

INTEGRATING ICT EFL STUDENTS' CHALLENGE IN LEARNING GRAMMAR

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Integrating ICT: EFL Students' Challenge in Learning Grammar

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Abstract

Grammar is considered challenging for EFL students in learning English. The teaching method used by lecturers in English teaching-learning is an essential factor in which students become enjoy or even not interested in learning grammar. Some lecturers often choose conventional techniques and repetition in teaching grammar. This research aimed to determine if there is any significant effect of integrating ICT of the British Council website on the EFL students' grammar mastery at STKIP PGRI Pacitan in the academic year 2022/2023. A pre-experimental design was conducted in this research. With purposive sampling, they were 25 EFL students as the research subject. Before collecting the data, the researchers previously gave a grammar test as the main instrument before they were given treatment. Then after giving the treatment, a post-test was held. As the secondary one, the researchers used questionnaires. The research findings showed that it was obtained that Sig. (2-tailed) of the equal variance was 0.000 and $\alpha = 0.05$. The result of H_a is accepted if Sig. (p-value) $< \alpha = 0.05$, and H_o is rejected. As the final computation, the researchers concluded that there was any significant influence in integrating the ICT of the British Council website on the EFL students' grammar. Besides, most of the EFL students responded to positive views as their challenge to integrating ICT in the grammar teaching-learning process

Keywords: ICT, British Council, students, grammar

INTRODUCTION

Currently, learning English as a foreign language in Indonesia has begun to be introduced to children from an early age. Children study English better since they are still in childhood; the sooner, the better (Shobikah, 2018). It is supported by playgroups or kindergartens giving English lessons to their students, even though the stage is still in the form of an introduction. While at the level of high school to college, English seems to be something that is there.

Foreign languages besides English, such as German, French, Japanese, Arabic, and Mandarin, can generally be learned when students enter high school. The position of the foreign language can be said to be complementary because the main thing is still English which is recognized as an international language (Alfarisy, 2021). It is because, in this century, English has become a global world language or *lingua franca*, which has been used to communicate verbally between people from different countries and in various aspects of life. It appears in computer programming languages, product manuals, and the field of economics, the field of law, and the field of medicine, educational resources, and others. So it is not wrong if many people, especially in Indonesia, try to improve their English skills.

Students who have received English lessons at school are no exception. The students then decide to take English courses outside their school or attend English training, such as English for specific purposes, English conversation, TOEFL, or IELTS, etc., to improve their quality of English skills. Learning English is a necessity that cannot be denied, and its use is massive in almost all aspects of life (Angga Gunantar, 2016).

Understanding English grammar for some students is not easy. English grammar subject is considered the most challenging component for EFL students, as they need more time and practice to understand in using sentence structures continuously. Based on the field observations, students' motivation for learning grammar is low and they have less opportunity to practice because the limited time of grammar classes. There are many online resources that EFL students can use to learn and practice, but their motivation to study has not been built. However, EFL students lack the initiative to learn independently even though the lecturer has advised them to be more active in finding related learning material sources. Meanwhile, the teaching and learning process is still teacher-centered with conventional methods and repetition, where lecturers more often explain material by using PowerPoint without actively involving students to explore grammar materials from other sources. It becomes very important for a lecturer who must have the ability to use new and creative methods to overcome students' difficulties in English grammar. Besides, the teaching method lecturer's use in the teaching and learning process is an essential factor that will make EFL students enjoy or even not be interested in learning grammar.

An example of information and communication technology (ICT) as online resources that EFL students can use to learn and practice is a website or blog related to information management and delivering data from sender to recipient. The website is a product of technological progress widely used in education, many types of websites can be accessed by users, ranging from primary or free services to premium ones. The website britishcouncil.org is reported to be 74% useful for helping people learn English (Rejeki et al., 2022). Meanwhile, the British Council website supports English learning and has exclusive features for learning English effectively and happily (Putri, 2022).

Based on the explanation above, the researchers conducted the research to obtain new data or information from EFL students in integrating ICT through the British Council website in learning English grammar. It becomes challenging for EFL students as long as they never surf that website to learn English grammar.

LITERATURE REVIEW

Understanding English grammar for some students is not easy. The difficulty in understanding it causes not a few students to give up learning English finally. Even though learning grammar is a must for anyone to be fluent in English. Grammar is an essential aspect of learning English. Without studying grammar, language cannot be practiced properly. In practice, usually, people who can master grammar will find it easier to master English (Ajaj, 2022). In the context of EFL, Dehghani et al. (2016) (Alhaysony & Alhaisoni, 2017) claimed that the process of learning grammar becomes more complex because learners are not in a natural environment, and they still depend on using grammar books, guided activities, and exercises to improve receptive-productive knowledge and skills in the language. Some of the other obstacles students experience in learning grammar include: inappropriate learning methods, not being able to take the time to study, difficulty memorizing English vocabulary, and even feeling shy and insecure. Many students have problems speaking and writing, especially in writing grammar (Erna Pujiasih, 2019).

