

The Influence of Using Web-Based Articles and Videos towards Students' Grammar Mastery

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ABSTRACT

This study is aimed to find out whether there is any influence of using web-based articles and videos towards students' grammar mastery or not. The approach of this research was quantitative. Pretest, posttest and questionnaire were used as the instruments to generate the data. The subjects of this research were the second grade students of MA Malaka, North Lombok. The results showed that there was increment of pre-test (55.50) and the post-test (77.88). The difference between the pre-test and the post-test was statistically significant ($0.00 < 0.05$). It indicated that web-based articles and videos increased students' grammar achievement. The result of questionnaire showed that 67.4% of students chose 'agree' in the statement of students' attitude in web-based articles and videos as the learning media. It suggested that web-based articles and videos usefull as alternative media in teaching grammar

INTRODUCTION

Every language in the world has structure and system that make it different from other languages. System of grammatical organization is what gives language its power. Language is not possible without a grammar. While the grammars of human languages vary in many ways, they all have a grammar with their own common characteristics that make it different from other languages (Burhanuddin, 2015: 100). Moreover, Effendi (2017: 42) said that mastering the grammar of a language will affect the mastery of language skills. Therefore, in researching language formally, grammar is a subject that should be studied in depth. Grammar, for many students, is considered a difficult and unattractive subject. They do not like learning grammar and therefore they cannot have good achievement in learning it. There are several ways to learn grammar; one of them is using nowadays information technology. It has been affecting education for a long time. Websites occupy a significant place and web-based learning is an important example. The Internet today plays several critical roles in education such as: providing information, fostering communication, providing an environment for creativity, and delivering instruction. Currently, websites are gaining importance in education. Dinc, (2017: 29) also said that a website can be used as a source of information, as a tool for assessment, and as a platform to produce and share a product.

An observation has been conducted and it found that almost students having lack comprehension on English grammar material. It caused by the lack of students' awareness in learning grammar even though they are not in school hours. Moreover, their English teacher only used the conventional method, such as discussion and presentation in the classroom. There are two types of website based on the content, such as website in the written form with helping images (web-based article) and website with tutorial video (web-based video). The researcher decided to focus on investigating "The Influence of Using Web-based Articles and Videos towards Students' Grammar Mastery". The researcher offers a solution that using web-based articles and videos as the online media to teach English grammar. By using that media, the students are expected can learn English grammar every time and everywhere as long as they have an internet connection. The researcher also hopes that those media can improve students' grammar mastery.

LITERATURE REVIEW

Grammar

Dykes (2007: 5) stated grammar provides a language to talk about language. In this research, the researcher only used 2 fundamentals, such as word order and tenses (simple present, simple past, simple future and present continuous tense) as the focus material to collect the data.

These 5 key principles of English grammar are:

1) **Word Order**

According to the definition above, Williams (2016: 1)states that word order and sentence structure are important. Change the order of words,

or the structure of a sentence, can affect meaning. However, the English language is also flexible, and in many cases the order can be changed.

Examples of basic word order are:

- a) I (Subject) + cleaning (Verb) + the bathroom (Object).
- b) She (Subject) + walks (Verb) + on the road (Object) + very fast (Adverb).

2) Punctuation

Punctuation is the use of special marks that will be added to separate a phrase and sentences. It indicates how to pronounce a sentence and what its meaning. According to Dykes (2007: 132) the following punctuation are: *full stop* (.), *question mark* (?), *exclamation mark* (!), *comma* (,), *inverted commas and apostrophe* (" , ').

