STUDENTS' SELF-ASSESSMENT ON WEB-BASED GRAMMAR EXERCISES DURING COVID-19 PANDEMIC

Latifah
Universitas Pamulang
dosen00608@unpam.ac.id

Abstract

The higher education community got significant challenges due to the raise of the Covid-19 pandemic around the globe. Full teaching and learning online has to be taken as an urgent alternative to the face-to-face university courses. Therefore, this research points to describing the advantages of using web-based learning and the students' perceptions of the techniques used. Furthermore, this research also aims to know the students' ability to do self-assessment by using web-based exercises. The students' grammar understanding would also be described in this research. Descriptive design was applied as the method to describe the students' self-assessment in grammar web-based exercise. The data taken are quantitative and qualitative. Students' perceptions are taken as qualitative data and the students' grammar achievements are taken as the quantitative data. Thirty students from Advanced Grammar class are chosen as the data source. There are two instruments used in this research. They are the students' grammar scores from web-based exercise and the questionnaire of students' perception of grammar web-based exercise. The data are collected after the grammar class term ended. The research found that there are 55% of the students with their grammar mastery for the first half semester. However, there are 82, 8% of students have a learning grammar mastery in the second-half semester. It indicates that using web-based grammar exercises in teaching grammar can improve students' achievement and mastery in learning grammar.

Keywords: *grammar exercise, self-assessment, students' perception, web-based learning*

INTRODUCTION

Education has the purpose to shape a person to be knowledgeable. Learning is a process of acquiring knowledge or skills through study, experience, or being taught and any freak accident that happens in the world will always leave an impact on education (Radha et al., 2020). Then Covid-19 was affirmed by the World Health Organization as a Public Health Emergency of International Concern in January 2020. Consequently, a Circular Note for schools, issued by the Indonesian Minister of Education and Culture, Nadiem Makarim, announced that higher education and other

educational institutions were stopped from conventional teaching and learning activities at school and modified lessons to be conducted from home through e-learning. Certainly, like many other aspects of everyday life, COVID-19 has had a serious impact on students, instructors, and educational organizations around the globe (Mailizar et al., 2020). The pandemic caused schools, colleges, and universities across the globe to shut down their campuses so that students could follow social distancing measures (Toquero, 2020). That being said, moving smoothly from an environment of conventional education to distance and virtual learning could not happen overnight. This rapid transformation is linked to various obstacles and challenges at this point (Crawford et al., 2020). But because nobody knows when this pandemic will disappear fully, educational institutions across the globe decided to use the already available technical resources to create online learning material for students of all academic fields (Kaur, 2020).

This case encourages the popularity of e-learning platforms such as Rumah Belajar, Quipper School, Ruang Guru, Google Classroom, Zoom, and so on. That is, the use of technology must be more activated in this circumstance since technology can implement many functions in a language classroom. Pacheco (2005) assumes that Computer-assisted language learning (CALL) attaints a topmost rank in the pedagogical field of English as a Second or Foreign Language (ESL/EFL). More and more language departments, institutes, and public as well as private language schools are now using virtual environments to promote and support language learning (Dalgaro & Lee, 2010; Henderson et al., 2009; Sobkowiak, 2011). When online learning environments are properly structured can they move instruction from teacher-centered, lecture-based, passive instruction to learner- centered, self-reflective to active learning (Baturay et al., 2010).

However, online teaching and learning ask for awareness of the use of those e-learning platforms. Both students and lecturers have to use new ideas of what it means to keep productive even at their own pace and location of teaching and learning. Cleopas (2020) exclaims that face-to-face interactions enable students and lecturers to determine each other's emotions, meanwhile online teaching, and learning limit this. It denotes that in the new learning process, lectures and teachers should be mindful of how to transmit the knowledge so that students can accept and interpret them easily. On the other hand, online learning provides teachers, lecturers, and students with a new and wide range of teaching-learning experiences such as accessing information at any time and place, online presentation of information, interactive task-based activities, effective dissemination of information, and long-distance education that is less possible in traditional classrooms (Nam & Smith-Jackson, 2007). Empowering students today to learn and become productive student require educators to use teaching grammar approaches that engage them on a personal level with their learning (Karim, 2011).

