

IMPROVING THE STUDENTS' ABILITY IN ENGLISH GRAMMAR THROUGH "EASY TO LEARN ENGLISH GRAMMAR COMPACT DISC" COMPUTER SOFTWARE.

Meningkatkan Kemampuan Tata Bahasa Inggris Siswa Melalui Software 'Easy To Learn Grammar Compact Disc'

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ABSTRACT

This study aims at knowing the students' interest in learning English Grammar through Easy to Learn English Grammar Compact Disc (ELEG CD) computer software. This research used descriptive method with twenty-eight participants from the students of TKJ (Technique, Computer, and Network) in the SMK Bajiminasa Makassar. The researcher collected data through questionnaire that aims at knowing students' ability in learning English Grammar through Easy to Learn English Grammar Compact Disc (ELEG CD) computer software. The researcher itemized five positive statements and five negative statements. The writer also conducted observation as additional information about the condition of computer laboratory, "Easy to Learn English Grammar Compact Disc" computer software and the students' behaviours in playing it, It aims to know how computer laboratory and Easy to Learn English Grammar Compact Disc computer software influence students in learning English especially English grammar. The result of this research showed that the students of TKJ (Technique, Computer, and Network) in the SMK Bajiminasa Makassar were increasing in learning English Grammar through Easy to Learn English Grammar Compact Disc computer software. This was proved by the aggregate percentage of the students got from the questionnaires that is from item 1 up to 10. Based on the findings, the researcher make conclusion that in English grammar through "Easy to Learn English Grammar Compact Disc" computer software could improve the students' ability.

Keywords: *English grammar, computer software, compact disc*

Every language in the world has structure and system that make it different from other languages. System of grammatical organization is what gives language its power. Language is not possible without a grammar. While the grammar of human languages vary in many ways, they all have a grammar with their own common characteristics that make it different from other languages (Cook: 1998: 73).

Ur (2001: 7) states that a grammatical rule is essential for the mastery of language. It means that we cannot use words unless we know how to put it together. We can conclude that we need the rules for mastering the language. Moreover, Grauberg (1997: 9) states that one of the characteristics of language is



that very few circumstances require an entirely predictable set of phrases. For the rest, human beings are constantly creating sentences that they have not used in precisely in that form before, in order to generate such sentences one need to know some grammar.

Abbott and Wingard (1981: 15) say that a successful learning including three aspects: The ability to understand something, the ability to recognize it, and the ability to utilize it They further acknowledge that not all persons who are learning succeed to integrated those three aspects.

In teaching and learning English, teacher of English should have a good technique and good preparation in teaching. It is very essential for the teacher to create a good classroom atmosphere and to avoid the students from getting bored. According to Wilkins (1980: 35), teaching must be planned in such a way that learning becomes interesting. The students' interest in learning English is usually spontaneous and their motivation is various, some of them learn it because they like it.

The number of young people who are technically versatile has increased exponentially. In their word outside the classroom, they have literary developed a dependency, or what can be called a tech. symbiotic relationship, with the TV/VCR remote, the computer mouse, and the joystick of the computer game handset. How do these young people view their teachers who - for the most part - stand before them trying to amplify their capacity to function with a peace of chalk? In spite of there is computer laboratory in most school, it just used for learning computer subject and not for other subject. Thompson (1965: 133) admonished teachers "Whether you realize it or not, you have spent the last few years of your life coexisting with the computer. Now, you need to take a closer look it. You will be a stranger to your own students if you do not."

From the above paragraph, the researcher relates English and computer in order to attract students to learn English. Rivers (1987: 220) says that the computer is essentially en interactive devices; it is therefore a most appropriate aid for language learning that has interaction as it goals. Many students like playing games better than do their homework or relearn their lesson at home.



Then why we don't collaborate the both, so we can change the students' perception that "English is boring" to "English is interesting" through "Easy to Learn English Grammar Compact Disc (ELEG CD)" about learning English Grammar.

1. The Concept of Grammar

Grammar maybe roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning. (Ur, 2001: 4). Grammar is a description of the language works. It explains many things. For example, grammar tells us the order in which sentence parts must be arranged. It explains the work done by the various kinds of words-the work done by a noun is different from the work done by a verb. It explains how words change their form according to the way they used. Grammar is useful because it enables us to make statements about how to use our language. These statements we usually call rules.