Examples :

- a) Are you a doctor? (using question mark) (interrogative sentence)
- b) I'm a doctor. (using full stop) (declarative sentence)
- c) Do your homework! (exclamation mark)

3) Tense and Aspect

Tense and aspect are grammatical categories in a large number of languages. They vary notoriously from language to language and are traditional stumbling blocks for learners (McCarthy,1991: 62). By understanding English tenses, we can arrange sentences better even though we don't always have to use them. According to Azar (2000: 5-7) the common tenses of English language as follows:

a. Simple present tense

Simple present is a tense (sentence forms) used to tell present time in a basic structure. The examples of simple present tenses including:

- (+) I am a teacher.
- (-) I'm not a teacher.
- (?) Am I a teacher?

b. Present continuous tense

Present Continuous tense in English tenses are used for actions that are taking place or currently happening now. Events while speaking and actions that last only for a short period of time. The examples of simple continuous tenses including:

- (+) The students are working on their tasks.
- (-) The students are not working on their tasks.
- (?) Are the students working in their tasks?

c. Simple past tense

Simple past tense is used to express an event that happened at a certain time in the past. Events can be short or long.

Formula: **Subject + to be (was/were) + complement / Subject + did not + verb 1 + object**

Examples:

- (+) He was a businessman in 1999.
- (-) She did not visit me yesterday.

(?) Did you play football yesterday?

d. Simple future tense

Simple Future tense indicates an action in the future and cannot be influenced. It can also be used for spontaneous future decision-making or assumptions related to the future. "Will" and "be going to" are 2 general indicators of this tense.

Formula: **Subject + "WILL/ BE GOING TO" + Verb (present form)**

Examples:

(+) He is going to be journalist after he graduate next year.

(-) He will not play computer games anymore because he understands how harmful they are.

(?) Will he go to the cinema tomorrow with us?

4) Determiners

Master (2013: 34) said that the term determiner is used to describe the grammatical element that comes at the beginning of a noun phrase. A determiner is an obligatory element of a noun phrase, the only other obligatory member of which is the noun itself. Noun phrases are one of the constituents of a sentence. A noun cannot appear by itself: it must minimally be preceded by a determiner. Since every noun requires a determiner, it is not surprising that determiners constitute some of the most frequent words in the language.

A. Grammar Mastery

According to Morenberg (2013: 2) Grammar is a system that puts words together into meaningful units. Meanwhile, the word grammar mastery refers to the students understanding in using the correct rules of English by changing the form of words correctly and joining them into sentence (Wersi Murtini, 2013: 4).

1. Website

The website is a coherent textual unit that unfolds in one or more interrelated browser windows. It is an internet facility that connects documents in both local and remote scope. The documents on the Website are called Web pages, while the link in the Website allows users to move from one page to another page, both between the page being stored on the same server or the server around the world (Brügger, 2009: 122). The researcher focuses on Educational Website. The researcher wants to know if there is any effect of Educational websites on the student's ability in an object of education. There are 2 types of educational websites according to its content, as follows:

a) Web-based Articles

A web-based article contains educational materials or tutorials to answering questions in educational problems in the written form with helpful images.

b) Web-based videos

A Web-based videos containing educational materials or tutorials to answering questions in educational problems using videos streams.

RESEARCH METHOD

A. Research Design

In this research, the researcher used quantitative design with quasi experimental research. Experimental is the best of the quantitative designs which is used to decide probable cause and effect. The researcher used two groups of student; 1) first group (Control Group) *before treatment* and 2) second group (Experimental Group) *after treatment*. This research focused on the findings of whether there is any influence of “Web-based articles and videos” towards students’ grammar mastery after the condition or treatment applied well within a specific time period of the research.

Before analyzing the data as a whole, the researcher did a pretest by giving some written questions related to grammar for the students (Control Group). Then, the test scores of each student collected and stored properly to be used as comparison material related to research questions later, at the end of the research. After that, the researcher gave a treatment to the students (Experimental Group) using Web-based articles and videos to learn English grammar in a specific research time. Finally, the researcher did a Posttest by giving some written questions related to grammar to students (Experimental Group). Last, the researcher did the process of data analysis both in Control Group (Pretest) and Experimental Group (Posttest). The results of data analysis will be a reference for researchers to determine the results of the research, answering the research questions and proofing the hypothesis. There are 2 treatment variables such as web-based articles and videos. Because of that, the researcher used Independent Sample T-test to test the research hypothesis. This is the best way to calculate the hypothesis of an experimental research in which two or more treatments have been used.

