Development of E-module through Google Site to Improve Students' Grammar Ability

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A B S T R A C T

The purpose of this study is to develop an e-module through Google Site to improve students' grammar ability and to determine the significant impact of it for students at class X of SMKN 4 Pekanbaru. This research was conducted in 3 months (January-March 2024) involving class AKL3 which amounted to 31 students. The results showed that students in the class as samples, who were assessed using Google Site application, demonstrated higher levels of grammar mastery compared to their grammar ability before the students receive the researcher's instruction, indicating a significant positive effect. The result of the students' grammar test was improved in the quality of their grammar ability measured by the result of N-gain score which was gained from the pre-test and post-test by using SPSS. In addition, this research can be concluded that the implementation of an electronic learning module via Google Site has improved students' English grammar ability.

1. Introduction

English grammar ability refers to one's skill and proficiency in understanding and applying the rules of English grammar effectively in both spoken and written communication (Nurhayati, 2019). It includes the capacity to recognize and use different parts of speech, understand sentence structure, and apply correct verb tenses. A person with strong English grammar ability can construct sentences that are grammatically correct, coherent, and convey meanings clearly (Citra et al., 2022). Additionally, individuals with strong grammar ability can recognize common errors and inconsistencies in language usage and apply strategies to correct them (Hasan, 2022). Ultimately, having a good command of English grammar enables effective communication and confidence in expressing ideas accurately (Ekinci Çelikpazu & Taşdemir, 2022).

Grammar learning has long been foundational to language education, providing a structured framework for understanding the rules and conventions governing language use (Souisa & Yanuarius, 2020). However, the conventional methods of grammar teaching often face criticism for being monotonous, rote, and failing to engage students effectively (Curtin, 2021). Students nowadays, represent a group distinguished by diverse learning styles, digital fluency, and a preference for interactive and dynamic learning experiences (Enesi et al., 2023).

In Vocational High Schools in the field of tourism expertise, chemistry subjects are not studied directly as subjects, but are integrated into applied science subjects (Afinda, 2023). According to Stephens and Sanderson (2021), grammar is frequently taught in traditional classrooms using lectures, exercises, and tests, with less emphasis placed on the interactive and customized components that meet each student's unique learning needs (Stephens & Sanderson, 2021). The need for a paradigm change that takes into the expectations and preferences of the digital age is becoming increasingly apparent as teachers struggle to provide students with the fundamental language skills they require (Kayar & Veyis, 2020).

Senior high school students currently at SMK 4 Pekanbaru are part of the digital age generation, characterized by a comfort with technology and a preference for interactive and visually stimulating learning materials. Unlike previous generations, these students have grown up in a world saturated with digital information, where engagement with multimedia content is the norm rather than the exception (Nugraheni, 2017). Traditional approaches that do not harness the power of technology risk losing the attention and interest of these learners, potentially hindering their engagement and, consequently, their learning outcomes (ER & Saritiken, 2022).

Recognizing this digital paradigm is crucial for educators seeking to create meaningful and effective learning experiences. The digital age learner demands not only relevance in content but also an interactive, engaging, and flexible approach to learning (Koç & Sütçü, 2023). This understanding forms this research, which is the basis for the development of an e-module through Google Site, which aims to align grammar learning with the preferences and expectations of high school students. Continuing Professional Development is provided institutionally, teachers will get the opportunity to develop professionally, and students will also be benefited through it (Afroz, 2024).

Furthermore, the integration of technology into education is not an end in itself but a strategic response to the evolving needs and preferences of learners (Bayram, 2021). The reason behind developing an e-module through Google Site lies in its potential to address the shortcomings of traditional grammar instruction and provide a dynamic, accessible, and engaging platform for learning.