Thus, web-based learning can be an alternative to provide a good teaching and learning of grammar to be fruitful for both the educators and the students. Like other teaching aids, websites provides language teachers with a variety of hyperlinked media documents and computer-mediated communication tools in which they can create meaningful tasks and use various materials for language learners (Son, 2007;

Warschaeur, 2001). Rahayu & Pupung (2018) also state that a web-based assessment tool has been innovatively used in formative assessment to activate students' self-assessment. She also adds that the need for timely feedback on students' performance is the key point of self-assessment which most teachers rarely give due to lack of time. As this problem appears, undoubtedly that students' self-assessment exercise is needed. For the lecturer, the fruitful point of students' self-assessment can alleviate the working burden. And for the students, web-based self-assessment can help them review their strengths and weakness in learning grammar because there will be immediate scoring and discussion after they complete the web-based exercise.

The research is intended to describe students' self-assessments given by the lecturer and the students' perceptions through grammar web-based exercises. Thus, the research questions are a) how is students' self-assessment in web-based exercise? b) how is students' perception of learning grammar through grammar web-based exercise? and c) how is students' grammar comprehension after and before using grammar web-based exercise?

The urgency of the research is to find out the student's self-assessments given by the lecturer. Besides, the students' perception through grammar web-based exercise would be revealed. Finally, the students' grammar comprehension after and before using the web-based exercise would also be known.

LITERATURE REVIEW

Assessment is used to find out and report what has been learned in the classroom. It is integral to teaching and learning activities and reflects the interaction between teacher and students. Assessment is all the activities in teaching-learning process to get the information to alter teaching and learning. Assessment is also used in 'selecting, controlling or motivating students, and to satisfy public expectations as to standards and accountability (Biggs, 2003, p.141). In other words, an assessment may motivate the students in learning and give information about the standard achievement of students in learning.

The assessment can be divided into assessment for learning and assessment of learning. Any assessments given by the teacher during teaching and learning such as, questions, quiz, essay, and reports (formative assessment) is categorized as assessment for learning. Gipps et al. (2000) as quoted by Hargreaves (2005, p.215), describe the dominant model of formative assessment as: "… using assessment information to feed back into the teaching process, and to determine for individuals or groups whether to explain the task again, to give further practice on it, or move onto the next stage." The formative assessment is also known as assessment for learning that attempts to find out students' progress during the teaching-learning process. As stated by Brown (2003, p.6) that formative assessment is provided to evaluate students' competence and skills to help them continue the growth of the process of learning.

The assessment is given to identify students' progress in learning and to measure whether the learning goals have been achieved or not. Formative assessment in the teaching and learning process provides feedback to the teacher in the course of teaching to judge how well students are learning. "Formative assessment also

provides information on the effectiveness of teaching which will help to determine an appropriate remedial action where necessary" (Amua-Sekyi, 2016, p. 1). Meanwhile, summative assessment takes place at the end of a course or program to determine the level of students' achievement or how well a program has performed. It often takes as the final examination at the end of the course in a semester which is known as assessment of Learning. Brown (2003, p.6) states that "summative assessment aims to measure or summarize what a student has grasped and typically occurs at the end of the course or unit of instruction." In summative assessment, the students are given the assessment that must be done in a certain length of time that is usually recognized as the final test.

The students' progress or achievement can be taken from two types of assessment, the assessment from the teacher and students' self-assessment. According to Sadler (1989) as cited by Ying and Liping (2016, p. 782) states that "a key objective for higher education should change students from depending on assessment from teachers to judging the quality of what they are learning by themselves. Self-assessment includes reflection, which is being used in a variety of ways to assess skills, knowledge, and competence. self-assessment involves students, guided by the teacher, who decides what the appropriate assessment criteria are, and then sees how well they have met these criteria.

