling rushed (Tomlinson, 2001).

This e-book chapter will not only teach the grammatical structure of the simple future tense but will also give students the chance to practice using it in real-life situations. For example, students will be asked to make predictions about the weather, describe their future plans, or talk about their intentions. By connecting the grammar lesson to real-world situations, the e-book will help students see how the language is used in everyday communication. This approach makes learning more relevant and interesting for students, as they can immediately see how the grammar they are learning applies to their own lives.

The development of an e-book chapter for teaching the simple future tense, based on the ASSURE model, offers an innovative approach to grammar instruction, integrating effective strategies to enhance student learning and engagement. By integrating multimedia and interactive elements, this e-book aims to provide an engaging, effective, and personalized learning experience for elementary learners. This study builds on previous research and instructional design models to create a resource that can help students better understand and use the simple future tense in real-world situations. The goal of this research is to contribute to the growing field of digital learning tools and demonstrate the value of e-books in teaching English grammar.

RESEARCH METHODS

This research was conducted to develop and evaluate a learning unit designed to teach the simple future tense to 6th-grade students. The study utilized the ASSURE instructional design model as its framework. The ASSURE model is a systematic and structured approach to instructional design that focuses on analyzing learners, stating objectives, selecting media and materials, utilizing those materials, requiring learner participation, and conducting evaluations and revisions. Each stage of the ASSURE model was implemented to ensure the unit addressed the needs of the students and achieved the desired learning outcomes.

The first step in the ASSURE model is analyzing the learners to understand their characteristics, needs, and current knowledge. The target group consisted of 15 6th-grade students aged 11 to 12 years old. These students came from diverse linguistic and cultural backgrounds and had varying levels of English proficiency, ranging from beginner to intermediate. Most students had basic familiarity with English but struggled with grammar, particularly tenses, including the simple future tense.

Picture 1. Research Framework

Data about the students were gathered through teacher interviews, student questionnaires, and observations. The teacher provided insights into the students' strengths and weaknesses, noting that they found grammar rules abstract and difficult to apply in real-life contexts.

The next step was to establish clear and measurable learning objectives for the unit. The primary objective was to enable students to understand and correctly use the simple future tense in affirmative, negative, and interrogative sentences. The unit also aimed to help students apply this grammar concept in practical, real-life contexts, such as expressing future plans, making predictions, and asking questions about the future.

The objectives were formulated using measurable terms to facilitate evaluation. For instance, by the end of the unit, students were expected to achieve at least an 80% accuracy rate in grammar exercises and demonstrate the ability to construct grammatically correct sentences in spoken and written English. These objectives guided the design of activities and assessment tools, ensuring alignment between the unit's content and its intended outcomes.

The third stage of the ASSURE model involved selecting and preparing the media and materials used in the unit. The instructional materials were developed as part of an interactive unit. This unit included clear, text-based explanations of the simple future tense, examples of its usage in different contexts, and practice exercises designed to reinforce learning. The exercises ranged from fill-in-the-blank tasks to sentence construction and dialogue practice.

The materials were chosen to align with the students' learning preferences and technological capabilities. Since not all students had access to personal devices, printed worksheets were also prepared as supplementary materials. The content emphasized simplicity and clarity,
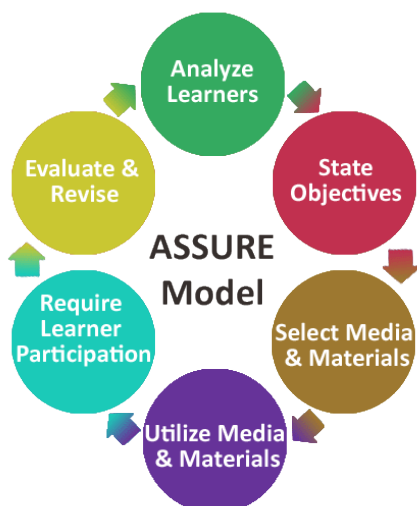
avoiding overly technical language that might confuse students. Each exercise was designed to gradually build on the students' understanding, starting with basic concepts and progressing to more complex applications of the simple future tense.

In this stage, the selected materials were implemented in the classroom. The lessons were conducted over five sessions, with each session focusing on a specific aspect of the simple future tense.

The final stage of the ASSURE model focused on evaluating the effectiveness of the unit and revising it based on the findings. The evaluation process involved multiple methods, including pre-tests and post-tests, observations, and feedback from both students and the teacher.

The pre-test was administered before the unit began to assess the students' baseline knowledge of the simple future tense.

RESULTS AND DISCUSSION

The results of the study explore the outcomes of using the ASSURE model in grammar instruction.

Analyzing Learners

In this study, the target group consisted of 15 sixth-grade students, aged 11–12, from diverse linguistic and cultural backgrounds. These students had varying levels of English proficiency, ranging from beginner to intermediate. Despite their different language skills, all students shared common struggles with understanding English grammar, particularly the use of tenses.

To ensure that the instructional unit addressed the students' needs effectively, the researcher gathered data on the students through teacher interviews, student questionnaires, and observations. It was noted that the students found grammar rules, such as those for tenses, abstract and difficult to apply in real-life contexts.

Students appeared to be more engaged and participatory during activities that required collaboration, such as group discussions and role-playing exercises. These insights were crucial in designing a unit that catered to the students' learning preferences and addressed their specific challenges in grammar instruction. By understanding the learners' characteristics, the instructional materials were constructed to better suit their needs, ensuring that the learning process was both effective and engaging.

