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Exploring Digital Ways for Teaching Basic English Grammar of EFL (English for Foreign Language) Context: An Experience of Indonesian Students

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Abstract: Nowadays, the integration of technology and education is common and useful option in order to achieve learning outcomes especially for teaching foreign language. The gap of learning experience can be avoided. This article exposes the utilization of Padlet and Kahoot! in teaching Basic English Grammar in EFL (English for foreign language) context. This study was qualitative approach. The result of this research exposes the implementation of Padlet as one useful alternative to teach Basic English Grammar to elaborate others multimedia which can enhance students' understanding of the lesson and ease students to create and submit students' work creatively as an effort to fulfill the challenge of 21 century competence. Besides, all logs and data keep permanently online so lecturer can manage their document well. Furthermore, Kahoot! also becomes one alternative to reduce students' anxiety in learning English Grammar, because it is designed joyful with completed audio-visual feature and having a break as suitable as needed.

1 INTRODUCTION

Teaching Grammar for English as Foreign Language is commonly challenging. Many factors are involved such as students' negative mindset of grammar itself which is quite hard to be mastered because it has different rules with their mother tongue (Ahmad, 2014). Besides, common obstacle of its atmosphere is boredom. The way teacher builds up students' understanding of grammar often make they feel boring because it is not suitable with their willing. Therefore, the lecturer provides grammar task conventionally on certain book or paper. Overall, grammar lesson seems uninterested lesson but actually it is important point due to master English skills. Their grammar competence is influenced their English proficiency included listening, speaking, reading and writing.

Perception that they bring from senior high school continues to higher education. In the beginning, students who just adjust new policies, strategies and rules in university level need more motivation to change their learning habit. Besides, there a lot of different points of view of teacher in high school level than university level. It seems that university lecturer should review and reinforce what they should master in early level which they do not master enough previously.

Therefore, many studies reveal the positive effect of technology integrated in teaching and learning process. First, digital tools such as YouTube and Blog can improve students' vocabulary mastery (Arndt and Woore, 2018). Other studies also prove that Moodle gives benefits for students' proficiency (Wu and Hua, 2008) (Levy, 2009) (Rad, 2018) (Abunabah, 2012) (Nedeva et al., 2010) (Nozawa, 2011). Besides, e-learning also gives good contribution toward students' English proficiency such as Edmodo (Al-Naibi et al., 2018), Padlet (Kleinsmith, 2017), Facebook (Wang et al., 2012), (Ingalls, 2017), and (Kalelioğlu et al., 2017), Blackboard's Discussion Boards, Blogs and Wikis (Alharbi, 2015), Whatsapp (Fattah, 2015).

In order to overcome those problems, university lecturers need to explore digital ways in teaching. There are a lot of digital tools can be adopted in teaching as online or offline. Researcher has developed e-module to teach Basic English Grammar (Ahmad, 2017), the result show there is improvement of students' grammar competence but it is not directly fulfilling the researcher expectation. Teaching and learning process need to be revised. Researcher must consider about joy and cheerfulness. Even though learning grammar is hard but they do not try to avoid it.

One solution to manage teaching and learning pro-

cess is combination of using digital tools as gamification strategy which is Kahoot! and Padlet. Licorish et al (Licorish et al., 2018) reveal students' perception toward Kahoot!. They found that it gets positive perception from students, therefore it involves students' participation and increase students' motivation in learning because Kahoot! provides audio-visual, and timely feedback. Kahoot! engages students-lecturer interaction. Then, it also has a break to ensure students focus on the game which reflected by projector on the screen. Furthermore, Padlet also give benefits on students' proficiency (Kleinsmith, 2017) (De Berg, 2016). Berg (De Berg, 2016) designed his research by combining Padlet with Project-based learning. He focuses on students' language proficiency and their soft skills such as creativity and problem solving. The result also provides students perception. The result shows that the highest level of students' respond is enjoyment.

This research is designed to teach Basic English Grammar course in Teacher Training and Education Faculty of one private university in Indonesia. It utilizes Kahoot! and Padlet by adapted material which is familiar with our students to make they ease to master the lesson.

