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STUDENTS' PERCEPTION TOWARD THE USE OF CORPUS TOOLKIT IN ENGLISH GRAMMAR LEARNING

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ABSTRAK

Pembelajaran tata bahasa Inggris telah banyak digunakan melalui pengajaran tata bahasa deduktif. Siswa dilatih untuk dikenalkan dengan mengetahui pola tata bahasa. Jadi mereka terangsang untuk menghafalnya. Akan tetapi, pembelajaran tata bahasa Inggris perlu dilengkapi dengan bahasa asli yang digunakan dalam kehidupan sehari- hari, hal Itu bisa dijembatani oleh penggunaan korpus lisan sebagai bahan pembelajaran. Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa terhadap implementasi korpus lisan dalam pembelajaran tata bahasa Inggris yang diterapkan di kelas Vokasi. Penelitian ini melibatkan siswa teknik kelistrikan sebagai partisipan penelitian dengan melibatkan enam siswa dari tiga puluh enam setuju untuk diwawancarai. Studi interpretatif dasar digunakan sebagai desain penelitian ini dengan tujuan untuk mengeksplorasi pengalaman belajar siswa. Hasil penelitian ini menggambarkan bahwa corpus toolkit memediasi siswa terlibat aktif, senang, dan antusias dalam mempelajari tata bahasa; kata-kata bahasa Inggris lisan yang digunakan dalam pembelajaran tata bahasa melalui corpus toolkit memotivasi siswa untuk berbicara bahasa Inggris; perangkat korpus memenuhi kebutuhan siswa untuk belajar selama pandemi COVID-19. Implikasi dari penelitian ini memberikan kontribusi kepada siswa untuk mengakses pembelajaran dan memenuhi kebutuhan mereka selama pandemi COVID-19.

Kata Kunci: Corpus; Tata bahasa; pengajaran bahasa inggris komunikatif; program pembelajaran jarak jauh.

ABSTRACT

English grammar learning has been widely used through deductive teaching grammar. Students were trained to be introduced by knowing grammar patterns. Thus they were stimulated to memorize them. However, English learning grammar needs to be equipped with the real language used. It could be bridged by spoken corpus. As the spoken corpus is under-explored, this present research aims at exploring students' perceptions toward the implementation of the spoken corpus in English grammar learning applied in the Vocational English classroom. The research involved the students from electrical engineering as research participants. Six out of thirty-six students agreed to be interviewed. The basic interpretative study used as the design of this research as the students explored their learning experiences. The result illustrated that corpus toolkit mediated students actively engaged, delighted, and enthusiastic in learning grammar; spoken English words used in learning grammar through the corpus toolkit motivated students to speak English; the corpus toolkit met the students need to learn during the COVID-19 pandemic. The implications of this present research while the Pandemic situation potentially contributed to the students having accessible learning and meeting their needs during the COVID-19 pandemic.

Keywords: Corpus; Grammar; Communicative English Teaching; Distance Learning Program

INTRODUCTION

In this technological and digital era, the implementation of technology can not be dissociated in the classroom activities, it was very important to use both by teachers and students in order to succeed in the teaching and learning processes. Undoubtedly, technology brought significant impacts into classroom activities. As illustration, technology-based teaching was a fundamental aspect to hold distance learning programs during the COVID-19 pandemic, where students and teachers have to conduct social distancing to avoid the spreading of coronavirus disease. According to the law no. 20 year 2003 article 45 stated that every formal and non-formal education provides facilities which are suitable and meet the demand of the teaching and learning, which is in line with the development of physical potential, intellectual, social, emotional, and spiritual potential of the learners. Therefore, the implementation of computer or mobile assisted language learning is not only very beneficial and fundamental to use but also portrays great influences and advantages both for students and teachers.

Furthermore, in the context of English as a foreign language classroom, corpus toolkit was one of the technology- based tools that could be applied in English language teaching,

particularly in grammar activities (Muhyidin, 2019), corpus toolkit provided students with real language data that used both spoken and written text based on the needs of the learners and the intent of the learning process. Corpus toolkit is a technology-based platform that lets students evaluate language data. In the context of this grammar learning, the researcher used spoken text in the context of everyday conversation as language data to be examined by the students. In addition , the researcher concentrated not only on instructing students to interpret texts and infer current language patterns, but also on the students' communication skills in order to support their ability to communicate through interaction practice.

