# DIALEKTIKA

## Jurnal Bahasa, Sastra dan Budaya

## DAFTAR ISI

# Kata Pengantar

Sebagai salah satu fakultas Bahasa dan Sastra yang ada di Jakarta, Fakultas Sastra UKI turut memikirkan budaya akademik yang harus terus ditumbuhkan di kalangan civitas akademika. Untuk itu kegiatan penelitian dan penulisan karya ilmiah untuk dosen-dosen yang ada di Fakultas Sastra UKI menjadi sebuah program yang harus dilaksanakan. Tahun ini merupakan tahun awal diterbitkan "DIALEKTIKA" Jurnal Bahasa, Sastra dan Budaya yang dikelola langsung oleh Fakultas Sastra UKI. Dalam terbitan ini, jurnal ini menyajikan beberapa topik hasil penelitian bahasa termasuk pengajaran bahasa, sastra serta artikel mengenai bahasa dan sastra.

Dalam jurnal ini di tampilkan tulisan mengenai pengajaran bahasa Inggris di perguruan tinggi, bagaimana tehnologi komputer dapat digunakan untuk pengajaran bahasa, seperti pengajaran gramatika, faktor psikologis yang terjadi dalam diri mahasiswa sewaktu mempresentasikan tugas bahasa Inggris mereka.

Kemudian dibicarakan juga untuk apa belajar sastra dan apa kontribusi sastra dalam pembentukan pikiran dan pendidikan. Perkembangan tehnologi informasi yang berkembang pesat saat ini tentunya mempengaruhi perkembangan satra di dunia maya. Dalam bidang penerjemahan makna merupakan hal yang sangat krusial dan untuk itu dalam jurnal ini juga turut dibicarakan begaimana menetapkan makna dalam penerjemahan.

Kehadiran jurnal ini diharapkan dapat menjadi wadah komunikasi akademik yang bukan hanya dikalangan dosen Fakultas Sastra UKI saja, tetapi juga lintas universitas yang ada di Jakarta maupun di Indonesia. Semoga bermanfaat.


**Pimpinan Redaksi**

# HOW WEB-BASED TECHNOLOGY APPLIED IN TEACHING GRAMMAR

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## ABSTRACT

During the past decade The use of web has frequently been incorporated into second or foreign language teaching. Many teaching methods essentially employed to reach an effectiveness for learners of higher proficiency levels. This article discusses a model at an FS UKI Jakarta wherein students provided by grammar theories and exercises on the Web as a reactive mode of learning. This model is as an example of teaching 'Past Participle, but can be used as a model to teach other topic of grammar consisting of general and specific objective of study, the process of teaching and learning, and some on-line websites for teaching 'Past Participle' and on-line multiple choice questions, quiz, games and generated answers with concise explanations.

**Key words:** Teaching grammar, web-based technology, past participle

## INTRODUCTION

Nowadays the operation of technology in language teaching has widely used from time to time. We can also see the use of multimedia has been integrated in classrom, to replace audiotape, overhead projector, and videotapes. Internet as the most recent medium of modern technology, which people consider as an entertaining and recreational tool, now can be used as a modern media of instruction applied in language classroom. The use of internet enables teachers and students to access current and up to date materials. What we need to know is how to access the internet as far as education concerned – to improve teaching and learning process so that we can obtain more benefits from these plentiful sources.

This article introduces language teachers/lecturers to different kinds of sources for their information and to be used for their language teaching activities. Specifically, this paper presents examples of various sources of teaching grammar: Past Participle, to make the teaching and learning process more interesting. Eventhough it is designed for the teaching of 'Past Participle', it might be as an example to be used to other types of grammar, and to other language teaching as well.