B. Data Collection

Creswell (2012: 9) states that collecting data means identifying and selecting individuals for a research, obtaining their permission to research them, and gathering information by asking people questions or observing their behaviors. The paramount concern in this process is the need to obtain accurate data from individuals and places. This step produced a collection of numbers (test scores, frequency of behaviors) or words (responses, opinions, quotes). Once the researcher identifies these individuals and places, he wrote method or procedure sections into his research studies.

1. Test

The important instrument of this present research is “Test”. The purpose of test instrument is to collect the data by using several questions related to the grammar material. It is used to find out the influence of “Web-based articles and videos” towards students’ grammar mastery. This research was organized like this:

a. Pre-test :

The data was collected through pre-test in order to know the difference between the two classes that thought by “Web-based articles and videos” and common grammar teaching method. Pre-test was held in both classes to measure the students’ grammar mastery rate before doing the related treatment. It was done in the beginning of the research before the researcher gave related treatment to the students. Moreover, the researcher needed one week and one time of meeting to collect and calculate the score of pre-test.

b. Post-test :

After the pre-test was done, the researcher applied related treatment (teaching grammar using web-based articles and videos) then the post-test was given to the students. In the last, the result of the test scored and calculated based on Sunadinata (2016: 1).

2. Questionnaires

Questionnaire is a useful tool to know about the students’ responses towards the influence of web-based articles and videos in their grammar mastery. Creswell (2012: 220) said that on questionnaires, the researcher may ask some questions that are closed ended and some that are open ended. According to Sugiyono (2015: 143) a closed ended question is a question that expects a short answer or expects the respondent to choose one alternative answer from each of the available questions. Meanwhile, an open-ended question is a question that expects the respondent to write down the answer in the form of a description of something. The advantage of closed-ended questioning is that the researcher predetermined closed-ended responses can net useful information to support theories and concepts in the literature.

C. Data Analysis

In quantitative data analysis, you analyze the data using mathematical procedures, called statistics. These analyses consist of breaking down the data into parts to answer the research questions. Statistical procedures such as comparing groups or relating scores for individuals provide information to address the research questions or hypotheses. Then the researcher interpreted the results of this analysis in light of initial predictions or prior studies (Creswell, 2012: 14).

The first step is that the researcher put the scores of the pre-test and posttest both in experimental and control groups. Second, the researcher calculated the mean from overall each scores of post-test. Third, the researcher calculated the standard deviation rate. Fourth, the researcher used normality and homogeneity test in order to know whether experimental and control group have same variance or not. Fifth, the researcher analyzed the data through hypothesis testing Independent sample T-Test to find whether the scores are significance difference or not. The result of this was the final measurement to make sure the hypothesis H_a and H_o is accepted or rejected.

After doing those steps, the researcher concluded the result of the research by test the questionnaires. This analytical technique is used to processing the

data obtained through questionnaire in the form of a descriptive percentage. In this research, the analysis of each data was carried out using the *SPSS Statistics* version 26 application on a computer. This app is very useful tool related to both descriptive and inferential statistic.

RESEARCH FINDING

The researcher wanted to know the influence of using web-based articles and videos towards students' grammar mastery by conducting the pre-test and post-test. It was given to 24 of the second grades students as experimental and control group.

The test consisted of written grammar test related to word order and tenses material. The pre-test conducted before giving treatment by web-based articles and videos in the class (control class before treatment). The result of pre-test showed that students' achievement in grammar. After getting the result of pre-test, the researcher gave the treatment for the students by web-based articles and videos as the media to learn grammar in classroom (experimental class after treatment). When conducting the teaching and learning process, the students felt curious to join the class and they are very interest during the lesson. After doing the treatment, the researcher gave a post-test.