Stating Objectives

The next step in the ASSURE model is to clearly state the learning objectives. The primary goal of this study was to help students understand and correctly use the simple future tense in affirmative, negative, and interrogative sentences. In addition to this core objective, the unit aimed to provide students with the skills to apply the simple future tense in real-world situations, such as making predictions, discussing future plans, and asking questions about the future.

The learning objectives were formulated using clear and measurable terms to allow for easy evaluation. The unit's objectives were as follows:
1. By the end of the unit, students should be able to correctly identify affirmative, negative, and interrogative sentences using the simple future tense.
2. Students should be able to apply the simple future tense in real-life contexts, such as making predictions or expressing future intentions.

Selecting Media and Materials

The unit consisted of a range of instructional materials, including text-based explanations of the simple future tense, examples of its use in different contexts, and practice exercises to reinforce the grammar concepts.

The instructional materials were designed to be simple, clear, and

accessible. Pictures were included to help explaining and presenting the grammar rules and examples, along with quizzes and exercises for practice. Printed worksheets were also provided.

The exercises were chosen to align with the students' learning preferences. For example, the materials included fill-in-the-blank tasks, sentence construction activities, and dialogue practice, which catered to different learning styles and helped students gradually build their understanding of the tense. These elements made the learning experience more dynamic, allowing students to engage with the content in various ways.

Utilizing Media and Materials

The materials were implemented in five sessions: Vocabulary Building, Listening and Speaking, Reading and Writing, Learning Reflection, and Evaluation. Each session focused on a different aspect of the use simple future tense. The lessons were structured to introduce students to the tense step by step, starting with words and pictures familiar to them, followed by interactive activities, and then progressing to practical applications of the tense. At the end of the session, students were asked to reflect what they had learned and what the most enjoyable part of the chapter was.

The teacher introduced the unit by explaining the structure and usage of the simple future tense. During each lesson, the teacher used the materials to guide students through examples and activities. The students worked individually and in pairs to complete various exercises, and the teacher provided feedback to correct mistakes and clarify any misunderstandings.

To ensure that the materials were used effectively, the teacher demonstrated examples and modelled how to complete the exercises. This helped students understand how to apply the grammar rules in context. The combination of guided instruction and independent practice allowed students to engage with the content in a meaningful way, reinforcing their learning and boosting their confidence in using the simple future tense.

Requiring Learner Participation

The learning activities in this study were designed to actively engage students, encouraging them to practice using the simple future tense in various contexts. Active participation is essential for effective learning, as it helps students internalize the concepts and apply them in real-life situations.

The unit included a variety of activities that promoted learner participation. For examples:
1. Matching Words to Pictures
   Students were presented with pictures of people having fun, traveling, and being sad. They therefore were asked to describe the pictures using key words provided.
2. Memory Game
   Students were asked to memorize words and match them with the words' synonyms, antonyms, or related concepts to form a short story of their future plans.
3. Sharing Session
   Students were asked to share their future plans using guided questions. In other meeting, they might retell their friend's future plans.
4. Evaluation
   Students were asked to answer multiple-choice questions to measure their understanding of the unit's topic.

Evaluating and Revising

The final step in the ASSURE model involves evaluating the effectiveness of the learning unit and making revisions based on the findings. The unit was evaluated through a combination of pre-tests, post-tests, observations, and feedback from both students and the teacher.

The pre-test assessed the students' baseline knowledge of the simple future tense, while the post-test measured their progress after completing the unit. The results showed significant improvement, with the average score increasing from 52% in the pre-test to 80% in the post-test. This improvement indicated that the unit was effective in helping students understand and use the simple future tense correctly.

Classroom observations revealed that students were highly engaged throughout the lessons. They actively participated in group discussions and role-playing activities, showing enthusiasm and motivation to learn. Students' confidence in using the tense also increased, especially during oral activities. Feedback from the students indicated that they enjoyed the interactive nature of the unit and found the exercises helpful in improving their grammar.

Teacher feedback further supported the success of the unit. The teacher observed that students had become more confident in using the future tense, particularly in oral activities. However, the teacher also identified areas for improvement. For example, the teacher suggested placing more emphasis on negative sentences, as some students struggled with this aspect of the tense. Additionally, some students felt that the exercises were too easy and requested more challenging tasks.

Based on this feedback, revisions were made to the unit. More advanced exercises were added for higher-performing students, and additional practice scenarios were included to reinforce negative sentence construction. These revisions helped address the diverse needs of the students and provided a more comprehensive learning experience.

These interactive activities allowed students to practice the simple future tense in both written and spoken forms. The activities were designed to be fun and engaging, helping students feel more comfortable using the grammar point in different contexts. The teacher also provided support during the activities, offering feedback and assistance when necessary.

CONSLUSION

This study created and tested a learning unit to help 6th-grade students understand and use the simple future tense. The unit included clear explanations, fun exercises, and group activities to make learning easier and more engaging. Results showed students' test scores rising from 52% before the lessons to 80% afterward. Students were active and confident during the activities, and both surveys and classroom observations showed they enjoyed the lessons. The teacher also saw major progress, especially in how students used the tense in speaking, though more challenging exercises and extra focus on negative sentences were suggested. The unit worked well and can be improved further to help students become even better at grammar.

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