The case of pandemic covid-19 has forced the education into online learning as a whole since the risk to have face-to-face learning is greater. The educational authorities suggest the teaching-learning process use information technologies to expanding access, improving instructional quality, and reducing costs associated. Online learning is the alternative way to make education proceed using information technologies. According to Bakia, Shear, Toyama, and Lasseter (2012):

> "Online learning refers to instructional environments supported by the Internet. Online learning comprises a wide variety of programs that use the Internet within and beyond school walls to provide access to instructional materials as well as facilitate interaction among teachers and students." (p. 2)

Online learning is not a matter of using information technology but also the capability of the teacher in teaching as well. The discussion over online learning is not limited to the effectiveness in teaching the students and the possibility to bring the education to the students. The skillful teacher and the ability to use technology in teaching become a great challenge in online teaching. As stated by Tuan (2015, pp. 309-310) that it is a great challenge for the teacher to bring world-class education to anyone with a broadband connection of course cost of the learning will be higher.

The use of an online platforms such as Moddle, Edmodo, and Quipper, have been implemented by the teacher as integrating the technology into the teaching and learning process. The other platform such as grammar web exercise provides an online exercise for students where they can do the exercise as well as assess whether their answer is correct or not. The grammar web exercise is the grammar exercise provided by the grammar website and allows students to do the exercise online and get the result in advance for example, the grammar web exercise provided by *grammarbook.com*

and *englishpage.com.* Thus, it is necessary to examine students' perception of the implementation of grammar web-based exercises. Slamento (2010, p. 102) describes "perception as a process that involves the entry of message or information into the human brain, through human perception of a continuous relationship with the environment." Thus, the perception deals with the object being perceived by the human.

Perception is formed through the process and affected by many factors. The investigation of students' perception towards the online assessment such as grammar web-based exercise would be affected by the form of exercise, the process of conducting the exercise, and the result of the exercise itself. According to Robbins (2003) as cited by Sinaga (2018, pp.108-109), there are three factors that affected perception; 1) perceiver; when looking at something the perception will be influenced by the belief, motives, attitude, interest, experiences, and expectations. 2) The object being perceived; it can be person, objects, or events, and 3) The context of the situation in which the perception is made. Perception must be considered contextually towards the object being perceived that involves the belief, interest, and cognitive aspect.

Harmer (2007) suggest that adult learners have expectation about the learning process and already have their set pattern of learning and a clear understanding of why they are learning and what outcome they want from it. He also adds that university students are able to deal with various activities as well as various assessments. The two basic characteristics of adult learners, teaching grammar at university level should set the learning activities and the learning assessments that can augment students' learning techniques as well as students' grammar comprehension. It means that learning grammar can be directed to autonomous learning. The integration of web-based games or mobile-assisted language learning benefited the teachers and students to make teaching and learning more effective (Moqbel, 2018). Apart from increasing students' motivation and autonomy, this technological mean also facilitates students to do self-assessment by making use of the instant feedback and review offered (Wang, 2008).

According to Can (2009, p. 69), the implementation of virtual learning environments in the context of foreign/second language learning could benefit students with enriched resources and possibilities for language use, construction, and practice.

Teaching grammar is very important as it can support the learning of language skills such as; listening, speaking, reading, and writing. Grammar teaching has always been one of the most controversial and at least understood aspects of language teaching (Thornbury, 2019). According to Thornbury (2019) there are basic rules of thumb that will serve the criteria for evaluating the practical approaches for grammar teaching:

1. The E-Factor: Efficiency = economy, ease, and efficacy. Efficiency should be achieved in teaching grammar for it is a limited time in teaching grammar. It should be economical in the term of planning and resources, ease the teacher's teaching preparation, reach the efficacy of teaching learning process through evaluation.
2. The A-Factor: Appropriacy, Appropriacy covers the factors of learners' age,

level, group size, group constitution, needs, interest, the materials and resources availability, experience and expectation, and educational context.

Teaching grammar is effective if it is conducted in a learner-centered approach (Long, 2000). It means the success of learning grammar can greatly improve students' comprehension when they optimally explore the materials by themselves. The common problems of learning grammar are due to the lack of varieties in teaching technique (Gardner 2008)

METHOD

This research was conducted in descriptive design as it aims to describe students' self-assessment in grammar web-based exercise. The population of English department students in 2020/2021 academic year was approximately 920 students and 440 students were in fourth semester.