To describe the data, the researcher showed the criteria of score of the students test result. Criteria table of the score as follow:

Table 1. Criteria of the Score

No.	Grade	Qualification	Range of Scores
1	A	Excellent	100 - 85
2	B	Good	84 - 70
3	C	Average	69 - 55
4	D	Poor	54 - 50
5	E	Bad	49 - 0

The researcher gave pre-test and post-test through the different test format in grammar test which are administered to students. Experimental class was asked to answer a grammar test using web-based articles and videos. Meanwhile, students in controlled class were asked to answer a grammar test without using web-based articles or videos. The students score in both pre-test and post-test were presented in the table as follows:

1. Students' Achievement When They are Thought Without Using Web-Based Articles and Videos as The Media in Teaching Grammar

a. Pretest of Control Class

Control Class is a class where the researcher did not give any treatment to the students. The teaching and learning activity was

done as usual or without using any media. Before the researcher gave the treatment, the researcher administered a pretest for the control class. The subject of pretest in control class consisted of 24 students. Before the researcher analyze the scores of students in pre-test, he assumed the total score of students' test using the formula stated by Sunadinata (2016: 1). Here are the table of students score in pre-test:

Table 2. Students' Total Score in Pre-Test

Students total score in pre-test	
Std. Name	Score
1. DZ	68
2. JL	46
3. PR	70
4. RS	55
5. HT	50
6. LL	50
7. HY	60
8. MN	45
9. SH	72
10. NE	45
11. AA	75
12. KHL	72
13. ABL	70
14. HR	50
15. HN	50
16. HH	45
17. RI	45
18. RM	45
19. SY	50
20. YU	50
21. SI	60
22. TW	50
23. RP	54
24. GH	55

After the researcher got the total score of students in pre-test, next he analyzed the score to find the Mean and Standard deviation using descriptive statistic. The highest score was 75 and the lowest score was 45 by using SPSS program version 26.0, it was known that the mean of students' score in pretest was 55.50; the mode was 50: the median was 50.00; and the standard deviation was 10.211;

Table 3. Descriptive Statistic of Pretest Before Treatment

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre_Test_Before_Treatment	24	45	75	55.50	10.211
Valid N (listwise)	24				

Table 4. Frequency of Pretest Before Treatment

Statistics		
Pre_Test_Before_Treatment		
N	Valid	24
	Missing	0
Mean		55.50
Median		50.00
Mode		50
Std. Deviation		10.211
Variance		104.261
Minimum		45

2. Students' Achievement When They are Thought Using Web-Based Articles and Videos as the Media in Teaching Grammar

a. Post-Test Experimental Class

Experimental Class is a class where the researcher gives treatment to the students. The teaching and learning activity was done by using web-based articles and videos as the media. The subject of post-test in experimental class consisted of 24 students.

Before the researcher analyze the scores of students in post-test, he assumed the total score of students' test using the formula stated by Sunadinata (2016: 1). According to Cresswell (2012: 178), summed scores for individuals are used to develop an overall test score that can be compared from one time period to another. *Net or difference*

scores are scores in a quantitative research that represent a difference or change for each individual.

The highest score was 95 and the lowest score was 70. By using SPSS program version 26.0, it was known that the mean of students' score in post-test was 77.88; the mode was 70; the median was 75.00; and the standard deviation was 7.589;

Here are the table of students score in pre-test and also the result of descriptive statistic on students' post-test score:

