

CHAPTER I

INTRODUCTION

1.1 Background

Learning grammar is undoubtedly very important, as grammar is one of the fundamental features of English. The ability to use grammar properly makes it easy for everyone to understand the meaning conveyed. Grammar makes up for the lack of contextual input or information in a sentence to make the speakers' meaning clear. According to Ellis (2006), grammar learning will provide students with the basis to effectively assist them in using a foreign language. However, grammar itself is still seen as a difficulty, an obstacle even, by most EFL learners, especially students in Indonesia. In addition to that, Al-Mekhlafi (2011) said students fear grammar so much that the slightest mention of it might cause them pleasure or even terror. This shows how most EFL learners still fear grammar, which their lack of grammar mastery might cause.

In learning grammar, self-learning is essential because, with limited time, teachers can not cover many materials in class. Soliman (2014) asserted that the allocated time in traditional face-to-face classes is often insufficient for students to develop their language skills. In this case, the learner can do two solutions, namely additional courses outside the classroom or studying independently. However, not every student can join an additional course as it usually requires a certain amount of money. Another solution is independent learning or self-learning. Zimmerman (2002) defines self-learning as a situation in which the students independently look for materials, information, and solutions for their

learning. Self-learning is crucial if one seeks to master a skill or knowledge, and grammar learning is not an exception. To do self-learning, teachers should equip the students with supplementary materials.

Based on the information obtained in the observation In MAN 1 Batang Hari, the school is using the 2013 curriculum. Based on the 2013 curriculum, English lessons for high school students consist of four integrated skills, which means there is more than one skill combined in one activity—for example, writing and reading or listening and speaking. The 2013 curriculum also emphasizes implementing a scientific approach, such as an inductive or deductive approach. The school uses the textbook from The Ministry of Education and Culture for the English class. The textbook is entitled "Bahasa Inggris" written by Utami Widianti, Zulianti Rohmah, and Furaidah. The Institute of Research and Development published the textbook. Out of fifteen chapters of the book, grammar is part of the language feature on fourteen chapters. Grammar is not being taught explicitly but is integrated with listening, speaking, reading, and writing skills. However, each chapter is short, and grammar is taught at a glimpse.

Tyas and Safitri (2019) published an analysis of the textbook “Bahasa Inggris”. They said this book does not give the students a deeper understanding of grammar and that if students do not have additional courses, they will have difficulties mastering grammar. The textbook does not teach grammar in systematic order, and there is a lack of authentic materials with various contexts. MAN 1 Batang Hari also uses LKS (students' worksheet), which consists of exercises to support the textbook. The exercises are mainly given as homework. The worksheet uses the inductive approach in teaching grammar. However, the

researcher found many incorrect usages of grammar in the exercises that are provided for the students. In the inductive approach, learners are supposed to figure the rules out by observing the examples presented to them. If the presented examples are incorrect, it will possibly affect the learners' grammar knowledge negatively.

Since there is already a lack of grammar materials in the textbook, and there are many obvious grammar errors in the students' worksheets, the researcher saw the need to design supplementary grammar materials for the grade 10 students of MAN 1 Batang Hari.

Given the versatility of technology today, today's learners are expected to make the best out of technology for their learning. Grade 10 students are part of digital natives who grew along with the expansion of the internet and technology. Operating electronic devices has become a natural part of their lives. For that reason, to integrate technology into students' grammar learning, the supplementary materials will be designed by using Carrd. Carrd is a one-page website that is incredibly easy to use and operate. According to Product Hunt, an American website where its users share, discover, and rate new products, Carrd scored 4.6 out of 5 and gathered 58 reviews that mainly agree it is easy and simple to use. Therefore, the researcher decided to conduct a study entitled "Designing Supplementary Grammar Materials for Grade 10 Students in MAN 1 Batang Hari by Using Carrd".

1.2 Research Questions

To guide the research, four research questions were formulated as follow:

1. How is the the process of designing supplementary grammar materials by using Carrd for the grade 10 students of MAN 1 Batang Hari?
2. How is the assessment of content expert and media expert on the grammar learning media for the grade 10 students of MAN 1 Batang Hari?
3. How is the students' assessment on the grammar learning media for the grade 10 students of MAN 1 Batang Hari?
4. How is the feasibility of the product based on the content expert, media expert and the students' assessment?

1.3 Research Purpose

The purpose of this study are as follow:

1. To describe the process of designing supplementary grammar materials by using Carrd for the grade 10 students of MAN 1 Batang Hari.
2. To know the assessment of content expert and media expert on the grammar learning media for the grade 10 students of MAN 1 Batang Hari.
3. To know the students' assessment on the grammar learning media for the grade 10 students of MAN 1 Batang Hari.
4. To know the feasibility of the product based on the content expert, media expert and the students' assessment.

1.4 Limitation

The limitations of this research are as follow:

1. This research was focused on designing supplementary grammar materials in the form of website created with Carrd for the grade 10 students of MAN 1 Batang Hari.
2. The product was developed with the ADDIE model (*Analysis-Design-Development-Implementation-Evaluation*) by Lee and Owens (2004)
3. The grammar focus for the materials was based in the textbook “Bahasa Inggris”.

1.5 Product Specification

The expected spesification of this product are as follows:

- The product is in the form of a website that will contain supplementary grammar materials. Students will need an internet connection and electronic devices such as mobile phones, laptops, or computers to use the product.
- The supplementary materials consist of reviews and exercises about grammar. The grammar focus was based on the textbook used by the grade 10 students.
- The product is expected to be used by students to do self-learning outside of the classroom and further their understanding of grammar.

1.6 Significance of The Research

1. The theoretical benefit

The results of this study are expected to provide input in the development of learning media for grammar to improve the quality and quality of learning.

2. Practical benefits

a. For researchers

Providing additional insight knowledge in producing learning media following the criteria for teaching materials.

b. For student

The results of this study are useful for increasing interest and motivation to learn with interesting learning media.

1.7 Definition of Key Terms

1. **Supplementary material** is materials that are created for students' additional learning source that can facilitate their independent or self learning.
2. **Grammar learning** is the process of acquiring grammar knowledge.