Tabel 1. The Fourth Semester Students

No	Class	Total students
1	04SIGP001	35
2	04SIGP002	30
3	04SIGP003	28
4	04SIGP004	35
5	04SIGP005	37
6	04SIGP006	30
7	04SIGP007	35
8	04SIGM001	28
9	04SIGM002	28
10	04SIGM003	35
11	04SIGM004	30
12	04SIGM005	32
13	04SIGM006	25
14	04SIGM007	32
15	**Total**	**440 Students**

There were two classes that learn grammar IV but only one class that used grammar web-based exercises in online learning. Therefore, the technique of selecting the sample would be the purposive sampling technique as this technique is considered to be appropriate in selecting the sample class for this study. Thus, the sample of this research was the students who learn grammar IV which consisting of 30 students.

There were two instruments of this research; first was the students' grammar web-based exercise and second was the questionnaire of students' perception in grammar web-based exercise. The grammar exercises are the documents of the research where all the data needed would be collected. The questionnaire was used to find out students' perception towards grammar web-based exercise which was used by the lecturer in teaching grammar IV. The grammar web-exercise is the exercise that is provided by the website of teaching grammar where the students can do the exercise online and get the result in advance. So, the students get the information about

their achievement and can learn much from the error that they made when doing the grammar web-exercise. The questionnaire was designed in close-ended and in open-ended questionnaire by using three indicators; material, activities and students' self-assessment. The grammar exercise was analyzed based on the objective of the course and the standard of achievement that had been prepared. The exercise was examined based on the complete exercise that had been done by the students. The quantitative data was calculated by using descriptive statistics to figure out students' grammar achievement after the lecturer used grammar web-based in teaching grammar IV. The data from the questionnaire were analyzed based on the indicator of students' perception which was consisted of three indicators; material, activities and self-assessment.

FINDINGS AND DISCUSSION

Learning grammar using web-based grammar exercise was examined in three areas; students' self-assessment, students' perception and students' achievement in learning grammar through web-based grammar exercise. The findings were described and explained using tables and graphic below.

Students' Self-Assessment in Web-based Grammar Exercise

The questionnaire given to the students consisted of three indicators. The first indicator-students' self-assessment was analyzed to answer the first questions about students' self-assessment when learning grammar using web-based grammar exercises. The self-assessment can only be measured whether the students complete the exercise that they began or quit in the middle they did it. From 29 respondents, it was found that 89.7 % of them had finished the web-based grammar exercise while 10.3% of them did not complete the task. When dealing with the questions of whether the exercise was difficult that made them quit, 68.9% of the students admitted that they did not quit just because the exercise was getting difficult. It is a good sign that the students can examine themselves whether to quit as the exercise is getting difficult or not and showed the positive thinking about the importance of assessing themselves through the web-based grammar exercise. However, 13.9 % out of 29 students quit as the things get difficult. But related to the items of the questionnaire number eight, they only stopped for a moment as 41.4 % of them redo the test until they finished or completed the exercise given to them.

In accordance to the material given to the students, it was revealed that the web-based grammar exercise assisted the students in understanding the material better. The data proved that 58.6% agreed that they have a better understanding towards the material that they learn. However, the result is not satisfactory because 24.2% assessed themselves as the students that cannot understand the material given through web-based grammar exercise while 17.2 % of the students have no comment at all. The table 1. below showed the complete result of the questionnaire towards students' self-assessment in Web-based grammar exercise.