Table 5. Students' Total Score in Post-Test & it's Different with Pre-Test

Std. Name	Total Score		Net/Different
	Pre- Test	Post -Test	
1. DZ	68	85	+ 17
2. JL	46	75	+ 29
3. PR	70	95	+ 25
4. RS	55	73	+ 18
5. HT	50	78	+ 28
6. LL	50	78	+ 28
7. HY	60	80	+ 20
8. MN	45	73	+ 28
9. SH	72	90	+ 18
10. NE	45	73	+ 28
11. AA	75	90	+ 15
12. KHL	72	90	+ 18
13. ABL	70	85	+ 15
14. HR	50	70	+ 20
15. HN	50	70	+ 20
16. HH	45	70	+ 25
17. RI	45	70	+ 25
18. RM	45	70	+ 25
19. SY	50	72	+ 22
20. YU	50	72	+ 22
21. SI	60	80	+ 20
22. TW	50	75	+ 25
23. RP	54	80	+ 26
24. GH	55	75	+ 20

After the researcher got students' total score of post-test and the net/different from each score, he analyzed the data using descriptive statistic by SPSS application. The results are mentioned bellow:

Table 6. Descriptive Statistic of Post-test After Treatment

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Post_Test_After_Treatment	24	70	95	77.88	7.589
Valid N (listwise)	24				

Table 7. Frequency of Post-Test After Treatment

Statistics		
Post_Test_After_Treatment		
N	Valid	24
	Missing	0
Mean		77.88
Median		75.00
Mode		70
Std. Deviation		7.589

3. The Result of Normality Test

The researcher used normality test in order to know whether experimental and control group have same variance or not. After the researcher got the score of the students in grammar mastery in pre-test and post-test, he tested normality test. According to Mishra, et al. (2019: 70) Various statistical methods used for data analysis make assumptions about normality, including correlation, regression, *t*-tests, and analysis of variance. The two well-known tests of normality, namely, the Kolmogorov-Smirnov test and the Shapiro-Wilk test are most widely used methods to test the normality of the data. When P value (sig.) > 0.05, null hypothesis accepted and data are called as normally distributed.

Based on the table bellow, it can be seen that P -value (sig.) for control class was 0.001 and P -value for experimental class was 0.026 which are < 0.05 , so it can be conclude that the control and experimental class had normal distributed.

Table 8. The Result of Normality Test

Tests of Normality							
Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
The Result of Grammar Test	Control Class (Before Treatment)	0.247	24	0.001	0.844	24	0.002
	Experimental Class (After Treatment)	0.189	24	0.026	0.878	24	0.008
a. Lilliefors Significance Correction							

4. The Result of Homogeneity Test

The next data is the analysis of homogeneity between control and experimental group. According to Usmedi (2020: 51) the homogeneity test is a prerequisite test used for Inferential Statistic test. This test is carried out as a prerequisite in the analysis of the *independent sample t test* and *Anova*. The assumption available in the analysis of variance (*Anova*) is that the variance of the population is the same. The similarity test of two variants is used to test whether the distribution of the data is homogeneous or not, by comparing the two variances. This test is carried out to determine the type of data to be tested have the same variance or not. There are several formulas that can be used to test the homogeneity of variance including the Harley test, Cohran test, Levene test, and Bartlett test. If the sig. value is greater than $\alpha = 0.05$ then the variance of the population is stated as homogenous.

In this research, the researcher used Levene Statistic homogeneity test in order to know whether experimental and control group have same variance or not. He did the analysis of homogeneity using SPSS program. The result of this shown that the value of signification (sig.) is > 0.05 which means that control and experimental class was distributed normal and homogenous. This table below showed the result of homogeneity test using SPSS 26 program application:

Table 9. The Result of Homogeneity Test of Control and Experimental Group

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
The_Result_of_Grammar_Test	Based on Mean	3.042	1	46	.088
	Based on Median	.924	1	46	.341
	Based on Median and with adjusted df	.924	1	39.263	.342
	Based on trimmed mean	2.535	1	46	.118

5. The Result of Independent Sample T-Test

According to Field (2018: 589) when testing the difference between two means, researchers tend to apply the t-statistic but masquerading as something called the t-test. In this research, the researcher used independent t-test: This test is used when you want to compare two means that come from conditions consisting of different entities (this is sometimes called the independent-measures or independent-means t-test). He assumed that if the *p*-value sig. (two-tailed) is less than $\alpha = 0.05$, then we can conclude that there was a significant difference between the two means that being compared (Field, 2018: 603).