Such rules could not be understood, in fact they could not be formed without the vocabulary of grammar. Grammar then helps us to state how English is used and how we should use it (Warriner, 1986: 3).

Grammar is essentially about the system and patterns we use to select and combine words. In order to communicate welt we must share a common system, which is why people who speak different language can not understand one another because they are using different system. For people to communicate through language there must be common system and grammar is one of the essential system. People must know about grammar in order to use the language appropriately in social context (Joyce and Burns, 2001: 4). Grammar is a set of rules which describe how a language work. These are rules in the sense that scientific laws are rules: general statements that describe how things are, not moral regulations like the Ten Commandments (Seely: 2000: 11).

In connection with the above explanations, it can be found that grammar is a set of rule that used to combine words and as a pattern to describe how language works.



The characteristics of grammar described in following table need to be applied in broader educational contexts as well as in second language learning. Essentially, students in subject-specific disciplines and in language learning context should be given a chance to feel confident and knowledgeable about grammar. This should then make them more confident in their use of language to achieve social and educational ends.

Characteristics of grammar

Grammar should be:	
Relevance	Relevance to learning in an educational setting
Negotiable	Students need to see grammatical explanations as an area of discussion and discovery. If grammar is seen as a resource which language users draw on differently to achieve social purpose, then they can approach grammar as an area of debate such as occurs in other areas of learning.
Reliable	Grammar should be able to explain all instances of real language choice to social contexts and purpose.
Accessible	Grammar should be available to all learners as an explanation of how language works in particular contexts and available to them as a resources for their own language learning and use.
Communicable	It should be possible to discuss the system of the language as they relate to choice, within social contexts. This will require the development of a metalanguage which students can use to explain language choice in the same way as they develop technical language about other fields of learning.
Choosable	Grammar should be seen as fundamental to the process of language choice, and students should develop confidence in their ability to use language consciously to achieve their social and educational ends.
Useable	Students should be able to use grammar consciously and confidently in their development of spoken and written discourse.
Definable	It should be possible for students to define grammar and to explain how it works in the development of discourse and to relate this to the uses of they make of language within social and educational contexts.
Flexible	Grammar should be able to account for language variations which occur in different social contexts. A flexible grammar would be able to explain different uses of language without resorting to condemnation of certain instances as in correct.
Justifiable	Students should be able to use their knowledge of grammar to justify, the language choices they make within social and educational contexts.

2. "Easy to learn English Grammar" Compact Disc (ELEG CD)

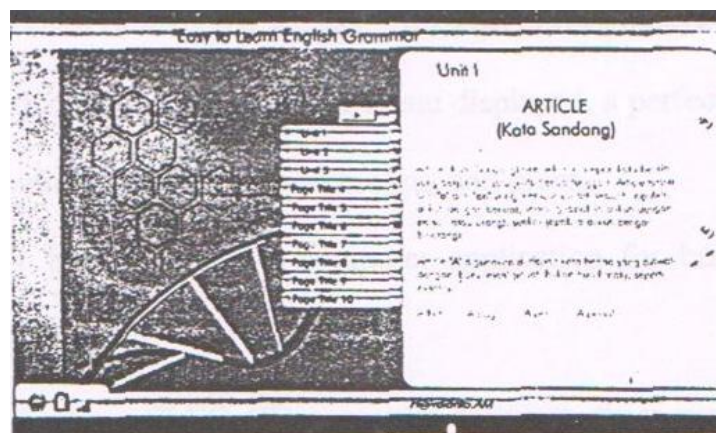
a. What is "ELEG CD"

"Easy to Learn English Grammar" Compact Disc (ELEG CD) is computer software created by the researcher using several application. They are Adobe Photoshop 7.0, Macromedia Flash Player, and Nero 7 Burning tools "ELEG CD" compuiie-1 software is used to learn English interactively with colorful graphic appearance. It was aimed to attract students' interest to learn English by using it.



Meier and Caskey (2000: 223) found that people who use image projection (or symbol) in learning technical and scientific information obtained percentage on an average of 12% better to short term memory comparing with them who didn't use image projection, and 26% better to long term memory. This statistic prevails to each person without considering age, ethnic, gender, or learning style chosen.