Teaching grammar for many instructors is very challenged, because people consider it is not only uninteresting activity in class, but also boring or dull materials if just taken from text books. Students mostly do not like grammar class because they will deal with rules or formulas and drilling most of the time. So, the writers decide to change the way of teaching grammar, from the traditional way of using only text book in class, to operating internet technology so that students will get 'different' environment in learning grammar. It is supported by Moore (2005: 111) who stated "the incorporation of a wide variety of instructional materials

will improve your lessons and heighten students' attention and interest. The use of videotape, the Internet, and computer software in presenting examples and nonexamples of concept, for instance, will serve as a lesson stimulus". So, the teachers nowadays need to integrate the World Wide Web to their curricula.

Teaching through web-based concept means that there is a new role for instructors as well as students. The instructor or the teacher is not the only resource of learning or the only one who transfer the knowledge because the Web can also be the source of the learning many things. Students, as the user of the web, now are the learning center, since they take an active part in this process. Kost (1999:309) mentioned that some language instructors will have to change their pedagogical approach and teaching techniques. Teachers have to assume a new role: they transform from the so-called "sage on the stage" to the "guide on the side". It means that instead of giving emphasis to monologue lecturing and presentation, the lecturer can function as a navigator, or an advisor in this new teaching role in class. For example, after explaining the subject mater in class, lecturers can advise some important web-addresses for students to do some tasks, and the students can get the materials not only from text book, but from the web, and at the same time may gain other necessary information from that web address since it can link to other web for further information or subjects. This role makes the teacher or lecturer transformed their fully responsibility of learning to the encouraged students to absorb and surf more knowledge for their own.

## PURPOSES AND BENEFITS

The teaching of grammar with web-based application has been used in many places all over the world. World Wide Web has been used in teaching

grammar, not only in English but also in many language in the world as mentioned by Fukushima (2006:78):

... there have been attempts to employ the WWW as a reference tool to teach the

grammar of various languages. For example, Fu (1996) created a course web site with a

summary of Chinese grammar notes that proved particularly useful for students living off

campus. Moreover, Hall (1998) introduced a number of German grammar web sites as

resources for explicit, implicit and exploratory grammar teaching to British college students who

had 'a very sketchy knowledge of the grammar of their chosen language' (p. 41). Furthermore,

de Arana (1997) analyzed details of a Spanish grammar book web site that she designed based

on a similar web site designed by a graduate student at a US university.

Henderson (2002) also reported the use of web in related to the grammar teaching using TAGS (Targeted Approach to Grammar System) as grammar checkers to give feedback to students about their grammar errors. He concluded that TAGS program can be used as an effective tool for teaching and learning (page 241) and student grammar improved under TAGS (page 240). This shows that the use of web is already applied in language teaching, especially grammar. However, we need to select the materials apropriate to our necessity. The purpose for instructors is to improve teaching and learning process so that they can obtain a lot of benefits from the web. In other words, the lecturer should surf some addresses which fit their teaching materials in related to the level of difficulty, specific topics, proper theories and exercises/evaluation. This can be done by preparing the course ahead with adequate sources of some web-sites that have been accessed before to make sure that the addresses are available (some

addresses cannot be accessed after a period of time). Another purpose is to provide edutainment (education and entertainment) for students. It means explaining one particular topic of one subject by having enjoyable activities, like games or attractive exercises in class involving all students, who are usually excited to take part in answering questions/ exercises on-line. Some games are very attractive and interactive that can increase students motivation to keep focus and enjoy the class.

Using web-sites as the media of instructions, lecturers/teachers experience the abundant teaching materials, which are very rich variety of topics, explanations, exercises, and interactions. Those materials are already available and can be opened or downdoaded freely. Some sites, however, require people to register and be their members either freely or with payment. Nevertheless, most webs can be accessed free of charge. Some sites provide materials that can be used instantly (ready materials), and others can be altered as needed to suit the materials in the curriculum, so instructors can create their own activity without much work. See appendix 1 for more information of the sites for teaching grammar.