Table 2. Students' Self-Assessment in Web-based Grammar Exercise

Items	Agree (%)	No Comment (%)	Disagree (%)
I finish the web-based grammar exercise that I start.	89.7	0%	10.3%
I do not quit just because things get difficult.	68.9%	17.2%	13.9%
Web-based grammar exercises can help me understand the grammar material that is being studied.	58.6%	17.2%	24.2%
I am good at setting goals and deadlines in doing online grammar exercises.	65.5%	13.9%	20.6%
I have a high level of understanding in doing web-based grammar exercises.	62.1%	6.9%	31%
I Can find out my ability in doing web-based grammar exercises from the results that are displayed automatically.	72.4%	0%	27.6%
The results of my web-based grammar practice directly proportional to my grammar understanding.	75.9%	6.9%	17.2%
I redo the test until I get the satisfaction result.	41.4%	10.3%	48.2%
I keep the record of the result of my online grammar exercise.	62.1	6.9%	31%
I learn fairly easy through online grammar exercise	68.9%	6.9%	24.2%

The data shows that the students had performed self-assessment when learning grammar through web-based grammar exercise. They generally made a self-assessment that 75.9% of the students admitted that the result of web-based grammar exercise was proportional to their understanding. It was strengthened by the statement that they can see the result of their work automatically after the exercise was done and 62.1% students had recorded the result of their grammar web-based exercise. The same perentage of students also admitted that they have high level of understanding in doing web-based grammar exercises and 31% of them did not have high level of understanding.

In conclusion, the self assessment can be done by the students conciously and they can track the record of their achievement in doing web-based grammar exercises. The data also proved that there is a high level of understanding in learning grammar when the lecturer use web-based grammar exercise although it is not significant. There were 10.3 % up to 48.2% of the students who did not think that web-based grammar exercises has contributed to their understanding of grammar. They recognize that the satisfaction result was gained by redo the web-based exercise and keep a record of their progress in doing it.

Students' Perception in Learning Grammar Through Web-based Grammar Exercise

The data of students' perception in learning grammar through web-based grammar exercises was taken during grammar IV lesson. The data were taken from the questionaire that consisted with close-ended questions and open-ended questions. The data proved that the students are generally really enjoy the lesson as they found that they have to do the exercise in online and get the result right after they have done

it. Table 2. Below shows students' perception towards web-based grammar exercises from close ended questions.

Table 3. Students' Perception in Learning Grammar Through Web-based Grammar Exercise

Indicators	Agree (%)	No Comment (%)	Disagree (%)
Material			
The web-based grammar exercises are effective	48.3%	34.5%	17.2%
I find the web-based grammar exercise useful in learning grammar	72.5%	10.3%	17.2%
Web-based grammar exercises improves my understanding on the grammar subjects	62.2%	3.3%	34.5%
I find that the web-based grammar exercises are difficult	31%	6.9%	62.2%
Activities			
I can access online grammar exercises	89.7%	10.3%	0%
Web-based grammar exercises improve my motivations to learn	75.9%	6.9%	17.2%
Web-based grammar exercise make me an independent learner	86.1%	0%	13.9%
I can access the web-based grammar exercises in flexible time	82.8%	3.3%	13.9%
The instructions of web-based grammar exercise are easy to understand	62.2%	13.9%	24%
I did not encounter problems when joining web-based grammar exercises	75.9%	0%	24.%

The data from the close-ended questions were analyzed based on two indicators; material and activities. From the first indicator-material- it was found that shows that the students have good perception towards the grammar web-based exercise that 72.5% of them found that web-based grammar exercise is useful in learning grammar and 62.2% of the students admitted that it improves their understanding towards grammar subject. Although 48.3% from 29 students approved that web-based grammar exercises were effective but for 31% of them also admitted that they were difficult to do.

The second indicator-activities-have positive perception from the students. Among 29 students, 89.7% of them approved that they can access the web-based grammar exercises. They also claimed that their motivation increased (79.5%) and it made them learn to be the independent learner (86.1%). However, there were 24% from 29 students claimed that the instructions are not easy to understand but did not encounter any problems when joining the grammar web-based exercises.

The open-ended questions were addressed to the students' perception towards the web-based grammar exercise, the role of the teacher or lecturer, when they did the exercises and their suggestions for future implementation of it.