This computer software consists of unit 1 until unit 5. Each of units consists of tenses, to be, and verb;. By those students will be asked to click (using mouse of the computer) the button and do the instruction of each part. Each material consists of exercise and answer key which is expected make the students easily in leaning.



Picture 1. Appearance of Easy to learn English Grammar

b. The Application in Creating "ELEG CD"

1. Macromedia Flash Player 8 Professional is authoring tools. This application is used for designing motion graphics (animation), specially effect or building data-driven application and also in developing rich internet content. It is completed with *Action Script 2.0* that use Object Oriented Programming (OOP), which has been professed by advanced level programming such as *JavaScript* or *Visual C++*.
2. Adobe Photoshop 7.0 is computer application for designing high quality graphic which is completed with several tool to edit or create picture as desire.
3. Camtasia Menu maker is computer application for creating an attractive menu, copies of all of our files are located in one central location making it easy to



open and close files or applications. This means no more searching through drives, directories., and folders when giving a presentation or teaching a class. This also allows us to easily create a CD-ROM that will launch with the menu displayed, a perfect way to distribute information to students, workgroups, and more.

4. Nero 7 burning tools is computer application for burning data to CD (Compact Disc).

In making ELEG CD computer software, there are several hardware and software (application) that we need, they are:

Hardware: A unit computer (monitor, mouse, keyboard, CPU) with specification:

- Processor min 500 MHz
- SVGA 1024 x7K6 16-bit
- Hard Disk min 8 GB
- RAM min 128 kb
- Video Card min 3 2 MB
- CD Room Drive 52 X

Software:

- Operation system: Windows 2000, Vista, XP, 7
- Adobe Photoshop 7.0
- Nero 7 Burning tools

c. Making Easy to Learn English Grammar Compact Disc (ELEG CD) computer software

In this section will be discussed about how to make this computer software. Firstly , the researcher opened new document file of Macromedia Flash Player 8 Professional and set dimension of the stage (such as page in Microsoft Office), then designed graphics and input text as desire. Most of graphics were edited in Adobe Photoshop 7.0. or Camtasia Menu Maker for getting good 'finishing project. Second, make menu of each item (unit1-unit5) then wrote *action script* (programming technical term of MFPS) in action panel. Third, the researcher published it to SWF file (test movie) from MFP8



to see the result. If the result look good as desire, the researche- set it into *.EXE file. This is meant to make the software can be played freely in other computer without installing MFP8 first. The last, the researcher move the project to Compact Disc (CD) use Nero 7 Burning tools.

d. The Contents of "ELEG CD"

The contents of Easy to Learn English Grammar Compact Disc (ELEG CD) computer software consists of five units. Each unit contains material such as tenses, to be, and verb. By those students will be asked to click (using mouse of the computer) the menu and do the instruction of each part.

e. The Use of "ELEG CD" Computer Software in Teaching

The use of computer software in teaching is described as follows:

- 1) Set compact disc containing software and computer.
- 2) Connect the ELEG CD to the computer CD drive.
- 3) Introduce what kind of software/ program that is used.
- 4) Describe the contents of program.
- 5) The teacher explains using the LCD.
- 6) This room used to practice is a computer lab.
- 7) After understanding it, the students can play it.

RESEARCH METHODOLOGY

This research used a descriptive method as research design. A descriptive study means that the analysis in this study is in a form of description. It is aimed at describing the student's interest in learning English grammar through "ELEG CD" computer software.

Research Variable

The variable in this research was the students' interest in learning English Grammar through "ELEG CD" computer software. The variable of the research consisted of independent and dependent variable. The independent variable in this research was the use of Demonstration Method in teaching writing procedure text. The dependent variable of this research were the students content and organization in writing procedure text.



Participant

The participants of this research were the students of TKJ (Technique, Computer, and Network) in the SMK Bajiminasa Makassar. There were twenty eight students had been taken randomly as participants.