E-module, short for electronic module, is a self-contained unit of online educational content delivered through digital platforms, typically as part of e-learning initiatives (Spatioti et al., 2023). These modules include various multimedia resources, such as text, images, videos, and interactive elements,

designed to facilitate learning in a structured and engaging manner (Rahmawati et al., 2022). Based on Alsaleh (2020), e-modules provide learners with the flexibility to access educational materials remotely, enabling self-paced study and personalized learning experiences. They often incorporate assessments or quizzes to measure comprehension and may cover specific topics or entire courses, catering to diverse learning needs and preferences (Alsaleh, 2020). Overall, e-modules serve as versatile tools for delivering education in a digital format, promoting accessibility, interactivity, and effectiveness in the learning process.

Meanwhile Google Site was chosen by the researcher for its user-friendly interface and seamless integration with other Google Workspace tools, represents a contemporary solution to the challenges faced in grammar education. The platform allows for the creation of a centralized hub where grammatical concepts can be presented in diverse formats, such as text, images, videos, and interactive exercises (Munawaroh & Sholikhah, 2022). The incorporation of multimedia elements serves not only to elucidate complex grammatical rules but also to cater to different learning styles, ensuring a more comprehensive understanding (Oktalia & Drajati, 2018). The flexibility of Google Site allows educators to organize content in a logical and systematic manner, facilitating easy navigation for students (Jusriati et al., 2023). This adaptability is crucial for accommodating the diverse learning paces and preferences of senior high school students, fostering a more personalized and self-directed learning experience (Songkhro et al., 2022).

Some previous researchers conducted researches which are done to improve grammar mastery by using E-learning media. Firstly, the study was conducted by Handayani (2023) to assess the impact of using Google Forms application on English grammar achievement among university students. The research revealed that students in the experiment group, who were assessed using Google Forms, demonstrated higher levels of grammar mastery compared to those in the control group, indicating a significant positive effect. The application of Google Forms was found to be a valuable and engaging tool for creating quizzes and surveys in educational settings, enhancing student participation and learning outcomes. This study contributes to the existing literature on the benefits of technology integration in education, particularly in improving students' language skills and overall academic performance (Handayani & Ambalegin, 2023).

Secondly, the study that was conducted by Kayan (2020), this study aims to address the challenges in teaching grammar by utilizing computer-assisted instruction and educational games, which have been recognized as effective tools for enhancing learning experiences. By incorporating interactive and engaging elements into the curriculum, the research seeks to promote a more dynamic and participatory classroom environment, shifting away from traditional passive learning methods. Through the implementation of computer-assisted educational games over some periods of research, the study observed significant improvements in grammar academic achievement and positive shifts in attitudes towards the Turkish course, underscoring the potential of technology-enhanced

approaches in language education to foster better student outcomes and engagement (Kayan & Aydın, 2020).

Therefore, there are differences between those previous researches and research done by the researcher. For the first previous research, the focus is on assessing whether the utilization of Google Forms contributes to enhancing students' grasp of fundamental English grammar concepts. This likely involves administering quizzes or exercises via Google Forms to gauge students' comprehension and retention of grammar rules and structures. Conversely, in this research, the focus is on designing and developing an interactive online learning platform via Google Site with the aim of improving students' overall proficiency in grammar. This e-module likely encompasses a comprehensive range of instructional materials, such as lessons, videos, and interactive activities, designed specifically to target various aspects of grammar comprehension and application. Therefore, while both studies harness technology for grammar education, they diverge in their specific methodologies, with one examining the effectiveness of a particular tool (Google Forms) and the other designing and evaluating a comprehensive online course (utilizing Google Site) to foster grammar proficiency.

Moreover, for the second previous research, the study explores the impact of educational games on grammar learning, potentially using interactive software or apps to engage students in grammar-related activities. This study may emphasize gamification techniques to make learning more enjoyable and effective. Conversely, this study focuses on creating an electronic learning module via Google Site to enhance students' grammar skills. This research likely emphasizes the development of structured online content, including lessons, exercises, and resources, accessible through a web-based platform. Therefore, while both studies employ technology for grammar education, they differ in their specific approaches, with one emphasizing gamified learning experiences and the other focusing on structured e-module development.

