REPORT of RESEARCH RESULT

TITLE:

Development of Basic English Grammar Teaching Materials Based on Learning Approach in Information Technology Education Study Program of Muhammadiyah University of Palangkaraya

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PENELITIAN

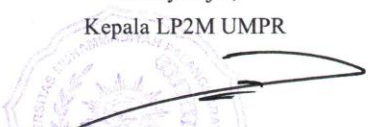|		
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Abstract

This research aims to obtain more effective teaching methods between Learning Approach and Teacher Center Learning or lecture methods. This research was conducted using the pseudo experiment method (quasi experimental research). Quasi Experimental Design in this design was used by two groups of faculty of language science and technology UMPR subjects. One group was given a specific treatment (experiment), while the other was used as a control group. Both groups were given pre-test measurements. After that the group given treatment (Situational Based Approach) is an experimental group, then both groups are done measurement (post-test) or acquisition. Pre-test Group - Treatment - Post-test. Research site at PTI students of faculty of language science and technology UMPR. The number of respondents as many as 45 students is divided into two groups, namely the experiment group and the control group. The experiment group consist of 23 students and the control group consist of 22 students. The result showed that there was a significant difference between the Oral Approach method and the Teacher Center Learning method or the lecture method in improving the student's learning outcomes in Basic English Grammar based on learning approach. The cause is that the Oral Approach method has a higher average and improvement compared to the Teacher Center Learning method or lecture method because the Oral Approach method brings more active students into learning. Although given the same material at the same time, but in oral approach method therefore students are active in the learning process. So, lecturers are just facilitators. While in the method of lecture students are only fixated on the explanation of teachers and students are less active in learning. Therefore, oral approach teaching method is more effective than Teacher Center Learning method on Basic English Grammar teaching.

Keywords: experiment, development, basic english grammar, learning approach

Background

Basic grammar is an important foundation in language, especially in effective communication. Information technology education students need to have a strong grammar foundation in order to communicate clearly and accurately in various contexts, both orally and in writing. Students often face challenges in understanding and applying grammar, especially because learning is often theoretical and does not emphasize practical contexts. This paper proposes the use of a learning approach that combines grammar, communication, and technology to improve the understanding and application of grammar in information technology education students. This approach emphasizes understanding and applying grammar in real communication contexts. Students learn grammar through speaking, listening, reading, and writing activities in situations relevant to their needs. Technology can be used as an effective learning tool. For example, using learning applications, online platforms, or simulations to visualize grammar concepts and practice their use in various situations. Learning models that can be used, such as Discovery Based Learning and Project Based Learning, can encourage students to be actively involved in the learning process and apply grammar in relevant projects or assignments.

Basic grammar is the basic competence that takes the big role in English Language. It affects all competences in English language proficiency such as speaking, listening, reading and writing. So, it becomes important to EFL students to learn grammar communicatively to be fluent in English as spoken and then written. However, grammar has been taught at junior and senior high school level. The students of second semester of PTI students still have difficulties in learning English, especially in grammar. In spite of, there are many problems occur. One of them is the students still produce some grammatical errors . This learning approach is one kind of teaching materials prepared by the lecturer and given to the

students to support teaching and learning process. By using learning approach, the students have opportunities to understand well about basic grammar. The researcher assumes that the solution for the students' problems in grammar competencies by learning approach because this learning approach is not only expected to become a learning source for English instruction, but also hoped to build high motivation and creativity of the students and develop the quality of their studying. To make students develop in basic grammar, the researcher will focus on learning approach as instructional material. Learning approach becomes one optional instructional material because it offers the learner to learn more focus and well. To accommodate different levels of learners it means there are two kinds of students, the fast student and the slow student, therefore the students of fast students they can learn more quickly to do the assignments from the lecturers, and for the slow students they can repeat the material more and more. The students are able to measure their own level of mastery of the material has been learned. The theory said by James H. Block and Robert B. Burns(1976:3) that mastery learning is a philosophically based approach to the design of classroom environments that is currently creating controversy in the educational research and development community. It means that the students are able to mastery learning when the lecturer can design the classroom environments that creates controversy in the educational research and development community.

METHOD

This research was conducted using the quasi experimental research. Quasi Experimental Design used two groups of subjects. One group was given a specific treatment (experiment), while the other was used as a control group. Both groups were given pre-test measurements. After that the group given treatment (Learning Based Approach) is an experimental group, then both groups are done measurement (post-test). Pre-test Group - Treatment - Post-test. Research site at

Information Technology Education Study Program on faculty of language science and technology UMPR. The number of respondents as many as 28 students is divided into two groups, namely the experiment group and the control group of 14 students as experiment group and 14 students as control group.

FINDINGS AND DISCUSSIONS

Findings

a. **Experimental Class Study Results**

The following table is a group of experiment classes given a pre-test to find out their initial abilities before being given treatment. The pre-test results can be seen in the following table.

Table 1. Results of Study Experiment Classes Before Treatment

No	Name	Correct	Score
1	Putri Florenza A. Banuang	19	76
2	Dewi Abelia M.S	17	68
3	Dini	16	64
4	Erika Sintia	18	72
5	M.Kamispul Rahman	19	76
6	Rishella Dwita Putri	23	92
7	Wija Lira Lisna	20	80
8	Natalia Jemian	21	84
9	M.Adithia Wardana	19	76
10	Okta Diwa R.P	15	60

11	William Hans Permana	19	76
12	Rabiatul Adawiyah	23	92
13	Oktavia Ramadani	18	72
14	Ade Putra	16	64

The calculation results using simple statistics on the data before treatment in the experiment class with a sample count of 14,an average score =76, a low score = 60 and a high score = 92.