2 BACKGROUND LITERATURE REVIEW

2.1 Padlet

A padlet [1] is a kind of e-learning which provides a virtual pin board that allows students to collaborate various files, including Word documents, YouTube videos, PowerPoint presentations, etc. It can be utilized to collect students' works or also lesson providing by lecturer by integrating varieties of files or multimedia. It gives opportunity for students to do collaborative work or project that can be done everywhere and every time they need. Besides, it also provides timely feedback which can be addressed to students or lecturer as input of their project.

In teaching Basic English Grammar, researcher implement this tool to enhance students' grammar competence by integrated particular videos and lesson from authentic context from native speakers of English language. After learning that lesson autonomously, the students were expected to do some exercises on that board.

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[1] www.padlet.com

2.2 Kahoot!

Kahoot! [2] is one of digital tools which adopted gamification strategy. This is can be accessed by android application or online searching (web-based). This tool provides audio-visual files, and timely feedback, automatic scoring, and having a break. Fortunately, lecturer can prepare their own content to ensure students' understanding which suitable with their culture. As closer the content/questions with the students' experience as ease for students to understand that.

Kahoot! allows lecturer to create appropriate content with their own syllabus which focus on his/her learning objectives. Lecturer constructs the quiz in which students participate as payers in a game show (Wang, 2015) and adopt informal situation for learning assessment which provide cozy situation by audio and podium point system) that facilitate students' competition to get three podiums as top three of all participants. This is easy applying for lecturer or students in teaching and learning process; therefore, prior training is not needed to use it (Plump and LaRosa, 2017). Indeed, lecturer also can integrate this tool with other media such as presentation slide (Ms. Power Point) in the classroom as additional task to see students' understanding of the lesson. This quiz can be created with additional image or video to provide extra input for the questions and the lecturer can control it which controls the timeline, skipping question, and setting for random questions. the competition atmosphere can be built up because the score will be awarded by considering timeliness and correctness. So, the students need to answer the question correctly and quickly to get higher score. Showing students' score on the screen will build up students' motivation and engagement because they feel winner spirit to lead the board (Barrio et al., 2015), (Wang and Lieberoth, 2016). Therefore, designing the questions, administrating the quiz, and also facilitate discussion about (in) correct questions together in the classroom can be organized by the lecturer in implementation of Kahoot! for face-to face learning. Overall, Kahoot! can increase students' learning experience more dynamic (Licorish et al., 2018).

2.3 Teaching Basic English Grammar Course

Basic English Grammar is the first level of Grammar course that have been taught for English Major of Teacher Training and Education faculty in Univer-

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[2] kahoot.com

sitas Islam Riau. End of this class, students are expected to be able to identify, analyze and implement correct rule in English language (Grammar) as spoken and written. This course consists of three credits for one semester. There are sixteen meetings for one semester with twelve topics which are designed by the lecturer and legalized by our Dean.

First topic is about Parts of Speech. The students are expected to master the types and the usages of it in sentence. There are eight parts involve such as noun, verb, adjective, adverb, pronoun, preposition, conjunction and interjection (Lester, 2005). Second topic is about Clause which consists of main clause, subordinate clause, relative clause, and noun clause. Third topic is about sentence. They are expected to comprehend sentence types such as simple sentence, compound sentence, complex sentence and compound-complex sentence. Fourth topic is about Tenses for two meetings. Fifth topic is about Subject-verb Agreement. Sixth topic is about modal auxiliaries. Seventh topic is about Active-Passive Sentence. Eighth topic is about Direct and Indirect Speech. Ninth topic is about Gerund and Infinitive. Eleventh topic is about Conditional Sentence. The last topic is WH-Questions.

Overall, this research addressed to explore the researchers' experience in teaching Basic English Grammar through digital ways. There were two research questions:

RQ1: How was the implementation of digital ways through Padlet and Kahoot! in teaching Basic English Grammar?

RQ2: How are the students' engagement toward the implementation of Padlet and Kahoot! in learning Basic English Grammar.

3 METHODOLOGY

This research adopted qualitative approach. The purpose of this research was to expose the implementation and students' engagement of digital tools; Padlet and Kahoot! in teaching Basic English Grammar (Grammar 1). There were 140 students as participant of this research from first semester students of English Language Education of Universitas Islam Riau. The instrument of this research was digital documentation. All logs and data were kept on Padlet and Kahoot! Platform.