Instrument of the research

In collecting the data, the researcher used instruments, as follows:

a. Questionnaire

By using this instrument, the researcher expected the detail information about the students' interest in learning English Grammar through Easy to Learn English Grammar Compact Disc (ELEG CD) computer software. The questionnaire consists of five positive statements and five negative statements. They are explained to the following table:

Table 1. Explanation about the questionnaire

Question Number	Explanation about the question	Reference
1	Whether students like learning English Grammar through Easy to Learn English Grammar Compact Disc computer software.	J.P. Caplin's definition about interest that has been explained in the second chapter
2	Whether the computer technology advance with interactive multimedia ability is the best choice in supporting students to learn English grammar	It is implicitly based on Jalil's statement about the external factor affecting students' interest, which was explained in the second chapter.
3	Whether learning English grammar through computer can assist students to understand the material	It is based Sangkala's statement about the relationship between interest and learning, which was explained in the second chapter.
4	her students felt the time was running fast when they were learning English through Easy to Learn English Grammar Compact Disc computer software.	It is based on Good's definition about interest, which was explained in the second chapter
5	Whether students are pleased if learning English Grammar through computer interactive method can be applied in their school.	It is based on Jalil's statement about the external factor affecting students' interest, which was explained in the second chapter.
6	Whether students 'felt the time was running slow when they were learning English Grammar through Easy to Learn English Grammar Compact Disc computer Software (the negative statement of question number 4)	It is based on Good's definition about interest, which was explained in the second chapter



	It means students didn't enjoy learning.	
7	Whether learning English Grammar through computer cannot assist students to understand the material (the negative statement of question number 3). It means the method was complicated.	It is based Sangkala's statement about the relationship between interest and learning, which was explained in the second chapter.
8	Whether using this method make the students can net stand learning English. It means the method is inconvenient for them	It is based on Good's definition about interest, which was explained in the second chapter
9	Whether the use of computer is ineffective to learn English Grammar. It was aimed to know the effectiveness in learning English through computer	To prove the findings of Rowland in the second chapter
10	Whether learning English Grammar through computer is boring. It was aimed to know students' attitude (liking or disliking) toward Easy to Learn English Grammar compact disc computer software in learning English grammar.	It is based on Robert's definition about interest, which was explained in the second chapter.

b. Direct Observation

The researcher observed the situation and participants' behavior day by day during the study for the three meetings. This is useful for providing additional information, about the topic being studied. The observation taken based on type of interest (Hansen categorizing) that is inventoried interest explained in the second chapter. And it is also based on Sources of Case Study Evidence (Stake and Yin identification) that is direct observation explained in the second chapter.

Procedure of Collecting Data

The data were obtained from the following procedures:

1. Distributing Questionnaire

Distributing questionnaire was done on third day after playing the computer software. Before distributing the questionnaires, the researcher spent a few minutes to give explanation about the purpose of the questionnaires and the way of doing it. It took 15 minutes for the students to answer them.

Conducting Direct Observation

The observation was conducted for three days during the research where the participants played the computer software to observe behavior. There were two



components that was concerned of the researcher in this research to measure the students' ability to write paragraph. They were content and vocabulary.

E. Technique of Data Analysis

In giving the students' ability in writing some categories the researcher used as follows :

1. Calculating the mean score of the students' writing test by using the following formula :

$$\bar{x} = \frac{\sum x}{N}$$

Where:

\bar{X} = The mean score

$\sum x$ = The sum of all score

N = The total number of subject

(Gay, 1981 : 298).

FINDINGS AND DISCUSSION

A. Findings

Based on problem statements in the first chapter "Are the students ability in learning English Grammar through Easy to Learn English Grammar Compact Disc (ELEG CD)" computer software, in this chapter the researcher presents findings dealing with students' interest in learning English Grammar through "Easy to Learn English Grammar Compact Disc (ELEG CD)" computer software.

The number of respondents that the writer used as participants are twenty students of TKJ (Technique, Computer, and Network) in the SMK Bajiminas Makassar. The researcher collected data through questionnaire that aims at knowing students' interest in learning English Grammar through Easy to Learn English Grammar Compact Disc (ELEG CD) computer software. The researcher itemized five positive statements and five negative statements.