Table 4. The Result of Open-ended Questions to Students

Questions and Response	Percentage
When do you do Web-based grammar exercise?	
I do that any time I have spare time from my other activities	30 %
I have a fix time to do it.	20 %
I have one day to do it.	45 %
I do it if I feel comfortable enough.	5 %
What do you think about web-based grammar exercise?	
Good way and easy to understand.	32 %
It helps a lot even though I need some times to understand the error that I have made	17 %
It's exciting!	28 %
It can help me to understand the grammar rules.	19 %
I think it is not really effective because to understand grammar needs to have direct contact with the lecturer, I mean face to face interaction such as offline learning	4 %
What is the role of the lecturer in web-based grammar exercise?	
The lecturer give a lesson before giving the exercise just like offline class	45 %
The lecturer seems not active in web-based grammar exercise	25 %
I do not know	10 %
The lecturer is difficult to be contacted when I need help.	20
What is your suggestion about web-based grammar exercise?	
it is better to combine the web-based exercise with the zoom or google meet where the teacher can give further explanation	49 %
Prevent students to redo the exercise until they get the higher score.	25 %
The items and contents should be varied.	12 %
The lecturer should explain the material before asking students to do web-based grammar exercise.	14 %

The first question is about when the students do the web-based grammar exercise, and their answers were varied such as; "*I do that any time I have spare time from my other activities*", "*I have a fix time to do it,*", "*I have one day to do it,*" and "*I do it if I feel comfortable enough*". In general, the students can do the exercise at any time they can and they will do that if they feel comfortable enough in doing it. The second question was what they think about web-based grammar exercise, and most of them said that it was a fun activity and they like to do it even though they found difficulties in doing it but since they can redo it then the problem solved.

The third question was about what the role of teacher or lecturer in web-based grammar exercises. Their responses were varied such as; the teacher' role is the same in the offline class that he/she gave a lesson before the students do the exercise, the other said that the teacher seems not active during their activity in doing the web-based grammar exercise, another response said that they did not really know what the teacher did all they know was to do the exercise and few of them said that the teacher could be contacted when they needed him/her. The fourth question is asking about their suggestion for the future implementation of grammar web-based exercises. Most of the students suggested that '*it is better to combine the web-based exercise with the zoom or google meet where the teacher can give further explanation," "prevent the students to redo the exercise until they get a higher score," "the time in collecting the*

exercise should be more flexible," "the items and the contents should be varied," and *"the teacher should explain in detail about the subject before asking the students to do the web-based grammar exercise."*

In general, students' responses to the web-based grammar exercise were good and they were enthusiastic in doing the exercise online as it is the new experience for them. The obstacle is the stability and availability of network and internet access in their location. The students were aware of the technology and supported the use of web-based grammar exercise in learning grammar.

Students' Achievement in Learning Grammar Through Web-based Grammar Exercise

The grammar exercises that were done by the students were recorded, examined and valued to figure out their achievement. The achievement was calculated two times; at the first half semester and at the second half semester. The score from the first half of applying web-based grammar exercises can be seen below.
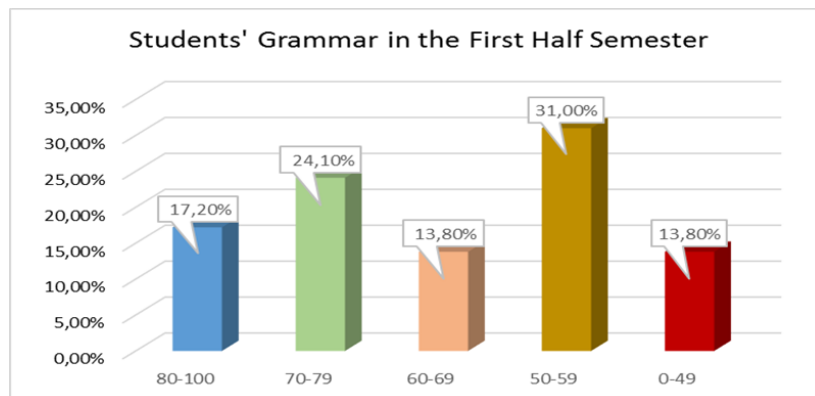

