THE USE OF ONLINE GRAMMAR EXERCISES TO ENHANCE LEARNING ENGAGEMENT OF ENGLISH EDUCATION STUDENTS OF SANATA DHARMA UNIVERSITY

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Astrid Puji Pramuningtyas
Student Number: 131214047

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2017
THE USE OF ONLINE GRAMMAR EXERCISES TO ENHANCE LEARNING ENGAGEMENT OF ENGLISH EDUCATION STUDENTS OF SANATA DHARMA UNIVERSITY

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Astrid Puji Pramuningtyas
Student Number: 131214047

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM DEPARTMENT OF LANGUAGE AND ARTS EDUCATION FACULTY OF TEACHERS TRAINING AND EDUCATION SANATA DHARMA UNIVERSITY YOGYAKARTA 2017
A Sarjana Pendidikan Thesis on

THE USE OF ONLINE GRAMMAR EXERCISES TO ENHANCE LEARNING ENGAGEMENT OF ENGLISH EDUCATION STUDENTS OF SANATA DHARMA UNIVERSITY

By Astrid Puji Pramuningsyas
Student Number: 131214047

Approved by

Advisor

Markus Budiraharjo, M.Ed., Ed.D.  15 June 2017
A Sarjana Pendidikan Thesis on

THE USE OF ONLINE GRAMMAR EXERCISES TO ENHANCE LEARNING ENGAGEMENT OF ENGLISH EDUCATION STUDENTS OF SANATA DHARMA UNIVERSITY

By
ASTRID PUJI PRAMUNINGTYAS
Student Number: 131214047

Defended before the Board of Examiners on 12 July 2017 and Declared Acceptable

Board of Examiners

Chairperson: Yohana Veniranda, M.Hum., M.A., Ph.D.
Secretary: Christina Lhaksmita Anandari, S.Pd., Ed.M.
Member: Markus Budiraharjo, M.Ed., Ed.D.
Member: Barli Bram, M.Ed., Ph.D.
Member: Carla Sih Prabandari, S.Pd., M.Hum.

Yogyakarta, 12 July 2017
Faculty of Teachers Training and Education
Sanata Dharma University

Dean

Rohandi, Ph.D.
It will take time, efforts, sweat, and tears but I believe that I will get there. Challenge and push yourself because no one else will do it for you! 😊

This thesis is dedicated to:

The Holy Family of Nazareth
Mama Inge Umboh (Alm.) & Roy Umboh
Kak Sebastian Umboh & Kak Pingkan Umboh

Lovely Mom, Lanny Ekawati

My sissy, Christalia Novena & my bro, Aryoz

My dearest Ignatius Arga Nuswantoro
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 12 July 2017

The Writer

Astrid Puji Pramuninthyas
131214047
LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:

Nama : Astrid Puji Pramuningtyas
Nomor Mahasiswa : 131214047

Demi pengembangan Ilmu Pengetahuan, saya meberikan kepada Perpustakaan Universitas Sanata Dharma karya ilmiah saya yang judul:

THE USE OF ONLINE GRAMMAR EXERCISES
TO ENHANCE LEARNING ENGAGEMENT
OF ENGLISH EDUCATION STUDENTS
OF SANATA DHARMA UNIVERSITY

beserta perangkat yang diperlukan. Dengan demikian saya memberikan kepada Perpustakaan Universitas Sanata Dharma hak untuk menyimpan, mengalihkan dalam bentuk media lain, mengelolanya dalam bentuk pangkalan data, mendistribusikan secara terbatas, dan mempublikasikannya di Internet atau media lain untuk kepentingan akademis tanpa perlu meminta ijin dari saya maupun memberikan royalti kepada saya selama mencantumkan nama saya sebagai penulis.

Demikian penyataan ini yang saya buat dengan sebenarnya.

Dibuat di Yogyakarta
Pada tanggal: 12 Juli 2017

Yang menyatakan

Astrid Puji Pramuningtyas
ABSTRACT


English is seen as the most important foreign language to be taught in Indonesia. In the process of learning the language, there are several difficulties faced by EFL students. One of them is related to grammar instruction. The students need more grammar exercises to overcome the difficulties. As this is the 21st century era, students are bored with the conventional ways of teaching. They prefer to go online to keep themselves enjoying the learning process. Hence, the teacher should re-design the learning by addressing the students’ needs to enhance their engagement in learning grammar.

The study focuses on the use of online grammar exercises to enhance student learning engagement. Many experts state that the more the students are engaged in the learning process, the more their understanding will develop. Thus, this study proposed a research question: To what extent does the online grammar exercises enhance student learning engagement?

This study employed mixed method research. The researcher used questionnaires and the Focus Group Discussion to obtain the data. There were twenty students from Structure 3, D class academic year 2015/2016 who became the participants to fill in the questionnaire and four students out of twenty students who joined the Focus Group Discussion.

It can be concluded that the cognitive and the lecturer presence showed that the degree of student engagement in using online grammar exercises were high while the social presence showed that the degree of student engagement in social was not higher as cognitive and lecturer presence. It happened because they had different learning commitments in learning grammar and the online grammar exercises tend to make the students learn independently. Thus, they would ask their friends if they needed help or their friends needed their help.

**Keywords:** online grammar exercises, student engagement, English education
ABSTRAK


Bahasa Inggris dianggap sebagai bahasa asing yang paling penting untuk diajarkan di Indonesia. Namun tidak dipungkiri, dalam proses belajarnya ada beberapa kesulitan yang dialami oleh siswa. Salah satunya berkaitan dengan tata bahasa. Siswa membutuhkan latihan tata bahasa yang lebih untuk mengatasi kesulitan tersebut. Sebagaimana sekarang ini adalah era abad yang ke-21, siswa cepat merasa bosan dengan cara pembelajaran yang konvensional. Mereka lebih memilih untuk belajar secara online. Maka dari itu, guru perlu mendesain ulang aktivitas pembelajaran dengan menyesuaikan kebutuhan siswa untuk mendukung keterlibatan mereka dalam belajar tata bahasa.

Penelitian ini fokus pada penggunaan latihan tata bahasa online untuk meningkatkan keterlibatan siswa dalam belajar. Banyak ahli menyatakan bahwa semakin sering siswa terlibat dalam proses belajar, semakin berkembang pula pemahaman mereka. Dengan demikian, penelitian ini mengusulkan satu rumusan masalah: Sejauh apa latihan tata bahasa secara online meningkatkan keterlibatan siswa dalam belajar?


Hal ini dapat disimpulkan bahwa kognitif and kehadiran dosen menunjukkan bahwa derajat keterlibatan siswa dalam menggunakan latihan tata bahasa online dapat dikatakan cukup tinggi. Di sisi lain, kehadiran siswa secara sosial dikatakan rendah. Hal tersebut terjadi karena ada perbedaan komitmen belajar diantara siswa. Selain itu latihan tata bahasa online yang diberikan bersifat individu sehingga mereka cenderung untuk belajar secara mandiri. Oleh karena itu, mereka akan bertanya kepada teman lainya atau akan membantu teman lainnya apabila diperlukan.

Kata Kunci: online grammar exercises, student engagement, English education
ACKNOWLEDGEMENTS

After completing this thesis, I would like to, first of all, express my gratitude to Jesus Christ and Mother Mary for the eternal love, guidance, blessing, and the strength that make my struggle become meaningful. They always bless me with another day of life. Thus, I can complete this thesis perfectly right.

Then my special gratitude goes to my advisor, Markus Budiraharjo, M.Ed., Ed.D. for his guidance during the time I worked on this thesis. He always builds a great atmosphere among the researchers to work hand in hand to finish the thesis together. Alone we can do so little but together we can do so much.

I would also like to send my sincere gratitude to Drs. Pius Nurwidasa P, M.Ed., Ed.D. as my academic advisor and Made Frida Yulia, M.Pd. as my inspirational lecturer. They supported and motivated me during my thesis writing. Hence, I could do it very well.

Then my deepest and genuine gratitude go to my precious family, Mama Inge Umboh and family who always support my challenging journey. My beloved mom Lanny Ekawati, Mbak Na, and Mas Aryoz for the supports and prayers which strengthen me. My thankfulness also goes to my dearest Ignatius Arga Nuswantoro, S.H., M.H. for his never ending love. He always accompanies and motivates me to complete this thesis. His patience always encourages me to be an awesome girl.
Afterwards, I would like to thank Mbak Eli Indriyani and Afreil for being my proofreaders, correcting my grammar, and giving good suggestion for my thesis. My very best friends, Yasinta Tri Arliana, Elizabet Afreilyanti and Agnes Riska Pravita, all of my friends under Mr. Markus’ supervision, Martha Giovani, Antonius Agus, Paulina Rian, Pandu Wiyoga, Seto Hariyanto, Nindya Primandita, Chrysthania Yan Prasetya, Ayu Priska, Gabriela Wening, Anggie and Alberik Ryan, all of the research participants, all of my great lecturers in ELESP, all of my friends in ELESP batch 2013 and my boarding house friends who always give best support every day. Last but not least, I thank everyone who had helped and supported me in completing this thesis. May Jesus always be with you.