Meanwhile, teaching grammar with the appropriate approach has become a significant focus part in English Language Teaching (ELT), including the teacher's skill in teaching, a curriculum of language teaching, textbooks, the needs analysis, individual learner variances, factors of sociolinguistic and psycholinguistic, lesson plans, etc. (Rezwana, M. Hossain, M.D & Ahmad, 2022). These factors have made teaching English grammar effective. Within the scope of English as a Second Language (ESL) or English as a Foreign Language (EFL), this becomes a challenging task for English teachers, especially in or inductive or communicative approaches (Al-Khresheh & Orak, 2021). Therefore, it becomes very important for an English teacher who must have the ability to use new and creative methods to overcome students' difficulties, especially in English grammar.

The availability of online grammar learning media is helpful for users learning English (Mardewi & Tires, 2018). So it has relevance that to improve the quality of education, the Indonesian government made a policy regarding integrating Information and Communication Technology (ICT) in teaching in educational institutions. ICT has become an integral part of our livelihoods, so now ICT is included in the school curriculum (Mafuraga & Moremi, 2017). Meanwhile, one of the concerns in the 2013 Curriculum framework in Indonesia is the integration of Communication Information Technology (ICT) as a learning concept in teaching which aims to promote independent learning and communicative development of students (Lubis, 2018). Especially in teaching English in the current information and technology era, the teaching must also be adapted to the times and the needs of students. Technology-based innovation in ICT begins with technology and digital learning materials, while education-based innovation starts with people's vision and expertise (Lomos et al., 2023).

There are four essential elements to support teachers' educational use of ICT: infrastructure of ICT, digital learning materials, vision, and expertise. Infrastructures of ICT bring up the readiness of computers, access to the Internet, and all other related facilities linked to the use of ICT. The digital learning materials consist of all digital educational content and instruments that teachers apply in their educational practice (Lomos et al., 2023). The expertise relates to teachers' awareness and practical and pedagogical abilities in using ICT to achieve educational objectives.

In contrast, the vision states school goals and the roles of teachers, students, and management in reaching specific ICT goals (Lomos et al., 2023: 3). By looking at these essential supporting elements provides conclusions about the use of ICT in teaching (Sari, 2017). It was explained that ICT is the most up-to-date teaching technique and is widely used as a medium for teaching English; ICT is a combination of computer equipment and telecommunications networks that can process, manage, and exchange data, information, and knowledge, as well as to interact and communicate; ICT is a teaching medium that is very beneficial for learning; Learners usually have a positive attitude towards the use of ICT; this positive attitude creates learning motivation and increases learner's self-confidence; and many educators enthusiastically use ICT in the classroom to develop creative teaching. Using ICT in the teaching and learning process creates a pleasant learning environment and can help motivate students and attract their attention (Thamrin et al., 2019). Based on the vital role of ICT in teaching, its integration must be done to support the success of more effective and innovative teaching, especially teaching English.

The British Council.org is one of the websites that can show the significant culture and worldwide community of English speakers to raise learner motivation and improve the four language learning skills (Movahedi & In, 2017). The British Council offers free opportunities to learn English. Furthermore, this application is an improvement in the education domain that presents English learning activities in an exciting and easy-to-understand way with the series they offer in the application (Cahya Ningtias et al., 2021). With positive opinions about using the British Council website, its presence is undoubtedly sufficient to assist students in learning English as a foreign language.

METHOD

This study is using pre-experimental design. This one-group pre-test and post-test design was done on one group without a control or comparison group. The researchers aimed to find out the effect of British Council website variables on the EFL students' grammar mastery at STKIP PGRI Pacitan. It was conducted at the PBI study program in 2022 - 2023. The groups of subjects are selected purposively by taking Practical English Grammar class in the academic year 2022 - 2023. The total number of respondents, which consists of one course, is twenty-five students. The instruments in this research contained two tests, a pre-test, and a post-test. The pre-test was given to EFL students before the treatment. It is used to know the students' grammar mastery. While to see the improvement in students' grammar mastery, the post-test is given after the researchers treat the EFL students by applying the British Council website as media for teaching grammar.

The test consisted of twenty items of multiple choice. And it is also used for pre-test and post-test. The descriptive analysis is used for the mean score and standard deviation result, while the researchers use the analysis statistics to summarize the data. To get a mean score for the pre-test and post-test, the researchers used IBM SPSS statistics 25. The researchers also used the Shapirowilk & Liliesfords (Kolmogorov Smirnov adaptation) formulas for the normality test and t-test in further research steps. This research uses content validity. It is used to know whether the instruments are valid after the tools of this research are checked by the expert. The expert judgment of this study is one of the PBI

study program lectures of STKIP PGRI Pacitan. The tool can be clarified to be reliable if the instrument has a similarity of the data at the different time. Reliability is the constancy of the test.

FINDINGS

Before the researchers conducted the treatment, the EFL students were tested to identify their grammar mastery. Then, to know EFL students' achievement after they taught by using British Council website as media for teaching grammar, researchers give them a post-test. The student's scores on the pre-test and post-test can be seen in the following table.