The use of Independent sample T-Test is to know the differences of scores between control and experimental group. Moreover, the researcher analyze the data through Independent sample T-Test to find whether the scores are significance difference or not so he can conclude the answer of research problem.

Table 7 bellow shows that the value of sig. (2-tailed) was 0.000 which means that it less than 0.05. So, it can be conclude that the scores between control and experimental group are significant different.

Table 10. The Result of Independent Sample T-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
The_Result_of_Grammar_Test	Equal variances assumed	3.042	0.088	-8.616	46	0.000	-22.375	2.597	27.602	17.148
	Equal variances not assumed			-8.616	42.469	0.000	-22.375	2.597	27.614	17.136

6. The Result of Questionnaire Before the Treatment

There were two kinds of questionnaire which are given to the students. The first questionnaire was given before the researcher gives treatment to them. The researcher gave closed-ended questionnaire with 'YES' or 'NO' answer to the students before they are receiving any treatment.

The purpose of this questionnaire was to know the student's attitude in grammar and online learning. According to the table bellow, there were 24 students answered the questionnaire.

Table 11. The Result of Questionnaire: Student's Attitude in Grammar and Online Learning

NO.	Questions	YES	NO
		2	1
Students' attitude in grammar and online learning (Before Treatment)		N Y	N N
1.	Do you know about internet? (apakahandatahuapaitu internet)	24	0
2.	Do you know about online learning? (tahukahandaapaitupembelajaran daring)	21	3
3.	Do you have a mobile phone or computer to access the internet? (apakahandamempunyai HP ataukomputeruntukmengakses internet)	21	3
4.	Do you know about grammar? (tahukahandaapaitu grammar)	14	10
5.	Are you interested in learning grammar with a traditional way? (apakahandatertarikdalambelajar grammar menggunakanmetodetradisional/biasa)	20	4
6.	Have you ever learnt grammar using web-based articles and videos online learning? (pernahkahandabelajar grammar menggunakanartikelatau video dalam internet ataupunbelajaran daring)	10	14
7.	Do you think that web-based articles and videos can increase your grammar mastery? (apakahandaberfikirbahwaartikel dan video berbasis web dapatmeningkatkanpemahaman grammar anda)	17	7

Related to the **NY** (number of students who answered Yes) and **NN** (number of the students who answered No), the researcher concludes that:

1. There were 24 (100%) students who answered 'YES' in the question number 1,
2. 21 (87.5%) students answered 'YES' in the question number 2,
3. 21 (87.5%) students answered 'YES' in the question number 3,
4. 14 (58.3%) students answered 'YES' in the question number 4,
5. 20 (83.3%) students answered 'YES' in the question number 5,
6. 10 (41.7%) students answered 'YES' in the question number 6,
7. And 17 (70.85) students answered 'YES' in the question number 7

7. The Result of Questionnaire After the Treatment

The second questionnaire was given after the researcher gives treatment to the students in experimental group. The researcher gave closed-ended questionnaire with 'Strongly Agree (S.AGR)', 'Agree (AGR)', and 'Disagree (D.AGR) answer to the students after they are receiving the related treatment. The purpose of this questionnaire was to know the student's attitude in web-based articles and videos as the learning media. According to the table bellow, there were 24 students answered the questionnaire.