Astrid Puji Pramuningtyas
TABLE OF CONTENTS

Page

TITLE PAGE ....................................................................................................................... i
APPROVAL PAGES ........................................................................................................... ii
DEDICATION PAGE .......................................................................................................... iv
STATEMENT OF WORK’S ORIGINALITY ...................................................................... v
PERNYATAAN PERSETUJUAN PUBLIKASI ................................................................. vi
ABSTRACT ......................................................................................................................... vii
ABSTRAK ........................................................................................................................... viii
ACKNOWLEDGEMENTS .................................................................................................. ix
TABLE OF CONTENTS .................................................................................................... xi
LIST OF TABLE ................................................................................................................ xiii
LIST OF FIGURES ............................................................................................................. xiv
LIST OF APPENDICES .................................................................................................... xv

CHAPTER I. INTRODUCTION
A. Research Background ................................................................................................. 1
B. Research Questions ................................................................................................... 5
C. Research Significance ............................................................................................... 5
D. Definition of Terms .................................................................................................... 6

CHAPTER II. REVIEW OF RELATED LITERATURE
A. Theoretical Description ............................................................................................... 9
  1. The 21st Century Learning ....................................................................................... 9
  2. Student-Centered Learning .................................................................................... 11
  3. Student Engagement .............................................................................................. 13
    a. Definition of Student Engagement .................................................................. 13
    b. Interrelated Criteria of Student Engagement .............................................. 14
    c. Collaborative Online Inquiry Model of Engagement .................................. 15
d. The Importance of Student Engagement
   for Teaching and Learning ......................................... 19

e. The Advantages and Disadvantages
   of Online Grammar Exercises .................................. 19

B. Theoretical Framework.............................................. 20

CHAPTER III. RESEARCH METHODOLOGY

A. Research Method .................................................. 23
B. Research Setting .................................................. 24
C. Research Participants ............................................. 24
D. Research Instrument and Data Gathering Technique ....... 25
E. Data Analysis Technique .......................................... 28

CHAPTER IV. RESEARCH RESULTS AND DISCUSSION

A. Research Results .................................................. 31
   1. Self-assessment of Student Engagement ..................... 31
   2. Cognitive Engagement in Utilizing Online
      Grammar Exercises ............................................. 33
   3. Social Presence of the Students ............................... 34
   4. Lecturer Presence to Support the Student
      Engagement in learning Grammar ................................ 35
   5. Cognitive Engagement towards the Social Engagement in
      Utilizing Online Grammar Exercises .......................... 36
B. Discussion .................................................................. 40

CHAPTER V. CONCLUSION AND RECOMMENDATIONS

A. Conclusion ............................................................ 44
B. Recommendations .................................................. 45

REFERENCES .................................................................. 48
APPENDICES .................................................................. 51
# LIST OF TABLE

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 2.1 Elements of Student Engagement and Its Characteristics</td>
<td>16</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figures</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 2.1 How Learning Has Evolved with the Internet Development</td>
<td>10</td>
</tr>
<tr>
<td>Figure 2.2 The Community of Inquiry Model</td>
<td>16</td>
</tr>
<tr>
<td>Figure 3.1 Creswell’s Data Analysis</td>
<td>30</td>
</tr>
<tr>
<td>Figure 4.1 Students’ Perception about Themselves</td>
<td>32</td>
</tr>
<tr>
<td>Figure 4.2 Students’ Preference to Digital Learning</td>
<td>32</td>
</tr>
<tr>
<td>Figure 4.3 Students’ Mental Effort in Using Online Grammar Exercises</td>
<td>33</td>
</tr>
<tr>
<td>Figure 4.4 Social Presence Formed by Students in Learning Grammar</td>
<td>34</td>
</tr>
<tr>
<td>Figure 4.5 Teacher Presence to Student Engagement</td>
<td>35</td>
</tr>
</tbody>
</table>
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendices</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A Informed-Consent Form</td>
<td>52</td>
</tr>
<tr>
<td>Appendix B The Questionnaire Blueprint</td>
<td>54</td>
</tr>
<tr>
<td>Appendix C The Focus Group Discussion Outline</td>
<td>57</td>
</tr>
<tr>
<td>Appendix D The Focus Group Discussion Transcript</td>
<td>60</td>
</tr>
<tr>
<td>Appendix E The Online Grammar Exercises</td>
<td>66</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

In this chapter, the researcher presents the discussion in four parts. The first is the research background, which describes the topic and the reasons why the researcher chooses the topic. The second is the research problems, which show the problem formulation of the research in the form of question. The third is the research significance, which shows the objectives of the research for knowledge development. The last is the definition of terms, which define the key words of the study.

A. Research Background

Language is an essential device to communicate and interact with many people. Simatupang (1999) mentions that in Indonesia, the English language is seen as a priority, as the most important foreign language to be taught (as cited in Lauder, 2000). Furthermore, Lauder (2008) states that English is widely recognized that it is important for Indonesia and the reason most frequently put forward for this because English is a global or international language. On the contrary, in the process of learning the language, there are several difficulties faced by EFL students. One of them is related to grammar instruction. According to Varasteh (1962), the difficulties arise partly from the fact that different people have different conceptions of grammar, the effectiveness and the strategy used in studying grammar, for
example. In addition, Oxford (2003) states that learning styles and strategies are the main factors that help determine how and how well the students learn a second or foreign language. The role of grammar has become the major issue for grammar instruction. In the teaching and learning process, grammar can cause the students a moment of anxiety or even terror. Grammar becomes a problem for the students to write correctly and communicate fluently. According to Al-Mekhlafi and Nagaratnam (2011), the students often find difficulties to make flexible use of the rules of grammar. They may know the rules perfectly, but are incapable of applying them in their own use of the language.

In the learning process the students realize that they experience difficulties in applying the rules of grammar. They need more extensive exercises and discussion to overcome the problem. The conventional learning atmosphere which is formed in the classroom makes the students become bored and reluctant to engage in the learning activities. When the learning process takes place, mostly the students try to pay their attention to the lecturer’s explanation and try to understand the concept of the grammar. However, when it turns to exercises, the grammar conception seems gone from their mind. They know the rules but are incapable of applying them. As a result, it influences their learning autonomy outside the classroom. They reluctantly look for another exercise to enhance their understanding. The situation makes the students become less engaged in the learning activities. Abas (2015) states that “today’s students are, at times, bored by lectures in class and prefer to go online to keep themselves “entertained” or go into
other more meaningful activities that may or may not be related to the topic being lectured” (p. 3).

As this is the 21st century era, the learning process starts focusing on online learning. The education institution is demanded to be able to implement digital learning to answer the 21st century students’ needs. Furthermore, Abas (2015) mentions that higher education is expected to be able to produce graduates that are responsive to the global changes. The conventional teaching which is applied in the learning process makes the students become less enthusiastic and less engaged in the learning process. They were also reluctant to motivate themselves to overcome their difficulties in learning grammar. In accordance with the problems, the lecturers should be able to find appropriate learning techniques which can foster student engagement both inside and outside the classroom. It is very important for the teachers to facilitate the students to have enjoyable learning so that they can continue to always engage in the learning process. Abas (2015) mentions that “a good teacher not only teaches, but also educates. Taking the cue from to teach is to engage the students in the learning process, educators must think of ways of fostering learning by engaging them in purposeful activities and relevant resources” (p. 12).

The English Language Education of Sanata Dharma University is a study program which always fosters the students to engage in the purposeful learning activities. One of the examples is engaging the students to involve and care about their grammatical skills. They are asked to be aware of their grammar in both written and spoken activities. It is shown that the students learn grammar for four
semester or equal to two years learning. There is a Structure class which starts to implement digital learning in order to enhance student engagement in learning grammar.

Technology is an effective tool used for teaching and learning grammar (Al-Jarf, 2005). In a certain Structure class the lecturer tries to use online grammar exercises to support the students to have more grammar practices. Every week the lecturer provides the students several online grammar exercises. They do the online exercises outside the classroom. It aims to facilitate the students to have more grammar exercises, help the students to improve their grammar understanding, and enhance their engagement in learning grammar. The more they are engaged in doing the exercises, it will help the students to develop their understanding (Abas, 2015).

In accordance with the situation, certainly the learning begins to distance. The lecturer makes use of social media as an additional space for the students to communicate with the lecturer and the other course participants. They can ask any questions and share information with their friends. When the students need further clarification related to their difficulties, they can clarify to the lecturers during the learning activities in the classroom. It is believed that the method can enhance their engagement in learning grammar and further their grammar understanding. This is in line with Abas (2015), who argues that the students will do well and learn more when they are engaged in the learning process.

Considering the online grammar exercises which are recently implemented in a Structure 3 class of the English Language Education Study Program (ELESP), the researcher wants to conduct a study about student engagement in Structure class
which uses online grammar exercises as media to enhance student learning engagement.

B. Research Question

Based on the research background above the problem is formulated as follows.

To what extent does online grammar exercises enhance student learning engagement?

C. Research Significance

The researcher proposed several benefits of the research to:

1. The Lecturers of Structure Class

This study gives an explanation about online grammar exercises that are implemented in Structure class. It is believed that the method used can enhance student engagement in learning grammar. This findings are expected to provide suggestions and recommendations for lecturers to see the advantages and disadvantages beyond the online grammar exercises. So, the lecturers are encouraged to cope with the negative impact and maintain the positive impact from online grammar exercises to make the students become more engaged in learning grammar.
2. The Students of Structure Class

Online grammar exercises can help the students to enhance their engagement in learning grammar. The finding of this study will become good suggestion for the students who experience difficulties in learning grammar and need more grammar exercises to further their grammar understanding. The students can also prevent the negative impact from online grammar exercises. Hence, it is beneficial for the students of the structure class who never tried to make use of online grammar exercises as media to have more practices in learning grammar.

3. The Future Researchers

The researcher expects that this study can stimulate future researchers to explore deeply on the use of online grammar exercises, the student engagement and its relation to their academic achievement in learning grammar.

D. Definition of Terms

There are some important variables related to this study. Therefore, the researcher defines the variables to make this study more clear and avoid misunderstanding. The terms are defined as follows.