Moreover , this grammar learning was intended to use language in conversation, students were expected to learn grammar in communicative ways, used the grammar patterns, discussed in conversation and practiced with their mates, since grammar is a resource to be used in the interpretation and creation of both spoken and written discourse. As Muhyidin (2019) argued that grammatical competence was part of communicative competence, students should concentrate on grammatical learning.

Therefore, the research attempted to explore the students' perception when they learned English by utilizing a corpus toolkit. Since, the study about the corpus toolkit in the Indonesian vocational classroom tends to be rare to conduct, especially in karawang, west java.

LITERATURE REVIEW

The present study dealt with English learning grammar through a corpus toolkit. Learning grammar through a corpus toolkit engaged students to study individually and actively in a distance learning program. They just installed the application from a particular website provided by a linguistics expert and guided by the teacher.

Moreover, in this learning activity, students analyzed a particular grammar point that was available in the text, typed a specific word in the search term box, and analyzed the grammatical point under discussion. For instance, they typed the word "is" in the search term box, after which the concordance would display all the words "is" in the text.

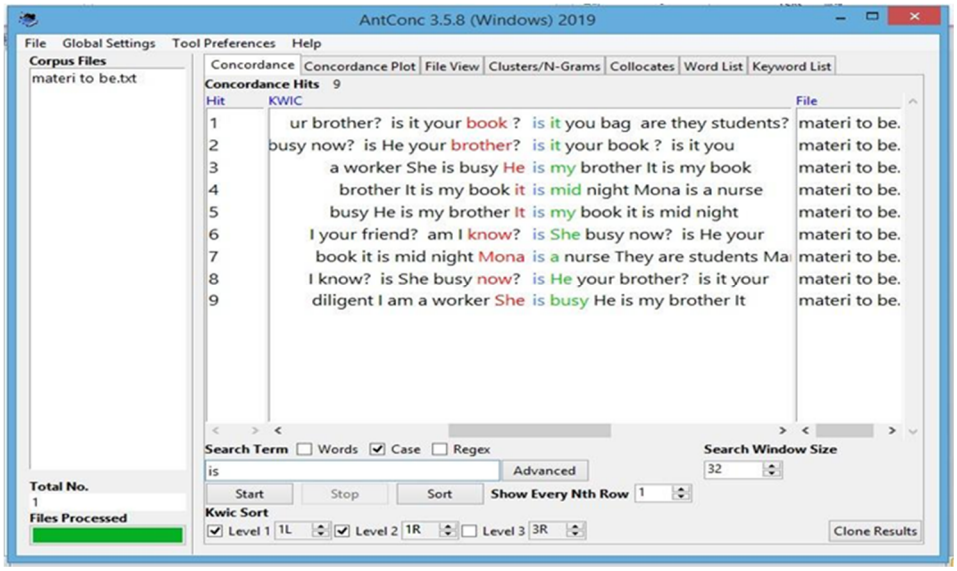


Figure 1. Display of search term box

After receiving a list of sentences containing the word "is," the next move was to infer the collocation of the "is" itself. For the last move in the analyzing process, they sent their conclusion to the instructor and received feedback on it. After the analyzing process was completed, the teacher instructed the students to transfer to exercise the language data that had been learned in the form of conversation or spoken action. It was designed to increase their confidence in speech and their communicative competence.

In addition, learning English grammar through the corpus toolkit was classified as an inductive process, as explained by the Mautone (2004) inductive process started by giving students a set of language examples, followed by a pattern note and a generalization or concept rule. Teaching grammar inductively proposed some advantages, as described by Alzu'bi (2015) that the advantages of the inductive approach are increasing the motivation of the learners, making them more attentive, more actively involved and optimistic and enthusiastic about the learning process rather than just passive recipients, while at the same time contributing to its effectiveness.

The inductive approach to grammar teaching was grouped as a communicative language teaching process, where students not only consciously participated in concentrating on language patterns, but also paid attention to how language was used in everyday communication. Students might develop their language skills by studying grammar, especially in the area of communicative skills. Beside that, grammar learning has enabled students to be competent to use the language in a meaningful and correct expression, both

spoken and written, students must have grammatical competence to achieve communicative competence (Canale, 1983).