Table 12. The Result of Questionnaire: Student's Attitude in Web-Based Articles and Videos as the Learning Media

N O.	Questions	S. AGR	AG R	D.AG R
		4	3	2
Students Attitudes in web-based articles and videos as the learning media (After Treatment		N S.AG R	N AG R	N D.AG R
1.	I enjoy learning English grammar trough web-based articles and videos on the internet. (sayamenikmatibelajar grammar menggunakanartikeldan video berbasis web di dalam internet)	3	18	3
2.	Learning is the same in class and at home on the internet. (pembelajarandalamkelassamadenganpembelajaran online)	4	7	13

3.	Web-based articles and videos on the internet make me possible to learn grammar anytime and anywhere. (artikeldan video berbasis web di dalam internet memungkinkansayauntukbelajar grammar kapanpundan di manapun)	8	15	1
4.	Web-based articles and videos on the internet offer more flexibility in learning English grammar. (artikeldan video berbasis web di dalam internet menawarkanlebihbanyakfleksibelitasdalam belajar grammar)	4	18	2
5.	Online learning (web-based articles and videos) offer the same material with traditional method. (pembelajaran daring menawarkanmateri yang samadenganpembelajarandenganmetode traditional.)	2	19	3
6.	Online learning (web-based articles and videos) and traditional method degrees are the same quality. (pembelajaran daring danmetodepembelajarantradisionalmemilik iqualitas yang sama)	0	14	10
7.	I would recommend web-based articles and videos in online learning process. (sayamerekomendasikanartikeldan video berbasis web dalam proses pembelajaran daring)	8	12	4

Related to the **N S.AGR** (number of students who answered Strongly Agree) **N AGR** (number of the students who answered Agree),

and **N D.AGR**(number of the students who answered Disagree) the researcher concludes that:

1. There were 3 (12.5%) students who answered 'Strongly agree', 18 (75.0%) students answered 'Agree', and 3 (12.5%) students answered 'Disagree' in the question number 1,
2. There were 4 (16.7%) students who answered 'Strongly agree', 7 (29.2%) students answered 'Agree', and 13 (54.2%) students answered 'Disagree' in the question number 2,
3. There were 8 (33.3%) students who answered 'Strongly agree', 15 (62.5%) students answered 'Agree', and 1 (4.2%) students answered 'Disagree' in the question number 3,
4. There were 4 (16.7%) students who answered 'Strongly agree', 18 (75.0%) students answered 'Agree', and 2 (8.3%) students answered 'Disagree' in the question number 4,
5. There were 2 (8.3%) students who answered 'Strongly agree', 19 (75.2%) students answered 'Agree', and 3 (12.5%) students answered 'Disagree' in the question number 5,
6. There were 0 (0%) students who answered 'Strongly agree', 14 (58.3%) students answered 'Agree', and 10 (41.7%) students answered 'Disagree' in the question number 6,
7. There were 8 (33.3%) students who answered 'Strongly agree', 12 (50.0%) students answered 'Agree', and 4 (16.7%) students answered 'Disagree' in the question number 7

DISCUSSION

In this discussion section, the researcher described the results of the research obtained. At the beginning, the researcher conducted pre-test and questionnaire before the treatment given to them. It was to know the students' grammar comprehension before they were given the treatment. The first questionnaire was prepared to know students' attitude in grammar mastery and online learning. The researcher prepared 10 items of multiple choice questions and 5 items of short answer for pre-test and post-test. Meanwhile, the questionnaire was consisted of 7 closed-ended 'YES' or 'NO' questions.

Secondly, the step was giving post-test for the students to know the students' grammar mastery after they were given treatment. The test was multiple choice questions that was consisted of 10 items with four options a, b, c and d, and 5 question consisted of short answer items. In the pre-test, the researcher found that students' pre-test score in control class was low. It can be seen from the mean of students' pre-test score in control class was 55.50. The students' score in pre-test was average (C grade).