1. Online Grammar Exercises

Online grammar exercises are the set of grammar questions which can be accessed over the Internet connection from the computer or the students’ gadget. These could include sentence completion, word forms changing and fill-in-the-blank. According to Al-Jarf (2005), an online learning is seen as an effective tool
for teaching and learning grammar. The selection and adaptation of online grammar exercises are the onus of the lecturer to meet the students’ needs. When the students have done working on the activities the students can obtain timely and appropriate feedback (Rajaretnam, 2004). Hence, the lecturers adopt the online grammar exercises as media to engage the students in learning grammar. (See Appendix E)

2. Student Engagement

Student engagement becomes an important element in the 21st century learning. According to Chapman (2003), “student engagement is the students’ willingness to participate in academic activities. It is an application of successful cognitive strategies and the students’ persistence through difficult tasks” (p. 1). It means the engaged students are the students who always pay more attention on what they want to learn and always want to learn more than the goal that is required.

Furthermore, Chen, Gonyea, and Kuh (2008) define the student engagement as the degree to which students are actively involved in the learning activities. It is positively linked to satisfaction, high grades, and perseverance. Being engaged in the learning process makes the students start developing their habit to always devote their mind and heart to have a lifetime or continuous learning. Hence, their engagement will make the students become actively involved in academic works.


Structure 3 is compulsory course for the English Education students of Sanata Dharma University. This course deals with the types of English sentences. It equips the students with knowledge to produce simple sentences, expand the
sentences into compound and complex sentences, and condense the complex sentences by means of non-finite constructions. The students who passed Structure 2 can take this course. There was only one class out of six classes which used online grammar exercises.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into two main sections, namely theoretical description and theoretical framework. The theoretical description will focus on the review of the related literature underlying the research, while the theoretical framework will summarize and synthesize the relevant theories which will help the researcher conduct the study to answer research question.

A. Theoretical Description

In this section of the study, the researcher wants to discuss the 21st century learning, student-centered learning, Collaborative Online Inquiry, and student engagement as the factors needed to be successfully achieved the 21st century learning. The researcher also wants to elaborate its importance on the grammar learning.

1. The 21st Century Learning

Amidst global changes, the technology has entered all aspects of human life. The education field is one of the aspects which receives the changes. Higher education institutions are demanded to be able to produce graduates that have the quality of global citizens. It makes the education institutions have to adjust the changes rapidly. Educators are encouraged to provide various pedagogical approaches in both physical and virtual to adapt the changes. Abas (2015) mentions that “since the advent of the Internet, the theories of learning have evolved from
behaviorist to cognitivist to constructivist and to connectivist to reflect the possibilities of how one may learn or teach using some of the latest appropriate learning technologies” (p. 5).

There is one way to capture the complexity in a simple way. It provides analogical thinking about learning in digital era. The concept of learning in digital era comes from the metaphor of web 1.0, web 2.0, and web 3.0. The concept of web 1.0 is used only for transmitting knowledge. Hence, it is called as a knowledge transmission because the text and the learners are more one directional. Abas (2015) mentions that the learners become addicted to the consumption of information. Soon after web 1.0, it develops to social learning, web 2.0. In this learning concept, the interaction happens between the text and the learner. Therefore, it is called as two directional interaction. The development of social media such as Facebook, Whatsapp, and Twitter encourages the learners to be more engaged in the learning process. Today, web 3.0 refers to the era of creation, collaboration, and sharing. The learning is not only acquiring but also creating and contributing the knowledge into practices. Therefore, the learners become more autonomous in learning.
The teaching and learning is now openly available on the Internet. The learners can access and share various learning materials which are compatible with their ability. They can decide the level of difficulties by themselves. The learners can explore and gain the knowledge deeply from many experts. Abas (2015) explains that the 21st century students and the past century students see the world differently. This 21st century environment makes the learners become bored with the conventional teaching. They prefer to go online and keep themselves enjoying the learning process. Hence, it is imperative for educators to provide the learning activities which addressing their needs in learning process. In this digital era, educators are encouraged to implement technology-based student-centered learning. In implementing the method, educators have to make sure how the learners learn through technology, not the other way around.

2. Student-Centered Learning

The 21st century learners are demanded to be the learners who will become global citizen that are responsive to the global changes. According to Abas (2015), student-centered learning is often emphasized as part of the requirement for the 21st century learning in order to be able to produce graduates which have capabilities of the global needs. Student-centered learning is a learning which is constructed from various interactions whether from the lecturer and the fellow students. It is an alternative of knowledge transmission from the teacher to the students by addressing the students’ needs, interest, and also prior knowledge they have. As a result, they can measure the learning process, whether they have reached the outcomes they want or not. The knowledge of the students is constructed through
interaction with others in their community. Abas (2015) mentions that the students must be supported with many kinds of learning materials and approaches that match the students’ needs.

According to Alexander and Murphy (1998), student-centered learning focuses on assumptions regarding the locus and the nature of knowledge, the role of context, and prior knowledge experiences. The Locus and the nature of knowledge explain that the students construct the knowledge based on their interactions with the society, individuals, and objects. Using online supports and group collaboration can improve their understanding of the learning process. During the learning process, they are really engaged in complex relevant activities with peers. They can collect information, analyze and present information. From that perspective, it shows that the learners can sharpen their ability to solve problems, develop a conceptual learning and think critically. It really helps the learners to engage in the learning activities.

Besides, the student-centered learning environments often rely on real learning experiences. Knowledge is constructed when the students receive feedback, participate in multiple forms of interaction, and become engaged in the learning activities. When the real learning experience occurs, active engagement enables the students to gain knowledge. Typically the lecturers provide the learning venue whether in real or virtual learning. The lecturers facilitate the interactions that is related to learning activities and establish the goals for the students to be achieved (Hill & Hannafin, 2001).
In addition, the role of prior experience uniquely can influence how individuals interact with and acquire the meaning during student-centered learning (Schuh, 2003). It affects not only how they construct knowledge but also their individual’s goals, knowledge-seeking activity, and cognitive development which associated with metacognitive awareness and cognitive monitoring (Land & Hannafin, 2000).

3. Student Engagement

In accordance with the 21st century learning and student-centered learning, student engagement is seen as an important part of them. Being involved in the learning process is valued as a learning gain. In this part, the researcher will describe the student engagement and employ definition of the student engagement to understand the student engagement, the indicators, the importance and also how to measure student engagement.

a. Definition of Student Engagement

Many experts discuss the student engagement because it has an important role for the education field. The students choose their field of study because they want to know deeper about the discipline, have more attraction to the discipline and also have more enthusiasm to learn the discipline. When they have the feeling of optimism, interest, curiosity, or attention during the learning process, it will promote their motivation. They will put their heart and mind to engage in the learning process. Chapman (2003) mentions that student engagement shows the willingness of the student to actively participate in academic activities, such as
attending the lectures, submitting the assignments, and following the lecturers’ direction. Besides, Chen, Gonyea, and Kuh (2008) define that student engagement is the degree to which students are actively involved in the learning activities. It is positively linked to satisfaction, high grades, and perseverance. Being engaged in the learning process makes the students start developing their habit to always devote their mind and heart to have a lifetime or continuous learning. Hence, it will make the students more actively involved in academic works. According to Pascarella and Terenzi (1991), the greater the students’ involvement or engagement in academic works, the greater the students’ level of knowledge acquisition and general cognitive will develop. This means that student engagement has an important role to succeed in acquiring certain discipline. Duffy, et al. (2005) adds the more the students are engaged in the activities, the more the students will learn.

b. The Interrelated Criteria of Student Engagement

According to Chapman (2003), there are three interrelated criteria to be considered, namely cognitive criteria, behavior criteria, and affective criteria. The cognitive criteria are related to the extent of how the students are attending to lectures and expending their mental effort in the learning tasks encountered, such as effort to integrate new material with previous knowledge and to monitor and guide task comprehension through the use of cognitive and meta-cognitive strategies.

Chapman (2003) adds that behavioral criteria are related to the extent of how students are making active responses to the learning tasks presented. The students always respond to an instructional antecedent. The example of active responses are
asking relevant questions, solving task-related problems, and participating in relevant discussions with teachers or peers.

Then, Chapman (2003) defines the affective criteria as the degree of students’ investment in the learning tasks and their emotional reactions to the learning tasks, such as high levels of interest or positive attitudes towards the learning tasks. The more the students are interested in the learning task, the more the students are engaged in the learning tasks.

c. Collaborative Online Inquiry Model of Engagement

Student engagement using web 2.0 tools is a popular approach used by many educational institutions. According to Garrison, Anderson and Archer (2000), Collaborative Online Inquiry Model is a popular framework to ensure student engagement particularly in an online forum. It is believed that the learning model can promote the quality of learning experience in an online community learning. It aims to provide educational experience for the students during their engagement with the content of the course, engagement with the participants and also engagement with the goals provided by the lecturers. By considering the design, there are three important elements, namely the cognitive presence, social presence, and teacher presence.
Each presence plays a definite role and the intersection between any two or all of the presences can be seen in Figure 2.2. The intersection of any two of the presences result in setting climate, regulating learning, and supporting discourse to achieve educational experience. The detailed explanation of the presences are shown in Table 2.1

Table 2.1 The Elements of Student Engagement and Its Characteristics

<table>
<thead>
<tr>
<th>Engagement Elements</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Presence</td>
<td>The learners identify the course learning with the community, communicate purposefully in the community, and develop inter-personal relationship by way projecting their individual personalities.</td>
</tr>
<tr>
<td>Engagement Elements</td>
<td>Characteristics</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Cognitive Presence</td>
<td>The learners are able to construct and confirm meaning through discourse in a critical community of inquiry, able to expending their effort in the learning activity, and able to integrate the new material with previous knowledge.</td>
</tr>
<tr>
<td>Teacher Presence</td>
<td>The teachers provide the design, facilitate the learning, and direct the learners’ cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes.</td>
</tr>
</tbody>
</table>

Furthermore, Garrison (2007) explains each element of the student engagement. The following section discusses each element in detail.