Additionally, in communicative language teaching activities, the students used the grammar structure more interactive and productive in the form of spoken discourse. In addition, Larsen- Freeman (1986) assumed that in Communicative Language Teaching (CLT), grammar was taught to help students to state what was on their mind and their intention appropriately. In the same way, when the students were taught the language forms, they directly obtained the meaning and the function of the forms and they could use the form in the communication within the appropriate context.

Furthermore, in recent years, some scholars have shown that using a corpus could assist the students in teaching and learning grammar, as a study about the implementation of corpus-aided discovery learning conducted by Yanto, Nugraha, & Pahlevi (2017). The study was conducted in a state university in Karawang with 20 undergraduate students from the English education department as research participants. The result of the study implied that learning grammar through corpus-based activity was satisfying and useful, then the students expressed a lot of positive attitudes towards the corpus in learning English grammar.

METHOD

In order to accomplish the research objective mentioned above, the research was aimed at revealing students' perceptions of what they have done during English grammar learning activities, thus the basic interpretative study was an appropriate design for this research. as stated by Ary, Jacobs, Sorensen and Razavieh (2010) basic interpretative design aimed at describing the phenomenon and revealing subjects' perceptions of what they experienced. The researcher applied purposive sampling in choosing the research participants, the researcher intentionally selected individuals and sites to learn or understood the central phenomenon (Creswell, 2012). The research involved the students from electrical engineering as research participants, six students out of thirty-six were agreed to be interviewed. The chosen participants were from three levels of English skill and proficiency. Then, the students were divided into three groups. Each group consisted of two students, the first group was students with a high level of English skill and proficiency, the second group was the students

with a middle level of English skill and proficiency, and the last group was the students with a low level of English skill and proficiency.

Moreover, the appropriate research instrument used by the researcher was an interview. The researcher interviewed the students to obtain the real data from the students about their perspectives toward the implementation of corpus toolkit in learning English grammar. In order to analyze the data, four steps in analyzing the data proposed by Miles and Huberman (1984) were used by the researcher. The first step was collecting the data. In this step, the researcher collected the data from the field regarding students' perspectives toward such a corpus toolkit in English grammar activities. The second step was reducing the data, in this phase, the researcher reduced or selected which data findings that went as primary data and which were not used in the research. The third step was displaying the data. In this step, the data was described in a systematic and logical sentence. The fourth step was drawing a conclusion, in this step, the researcher drew the conclusion based on finding data from the field.

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RESULT AND DISCUSSION

This part focused on presenting the data gathered from the research participants gained through an interview as a research instrument. The researcher applied interviews to obtain information about the participants' perceptions toward the corpus toolkit used in learning grammar. All interviews were conducted in Bahasa and translated into English then transcribed into the digital document in the form of Ms. Office word.

Furthermore, the data represented essential general patterns of the research. The research findings based on the interview results were: corpus toolkit mediated students actively engaged, delighted, and enthusiastic in learning grammar; spoken English words used in learning grammar through the corpus toolkit motivated students to speak English; the corpus toolkit met the students need to learn during the COVID-19 pandemic. The detailed findings are reported below.

Corpus toolkit mediated students actively engaged, delighted and enthusiastic in learning process

The research participants mostly realized the advantages of using a corpus toolkit to learn grammar. They claimed that they were actively engaged, delighted, and enthusiastic in the learning process. The students' statements could be traced from the interview data below:

> *I think Learning English grammar through the corpus toolkit makes me active to learn English because we are fully equipped with the language data to read and analyze in order to formulate a hypothesis of language rule. After that, we discuss it with the teacher to confirm and get some feedback. Furtherly, the teacher motivated us to practice communicating with others since the language example is a conversation text. Therefore, it helps us in the learning process both mastering grammar and enhancing speaking skills.*
>
> (interview data 1)

> *I am happy and enthusiastic to learn, especially when we analyze the text; it is a challenging one for me, maybe for all of us. We put a particular word that we want to find in the search term box then all the sentences consisting that word will appear directly, after that we open the collocates menu to know the collocation of that word, for the last phase we look for the parts of speech in every word to formulate the rules.*
>
> (interview data 2)