Moreover, based on the result of the first questionnaire about students' attitude in grammar and online learning, the researcher found that 75.59% students were answered 'YES' and 24.41% students were answered 'NO'. Based on that cumulative percent, it can be interpreted that most of 24 students in control class before they were given the treatment knew about internet (1), they knew about online learning (2), they have a mobile phone or computer to access

the internet (3), they knew about grammar (4), they were interested in learning grammar with traditional way (5), they had an experience to learn grammar by using web-based articles and videos (6), and they thought that web-based articles and videos could increase their grammar mastery (7).

Thirdly, the step was giving treatment to the students in two times. The treatments were about teaching grammar by using web-based articles and videos as the teaching media for 24 students at experimental class. The researcher arranged the meeting by using online learning with Zoom Meeting application. After the treatments were given, the researcher gave post-test for the students to find out their grammar mastery after they got the treatment. The test was multiple choice and short answer questions consisted of 15 items. Based on the result of students' post-test, the mean of students' post-test score in control class was 55.50 and mean of students' post-test score in experimental class was 77.88 (B grade). Based on the result, the score of experimental class was higher than students' score in control class. It meant that the students who were taught by using web-based articles and videos got better result than the students who were taught by using the traditional technique.

Moreover, based on the result of the second questionnaire about students' attitude in web-based articles and videos as the learning media, the researcher found that 17.25% of students were answered 'Strongly Agree' and 67.4% students answered 'Agree' and 21.44% answered 'Disagree'. Based on table 4.10, it concluded that most of students agreed with the statements; enjoy learning English grammar through web-based articles and videos on the internet (1), learning in the class and at home on the internet were different (2), web-based articles and videos on the internet made them possible to learn grammar anytime and anywhere (3), web-based articles and videos on the internet offered more flexibility in learning English grammar (4), online learning (web-based articles and videos) offered the same material with traditional method (5), online learning (web-based articles and videos) and traditional method degrees are the same quality (6), and they would recommend web-based articles and videos in online learning process (7).

According to Field (2018: 603) and based on the result of data calculation, Sig.(2-tailed) of the equal variance assumed in the independent sample test table is 0.000. It is lower than $\alpha = 0.05$. It meant that null hypothesis (H_0) is refused and alternative hypothesis (H_a) is accepted. It can be concluded that there was a significant influence of using web-based articles and videos towards students' grammar mastery rate at the second semester of the eleventh grade at MA MALAKA, North Lombok. Based on the result of the data above, it interpreted that after the researcher taught grammar by using web-based articles and videos at two times, the researcher found that the students who were taught by using web-based articles and videos as the media of learning grammar gave positive influence on their grammar mastery. This media helped students in comprehending grammar even though they were not in the school hour; they could learn grammar by themselves wherever and whenever they want.

This research finding was in line with another related research entitled "Enhancing Students' English Grammar Ability with Online Website Link by Nur Ekaningsih (2017: 431-444)". She found that the average score of 53 on mastering the tenses overview increased to 83 as the average score of the class. In this research, students' grammar ability on word order and tenses material was increased from 55.50 into 77.88.

Grammar material on the online articles and videos also gave the same quality to grammar material from hard printed books. So the student had clear purpose in grammar. The media was effective in increasing students' comprehension. The students comprehended tenses and word order used in a text. It also gave contribution for students in learning process.

CONCLUSION AND RECOMMENDATION

In implemented the research, the researcher draws some conclusions in using web-based articles and videos towards students' grammar mastery. The objective of this research whether there is any influence of using web-based articles and videos towards students' grammar mastery rate.

Based on the research result, the mean score of post-test in experimental class was 77.88 (B grade) and the mean score of post-test in control class was 55.50 (C grade). It showed that the students' score in experimental class increased 3.33%. The result can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) is 0.000. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted. It means that there was significant influence of using web-based articles and videos towards students' grammar mastery at the eleventh grade students of MA MALAKA, North Lombok.

FOR FURTHER RESEARCH

The result of this research could be applied as the reference for the other researchers who intend to conduct further research on the same field. The teacher should encourage the students to be actively participating and enthusiastically in the teaching and learning process.

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