4 PRACTICAL APPLICATIONS

RQ1: How was the implementation of digital ways through Padlet and Kahoot! in teaching Basic English Grammar?

All logs and students' tasks were documented online whether Padlet or Kahoot!. Firstly, the implementation of Padlet addressed to build up students' understanding of lesson with certain topics. To illustrate it, see appendix 1. The lecture adopted Blended Learning in teaching Basic English Grammar. Lecturer took three meetings as online learning (outside the classroom) for Infinitive and Gerund, Tenses, and WH-Question topic. Students were expected to learn by using material that has been pinned on Padlet board then they needed to answer certain questions to see their understanding toward the lesson. There were two ways of answering the exercises; 1) they did the task by posting it on that board, 2) they commended on comment space below the material. For lesson The Use of Gerund and Infinitive lesson, they were asked to watch two videos about it from BBC YouTube Channel. Those videos illustrate the use of Gerund and Infinitive in real condition of native daily communication (British) to understand the use of them in the real context. Besides, they needed to read three sequent posts (1st Reading, 2nd Reading and 3rd Reading) for further explanation of Gerund and Infinitive. Next, they were asked to do the exercises on that pin (Padlet).

Furthermore, every face-to face learning in the classroom, lecturer implemented Kahoot! as exercises. Lecturer explained the lesson in the classroom by giving written examples on whiteboard as implemented of instructional method. Lecturer explained the lesson by asking students' engagement. Lecturer strove to increase teaching and learning dynamic by attacking student' concentration. It was done by asking selecting students to come forward and giving direct instruction about the topic. They were asked to write example of using grammar (suitable for each topic for every meeting). For example, when they learn and discuss about sentence types, therefore, lecturer asked students to write down one example for each type. After that, lecturer and students in the classroom correct it together. Finally, the end of meeting about 30 minutes, lecturer played a Kahoot! (see appendix 2) to see students' understanding and also discuss about the correct explanation about their mistakes. It can be accessed by https://create.kahoot.it/share/basic-english-grammar-test/9be65ff6-42cb-440d-a2cc-6491be9dfa19.

Overall, teaching and learning process becomes more dynamic by using this Kahoot (gamification).

It motivates students to learn and it can achieve students' concentration a lot. They more focus on the material on the screen. They need to answer the questions correctly and quickly to get better score. They need to compete to be the first podium as winner. Fair competition was created by the lecturer, and then either special gift is delivered for first podium of winner or good additional score is delivered to first and second podium of winner. Besides, they also seem enjoy the process because Kahoot! also provide audio and visual features. They are engaged in quiz by facing the screen and their gadget, they are commonly panic if they are misconnecting on the link. It is reflected by their request to play the quiz by using Kahoot! again for every meeting. Additionally, lecturer also utilized Kahoot! for examination process (see figure 1). To sum up, it can reduce students' anxiety to learn or face quiz of Grammar.

Figure 1: Examination Process by using Kahoot!

Figure 1 illustrated situation of Grammar test by using Kahoot!. The students had to prepare their gadget and its connection to access the Kahoot's link and then they registered to the game id by typing their full name. After all of students registered, lecturer played the game by integrated projector and her pc to show the question. Furthermore, students answered 25 questions by using their own gadget. Every single question had duration to 60 seconds. At the end, they directly known their score.

5 CONCLUSION AND IMPLICATION

Nowadays, technology is not a luxurious thing anymore but it is a common need of every person around the world. For advanced country, it is a common thing but for developed country it is different. It is a kind of precious thing to be maximized especially for teaching and learning process. There are a lot of free applications or software as digital tools that can be implemented to enhance the learning objectives. Commonly, it needs a lot of trial and errors to reveal the advantages of them in learning. The only one classic problem in my country is about internet access. Indeed, the same thing with these two digital tools, there are many researches prove the positive contribution of using technology in order to achieve learning objectives. It is better to further researchers to create digital tools which can be accessed offline.

ACKNOWLEDGEMENTS

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