The frequency and percentage rate of data analysis through questionnaire be seen in table 3 to table 13 as follows:



Table 4. The students' ability in learning English grammar through Easy to Learn English Grammar (ELEG CD) computer software. (Item 1)

No.	Response	Frequency	Percentage (%)
1.	Strong Agree	19	95
2.	Agree	1	5
3.	Undecided	0	0
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		20	100%

Table 4 above reflects that all of the twenty students like learning English grammar through Easy to Learn English Grammar Compact Disc (ELEG CD) computer software. It can be proved by the data that 19 (95%) strongly agreed and 1 (5%) students agreed.

Table 5. The computer technology advance with interactive multimedia ability is the best choice in supporting students to learn English. (Item 2)

No.	Response	Frequency	Percentage (%)
1.	Strongly Agree	18	90
2.	Agree	2	10
3.	Undecided	0	0
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		20	100%

Table 5 indicates that 18 (90%) students strongly agreed that computer with interactive multimedia ability was the best choice in supporting students to learn English Grammar, 2 (10%) students agreed about the statement. It means that all of them agreed that the computer technology advance with interactive multimedia ability is the best choice in supporting them (students) to learn English.

Table 6. Learning English grammar through computer can assist students to understand the material. (Item 3)

No.	Response	Frequency	Percentage (%)
1.	Strongly Agree	15	75
2.	Agree	3	15
3.	Undecided	1	5
4.	Disagree	0	0
5.	Strongly Disagree	1	5
Total		20	100%

Table 6 above shows that 15 (75%) students strongly agreed and 3 (15%) agreed that learning English grammar through computer can assist students to



understand the lesson 01 material, while 1 (5%) student responded undecided and 1 (5) student disagreed about it.

Table 7. Students felt the time was running fast when they were learning English grammar through Easy to Learn English Grammar Compact Disc computer software. (Item 4)

No.	Response	Frequency	Percentage (%)
1	Strongly Agree	16	80
2.	Agree	3	15
3.	Undecided	1	5
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		20	100%

Table 7 above shows that 16 (80%) of students who responded strongly agree and 3 (15%) responded agree. It can be concluded that they enjoyed learning English grammar through Easy to learn English Grammar Compact Disc computer software. While 1 (5%) student's response was undecided.

Table 8. The students are pleased if learning English Grammar through computer interactive method can be applied in their school. (Item 5)

No.	Response	Frequency	Percentage (%)
1.	Strongly Agree	14	70
2.	Agree	4	20
3.	Undecided	2	10
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		20	100%

Table 8 Indicates that 14 (70%) of students who responded strongly agree and 4 (20%) responded agree, and it can be concluded that they were pleased if this kind of method can be applied in their school. While 2 (10%) student's response is undecided.

Table 9. The students felt the time was running slowly when they were learning English Grammar through Easy to Learn English Grammar Compact Disc computer software. (Item 6)

No.	Response	Frequency	Percentage (%)
1.	Strongly Agree	2	10
2.	Agree	1	5
3	Undecided	2	10
4.	Disagree	11	55
5.	Strongly Disagree	4	20
Total		20	100%



Table 9 above reflects that 2 (10%) of students who responded strongly agree, 1 (5%) responded agree, 2 (10%) responded undecided. While students who responded disagree were 11 (55%) and students who responded strongly disagree were 4 (20). It can be concluded that most of them enjoy learning English Grammar through "Easy to Learn English Grammar Compact Disc" computer software.

Table 10. Learning English through computer can not assist students to understand the material, (item 8)

No.	Response	Frequency	Percentage (%)
1.	Strongly Agree	0	0
2.	Agree	0	0
3	Undecided	0	0
4.	Disagree	15	75
5.	Strongly Disagree	5	25
Total		20	100%

Table 10 above shows that none of students responded strongly agree, agree and undecided. While 15 (75%) of students who responded disagree and 5 (25%) strongly responded disagree. It is proved that computer can assist students to understand the English material.

Table 11. Using this method makes the students can not stand for along time in learning English. (Item 8)

No.	Response	Frequency	Percentage (%)
1.	Strongly Agree	2	10
2.	Agree	2	10
3.	Undecided	0	0
4.	Disagree	6	30
5.	Strongly Disagree	10	50
Total		20	100%

Table 11 indicated that 2 (10%) of students responded strongly agree, 2 (10%) students responded agree and non of them 5 to respond it. While students who responded disagree amounted to 6 (30%) and who responded strongly disagree amounted to 10 (50%). It can be concluded that most of them enjoy learning English grammar through Easy to Learn English Grammar Compact Disc computer software.



