

## E-learning in teaching pre-intermediate grammar

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### ABSTRACT

The covid-19 pandemic requires us as teachers to be more creative in teaching, e-learning media is one of model teaching learning process chosen. E-learning is innovation that would be used in learning, not only for learning material but also a change in the various competence students. Beside, e-Learning can be applied in a suitable situation. This study aims to (1) describe the use of e-learning in teaching Pre-Intermediate Grammar, and (2) to find out the students' response using e-learning in teaching Pre-Intermediate Grammar. This study used a Qualitative method with case study approach. The result of the research showed that the use of e-learning had many problems to apply. The students' response are varied.

**Keywords:** Teaching; E-Learning; Pre-intermediate Grammar

### INTRODUCTION

Teaching and learning in covid-19 pandemic requires us as teacher to be more creative. To overcome this challenge the teacher uses different methods, media and communication skill in teaching the subject. Different level of students' proficiency is one aspect which requires teacher to looking for different media when they teach. The important role in teaching and learning process in classroom is a teacher, he or she is the most inspired people in class room. As Tileston (in Wirawan, 2020), states that most of the discipline problems in the classroom are caused by such factors as boredom, not understanding the relevance of the information, and incorrect modalities for learning. Those are the barrier for teacher in delivering materials for the students and it made gap between teachers and students. The teacher used media to encourage students' motivation because it was one of important parts of success in learning process. Media was commonly used by teacher in teaching learning process. It can be the link or key to transfer teachers' concept of certain material to students' understanding. Therefore, the teaching learning process needs appropriate media for this pandemic.

As we have known that media is one of the important things in teaching English. Many kinds of media used in teaching learning English like pictures, slide projector, audio cassette, charts and so on. The aims used them to help the students easier in understanding the lesson and help the teacher in delivering the lesson. As the development of technology, media for teaching also develop where the media not only provide visual or audio but it become combination of visual, audio, animation and text. The type of media that can provide audio, visual, animation and text here called multimedia. Media is characterized by the presence of text, pictures, sound, animation and video; some or all of which are organized into some coherent program. Mishra, S., & Sharma, Ramesh. C (2004: 4).

Learning using media can be understood the material easily. In essence, the learning process is the same as communication. The learning media can be understood as a communication medium used in the communication process, learning media has an important role as a means to deliver the learning messages. Hence, by using media in the teaching and learning process can facilitate the educators in delivering the material to the students. Besides, using media in teaching process can stimulate the students' attention and interest in understanding the learning material easily.

Jones puts it this way, —e-learning, digital learning, computer enhanced learning, no matter which tag is applied, all aim to exploit web-based technology to improve learning for students. As Oblinger and Hawkins noted that e-Learning has transformed from a fully-online course to using technology to deliver part or all of a course independent of permanent time and place. Also the European Commission describes, e-Learning as the use of new multimedia technologies and the Internet to increase learning quality by easing access to facilities and services as well as distant exchanges and collaboration. The following are also different definitions of e-learning (in Arkorful & Abaidoo, 2014). It supposed by Kumar (in Sudarso, 2018) *e-learning* is a teaching learning process using electronic component like (Local Area Network (LAN) , Wide Area Network (WAN), or internet) to transfer their knowledge, interaction and communication to their students. Here the writer used e-learning, Google classroom and What's Up group. As Liaw and Huang defined e-learning based on the summaries of its characteristics. In the first place, they propose a multimedia environment. Secondly, they incorporate several kinds of information. Thirdly e-learning systems support collaborative communication, whereby users have total control over their own situations of learning. In the fourth place, e-learning support networks for accessing information. And fifth, e-learning allows for the systems to be implemented freely on various kinds of computer operating systems (in Arkorful & Abaidoo, 2014).

Pre-intermediate grammar is a subject at second semester in 2020/2021 academic year (semester genap). This subject deals with basic grammar with emphasis on verb agreement, noun, pronoun, and modals. During covid-19 pandemic the teaching learning process using e-learning.