Figure 1. Students' Grammar in the First Half Semester

The data shows that there were 31% students were in poor level and 13.82% students were considered as fail in grammar IV lesson. The result indicates that the students were in the process of knowing and have a self-adjustment toward the grammar web-based exercises therefore, the result was not really satisfied enough. Among 29 students, 17.20% was in very good level and 24.1% was in good level which are both (41.3%) considered as in learning mastery. Meanwhile. 44.8% of the students had not yet mastered in learning grammar which are divided into 31.% in poor level and 13.8% in fail level. However, after adjusting themselves to the learning activities using grammar web-based exercises, their score improved significantly as described below:
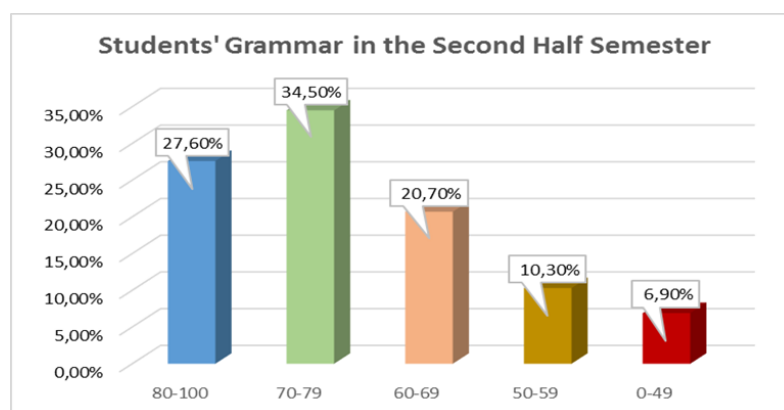
Figure 2. Students' Grammar in the Second Half Semester

The figure 2. above shows that there was a significant improvement in the second-half semester. Among 29 students, 27.6% of them were in very good level, 10.30 were in poor level and only 6.9% faild in grammar IV lesson. The data above indicates that the implementation of web-based grammar exercises gives a good result to students' translation as well as positive perception and effect in self-assessment.

The web-based grammar exercises have been implemented for two semesters but has never been investigated before about how students' perception, their self-assessment and grammar achievement after it was implemented. The findings towards students' self-assessment indicates that the students were able to assess themselves in learning grammar through web-based grammar exercises Although most of the students were able to complete the web-based grammar exercises but some of them did the grammar exercise several times until they get satisfactorily result. It indicates the lack of web-based exercise in controlling the students in the amount that allowed for them to redo the exercise. The students that did not quit as the items were getting difficult need to be highly appreciated since they have a confidence and the motivation in completing the task no matter how difficult it is.

The students seem can set the time in doing the web-based grammar exercise that make them comfortable in doing the task however, few of them do not have any plan or even setting the deadline in doing the exercise. It indicates that the web-based grammar exercise can be done in any time available to them and they can access the exercise without any difficulties unless the trouble of internet access. It is related to Can (2009, p. 69) that the implementation of virtual learning environments in the context of foreign/second language learning could benefit students with enriched resources and possibilities for language use, construction and practice. Even though the students have a chance to record the result of their grammar exercise but half of them did not record the result as the consequence, they cannot keep on track their progress in learning grammar or even know their weakness and strength.

The web-based grammar exercise can also be used to evaluate the students' progress in a learning process. The teacher can have an immediate information about students' progress and prepare the feedback for them. The feedback can stimulate students' awareness in learning grammar and prepare themselves for further learning process. It s related to Hegelheimer and Fisher (2006) that propose the grammar

evaluation provided in web-based learning raise students' grammatical awareness, introduce meta-language related to grammar, and prepare for peer editing. Thus, the result of web-based grammar exercise indicates that it can be used for increasing students' mastery in grammar through online learning.

The students' self-assessment is really done by the students that from the ten items of self-assessment in the questionnaire, approximately more than 75% of the students have practiced self-assessment in doing web-based grammar exercise. It indicates that the absence of the teacher does not make students become unaware of their learning and lose their motivation in learning. The web-based grammar exercises itself become the tools that gives the motivation to the students to learn and become an independent learner. The students are also more active and enjoy the learning with minor stress in doing the exercise as they can do it in any time that they can or want and complete the exercise in the most satisfaction result that they want to get.

