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LIMITLESS MIND:

EMPOWERING INNOVATION THROUGH VISUALIZATION

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UNIVERSITI TEKNOLOGI MARA

PROGRAM
PROCEEDINGS
ABSTRACTS BOOK

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IMPROVING GRAMMAR TEACHING PEDAGOGY VIA POS TAGGING ONLINE

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ABSTRACT

Grammar is one of the components of learning English, and its fundamental feature is Parts of Speech, where the majority of Malaysian students of higher institutions are still having difficulties to understand its use in sentences. The aim of this study is to compare conventional methods of grammar instruction with e-learning methods on their effectiveness of teaching Parts of speech. The Stanford PoS Tagging method was used in the phrases extracted from The New Straits Times Online (NST Online) posts to determine the part-of-speech of each word. This quantitative forensic analysis adopted a comparative approach in assessing its findings. These results of the study showed a discrepancy of significance between student score using E-paper and student score not using E-paper in Grammar learning Independent t-testing to compare mean between the two groups was carried out. The results indicate a significance difference between the two students score classes (p-value= 0.007, t= -2.774). The students' mean output of E-paper indicates a higher percentage compared to those who do not use E-paper. Since students spend most of their time on electronic devices nowadays, this is an innovative way to draw their interest in spending their time reading content via electronic newspapers, while learning Grammar at the same time studying.

Keywords: PoS tagging, grammar learning, e-newspaper, parts-of-speech, e-learning

1. INTRODUCTION

The decreased enthusiasm and focus of students in improving the learning of English language Grammar-based inputs in the classroom causing English Grammar teaching to be a laborious activities.After being exposed to the language for eleven years, students, particularly from the rural areas, are found to be linguistically incompetent and unable to communicate successfully in the target language (Abu Bakar, 2007). In the same vein, Thang Siew Ming, T (2011) opines that English proficiency level of Malaysian students is far from satisfactory. Hence, it is highly imperative for the students to grasp the basic concept of Parts-of-Speech in order for them to gain the confidence level to produce correct sentence constructions in their academic writing, at the same time to increase their language proficiency in their field of learning.

The objective of the present study is to compare traditional methods with e-learning methods on their effectiveness in teaching and learning Parts of Speech in teaching Grammar. Another aim of the study is to help the lecturers of English Language or teachers to find the most effective way to teach Parts of Speech in the classroom.

2. METHOD

The study was conducted on sixty MARA University of Technology first semester students who had taken an English course for Academic Purpose, which is a prerequisite for university first semester students. The samplings included 30 Chemical Engineering students and 30 Mechanical Engineering students. The subjects has been classified as experimental and control groups. Both groups took English for Academic Purpose course, four hours a week, and, the application took two hours a week for a period of 7 weeks.

3. HOW THE PROCESS WAS CONDUCTED

Step 1: Selection of an article from News Straits Times article online (NST Online).
Step 2: Parts-of-Speech identification, by highlighting the designated words from the article.
Step 3: The selected words segmented into their respective Part-of-Speech categories, namely Nouns, Verbs, Adjectives, Articles, Adverbs, Conjunctions, Prepositions and Determiner.
Step 4: The assessment was done via participants' self-checking using an application on Stamford Pos - tagging
Step 5: This activity took place on a weekly basis until the students desired results was achieved.

4. FINDINGS

The result in the Table 2 below shows that there is a significance difference (p-value = 0.007, t = -2.774) between the two groups of student score. This means that mean performance of student using E-paper is better than without using E-paper.

Table 1. Descriptive Statistics

Status	Sample size	Mean	Standard Deviation
Without E-Paper	44	5.50	1.372
With E-Paper	51	6.39	1.710

Table 2. Independent Samples Test

t-value	Degree of freedom	Significance values	Mean Difference	Standard Error Difference
-2.774	93	0.007	-0.892	0.332

Table 1 reveals that the students' mean output of E-paper indicates a higher percentage compared to those who do not use E-paper.

The comparison using Independent Samples t-Test also proves that there is a significance difference between the two groups, score with e-paper and score without e-paper. This shows that the groups using the E-Paper perform better than without E-Paper in terms of Band A and Band C. Thus, the use of E-Paper has definitely improved the students' knowledge in English Parts of Speech.

5. CONCLUSION

Innovative teaching- Gadget embedded pedagogy is highly recommended to be implemented by language educators to instill the technology knowledge in their teaching where it may attract students' motivation in learning English, especially to understand Part-of-Speech in learning Grammar. One way of promoting improvement in teaching and learning quality is by using PoS tagging on e-newspaper. The pedagogical and practical benefits of online teaching have been identified to give benefits in the sense of developing teacher's conventional pedagogy in the classroom (Stone, 2011). This is demonstrated in this study, whereby, the use of PoS tagging on e-paper has significantly improved language learners performance compared to conventional method of teaching.

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