1) **Social Presence**

According to Garrison (2007), social presence is the ability to establish personal and purposeful relationship with friends. It has three main aspects, namely effective communication, open communication, and group cohesion. This presence will less important if the students are only as the information receivers and there are no collaborative assignments where student can learn from the others’ perspective about the learning. Collaborative learning can be built from an effective communication. The effective communication can be formed if the students have secure feeling to communicate with the community and together with their friends build a goal to maintain the sustainable communication. Garrison (2007) adds if the respect, effectiveness and open communication, are created, the group cohesion will establish. In this case, the social presence needs personal and purposeful relationship with friends. The students should have the sense of belonging to the community and develop personal relationship with their friends.
2) Cognitive Presence

The next element is cognitive presence. Garrison (2007) states that "cognitive presence is defined as the exploration, construction, resolution and confirmation of understanding through collaboration and reflection in a community of inquiry" (p. 65). The three main points that really influence students’ cognitive presence are exploration, integration, and resolution. It means the students are exchanging information within the students, connecting the ideas and applying new ideas to improve the prior knowledge.

3) Teacher Presence

The third element is teacher presence. According to Garrison (2007), teacher presence concerns to three main points, namely design, facilitation, and instruction. The teacher presence is a significant determiner of the students’ satisfaction in learning. In this point, the design is related to the lecturers’ role to inform the materials to the students during the learning process. The lecturers also give clear instruction of how to participate in the learning activities and clearly communicate the time allocation of the learning activities to the students. The lecturers are not only giving the design but also guiding the students during the learning activities. They observe the students’ understanding, keep the students on learning track, engaging in productive works, and encouraging them to explore more on the courses being discussed. Related to the direct instruction, the lecturers focus on the discussion held in the community and provide relevant feedback for the students. Hence, their learning activities become more meaningful.
4. The Importance of Student Engagement for Teaching and Learning

Student engagement plays an important role for teaching and learning. According to Chavan (2015), student engagement is useful as follows.

1) Active participation in teaching and learning encourages the learners to have more responsibility in learning thus enhancing their academic experience.
2) Active student engagement plays an important role for university life because of it the university is able to obtain the feedback from the learners and help the university to develop and improve the teaching and learning approaches.
3) Partnership and collaboration between the learners can create mutually beneficial learning communities.
4) Student engagement in learning and teaching can build deep transformational learning.
5) Student engagement in learning and teaching enables the attainment of skills, thus enhancing the employability of the students.

5. The Advantages and Disadvantages of Online Grammar Exercises

Many experts state that there are advantages and disadvantages emerging from online grammar exercises. Syahfitri (2010) mentions the advantages and disadvantages from online grammar exercises as follow.

a. The Advantages of Online Grammar Exercises

1) The students have flexible time and places to access the online grammar exercises.
2) The students find that the online grammar exercises are fun because doing online grammar exercises is like playing a game.
3) The students can directly type the answers on the exercises because the homepage is simple and easy to be understood.

4) The students are enthusiastic because they can receive timely feedback. Thus, the students do not need to have discussion and find the answer from another sources.

5) The students could try again the exercises if they have not received scores they want.

b. The Disadvantages of Online Grammar Exercises

1) The students are easily bored if the home page themes of the online exercises look very similar.

2) The students are temporarily not comfortable if the Internet connection is slow.

3) The students cannot do the exercises if they do not have the Internet connection.

4) The students feel that they do not have enough time to socialize with others.

5) The students are confused because some online exercises do not provide examples and clear instructions.

B. Theoretical Framework

In this 21st century information technology develops rapidly. It makes the students engaged in using technology to access various information to fulfill their curiosity at one hand. Abas (2015) mentions that higher education seems to be slow in responding to the changes for teaching and learning, while higher education is responsible for producing graduates who will become global citizens. Seeing the fact, the education field is demanded to use technology as media for teaching and
learning. Hence, to support the learning process and maintain the learners’ curiosity in using technology, the teacher should take into account to provide purposeful activities using technology. Abas (2015) states that the 21st century students and the past century students see the world differently. They are easily bored with one directional teaching and prefer to go online to keep themselves enjoying the learning process.

The technology used here for teaching and learning is two directional learning (web 2.0) or it is called as social media learning. It is because the 21st century students are very enthusiastic to build their interaction through Whatsapp, Line, and Facebook. Therefore, the 21st century learners are associated with student-centered learning where learning is constructed from various interactions between the teacher and the students or within the students. (Abas, 2015). It is an alternative of knowledge transmission from the teacher to the students by addressing the students’ needs, interest, and also prior knowledge they have. They can also measure the learning process whether they have reached the outcomes they want or not. It is believed that it can encourage learners to be more engaged in the learning process.

According to Al-Jarf (2005), online learning is seen as an effective tool for teaching and learning grammar. The use of online exercises in learning grammar will encourage the students to have enjoyable learning. It will foster the student engagement in learning grammar which can help them to further their understanding in learning grammar. Therefore, this research focus on the use of online grammar exercises to enhance student learning engagement.
In this research, the researcher proposes a research question, namely to what extent does the online grammar exercises enhance the student learning engagement. The researcher employed a theory proposed by Garrison, Anderson and Archer (2000) to measure the student engagement. It is a framework to ensure student engagement particularly in an online learning forum. The framework aims to provide educational experience that the students find during their engagement with the content of the course, engagement with the participants, and also engagement with the goals provided by the teachers.
CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the methodology used to conduct the research. There are five important sections to be discussed, namely the research method, research setting, research participants, instruments and data gathering technique, and data analysis technique.

A. Research Method

This study made use of mixed methods research. Creswell (2014) mentions that mixed methods research is an approach to inquiry which involves both quantitative and qualitative data. It integrates two forms of data collection. The main purpose is to provide a more complete understanding of a research problem than either approach alone. Furthermore, a survey to generalize the population was done to begin this study and then focused on the open-ended interview to collect detailed views from participants to explain the initial quantitative survey. Specifically, Creswell (2014) classifies this mixed methods research as explanatory sequential mixed methods. The explanatory sequential mixed methods approach is a design which involves a two-phase project. The first was the quantitative phase in which the result of data collection was used to plan the second, namely the qualitative phase. In the first phase, the researcher used the questionnaire to generalize the student engagement then the results of the questionnaire were used for the second phase, namely, interview. Creswell (2014) mentions that “the overall intent of this
design is to have the qualitative data help explain in more detail the initial quantitative results” (p. 274).

B. Research Setting

The research was conducted at the English Language Education Study Program (ELESP) of Sanata Dharma University. This study focused on ELESP students who were in Structure 3 class academic year 2015/2016. The classroom employed online grammar exercises as media to learn English Grammar. The data collection was held twice. The first phase was held on 25th April 2017. Then, the result of the first phase was used to plan the second phase which was the Focus Group Discussion section. The second phase was held on 1st May 2017.

C. Research Participants

The participants of this research were English Education students academic year 2015/2016 who joined Structure 3 class D. It consisted of twenty eight students. This study employed mixed methods research which consisted of two phases of study. Creswell (2014) mentions that “the data collection proceeds in two distinct phases with rigorous quantitative sampling in the first phase and with purposeful sampling in the second, qualitative phase. Therefore, in the first phase, the researcher included all the participants of class D to obtain quantitative data.

In the second phase, there were four participants who involved in Focus Group Discussion. The confidentiality of the participants would be protected and guaranteed. Thus, the participants were coded as P1, P2, P3, and P4. The researcher
purposively chose the participants who could provide the data for this study. Specifically, the researcher chose the participants who have high cognitive presence and low social presence. Those two presences were emerged as the significant gap on the first phase. Franenkel, Wallen, and Hyun (2012) state that in “purposive sampling, the researcher does not simply study whoever is available, but rather used the judgment to select a sample that they believe, based on prior information will provide the data they need” (p. 99).

D. Research Instruments and Data Gathering Technique

There were two instruments used in the research. The instruments were the questionnaire and the Focus Group Discussion. The questionnaire was used to generalize the student engagement and built the second phase of the research. Besides, the Focus Group Discussion was used to explain detailed information from the first phase.

1. Questionnaire

In this study the researcher employed the questionnaire as the instrument to generalize the student engagement. It was used to build the second phase to obtain detailed explanation about student engagement in using online grammar exercises as the media to engage in learning grammar. Johnson and Christensen (2012) mention that the questionnaire is used to obtain information about the thoughts, feelings, attitudes, values, perceptions, personalities, and behavioral intentions from the participants. In this study, the questionnaire was used to obtain the information about participants’ thoughts, attitudes and feelings about their engagement in using
online grammar exercises. The questionnaire in the study used Likert scale. Ary, Jacobs, and Sorensen (2010) define Likert scale as

A Likert scale assesses attitudes toward a topic by presenting a set of statements about the topic and asking respondents to indicate for each whether they strongly agree, agree, are undecided, disagree, or strongly disagree. The various agree–disagree responses are assigned a numeric value, and the total scale score is found by summing the numeric responses given to each item. This total score assesses the individual’s attitude toward the topic (p. 209).

In order to be able to score the responses, each item must be scored. Ary, Jacobs, and Sorensen (2010) state that for positive response strongly agree is scored 5, agree is scored 4, undecided is scored 3, disagree is scored 2, and strongly disagree is scored 1. However, the researcher reduced the undecided scale to avoid ambiguity from the participants. It was distributed in the classroom and the type of the questionnaire were close-ended. The items were related to the students’ self-assessment about their engagement, the social presence, cognitive presence, and teacher presence. The questionnaire was developed by employing Garisson, Anderson, and Archer’s theory about Community of Online Inquiry to ensure the student engagement in using online grammar learning.

2. Focus Group Discussion

The second phase of data collection was Focus Group Discussion (FGD) section. There were four participants who joined in this phase. The participants were acknowledged as participants who could provide the detailed information about the gap that emerged from the questionnaire. Nagle and Williams (2013), state that FGD is used to capture deeper understanding from similar backgrounds or experiences about certain topics being studied. The topics being discussed were
the gap between the cognitive presence and social presence in using online grammar exercises. The FGD was chosen to be used in this second phase to obtain the detailed information from the issue being studied. Nagle and Williams (2013) mention that there are five-stage processes to conduct the Focus Group Discussion. They were study purpose, methodology, facilitation, analysis, and reporting. It was important to conduct those five-stage processes to obtain impactful focus group.