Students can get abundant benefits by using world-wide-web in learning grammar. The students are provided with a lot of exercises which is believed will improve their skills in grammar. The explanation about the grammar and also the exercises are in various types from fill in the blanks to a variety of games and also some pictures. The students in this position play the role of controlling the situation. The students will be challenged to do more because most of the exercises provided with immediate answers soon after students answering them. Since the web is part of entertaining source of knowledge in this era, so providing the students with web in learning grammar will feel more fun to the students. Understanding that not all the students

might have internet experience, this way of teaching will drive them to internet literate.

## PREPARATION

Using internet in the teaching and learning activities needs careful planning and preparation. Some prerequisites that the teacher should do to use the web for teaching grammar is that the teacher must have a careful plan that is to choose the proper materials and the exercises and explain step by step of doing them. But the more important thing before giving the instruction is the teacher should first surf, choose and decide the right web site to support the grammar topics according to the syllabus. Another thing to consider is the allotted time provided for every activity, so the lecturer can use the time effeciently. This means that the lecturers should plan and arrange everything properly for their teaching according to the time allotted.

Before teaching grammar on-line in class, we must prepare the teaching media, such as the syllabus, presentation slides, materials from text book and on-line materials, as well as on-line exercises or tests. Having been prepared, we just click the web-sites and the students will see the materials right away. Accordingly, we must search the topic and the appropriate level of difficulty so that the materials or exercises match the students' needs. It will be boring if the materials are too easy and unexciting if they are too difficult. So, we should be more careful in deciding what materials to use. We may mix the materials from the text book and from on-line.

This paper presents an example of planning teaching "Past Participle" for Grammar IV of our curricullum using some web-sites. The writers will explain and provide the example of how to make a design of teaching grammar using web-site technology,

including general and specific objective of study, materials for one unit/meeting (2X 50 minutes), the process of teaching and learning, on-line web-sites with topic 'Past Participle', and some on-line exercises/ tests.

There are some instruments needed if we want to use the web-based technology in teaching grammar. The class should be provided with computer or laptop, LCD projector as a tool for students to see the materials, and good internet provider with suitable bandwich where we can access the internet easily. If there is no the internet access for on-line teaching, the teacher may prepare by downloading the materials before, keep them in the flash-disk, and share in class later. Eventhough not all sources of grammar theory and exercises can be downloaded freely from internet, we still can find a lot of sites which can be access freely and download some materials appropriate to our grammar topic. (Most web-sites used in this paper are the free web that every body can access).

## The instructional design of teaching grammar using web-based technology:

*General Instructional Objective:*

Students are able to identify errors in sentences and correct the errors grammatically.

*Specific Instructional Objectives:*
1. Students are able to identify past participle in sentences.
2. Students are able to use past participle in sentences correctly.

*Materials:*
1. Past participle from Longman Complete Course for the TOEFL Test page 206-208

2. Material in the form of PowerPoint as a guide to be used for 1 meeting (2x 50 minutes). See the PowerPoint already scanned in Appendix 2: Longman Complete Course for the TOEFL Test: Pat Participle.

3. On-line materials:
   http://www.toeflskill.com/2011/01/skill-2-present-participles.html
   http://www.ego4u.com/en/cram-up/grammar/participles#exercises
   http://www.testden.com/toefl/english-grammar-for-students/Past-Participle.html
   http://www.scribd.com/doc/93723847/Present-and-Past-Participles-TOEFL
   http://www.computerbasedtest.com/toefl_gr_summary.html

*Instructional method:*
Three-phase techniques: Opening, core activity, and closing

*The process of teaching and learning*
- Opening activity (20 minutes):
  o Lecturer asks students activity using past participle as a warming up activity. For example: "have you got your lunch?" "What are you expected to learn today?". The lecturer then asks students to ask one another to change information.
  o Lecturer checks students attendance.
- Core activity : (total 70 minutes)
  o Lecturer explains 'Past Participle' using PowerPoint containing the summary of the materials from text-book and on-line materials from the web. These on-line materials are accessed by clicking the web-site that we have already attached in

the PowerPoint. So, the lecturer provides the students with various materials. Students can get them from their textbook or from the internet (30 minutes).