Based on the interview results above, the corpus toolkit as a form of the inductive method in teaching grammar mediated students to learn as active learners rather than passive learners, they were also enthusiastic in learning English. As illustration came from the students' statements from the interview, it could be seen that the students were actively engaged in the

learning process through the corpus toolkit, since they were actively involved to read and analyze the sentences provided by the teacher. In this learning phase, the students put a particular word in the search term box to get a list of sentences consisting of that word. After that the students were asked to look for the collocates menu to know the collocation of the word. For the last, they analyzed the word classes of every word, and concluded in the form of hypothesis formation. The results above were supported by Alzu'bi (2015) who stated that the advantages of the inductive method are increasing learners' motivation, making them attentive, being more actively involved in, confident and enthusiastic about the learning process rather than simply passive recipients, and at the same time contributes to its effectiveness.

Spoken English words used in learning grammar through corpus toolkit motivated students to speak English

Spoken discourses or spoken English words were used by the teacher to provide the students lots of real examples of language used in daily life, the teacher enhanced students' communicative competence by mandating them to conduct speaking practice with their friends as part of communicative language teaching. Based on the interview to gain the students' perceptions, the teacher found some data as presented below.

> *Learning English grammar through these processes is different from what we experienced before sir. In these learning activities, we are not only focusing on language patterns but also on communication with other friends. We are equipped with spoken discourse in form of conversations which unconsciously makes us read the conversation, and also we did not too concern about memorizing language rule, we just focus on looking for the collocation of the specific word while reading the conversation and looking for the word meaning and class from the dictionary, so it also adds our vocabulary enrichment. Additionally, we were mandated to have speaking practice with others for further activities. So, In my conclusion, in these learning activities, we can learn to speak while learning grammar.*
>
> *(Interview data 3)*

The result from students' interviews illustrated that the students were highly motivated both to learn grammar and to communicate. The students learned English by reading and analyzing the spoken discourse in the form of conversation, asked to pay less attention in memorizing the language rules in constructing a sentence, but were asked to concentrate on reading the conversation and analyzing the specific phrase which was aimed at gaining a conclusion of phrase collocation and formulating the hypothesis of language rule to discuss with the teacher.

Moreover, after having discussed and received teacher's feedback on their hypothesis, the students were not asked to construct words into sentences which focused on the grammatical correctness but focused on speaking practice, they were asked to engage in conversation, they could follow the provided text or practice by using their own text. On the other hand, the students did not only actively engage to focus on the language patterns but also paid attention to daily communication. In conclusion, by learning grammar, students could enhance their language competence, especially in communicative skills, (Canale, 1983).

Corpus toolkit met the students' need to learn during the COVID-19 pandemic

For the last finding based on the statements from the research participants, the teacher gained the data that the corpus toolkit was appropriate to use during the distance learning program to avoid the spreading out of the coronavirus disease. The finding was presented below.

> *Yes, it is appropriate for today's pandemic situation. It can be utilized at home as long as the computer is available and ready to use.*
>
> (Interview data 4)

The data stated that the students were well equipped with the corpus toolkit to engage in the learning process. Since the corpus toolkit was able to meet their needs and it was necessary to use it during the distance learning program in order to prevent the spread of the novel coronavirus, it was in line with the education regulation laid down in Article 45 of Law No. 20 of 2003 stated that every formal and non-formal education provides facilities which are suitable and meet the demand of the teaching and learning in line with the development of physical potential, intellectual, social, emotional, and spiritual of the learners.

KESIMPULAN DAN SARAN

This research found that the students' perceptions toward corpus toolkit in English grammar activities portrayed three significant points, those were: corpus toolkit mediated students actively engaged, delighted, and enthusiastic in learning grammar; spoken English words used in learning grammar through the corpus toolkit motivated students to speak English; corpus toolkit met the students need to learn during the COVID-19 pandemic. This research implied the students' enhancement in their motivation, and engagement to comprehend the

language both language skill and component. In addition, it was recommended to gain more comprehensive research by conducting a quantitative approach to calculate students' achievement in learning English grammar through a corpus toolkit.

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