Based on researcher's observations at SMK 4 Pekanbaru, educators face some problems and challanges in delivering effective grammar learning to high school students such as; diverse learning abilities, resource limitations, and the need for a pedagogical approach that resonates with the digital age learner. The e-module initiative is not merely a technological solution but a strategic response to these challenges. By using Google Site, educators at SMK 4 Pekanbaru can hopefully create a cohesive and interactive learning environment that transcends traditional constraints. This approach aligns with the school's commitment to providing quality education that prepares students for the demands of the future.

Therefore, the purpose of this study is to develop an e-module focused at improving students' grammar ability using Google Sites' accessibility and versatility as a platform. This study aims to develop a lively and interactive learning environment that successfully delivers grammatical education, practice tasks, and evaluation systems. This grammatical education is focused on analytical expository, such as present tenses, conjunctions and transition words. The overall objective is to provide students with a comprehensive and interesting

source that encourages an expanded understanding of grammar skills. The research's goal in developing and implementing this e-module is to help students improve their grammar competency in a modern educational context.

2. Methodology

This research used the Research and Development (R&D) method to develop this learning media in form of e-module. This method is a research method that involves the systematic inquiry and innovation aimed at improving educational practices, methodologies, and outcomes (Winarni, 2018). This can include conducting studies to understand learning processes, designing and testing new teaching methods, creating educational technologies and resources, and evaluating the effectiveness of educational interventions. R&D in education seeks to address challenges such as enhancing student engagement, improving learning outcomes, narrowing achievement gaps, and adapting to evolving educational needs and contexts (Kunto, 2019). By fostering innovation and evidence-based approaches, R&D in education contributes to the continuous improvement of teaching and learning experiences, ultimately benefiting students, educators, and educational systems as a whole (Sugiyono, 2017). The purpose of this study is to determine the significant impact of the development of e-module through google site to improve students' grammar ability at class X of SMKN 4 Pekanbaru.

This research applies ADDIE methodology for developing learning material. The ADDIE is a research method consisting of Analysis, Design, Development, Implementation, and Evaluation stages used for developing effective educational and teaching progress (Almelhi, 2021). This model offers an organized approach to the development of curriculum and instructional methods, which makes it an appropriate framework for the implementation of technology-enhanced English subject teaching (Feng & Sangsawang, 2023). This research was conducted in February 2024 at SMKN 4 Pekanbaru involving class X AKL3 which amounted to 31 students. The researcher used a test consisting of a pre-test and a post-test. The test was in form of analytical exposition tasks to assess the students' grammar ability.

Research Procedures

a) Analysis

The analysis as a starting step aims to evaluate the students' existing grammar ability using pre-test. This analysis assists in identifying certain grammar rules or topics that students struggle with the most. Based on this analysis, specific learning media, in form of e-module are developed to address the identified struggles effectively.

b) Design

During the design phase, the structure and organization of the e-module on Google Sites are carefully planned. This includes designing the layout to create an easy learning experience for students. The media is prepared to outline the material structure and interactions inside the e-module, in accordance with the identified learning objectives. Learning methods and activities are intended to successfully engage students and improve grammar ability.

Then, the researcher assembles materials that will be applied in the e-module, such as analytical expository, and how to write the expository text properly. Also, the researcher inputs the lesson plan and worksheet that includes three ways to do the tasks, such as visual, auditory, and audio-visual tasks. The design developed by the researcher has been helped to be fully developed by learning media and material experts as validators. The e-module can be accessed in the following link; https://sites.google.com/student.umri.ac.id/e-mo-english-module/home and the overview of the e-module is figured out as follows;

Figure 1. Media Overview

c) Development

The development phase was enhanced with suggestions provided by media and material experts before being used by students. The validation from the experts was needed to enhance e-module to be an interactive and structured learning media.

d) Implementation

The e-module has been launched on Google Sites and it is accessible to students at grade X AKL3 SMKN 4 Pekanbaru. Students are given instructions on how to access the e-module and use its materials efficiently. Students receive ongoing help and advice as they learn through the e-module, and students' engagement and progress are regularly monitored in two meetings.

e) *Evaluation*

Students' performance on post-assessment examinations is used to assess their grammar improvement. The efficacy of the e-module in improving students' grammar ability is thoroughly examined. Based on the evaluation results, the e-module is revised and enhanced for future teaching, ensuring that student learning achievements continue to improve.