- o Lecturer gives exercices to know whether the students understand the topic discussed. Conventionally, lecturers asks students to do exercises from books. Using web-based technology, the exercises can be more alive, attractive, and give spirit to the students to participate actively in class. We can download a lot of exercises from the Internet and/or do them on-line. For the interactive exercises, we can get the answers immediately from the web, so students get excited if they can answer correctly. This activity will be more encourageable if the lecturer designs a Grammar Game Competition in class. It becomes the games that the students mostly want to join. This is how to do it:

  - Select one or two interactive games or exercises from the web.
  - Ask students to form groups. For 30 students, for example, they may make 5 groups consisting of 6 students in each group.
  - Students create a group name.
  - Decide who will be the speaker of every group, and decide who will be a timer of each group to count the time allotted to answer the question (for instance, a group has only 20 second to answer). Once the group can not answer the question, the lecturer asks other group to answer.

- After everything is ready, then the game starts. Click the questions on-line, and ask one group to answer the question. They only have 20 second to think and answer. For every correct answer, the group gets 100 score. The group that can earn the most will be the winner. (30 minutes)
  - For homework assignment, lecturers can ask students to do the exercises from the Internet as well. Eventhough they can get the answer, the students will have to do the test themselves first. To know the students' understanding, the lecturer probably may ask the students to do the exercises with the reason why they choose the answers. Using the web as the media for teaching, the lecturer can apply discipline by asking students to submit their homework on the exact time through email before the dead line. This kind of homework is very economical because it is paperless. (10 minutes)
- Closing Activity 10 minutes):
  - Lecturer concludes the topic of the day to make sure that the students will not get lost the topic of that day.
  - Lecturer asks students difficulties in doing the exercises and remind them to do the homework to be submitted soon before the deadline.

## CONCLUSION

When incorporating the www into teaching grammar, the teacher offers the students a wide and

fascinating of applicable materials and exercises. The students become the learning center that is as an active role in the learning processes which is different from the traditionally. On the instructor's side, he/she is not the only source of knowledge, but the web is also having this responsibility. Using the web technology in learning grammar gives the teacher and the students a chance to explore lots of examples to improve their skill, and to the teacher to enrich their knowledge.

# REFERENCE

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Kost, Claudia R. 1999. Enhancing communicative language skills through effective use of the World Wide Web in the foreign language classroom. *Foreign Language Annals*, Vol. 32, No. 3, pp. 309-320.

Moore, Kenneth D. 2005. *Effective Instructional Strategies: From theory to practice*. California: Sage Publication, Inc.

## Appendix 1: Some sites for teaching Participle and TOEFL exercises

Interactive free games on passive and adjectives:
http://www.grammar.cl/Games/Passive_Voice.htm
http://www.grammar.cl/Games/Adjectives_ED_ING.htm

TOEFL Exercises on 'Present and Past Participle' that can be downloaded only for a Premium reader with the payment $9 per month.
Explanation and exercises
http://www.scribd.com/doc/93723847/Present-and-Past-Participles-TOEFL

TOEFL structure test free downloaded
http://english07.com/quiz/toefl-structure-test-36-p.2915.html

Exercises on Present and Past Participle: -ing and -ed
http://english07.com/test/examinations/index.php?id=tonghop/lesson-152-participles
http://esl.about.com/library/vocabulary/blinged1.htm

TOEFL structure fee and interactive exercises
http://esl.about.com/library/quiz/bl_toefl1.htm

Sites that provided PowerPoint materials reay to use and printable materials.
http://www.worldofteaching.com
http://www.englisch-hilfen.de/en/worksheets.htm
http://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-49198.php

## APPENDIX 2: Longman Complete Course for the TOEFL Test: Pat Participle.