The first stage in conducting a quality focus group was study purpose. It was how to find an issue being studied in the Focus Group Discussion. As it was emerging from the first phase of this research, the cognitive presence and social presence became the issues of this study. Some participants gain high cognitive and social presence but some participants gain high cognitive presence and gain low social presence. There was a gap between cognitive and social presence that needed to be explored.

The following step was methodology. It was divided into two elements, namely conceptualization and logistic. Conceptualization element discussed the participants who were involved in the focus group. They were purposively chosen and could provide detailed information about the issue being studied. In relation to this, the optimal participants were between 4-12 participants and the optimal questions were approximately five questions (Nagle & Williams, 2013). The questions were arranged from the most important question and ordered into a logical flow. The Focus Group Discussion was held in bahasa Indonesia. The researcher was allowed to trigger the participants if there were no responses to the questions. The second element was logistic. It was the plan made by the researcher.
in order to conduct the focus group discussion. Logistic element discussed the participants, facilitator, and the Focus Group Discussion outline, consent forms for the participants, the recorder, and refreshment.

The next stage was facilitation. It discussed the processes of the FGD, the role of the facilitator, the note taker and the rules during the FGD. The facilitator of the study was the lecturer who played a role as the thesis advisor and has adequate knowledge about the topic. The facilitator presence was to ensure that everyone felt comfortable to express their opinion. In addition, the facilitator should be neutral and if the conversation went in an unexpected discussion, the facilitator could guide the conversation in track.

All the processes of the FGD were recorded using a recorder and was written by the note taker who played a role as the researcher. After facilitation was held, the researcher directly analyzed and presented the data in the narrative form. Then, the researcher invited the participants to read and to correct the findings if there were some incorrect utterances and did not represent their feeling. It was part of research validation.

E. Data Analysis Technique

This study was two-phase project. The first phase of this study employed the questionnaire as instrument to obtain the participants information about their thought and feelings related to the use of online grammar learning that they had during the learning process. After that the researcher analyzed the data and used the findings to build the second phase. Creswell (2014) states that in the first phase, the
researcher collected the quantitative data, analyzed the result and then used the result to plan the qualitative phase. The quantitative and the qualitative databases are analyzed separately in this approach. The quantitative result was mainly inform the types of participants and qualitative questions to be purposefully selected for the second phase.

The second phase of this study was FGD. It was built from the questionnaire findings. The researcher developed eight questions to explore and obtain deep explanation about their responses from the questionnaire. The Focus Group Discussion was recorded and analyzed carefully by the researcher. It aimed to avoid unexpected incident which was happened during the research period. The data obtained were analyzed to explain the gap which happened in the first phase.

After conducting the two-phase project, the researcher interpreted the entire results in a discussions section of the study. Creswell (2014) mentions that “employing a third form of interpretation helps the qualitative finding to explain the quantitative results” (p. 274). After presenting the general quantitative and qualitative results, a discussion should follow, explaining how the qualitative results help to expand the quantitative results.

After reporting the data, the researcher established validity of the scores from quantitative and discussed the validity of the qualitative findings. It was needed because the researcher did not consider and weigh the option for following up the qualitative results. It only focused on personal information and overlooked at the important explanations that needed further understanding. The researcher
may also contribute to invalidate the results to minimize the risk of one phase build another phase. Shortly the data analysis is illustrated in Figure 3.1.

In addition, this study employed two strategies of data validation. The first strategy was member-checking. It was to determine the accuracy of the findings through taking the final report to the participants whether they findings were accurate or not. The second strategy was an internal auditor. The auditor was the supervisor who played a role as thesis advisor. The advisor assessed the project throughout the process of the research or the conclusion of the study (Creswell, 2003).

**Figure 3.1 Creswell’s Data Analysis. (Creswell, 2003: 213)**
CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

There are two sections in this chapter, namely the research results and discussion. In the research results, the researcher provides the data presented from the questionnaire and the results from Focus Group Discussion (FGD). In the discussion part, all data will be described.

A. Research Results

This section presents the data obtained from the questionnaire and the Focus Group Discussion.

1. Self-assessment of the Student Engagement

The purpose of the research is to find out the degree of student engagement in using online grammar exercises. It existed to facilitate the students to have more grammar exercises and help the students to overcome their difficulties in learning grammar. This section discussed the cognitive presence formed by the student. Figure 4.1 presented the students’ perception of the difficulties that they found in learning grammar. Participants often found serious difficulties in learning grammar.
and grammar practices. They said that they needed more grammar exercises to overcome the difficulties.

**Figure 4.1 Students’ Perception about Themselves**

Figure 4.1 showed that, among 20 students who were being the respondents, there was 80% of the students who admitted that they often found difficulties in learning grammar. The difficulties partly arose from the fact that they knew the rules but were incapable of applying the rules. It was shown in Figure 4.1 that 85% of students admitted that they experienced difficulties in practice. All of the students agreed that they need more grammar exercises to overcome their difficulties.

**Figure 4.2 Students’ Preference to Digital Learning**
Grammar practices were given in the form of online exercises. The data showed that the students’ preference to digital learning was high. In addition, the participants mentioned that online exercises were easily shared using social media. They really learned a lot from them. It was viewed in Figure 4.2.

2. Cognitive Engagement in Utilizing the Online Grammar Exercises

In Figure 4.3, the data showed that the degree of students’ cognitive engagement through the online grammar exercises.

![Figure 4.3 Students’ mental effort in using online grammar exercises](image)

As it was shown in Figure 4.3, students’ effort rate was high. It was shown that the learning commitment and learning creativity in utilizing online exercises, the importance of online exercises, home learning continuity, and learning integration of multi-sources were scored above eight. It meant that the students were really engaged in utilizing online grammar exercises. The highest score was
learning integration of multi sources. The students admitted that they tried to integrate their prior knowledge if they found new information from the exercises.

3. Social Presence of the Students

![Figure 4.4 Social Presence Formed by Students in Learning Grammar](image)

The next criteria to measure the student engagement was the social presence. It was how the students communicate purposefully with their peers using social media. The social media was used to build good interaction and sometimes to share online grammar exercise links from the lecturer during the distance learning. As shown in Figure 4.4, the social engagement which was formed by the students was not really good. The social engagement was scored under eight. There was a gap between the cognitive presence and the social presence formed by the students. It meant that the students were cognitively good and socially moderate. The highest score of the social presence was 7.89. It was the students’ enjoyment to communicate with friends using classroom group. The lowest score of social presence was the students’ willingness to share information with their friends, it
was scored 7.24. Then, it was followed by the second position which was social help in learning grammar. It obtained 7.50. The desire to share difficulties was 7.63, and the social support in learning grammar was 7.76. This gap would be discussed on the second phase of the discussion. It was the result of the focus group discussion held by the researcher.

4. **Lecturer Presence to Support the Student Engagement in learning Grammar**

![Figure 4.5 Teacher Presence to Student Engagement](image)

Figure 4.5 showed that the lecturer presence to the student engagement. It was clear that the lecturer’s role to engage student in learning grammar was high. The lecturer’s facilitation of online exercises using web and social media showed high number, i.e. 8.29. It was followed by the lecturer’s support through social media, i.e. 8.95. It meant that the lecturer’s role to engage the students in learning grammar was good. The lecturer was not only providing the online exercises but
also giving support through the social media group. It aimed to ensure that the students kept learning outside the classroom. Besides, the data showed that it was expected that the lecturer could enhance the lecturer’s feedback in the classroom. It emerged because the lecturers’ feedback was in the lowest degree of the lecturer presence. Thus, the feedback was not only from online grammar exercises feedback but also the lecturer’s feedback as a final confirmation related to the certain topic being discussed.


It is the second phase of the research, the Focus Group Discussion (FGD). The researcher held FGD in order to understand the issues that emerged from questionnaire. The learning commitment disparity caused the issue among the students; further, it was imperative that the students did not have to communicate during the working time because online grammar exercises encouraged them to work or learn individually. One of the disadvantages of online grammar exercises mentioned that the students do not have enough time to socialize with others. Below are the analysis of FGD results.

All the students who became the participants of this phase could be called independent learners. The participants always did some preparation before coming to the class. Furthermore, the participants always utilized various sources including online grammar exercises to enhance their understanding of English grammar topics being discussed.
P1 said that:

Selama ini cara belajar yang saya terapkan adalah dengan cara mempersiapkan diri terlebih dahulu. Belajar mandiri sehingga ketika pelajaran berlangsung mampu memahami materi yang disampaikan dengan baik. Sumber utama yang saya pakai adalah buku Betty Azar. Saya akan memahami materinya dan mengerjakan latihan soal. Sumber-sumber latihan soal yang lainnya adalah online grammar exercises yang diberikan oleh dosen. Apabila ada hal-hal yang belum dipahami akan bertanya langsung pada dosen saat pembelajaran. Terkadang apabila menemukan materi/soal yang sulit saya akan mencari solusi di beberapa grammar website dan mengerjakan latihan soal lagi untuk mengatasi kesulitan tersebut.

(So far, I always prepare to learn grammar before attending the Structure class. I will learn independently at home so when the lecturer explains the material I could understand the material. I use Betty Azar's book as a main book to learn grammar. I try to understand the material and do the exercises provided. The additional sources to improve my understanding is online grammar exercises from my lecturer. If there is any confusion, I will ask to the lecturer in the classroom. Sometimes, I will go online and do more exercises to overcome the difficulties.)