## METHODS

Relate the aims of the study, the writer Qualitative method with case study approach. as Yin (in “A case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident.” it supposed by Geertz (in that Case study strive to portray ‘what it is like’ to be in particular situation, to catch the close up reality and ‘thick description’ of participants’ lived experience of, thoughts about and feelings for, a situation.

To collect the data the writer used observation and interview. By doing observation the writer know the situation in teaching-learning activities. From observed activities the writer got data about the use of e-learning in teaching Pre-Intermediate Grammar. There are two classes that got pre-intermediate grammar subject, the writer took the students from 2020A. There are 28 students, but just 25 students active. This data took at March till April 2021. The data analyze as Miles and Huberman state that activities of analyzing data are including data reduction, data display and conclusion drawing or verification (Sugiyono, 2016: 231)

## RESULTS AND DISCUSSION

### 1) The use of e-learning in teaching Pre-Intermediate Grammar

Based on the result of observation during teaching learning process, the writer applied the e-learning as media in teaching *pre-intermediate grammar*. E-learning is an application that used during covid-19 pandemic. The students installed this application, some of them using their mobile phone. Beside the e-learning application, the teacher use goggle Application (Google classroom and Google meet) and whatsapp to make teaching learning more effective and interesting.

E-learning used to upload the material and share the link of the student and teacher activities during the teaching learning process. Here, the students get new thing. The teacher can guide and engage the students. The writer also motivate and support the students make the more enthusiastic in learning.

Google Application, there are some application but the writer just use Google Classroom and Google meet. Google classroom used to share the material and to control students’ assessment. The writer the code of the class to join the class. For assessment, the writer used this application

caused the students know the date that is automatically add from the writer. The students collect the assessment directly based the calendar that the writer put. Google meet used to face and to discuss the material directly. Although the signal was lost.

WhatsApp Group also applied in this teaching learning process, it make students and the writer more easily in communicating and discussing. For students' attendance, for the first the students have to open the e-learning application. When they faced problems, the students can tell in this media. The writer saw their activities. The communication here not just do in chats but also voice note. Here the writer and the students make communication more effective, the used voice note when the students still difficult to understand the material.

Based on the explanation of the using e-learning in teaching Pre-intermediate Grammar above the writer find that the application of teaching have same with characteristics from Liaw and Huang. The characteristics of e-learning are: first, the propose a multimedia environment. Secondly, they incorporate several kinds of information. Thirdly e-learning systems support collaborative communication, whereby users have total control over their own situations of learning. In the fourth place, e-learning support networks for accessing information. And fifth, e-learning allows for the systems to be implemented freely on various kinds of computer operating systems (in Arkorful & Abaidoo, 2014). Here, the writer used the third characteristics (e-learning systems support collaborative communication), fourth Characteristic (e-learning support networks for accessing information) and the fifth characteristics (e-learning allows for the systems to be implemented freely on various kinds of computer operating systems).

## 2) The students' response using e-learning in teaching Pre-Intermediate Grammar.

The writer got the students' response relate the using e-learning in teaching pre-intermediate grammar from students' interview. There are three point of question that the writer used. In teaching activities, teaching assessment and the problems facing. In teaching activities, almost all off the students' attention with the subject. They can combine the media/application during the teaching learning process. For the assessment, the students agree using Google classroom. They can collect the assessment relate date in the application. But some of the students collect the assessment lately. For the students problems faced during the teaching learning process, they said that the signal is difficult. As we have known that almost the students stayed at their Village during this Pandemic.

## CONCLUSION

E-learning is a media that the writer use in teaching Pre-intermediate Grammar. It make students enable to study anytime and anywhere. Here, the writer used three characteristics of e-learning, they are: e-learning systems support collaborative communication, e-learning support networks for accessing information, and e-learning allows for the systems to be implemented freely on various kinds of computer operating systems. Google Application (Google classroom and Google meet) and whatsapp as supported (alternative) media in teaching learning process. The students' response got from interview. They interesting and enjoying, but they also faced problem during teaching learning process, almost they made the signal as their reason when the writer asked their reason didn't join the class.

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