Data Analysis

Qualitative data is obtained from advices and suggestions as an assessment given by validators, while quantitative data is obtained from likert scale assessment questionnaires. Data analysis techniques are used to analyze the results of material and media expert with average calculation. The average calculation formula is as follows;

$$Feasible = \frac{Number\ of\ assessment\ answers}{Highest\ number\ of\ answers}\ x\ 100$$

Source: (Hakim et al., 2023)

And based on the calculation above, the material and media validation are categorized as the following Table 1.

Table 1. Material and Media Validation Criteria

Presentation Range	Criteria
81% - 100%	Very Feasible
61% - 80%	Feasible
41% - 60%	Medium
21% - 40%	Bad
0% - 20%	Very Bad

Source: Sugiyono (2017)

The researcher distributed a post-test to evaluate the improvement in the student's grammar ability after treatment. The test was identical to the pre-test. Data from pre-test and post-test will be analyzed using the following formula:

$$score = \frac{Total\ correct\ answer}{Total\ item\ score}\ x\ 100$$

Source: (Hakim et al., 2023)

The researcher collected the total score and classified the students' grammar ability based on the assessment results. The classification of the student's score is as follows Table 2.

Table 2. The Classification of Student's Score

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Source: (Aufa et al., 2023)

After collecting the student's score in grammar ability, the researcher calculated the mean score on the pre-test and post-test. To find out the differences in the students' grammar ability in the pre-test and post-test, it can be calculated by N-gain Calculation.

3. Results and Discussion

Results

This research was conducted at SMKN 4 Pekanbaru in class X AKL3 with 31 students in it. The presentation of data is a product development trial conducted by learning media expert, material expert, and target users, which are 31 students at class X AKL3 of SMKN 4 Pekanbaru, which refers to the components of the research subject, so the data obtained in the research steps will be presented as follows;

a. *Learning Media Expert Data*

The validator is a lecturer in English Education at Muhammadiyah Riau University who acknowledges the media being developed by researcher. This criterion is meant to ensure that media experts can provide accurate feedback on web-based instructional materials developed by researcher. Data from the expert on the result of e-module learning media is presented in the following Table 3.

Table 3. Media Expert Validation Results

Aspects	Percent
Usability	94%
Visual Communication	95%

The validation consists of two aspects; Usability and visual communication, measured on a 5-point likert scale. The table above shows an average score of 94%, indicating that the e-module as a learning media is categorized as "Very Feasible".

b. *Material Expert Data*

Material experts evaluate the content of learning materials using the ADDIE methodology, which is being developed by researcher. Material experts are asked

to provide feedback on the validity and development process of ADDIE-based learning materials. The validator is English teacher from SMKN 4 Pekanbaru. Data from the expert on the result of e-module learning material is presented in the following Table 4.

Table 4. Material Expert Validation Results

Aspects	Percent
Learning Design	100%
Content	100%
Communication Language	100%

The validation consists of three aspects; Learning design, content, and communication language, measured on a 5-point likert scale. The table above shows an average score of 100%, indicating that the e-module as a learning media is categorized as "Very Feasible".

c. *Analysis Score of Pre-test and Post test*

The researcher conducted N-gain Classification on pre-test and post-test data to find out whether the e-module as learning media improved students' grammar ability. The test results were calculated using N-gain classification, as follows Table 5.