The other participants have different learning techniques from P1 but they were still called as an independent learners. P2, P3, and P4 mentioned that:

Saya bisa memahami grammar apabila sudah mendapat penjelasan dari dosen. Kemudian mempelajarinya kembali materi-materi yang ada di buku Betty Azar dan mengerjakan latihan soal yang diberikan. Apabila dirasa cukup hanya akan mengerjakan soal grammar online yang diberikan dosen namun bila mengalami kesulitan akan mencari materi dan latihan soal lainnya di website atau YouTube berupa video pembelajaran.

(I can understand the grammar topic well if the lecturer explains it in the classroom. After that I will learn more about it from Betty Azar’s book and do the exercises provided. If I already understand enough about the topic I only do the additional online exercises from the lecturer. Then, if still need further explanation, I will go online to find sources or open Youtube and find learning video.)

Mr.Mx (the FGD facilitator) confirmed by saying:

Jadi bisa dikatakan bahwa responden yang terlibat adalah responden yang relatif mandiri, yang mana P1 memiliki kemandirian dalam mengantisipasi pembelajaran yang baik dibandingkan dengan P2, P3, dan P4 karena teman
yang lain lebih paham ketika dijelaskan terlebih dahulu kemudian mengerjakan soal-soal.

(So it can be concluded that the respondents who involved in this discussion are independent learners, in which P1 has good learning anticipation independence compared to P2, P3, and P4 because it is easier for them to understand lecturer’s explanation first and do the exercises provided by the lecturer.)

The researcher asked the participants whether they were convenient to learn with friends or not. The responses stated that they were convenient if they learned grammar independently. They would ask for help from friends if they think they really needed it. Here are the answers behind the independent learning. P1 explained that:

Semester awal sering belajar bersama. Merasa senasib dan ingin berjuang bersama. Namun seiring berjalannya waktu, mulai ada kelompok-kelompok bermain dan teman dekat. Semakin terlihat batasan berteman. Merasa cocok-cocokan dalam berteman dan belajar. Setelah selesai pembelajaran kita mengadakan diskusi namun tidak sebanyak dulu. Sekarang hanya 3-4 orang. Ditambah lagi kita difasilitasi soal-soal grammar online sehingga itu sudah cukup bagi kami untuk belajar mandiri. (In the early of the semester my friends and I often studied together. We felt that we were in the same boat and wanting to struggle together. As the time passed, there began to appear groups and close friends. Hence, the boundary in our friendship increasingly felt. Each of us felt more comfortable to study with particular friends. Usually, after the lecture time, we held a discussion together but now the discussion become smaller. There are only 3 to 4 people and the online exercises facilitation from the lecturer is enough for us to learn independently.

P2 added by saying:

Saya juga merasakan hal yang sama karena saya adalah salah satu kelompok belajar yang dimaksutkan oleh P1 dan juga bersama P3 dan P4 (I also have the same feeling because I am one of three people that is mentioned by P1 and also together with P3 and P4.)
Coincidentally, the respondents who participated in this FGD were from the same learning group. They belonged to independent learners. Even though they were independent, it did not mean that they were unsocial learners. In addition, they never thought that in the learning process they were superior and more serious than the others. These are some responses related to their willingness to learn with peers and their commitment in learning.

P4 explained by saying:

*Sejauh saya belajar, saya belum pernah menilai saya lebih serius di dalam belajar dan tidak mau bergabung atau membantu teman saya yang kurang serius. Sering kali saya mau membantu mereka sebisa saya. Saya juga tipe pembelajar mandiri, sudah merasa cukup apabila belajar sendiri dan mengerjakan soal-soal online sendiri jadi kalau bergabung dengan teman hanya jika mereka bertanya dan membutuhkan bantuan saya.*

(During my study, I never judged myself as a serious learner. I also never refused to learn with my friends who are less serious. I always want to help them as possible as I can. I am an independent learner. It is enough for me to learn and do some online exercises on my own. If I learn with friends, it is because they asked me to help them.)

P3 added:


(Actually, our friends have a good learning commitment but as the time goes by their learning focus to work with friends. Thus, we cannot measure our learning commitment. As a result, I am comfortable to work independently and do the provided exercises.)

From the discussion above, it can be seen that they still wanted to encourage and helped their friends to learn. The issue that emerged was because of the learning disparity commitment among the students in learning grammar. They learned independently not because they were individual learners. They still wanted to help
others and looked forward for their friends’ help. Furthermore, the admitted that the online grammar exercises were sufficient sources for them to learn grammar. Thus, they preferred to learn grammar independently and asked their friends if they needed help or their friends needed their help.

B. Discussion

This research aimed to understand the degree of online grammar exercises to enhance student engagement in learning grammar. The online grammar exercises were provided to encourage the students to always engage in learning grammar because the more they are engaged in doing the exercises, the more their understanding will develop (Abas, 2015).

Based on the data obtained, 80% of the participants admitted that they found difficulties in learning grammar. It happened because the participants felt that they were incapable of applying grammar rule in exercises. This is in line with Al-Mekhlafi and Nagaratnam (2011), who state that some lecturers found the students experience difficulties to make flexible use of the rules of grammar taught in the classroom. Furthermore, they may know the rules perfectly, but they were incapable of applying them in their own use of the language.

The participants were aware of their weakness in learning grammar. Hence, they sought for solution to overcome the difficulties. It was proven that all of the participants stated that they needed more exercises to overcome their difficulties in learning grammar and able to implement the grammar rule perfectly. One of the examples was finding relevant sources that fit their interest and capability.
As this is the 21st century era, the learning process starts focusing on digital learning. Abas (2015) states that today’s students are, at times, bored by lectures in class and prefer to go online to keep themselves “entertained” and find meaningful activities. In Figure 4.2, it was shown that 95% of the participants preferred to use the online grammar exercises which were easier to access. The online grammar exercises kept the students entertained because they were more fun than printed exercises. The students could explore many interesting exercises that fit their interest, such as YouTube and Fun English website which were interesting. Hence, the learning creativity to explore relevant sources was expanded and it enhanced their engagement in learning grammar. On the other hand, there was 5% of the students who preferred printed exercises because they were more efficient.

The 21st century learners were associated with student-centered learning. It was an alternative of knowledge transmission from the lecturer to the students by addressing the students’ needs, interest, and prior knowledge. In relation to this, the lecturer presence was needed to facilitate and engage the student in purposeful activities.

Based on Figure 4.5, the lecturer support both outside and inside the classroom was high. It was scored above eight. The lecturer provided the students the online grammar exercises to fulfill the students’ needs of having more practices and their interest of using digital learning. Furthermore, it aimed to enhance student engagement in learning grammar. In Figure 4.3, the participants’ self-engagement in using online grammar exercises was high. It meant all of the aspects were scored
above eight. Hence, the online grammar exercises cognitively helped the students to engage in learning grammar.

According to Garisson, Anderson, and Archer (2000), student engagement in online learning community is not only measured from the cognitive and teacher presence but also from social presence. Social presence was how the students communicate with their friends. The media which were used to communicate was social media group because the lecturer wanted to maintain the learning process which happened outside the classroom. In the previous explanation, it was shown that lecturer presence and the student cognitive engagement were high. On the contrary, the social presence was not high as cognitive engagement and the lecturer presence. As showed in Figure 4.4, the participants’ willingness to share information with their friends, the desire to share difficulties, and social support in learning grammar were not really good. It was scored under eight. It was not suitable with their opinion, who stated that they were enjoying to communicate using classroom group. They made use of it when the distance learning occurred. It meant that the participants rarely identified the course learning with the community, communicate purposefully in the community related to the course, and develop inter-personal relationship among the friends (Garrison, Anderson & Archer, 2000).

There were small issue that existed among the participants. The result of the FGD showed that it was true that the students rarely identified the course learning with friends. They were convenient to learn grammar independently and the online grammar exercises were sufficient sources for them to learn grammar. Therefore, they would ask for help to their friends if they thought that they needed it. Even
though they were independent learners, it did not mean that they were unsocial learners. They still wanted to encourage and helped their friends to have high motivation in learning. They still wanted to work together with friends. It was a form of their social responsibility in the learning community.
CHAPTER V
CONCLUSION AND RECOMMENDATIONS

This chapter consists of conclusions and recommendations. After presenting and analyzing the data obtained, the researcher summarizes the major findings of the research. The recommendations are provided for the students, lecturers, and future researchers.

A. Conclusion

Based on the result of the study, it can be concluded that the cognitive and lecturer presence showed that the degree of student engagement in using online grammar exercises were high while social presence showed that the degree of student engagement in social was not higher as cognitive and lecturer presence.

The lecturer presence to enhance student engagement was high. The lecturer always delivered the course goals and facilitated the online grammar exercises for the students. Furthermore, the lecturer was not only giving the online exercises but also supporting the students through the classroom group. The students suggested that the lecturer give feedback as a form of clarification for the topics/exercises that were unclear among the students.

The students’ cognitive engagement in utilizing the online grammar exercises was high. The students felt that the online grammar exercises really keep them entertained and engaged. They showed their engagement by doing the online exercises even though the exercises were difficult. If the students found difficulties,
they would try to find relevant sources to solve the problems. During the learning processes, they tried to integrate their knowledge if they found new information about grammar, whether it was from friends or they found it themselves.

Students’ social engagement with the community was not high as lecturer and cognitive presence. The rate of social presence was moderate. It happened because they had different learning commitments in learning grammar and the lecturer’s facilitation of online grammar exercises was sufficient sources for them to learn grammar. Thus, they preferred to learn grammar independently and asked friends if they needed or their friends need their help.

B. Recommendations

The researcher would like to give some recommendations to the students, the lecturers of the English Language Education of Sanata Dharma University, and the future researchers.