Table 12. The use of computer is ineffective to learn English Grammar. (Item 9)

No.	Response	Frequency	Percentage (%)
1.	Strongly Agree	0	0
2.	Agree	2	10
3.	Undecided	0	0
4.	Disagree	10	50
5.	Strongly Disagree	8	40
Total		20	100%

Table 12 above shows that non student responded strongly agree, 2 (10%) students responded agree and none of them confused to respond it. While students who responded disagree amounted to 10 (50%) and who responded strongly disagree amounted to 8 (40%). It can be concluded that most of them agreed that it is effective using computer to learn English grammar.

Table 13. It is boring to learn English grammar through computer. (Item 10)

No.	Response	Frequency	Percentage (%)
1.	Strongly Agree	0	0
2.	Agree	0	0
3.	Undecided	0	0
4.	Disagree	11	55
5.	Strongly Disagree	9	45
Total		20	100%

Table 13 above reflects that all of the twenty students are interested in learning English grammar through computer. It can be proved from the students' response that 11 (55%) of students who disagreed and 9 (45%) of them strongly disagreed.

The Finding of students' mean score has been formulated, as follows:

$$\begin{aligned}
 X &= \frac{\sum x}{N} \\
 &= \frac{886}{20} \\
 &= 44,3
 \end{aligned}$$

Beside collecting data from questionnaires to find out students' interest in learning English grammar through Easy to Learn English Grammar Compact Disc computer software, the writer also conducted observation during the three meeting as additional information about the condition of computer laboratory, Easy to



Learn English Grammar Compact Disc computer software and the students' behavior in playing it. It aims to know how computer laboratory and Easy to Learn English Grammar Compact Disc computer software influence students in learning English especially English grammar.

Based on observation that was conducted from the first meeting to the third meeting the writer found that; at the first meeting students played it carefully and tried to avoid any mistake. At the second meeting, students began to enjoy playing it, even most of them felt hard to leave the laboratory after finishing it, they started to play the computer software again for the twice and so on. At the third meeting, they played it faster than previous days with less difficulty.

B. Discussion

Based on the findings in the previous section, the writer presents the interpretation of the findings in order to explain it in detail The result of the findings shows that the twenty students of TKJ (Technique, Computer, and Network) in the SMK Bajiminasa Makassar were mostly interested in learning English Grammar through Easy to Learn English Grammar Compact Disc computer software. This was proved by the aggregate percentage of the students from the questionnaires that is from item 1 up to 10.

The aggregate percentage from item] up to 10 show that the students have positive attitude in the use of Easy to Learn English Grammar Compact Disc computer software in learning English. It means that the students really found that the use of this computer software in learning English is interesting. They have good perception about it. These findings are also supported by Anastasi (1982:40-53) that a questionnaire designed can be used tc assess the relative strength of different values, such as the practical, aesthetic, or intellectual that may have much uncommon with interest inventories. Furthermore, she said that such questionnaires can be used to gauge the individuals' attitude or interest toward something.



CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and discussion in the previous chapter, the writer concluded that the students of TKJ (Technique, Computer, and Network) in the SMK Bajiminasa Makassar are interested in learning English Grammar through "Easy to Learn English Grammar Compact Disc (ELEG CD)" computer software.

B. Suggestion

Based on the conclusion above, the writer would like to give some suggestions for students and teacher of all school/college. The suggestion is accomplished as a guide to enrich teaching and learning strategies for getting better achievement.

- a. Learning English is not just to practice at school but also in other environment such as at home in leisure time. So it will be better if students can enrich their English ability (especially English grammar) by watching English spoken movie or Playing "Easy to Learn English Grammar Compact Disc (ELEG CD)" computer software.
- b. Students should implant positive perception about learning English, so learning process can be more effective.
- c. Traditional classroom is not the only one place for conducting teaching and learning process. So it will be better if the teachers can create various teaching styles to get students out of boredom.
- d. Teachers should use other facilities/tools of school provided (besides chalk, board marker, whiteboard) to bring the students to the different learning atmosphere,
- e. As one alternative for getting students out of boredom, computer laboratory (if any) can be an interesting place for teaching and learning process by installing any computer software about learning English.



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