Table 5. N-gain Classification

Score	Category
0,71 – 1,00	High
0,31 – 0,70	Medium
0,00 – 0,30	Low

(Jeah, 2022)

The researcher calculated N-gain score by using SPSS statistics calculator. Pre-test and post-test data, and N-gain score are visually presented in Figure 2 and 3 as follows Figure 2 and Figure 3.
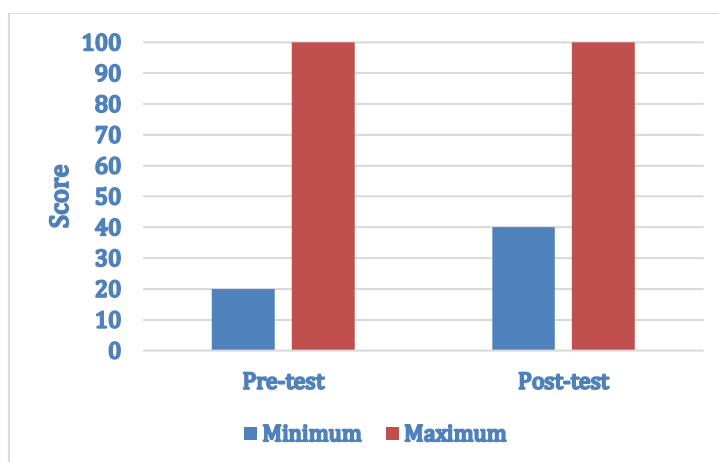

Figure 2. Graphic Score of Pre-test and Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain	24	-.20	1.00	.6958	.36878
Valid N (listwise)	24				

Figure 3. N-Gain Score by SPSS

Based on the followed data, it can be concluded that the mean of N-gain score from students as research sample is 0,69 which means the N-gain classification of the sample is at "medium". After observing the improvement in the student's N-gain, which was gained in the form of a result score from the grammar test after the use of E-module as learning media, the media that has been developed can be concluded that it is effective for use in the future learning.

Discussion

Based on the findings above, the result of the students' grammar test was improved in the quality of students' grammar ability measured by the result of N-gain score which was gained from the pre-test and post-test by using SPSS. After using e-module as a learning media, students in class X AKL3 at SMKN 4 Pekanbaru had an improvement in grammar ability by 0,69 N-gain score, resulting in a "Medium" N-gain classification. Therefore, this research can be concluded that e-module has improved students' grammar ability. The final form of the developed media is an e-module as learning media that can be accessed via google site.

In the other hand, some relevant researches showed some results which are likely similar to this research. Firstly, the study was conducted by (Handayani & Ambalegin, 2023) to assess the impact of using Google Forms application on English grammar achievement among university students. According to the findings, the mean score of the experiment class taught by using Google Forms application was 82,5, while the mean score of the control class taught without using the Google Forms application was 68,2. Based on the mean score of both groups, it can be concluded that students in the experiment class scored higher than students in the control class, results showed that the experimental group could perform better than the control group. It has also been demonstrated that there is a significant effect on the grammar mastery of students who were taught and assessed using the Google Forms application.

Secondly, the study was conducted by (Kayan & Aydın, 2020) aims to address the challenges in teaching grammar by utilizing computer-assisted instruction and educational games. Computer-assisted educational games were designed and practiced in the experimental group within a 12-week period. For the control group, activities in the curriculum were followed during lessons. Results showed that grammar academic achievement of students between the experimental group in which computer-assisted educational games were practiced and the control group in which the existing curriculum was followed showed a significant

difference in attitudes toward Turkish course and grammar on the behalf of the experimental group. Findings demonstrated that this kind of practice in teaching grammar made a significant difference on achievement and attitude of students.

Analysis of the data showed that implementing an e-module to improve English grammar ability has a significant impact. This e-module can help engaging students in learning and enhancing their grammar ability in class X AKL3 at SMKN 4 Pekanbaru. Using this e-module can also help teachers giving interactive and effective learning resources, improving students' grammar skills. Using this e-module encourages students to improve their English skills due to its attractive layout and useful features for learning in the class.

4.   Conclusion

In conclusion, the feasibility of learning media has been proved by experts in both material aspect and media aspect. The result of the students' grammar test was improved in the quality of students' grammar ability measured by the result of N-gain score which was gained from the pre-test and post-test by using SPSS. Therefore, this research can be concluded that after using e-module as a learning media, students in class X AKL3 at SMKN 4 Pekanbaru had an improvement in grammar ability. In addition, this research can be concluded that e-module has improved students' grammar ability. The media that has been developed can be concluded that it is effective for use in the future learning.

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