1. The ELESP Students of Sanata Dharma University

Student engagement is the students’ willingness to participate in academic activities. It means that the students are not only studying for themselves but they can also collaboratively study with friends even though using online grammar exercises. The cognitive engagement that was created by the students in using online grammar exercises gives many advantages. They can further their understanding in learning grammar. On the one hand, there were negative side effects emerging from online grammar exercises. The students felt that they do not have enough time to socialize with others. They think that doing online grammar
exercises is enough for them. Thus, it is important for the readers, especially structure class students to avoid the negative side effects emerging from online grammar exercises.

2. The ELESP Grammar Lecturers of Sanata Dharma University

Teaching and learning approaches, methods, and techniques from century to century are always changing. Lecturers as great educators should be able to follow the global changes. They should not only teach but also educate the students. It means that to teach is to engage the students in purposeful activities. Online grammar exercises are good facilitation for the students to enhance their engagement in learning grammar. The role of the lecturer is important in order to make the students more engaged in following the teaching and learning activities.

The lecturer could create more communicative online learning to make the students more active in the learning activities. The lecturer should re-design the activities of the online grammar exercises which can foster social presence. Besides the individual work, the lecturer is encouraged to provide online grammar exercises which can be done in a group of certain students. Thus, it can enhance their social presence in utilizing online grammar exercises. Active participation in teaching and learning encourages the students to have more responsibility in learning. Active student engagement can be beneficial for the lecturer because the students can give feedback for the sake of better teaching and learning development.
3. **For Future Researchers**

This study aims to understand the degree of student engagement in learning grammar. In this study, the researcher does not explore the relation between the student engagement in utilizing online grammar exercises and the degree of the students’ achievement in learning grammar. Thus, it is expected that the future researchers can explore deeply on the use of online grammar exercises and their relation to the students’ academic achievement in learning grammar.
REFERENCES


APPENDIX A

INFORMED-CONSENT FORM
INFORMED-CONSENT FORM

Dear Mr. /Ms., I would like to invite you to participate in this study. It will explore about student engagement on the use of online grammar learning. This study is the continuation step from the previous study which was conducted using questionnaire. I would like to inform that you are chosen to be one of the research participants in this study.

This study will be conducted using Focus Group Discussion (FGD). The FGD will last for 60 minutes. This study aims to obtain research-relevant information from the participants about the gap that emerged from the previous study. The data obtained will be recorded and later on will be processed into a transcript and coded the data into some categories. After the data processing, the researcher would like to ask for your help to check the result of the data gathering. It aims to maintain the validity of the data before the final data processing. You are allowed to change some words/sentences which are not matched with your previous opinion.

The confidentiality of the participants will be protected and guaranteed. The researcher will not distributed the result of the data to others, except of the consent from the participants. Your name will be hidden by using your initials. In this study you have the right to ask some questions related to this study before deciding to participate.

The advantages from this study is knowing better your engagement in learning using online exercises. Moreover, you can overcome the gap that happens in your daily learning especially your social learning engagement.

You voluntarily make the decision to participate in this study. Your autographs declares that you decide to participate. It also explains that you have chances to ask and discuss this study to the researcher.

Research Participant

Researchers

Your initial: __________

Astrid Puji Pramuningtyas

Date:
APPENDIX B

THE QUESTIONNAIRE BLUEPRINT
THE QUESTIONNAIRE BLUEPRINT

This is a list of statements that has relation with the student engagement on the use of online grammar learning. Put a thick (v) which is really illustrates your feeling and thought.

**Scale:**
1: Strongly Disagree
2: Disagree
3: Agree
4: Strongly Agree

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Student-self assessment on the student engagement</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>I often find difficulties in learning grammar.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I know the formula of grammar rules but I find it difficult to implement the exercises.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I need more grammar exercises to overcome the difficulties.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I prefer to do online exercises rather than find them at library/bookstore.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I always do the online grammar exercises from the lecturer.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>My classroom group (Line) ease me to access online grammar exercises from lecturer.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I will try to do the online exercises even though it is difficult.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I will try to find relevant sources to help me overcome my difficulties.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Using online exercises which is provided by lecturer makes me engaged in learning grammar.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Doing online grammar exercises at home enhanced my understanding about grammar material that is given in the classroom.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I always try to integrate my understanding if I find new grammar information whether I find it in internet or from my friends.</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Statement</td>
<td>Scale</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>12</td>
<td>I always support my friend through classroom group to keep up doing the exercises.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>If I experience difficulty I always ask to my friends through classroom group.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>My friends always give good response related to my difficulty.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>When I have new information about grammar material/exercises, I always inform it to my friends using classroom group.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>The communication in the classroom group make me feel more secure in sharing my difficulty rather than in the classroom because I can freely express my feeling to my friends.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>My lecturer always tells the goals of grammar lesson that should be achieved during the semester.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>The lecturer always makes use of classroom group to share exercises from various source.</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>The lecturer always reminds the students through classroom group to keep up in doing exercises.</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>The lecturer always provide learning feedback in the classroom.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C

THE FOCUS GROUP DISCUSSION

OUTLINE
THE FOCUS GROUP DISCUSSION OUTLINE

Monday, May 15, 2017

Facilitator: Mr. X
Researcher: Astrid Puji Pramuningtyas
Responden Code (Cognitive/Social): P1 (82/75), P2 (80/50), P3 (82/70), and P4 (84/60)

Issue: There is a gap between cognitive engagement and social engagement. The chosen participants were those who had high cognitive engagement but moderate social engagement.

A Big Picture of Questionnaire Results:

Based on the questionnaire distributed two weeks ago. Most of the participants mentioned that they found difficulties in learning grammar. The participants needed extra exercises to overcome the difficulties. Furthermore, 95% of the participants stated that they prefer to go online to learn grammar. Hence, the lecturer facilitated the students by providing grammar exercises that could be easily accessed for the students. The lecturer made use of social media group to maintain the teaching and learning held outside the classroom. The lecturer insert learning materials and exercises to make students keep the learning engagement. However, there was a gap in a social engagement. Social engagement related to identifying the course learning with the community, communicating purposefully in the community, and developing open communication to the community, and supporting the community to have good learning environment.
Questions:

1. Bagaimana cara belajar grammar yang diterapkan selama ini?
2. Apakah pernah merasa nyaman saat belajar bersama teman?
3. Saat ini teknologi berkembang pesat dan dunia pendidikan memulai menerapkan pembelajaran digital. Apa pendapat kalian mengenai online learning based communication? Apakah penting atau tidak?
4. Bagaimana tingkat komitmen belajar teman kalian? Apakah setinggi kalian?
5. Kontribusi sosial seperti apa yang kalian berikan ketika pembelajaran mulai berjarak?
6. Apabila mengalami kesulitan apa yang kalian lakukan?
7. Apa saran atau pendapat agar komunikasi yang terjalin lebih baik?
8. Apa saran untuk pembelajaran online yang ideal, khususnya dikelas grammar?
APPENDIX D

THE FOCUS GROUP TRANSCRIPT
1. Bagaimana cara belajar grammar yang diterapkan selama ini?

**P1:** Selama ini cara belajar yang saya terapkan adalah dengan cara mempersiapkan diri terlebih dahulu. Belajar mandiri sehingga ketika pelajaran berlangsung mampu memahami materi yang disampaikan dengan baik. Sumber utama yang saya pakai adalah buku Betty Azar. Saya akan memahami materinya dan mengerjakan latihan soal. Sumber-sumber latihan soal yang lainnya adalah online grammar exercises yang diberikan oleh dosen. Apabila ada hal-hal yang belum dipahami akan bertanya langsung pada dosen saat pembelajaran. Terkadang apabila menemukan materi/soal yang sulit saya akan mencari solusi di beberapa grammar website dan mengerjakan latihan soal lagi untuk mengatasi kesulitan tersebut.

**P2:** Bisa memahami grammar apabila sudah mendapat penjelasan dari dosen. Kemudian mempelajari kembali materi-materi yang ada di buku Betty Azar dan mengerjakan latihan soal online yang ada. Apabila masih menemukan kesulitan akan mencari materi dan latihan soal berkaitan di website atau youtube berupa video pembelajaran.

**P3:** Sama seperti Ayu, harus mendapat penjelasan terlebih dahulu dan kemudian mengerjakan latihan soal online yang diberikan saat pembelajaran berlangsung karena pembelajaran dikelas dirasa cukup.

**P4:** Mengikuti pembelajaran dikelas, apabila ada beberapa hal yang masih membingungkan akan mengerjakan latihan soal Betty Azar dan apabila menemukan kesulitan dalam menjawab akan mencari materi relevant di internet supaya bisa menjawab.

Facilitator: Responden lebih memilih belajar mandiri/sendiri. Jadi bisa dikatakan bahwa responden yang terlibat adalah responden yang relatif mandiri,

2. Pernakah atau merasa nyamankah ketika belajar bersama teman?

**P1:** Semester awal sering belajar bersama. Merasa senasib dan ingin berjuang bersama. Namun seiring berjalannya waktu, mulai ada kelompok-kelompok bermain dan teman dekat. Semakin terlihat batasan berteman. Merasa cocok-
cocokan dalam berteman dan belajar. Setelah selesai pembelajaran kita mengadakan diskusi namun tidak sebanyak dulu. Sekarang hanya 3-4 orang. Ditambah lagi kita difasilitasi soal soal grammar online sehingga itu sudah cukup bagi kami untuk belajar mandiri.

**P2**: Ayu juga merasakan hal yang sama karena saya adalah salah satu kelompok belajar yang dimaksutkan oleh Arista.

*Bagaimana nilai yang di dapat dikelas grammar?*

**P1**: Kalau untuk spesifik nilainya lupa tetapi mendapatkan grade A sampai semester

**P2**: Sama saya juga lupa spesifik nilai dan mendapat grade A.

**P3**: Selalu mendapatkan grade A

**P4**: Sama mendapatkan grade A.

**Facilitator**: Jadi bisa dikatakan bahwa responden yang terlibat adalah responden yang relatif mandiri, yang mana P1 memiliki kemandirian dalam mengantisipasi pembelajaran yang baik dibandingkan dengan P2, P3, dan P4 karena teman yang lain lebih paham ketika dijelaskan terlebih dahulu kemudian mengerjakan soal-soal.