Table 1. Analysis Statistic Descriptive

	Pre-test (x)	Post-test (y)
SUM (Σ)	1120	1756
Mean (\bar{x})	44.8	70.24
Min	30	48
Max	90	100

Related to the data above, the data showed that the mean score of EFL students pre-test was 44.8 and the mean score on the post-test was 70.24, the minimum of their score on the pre-test was 30, and the post-test was 48, and the maximum score of their pre-test was 80 and top score of the EFL students' post-test was 100. So, based on the table above, the researchers concluded that the mean score of the EFL students' grammar mastery was a significant increase. It clearly can be seen from the mean score achievement of the pre-test and post-test, the mean score of the pre-test was 44.8, and the mean score of the post-test was 70.24.

So, the results of the normality test using the Shapirowilk & liliefords (Kolmogorov Smirnov adaptation) formulas on IBM SPSS statistics 25 for the Post-test score are presented in the following table.

Table 2. Normality Test One-Sample Shapirowilk & liliefords

		Unstandardized Residual
N		25
Normal Parameters ^(a,b)	Mean	0.0000000
	Std. Deviation	12.4729172
Most Extreme Differences	Absolute	0.089
	Positive	0.062
	Negative	-0.089
Test Statistic		0.512
Asymp. Sig. (2-tailed)		0.956
a. Test distribution is Normal.		
b. Calculated from data		

Based on the table above, it was displayed that the normality data test of EFL students' Post-test scores used Shapiro-Wilk & Liliefors. The result can be described as the learning score obtained *p-value* 0.950 so that $0.950 > \alpha = 0.05$. It means that the data of learning value came from the population in a normal distribution.

In further steps of the research, the researchers measured the effectiveness of the British Council website as media for teaching grammar on EFL students' grammar mastery. Testing hypothesis of this research was used to measure it. The statistic calculation can be seen in the following table.

Table 3. Statistic Hypothesis Test

	N	Mean (\bar{x})	Std. Deviation
	Statistic	Statistic	Std. Error
Pre-test	25	52.3	2.24
Post-test	25	84.7	0.93
Valid N (listwise)			12.82

According to the data displayed above, it can be seen that the mean score of EFL students' achievement on the pre-test was 52.3, while the mean score of their achievement on the post-test was 84.7. From the statistical calculation in the table above also showed the standard deviation of pre-test was 12.82 and the standard deviation of post-test was 5.30, while standard error mean of the pre-test was 2.24 and standard error the mean of the post-test was 0.93.

Table 4. Statistic Hypothesis Test

	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre-test	23.43	32	0.000	52.28	47.73	56.82
Post-test	91.89	32	0.000	84.7	82.82	86.58

The result of the table which displayed above showed that the Sig. (2-tailed) is 0.00. The Sig. (2-tailed) $< 0.05 = 0.00 < 0.05$. According to this data can be describe that British Council Website as media for teaching grammar was an effective media for teaching grammar. It is proved by the criteria mentioned as follows:

1. H_0 (null hypothesis) is accepted if the score of Sig. (2- tailed) > 0.05 . So, it means no significant effect of using the British Council website as media for teaching grammar on EFL students' grammar mastery.
2. H_a (alternative hypothesis) is rejected if the score of Sig. (2- tailed) < 0.05 . So, it can be described that using the British Council website as media for teaching grammar has a significant effect on EFL students' grammar mastery.

DISCUSSION

The research findings showed that the British Council website as media for teaching grammar was an effective media for teaching grammar. It was clear from the comparison obtained score between the pre-test and post-test after giving treatment by using the British Council website the mean score of EFL students' achievement on pre-test was 44.8 and the mean score of their achievement in post-test was 70.24.

Moreover, according to the data displayed showed that in the t-test presented the mean score of pre-test was 44.8 and the mean score of post-test was 70.24. So, from this data stated the significant improvement. Based on the calculation, the researchers also found that the score of Sig. (2-tailed) was 0.00. It means that it was lower than 0.05. So, it can be described that the H_0 was rejected, and H_a was accepted. It means that the use of British Council Website as media for teaching grammar was given a significant effect on EFL students' grammar mastery at STKIP PGRI Pacitan.

The implementation of British Council website on EFL students' grammar mastery was an effective alternative media for teaching grammar. It increases students grammar mastery, which can be seen in pre-test and post-test score.

CONCLUSION

Understanding English grammar for EFL students is challenging. Because of the difficulty in understanding it causes not a few of the students to finally give up learning English. The use of ICT in teaching, of course, its integration needs to be done to support the success of more effective and innovative teaching, especially teaching English. An example of information and communication technology (ICT) is website, British Council website.

The findings of the research show that the British Council website as media for teaching grammar was an effective media for teaching grammar. It was clear from the comparison obtained score between the pre-test and post-test after giving treatment by using British Council website. With positive opinions about using the British Council website, its presence is undoubtedly sufficient to assist students in learning English as a foreign language.

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