The following table 2 is a group of experiment classes after the post-test treatment to find out how far the impact of the treatment (Learning approach) is. The post-test results can be seen in the following table.

Table 2: Post-test Results of Study After Treatment

No	Name	Correct	Score
1	Putri Florenza A. Banuang	21	84
2	Dewi Abelia M.S	19	76
3	Dini	18	72
4	Erika Sintia	20	80
5	M.Kamispul Rahman	21	84
6	Rishella Dwita Putri	24	96
7	Wija Lira Lisna	21	84
8	Natalia Jemian	23	92

9	M.Adithia Wardana	20	80
10	Okta Diwa R.P	17	68
11	William Hans Permana	20	80
12	Rabiatul Adawiyah	23	92
13	Oktavia Ramadani	20	80
14	Ade Putra	18	72

The calculation results by using simple statistics on the data after treatment in the experiment class with a sample count of 14, an average score =80, the lowest score = 68 and the highest score= 96.

b. **Control Class Learning Results**

The following table is a group of control classes given a pre-test to find out their initial abilities before being given treatment. The pre-test results can be seen in the following table.

Table 3. Control Class Learning Results Before Treatment

No	Name	Correct	Score
1	Aliya Monicha	15	60
2	Mira	17	68
3	M.Fitriannur Akbar	21	84
4	Shinta Nadilla	17	68
5	Ahmad Dapi	20	80

6	Jamaludin	15	60
7	Algi Afrilliantono	17	68
8	Heniewati	18	72
9	Jhon Leonard Kenedhi	17	68
10	Novi Astoty	18	72
11	Tristan Dauleate Siburian	17	68
12	Ahmad Maulana Hafis	17	68
13	Fajar Danuarta	17	68
14	Ikhsan Ubaidillah	18	72

The table above shows that the calculation results using simple statistics on the data before treatment on the control class with a sample count of 14, average score = 68, lowest score = 60 and highest score = 84

The following table 4 is a group of control classes after the post-test treatment to find out how far the impact of such treatment (Traditional approach). The post-test results can be seen in the following table.

Table 4. Control Class Learning Results After Treatment

No	Name	Correct	Score
1	Aliya Monicha	18	72
2	Mira	21	84
3	M.Fitriannur Akbar	23	92
4	Shinta Nadilla	18	72

5	Ahmad Dapi	21	84
6	Jamaludin	17	68
7	Algi Afrilliantono	19	76
8	Heniewati	19	76
9	Jhon Leonard Kenedhi	18	72
10	Novi Astoty	19	76
11	Tristan Dauleate Siburian	19	76
12	Ahmad Maulana Hafis	19	76
13	Fajar Danuarta	19	76
14	Ikhsan Ubaidillah	19	76

The table above shows that the calculation results using simple statistics on the data after treatment after the control class with a sample count of 14, the average score =76, the lowest score = 68 and the highest score = 92.

Discussion

Based on simple statistical test results of experiment group known pre-test average 76 after post-test 80. Based on this, this method of learning can be stated there is a significant improvement in the study scores of experimental group students by given learning approach method. The focus of the study of learning approach method is four language skills, namely, how to hear, speak, read and write. So according to this method, the language is what is heard and what is spoken, which has implications on the development of interactive communication between individuals, as well as the human need for language to be used in the communication in question. From this context, this

method departs from a basic assumption that the first language is a saying. Therefore, language learning must begin by listening the sounds of language in the form of words or sentences, then speaking them, of course before stepping into the learning of reading and writing.

Based on simple statistical test results of control group known the pre-test average of 68 after post-test 76. Based on this, this method of learning can be stated there is a significant improvement in the study scores of experimental group students or given the Teacher Center Learning method or Lecture Method. The Lecture Method is one of the most widely used teaching methods in the teaching and learning process. This method of lecture is done by conveying the subject matter to the learner directly or by oral means. The use of this method is very practical and efficient for teaching with many materials and has many students. The method of lectures is the most traditional and long-running way of teaching in the history of education, therefore this method can be said as a traditional teaching method because it has been used as a means of communication of teachers in conveying the subject matter.

Based on the above analysis, it has been proven that there is a significant difference between learning approach method and Teacher Center Learning method or lecture method in improving student learning outcomes in Basic English Grammar learning. This causes the learning Approach method to have a higher average and improvement compared to the Teacher Center Learning method or lecture method because the learning Approach method brings more active students into learning. Although given the same material at the same time, but in learning approach method then students are active in the learning process. So, lecturers are just facilitators. While in the method of lecture students are only fixated on the explanation of teachers and students are less active in learning.

CONCLUSION

Based on the results of the research obtained by data analysis, the following conclusions can be drawn: There is a significant difference between learning approach method and Teacher Center Learning in increasing the activities of students in Basic English Grammar learning. Based on the above analysis, it has been proven that there is a significant difference between the learning Approach method and the Teacher Center Learning method or the lecture method in improving the student's learning outcomes in Basic English Grammar learning. This causes the learning Approach method to have a higher average and improvement compared to the Teacher Center Learning method or lecture method because the learning Approach method brings more active students into learning. Although given the same material at the same time, but in oral approach method students are active in the learning process. So, lecturers are just facilitators. While in the method of lecture students are only fixated on the explanation of teachers and students are less active in learning.

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