3. **Saat ini teknologi berkembang pesat dan dunia pendidikan memulai menerapkan pembelajaran digital. Apa pendapat kalian mengenai online learning based communication? Apakah penting atau tidak?**

**P2**: Ketika pembelajaran sudah tidak diruang kelas/mulai berjarak makan online communication itu penting. Diluar kelas ada saatnya ketika kita tidak paham terhadap suatu hal dan ingin bertanya kepada dosen/teman, disaat inilah online communication itu diperlukan. Maka online learning based communication itu penting.

**P1**: Dunia pendidikan yang menyesuaikan perkembangan teknologi itu wajar, sangat aneh apabila dunia pendidikan tidak bisa mengikuti perkembangan teknologi. Hal tersebut saya rasakan secara langsung di kelas grammar, secara khusus di grammar 3 dan 4 karena kami mempunyai grup kelas di LINE. Melalui media tersebut, selain sharing tentang keseharian kami bersama teman, dosen juga menyisipkan hal-hal yang sebenarnya adalah materi pembelajaran namun dengan

P3: Menurut saya penting karena informasi yang disampaikan lebih cepat, hemat dan efektif. Apabila ingin membagikan latihan soal bisa membagikannya melalui grup kelas dan kita bisa mengerjakannya dimanapun tanpa harus fotokopi terlebih dahulu.

P4: Komunikasi sangat penting dan sangat membantu karena bisa bertanya dengan teman dengan cepat dan efektif tanpa harus bertemu. Apabila mengalami kesulitan bisa langsung menghubungi teman.

Facilitator: Digital learning tidak dapat dihindari.

4. Bagaimana tingkat komitmen belajar teman kalian? Apakah setinggi kalian?

P1: Kami tidak bisa mengukurnya namun apabila dikelas bisa dilihat dari tugas tugas yang diberikan oleh bapak/ibu dosen sepertinya teman2 tidak begitu greget untuk belajar. Contohnya: ketika diberi tugas dan minggu depan akan dikumpulkan kenyataannya pada hari H dikumpulkan malah belum dikerjakan dan terpaksa melihat teman.

P2: Sama seperti Arista, teman-teman kurang greget untuk belajar.

P4: Sejauh saya belajar, saya belum pernah menilai saya lebih serius di dalam belajar dan tidak mau bergabung atau membantu teman saya yang kurang serius. Sering kali saya mau membantu mereka sebisa saya. Saya juga tipe pembelajar mandiri, sudah merasa cukup apabila belajar sendiri dan mengerjakan soal-soal online sendiri jadi kalau bergabung dengan teman hanya jika mereka bertanya dan membutuhkan bantuan saya.

5. Kontribusi sosial seperti apa yang kalian berikan ketika ketika pembelajaran mulai berjarak?

P2: Kalau saya, apabila ada tugas saya sering bertanya kepada teman-teman melalui grup kelas apakah sudah mengerjakan tugas atau belum dan melihat respon yang diberikan. Jadi hanya memberi stimulus kepada mereka dengan cara mengingatkan tugas-tugas yang ada.

Facilitator: Ini merupakan tanggung jawab sosial.

P1: saya akan membantu teman-teman yang bertanya di grup kelas dan memberi semangat apabila akan ujian.

P4: Membantu teman-teman ketika mengalami kesulitan. Kadang ada yang bertanya melalui grup kadang ada juga yang menghubungi secara personal. Ketika mereka bertanya melalui chat saya akan senang hati membantu karena itu menjadi semangat saya.

P3: Sama seperti teman-teman yang lainnya, saya akan mencoba membantu teman-teman sebisa saya. Saya juga pernah mengingatkan teman untuk belajar.


6. Apabila mengalami kesulitan apa yang kalian lakukan?

P1: bertanya kepada teman teman yang biasa belajar bareng. Kalau mereka tidak tau saya bertanya kepada senior, apabila senior tidak tau akan bertanya kepada teman yang lain dan apabila sudah mendapatkan jawabannya maka akan disampaikan kepada saya.

P2: selama saya bisa menyelesaikan sendiri akan mencari dan berusaha terlebih dahulu. Apabila sudah tidak bisa menemukan jawaban akan bertanya kepada teman-teman.

P3: Saya pasti bertanya teman-teman kalau teman tidak tahu saya akan mencari di internet kadang ada beberapa kesulitan yang terjawab melalui browsing.
7. Apa saran atau pendapat agar komunikasi yang terjalin lebih baik?

P1 dan P2: Agar komunikasi terjalin lebih baik dilakukan dua cara komunikasi baik melalui grup kelas maupun bertemu secara langsung. Grup kelas kami manfaatkan untuk saling mengingatkan dan memebrikan info mengenai kesulitan atau tugas yang ada dan akan di follow up atau dibahas lebih lanjut algi saat bertemu.


P3: mempunyai pandangan yang sama dengan Nia. Akan lebih baik dosen melemparkan pertanyaan untuk didiskusikan maka komunikasi akan terbangun dengan baik supaya semua terlibat aktif.

8. Apa saran untuk pembelajaran online yang ideal, khususnya dikelas grammar?

P1: pembelajaran online sangat bermanfaat bagi saya didalam belajar. Pembelajaran online yang ideal itu tidak hanya terbatas pada tugas yang ada di web tetapi juga peran individu di dalam memanfaatkan materi yang diberikan secara online, peran teman untuk saling membantu di dala belajar dan juga guru yang akan memberi umpan balik atas apa yang sudah saya kerjakan dan saya pelajari.

P3: Pembelajaran online yang ideal itu tidak hanya terbatas untuk dikerjakan saja sebagai latihan tetapi ada peer feedback untuk mengoreksi pekerjaan yang sudah dikerjakan dan juga mendapat konfirmasi dari dosen untuk memastikan bahwa kita benar-benar benar.

P4: Kalau saya lebih memilih ada direct feedback dari online exercises yang dikerjakan. Jadi kita bisa langsung mengetahui kesalahan di bagian mana supaya bisa dipelajari lebih lanjut kemudian feedback dari dosen juga sangat dibutuhkan karena mahasiswa yang beragam pasti mempunyai kemampuan yang beragam
APPENDIX E
THE ONLINE GRAMMAR EXERCISES
The students can check the answers and get direct feedback.

There are many grammar topics to be learned. The students obtain timely feedback and answers.

Various Grammar Exercises

http://www.englisch-hilfen.de/en/exercises/adjectives_adverbs/adjectives_comparison_sentences.htm
Write the appropriate form of the adjective in the brackets

1. The town is just as _________ (large) as my native one.
2. The road was _________ (long) than we had expected.
3. The girl is very _________ (intelligent).
4. As soon as they understood that the second book was _________ (boring) than the first one, they changed their mind.
5. The shop is _________ (far) than the school.
6. Ventspils is _________ (far) town in Latvia I have been to.
7. Tim is _________ (intelligent) than Pat.
8. The heat is less _________ (powerful) than the cold.
9. This song is _________ (beautiful) v/s in the world.
10. They are as _________ (stubborn) as elephants.
11. The weather today is _________ (bad) than the weather yesterday, but not as _________ (bad) as it was four days ago.
12. The story was _________ (exciting) one I have ever heard.
13. They were less _________ (frigid) than we.
14. George bought a _________ (new) car than he could ever imagine.
15. The mark is a _________ (good) than I expected.
16. They are very _________ (upset) with the results.
17. She is _________ (pretty) than me.
18. The boy is _________ (fast) runner of all.
19. It is as _________ (pleasant) as a greeting card.
20. The movie was _________ (interesting) than the book.
21. The price will be _________ (aggressive) than the previous time.
22. The nature is _________ (important) than making profit.
23. The cake is just as _________ (sweet) as the ice-cream.
24. Sometimes friends are _________ (devoted) than relatives.
25. Plane is _________ (convenient) means of travelling of all.
26. Same cars are _________ (expensive) than others.
27. The pants are very _________ (dirty) in fact they are _________ (dirtier) than the trousers.
28. Almonds give _________ (little) than a lump.
29. The ice is _________ (warm) than that clove.
30. The dog is _________ (cruel) than its master.

DONE!
Write the appropriate form of the adjective in the brackets

1. The film is just as

2. I wasn’t as

3. I wasn’t as

4. I wasn’t as

5. She wasn’t as

6. She wasn’t as

7. The price was less

8. The price was less

9. The price was less

10. The price was less

11. The price was less

12. The price was less

13. The price was less

14. The price was less

15. The price was less

16. The price was less

17. The price was less

18. The price was less

19. The price was less

20. The price was less

21. The price was less

22. The price was less

23. She wasn’t as

24. She wasn’t as

25. She wasn’t as

26. She wasn’t as

27. She wasn’t as

28. She wasn’t as

29. She wasn’t as

30. She wasn’t as

31. She wasn’t as

32. She wasn’t as

33. She wasn’t as

34. She wasn’t as

35. She wasn’t as

36. She wasn’t as

37. She wasn’t as

38. She wasn’t as

39. She wasn’t as

40. She wasn’t as

41. She wasn’t as

42. She wasn’t as

43. She wasn’t as

44. She wasn’t as

45. She wasn’t as

46. She wasn’t as

47. She wasn’t as

48. She wasn’t as

49. She wasn’t as

50. She wasn’t as

51. She wasn’t as

52. She wasn’t as

53. She wasn’t as

54. She wasn’t as

55. She wasn’t as

56. She wasn’t as

57. She wasn’t as

58. She wasn’t as

59. She wasn’t as

60. She wasn’t as

http://www.englishexercises.org/makeagame/viewgame.asp?id=5673#a