The students' perception towards web-based grammar exercise is also positive that almost all of them can access the web-based grammar exercise and admit that it is useful for them in learning grammar. Even though more than 50% of the students claimed that their understanding improved after learning grammar through web-based grammar exercise but 34.5% of 29 students did not think that they understanding have improved. The second indicator-activities-approve that web-based grammar gives benefit to them that they can become an independent learner with high motivation in learning and have flexible time as well. Compared to classroom learning, the web-based grammar exercise has a better perception from the students. It indicates that the teacher can implement web-based grammar exercise in teaching grammar in online method.

Moreover, the students' achievement also improved after the web-based grammar exercises are used in teaching online grammar. The data finding shows that 82.8% of the students have achieved learning mastery in grammar and it is a great result for the teacher to consider to use web-based grammar exercise in teaching grammar. The data also indicates that although the students have to learn grammar in online but they can have high motivation in learning and can achieve a good result by studying alone through the web-based grammar exercise. It does not mean the teacher is absent because the teacher still teaches and explains the material to the students using online material before the students do the exercise. In short, the students can perform self-assessment and have positive perception towards the web-based grammar exercise that is proved by the grammar achievement.

CONCLUSIONS

Teaching grammar is essential to the students as it is very important for the students in learning listening, speaking, reading and writing. Teaching grammar online is a great challenge for the students since it is considered difficult and need to have lots of attention from the students. Web-based grammar exercise is one of the methods in teaching grammar where the teacher can explain the material in online using any tools or application such as zoom, google meet, or spada.

This study aimed to answered three questions, the first is the students' self-assessment in web-based grammar exercise. It was found that the students have

performed self-assessment by keeping the record of their progress and noticed very well the difficulties that they have while doing the web-based grammar exercise. The second question deals with students' perception in web-based grammar exercise. The study showed that the students have positive perception in two indicators; material and activity. The material can be learned by the students independently although they have difficulties but they do not quit in doing it, even though some of the students redo the exercise only a few of them that really quiet in doing the exercise.

Third, the students' grammar achievement improved when the web-based grammar exercise was used. At the first half semester there were 55% of the students who can master the grammar but at the second half semester 82.8% students have a learning mastery in grammar. It indicates that using web-based grammar exercise in teaching grammar can improve students' achievement and mastery.

REFERENCES

Amua-Sekyi, E. T. (2016). Assessment, Student Learning and Classroom Practice: A Review. *Journal of Education and Practice, 7*(21). *www.iiste.org.* ISSN 2222-1735 (paper) ISSN 2222288X (online)

Anderson, G. (2005). *Fundamental of Educational Research*. London: Taylor and Francis Library.

Ary, D., Jacobs, L. C., & Sorensen,C. (2010). *Introduction to Research Education*. Belmont: Wadsworth, Cengage Learning.

Baturay, M. H. (2010). Language Practice with Multimedia Supported Web-based Grammar Revision Material. *European Association for Computer Assisted Language Learning, ReCALL 22*(3), 313-331.

Biggs, J. (2003). *Teaching for quality learning at university*. Berkshire: Open University Press.

Brown, D. H. (1990). *Language assessment: Principles and classroom practices*. London: Longman

Brown, D. H. (2003). *Language Assessment: Principles and Practices*. Longman.com

Can, T. (2009). Learning and teaching languages online: A constructivist approach. *Novitas-ROYAL, 3*(1), 60-74.

Cleophas, F. (2020). Covid-19 Pandemic Highlights Challenges of Online Teaching and Learning. *The Mail & Guardian.* Retrieved November 29, 2020, from Covid-19 pandemic highlights challenges of online teaching and learning - The Mail & Guardian (mg.co.za)

Crawford, J. (2020). COVID-19: 20 countries' higher education intra-period digital pedagogy responses. *Journal of Applied Teaching and Learning (JALT) 3*(1).

Dalgarno, B., & Lee, M. J. W. (2010). What are the learning affordances of 3-D virtual environments? *British Journal of Educational Technology, 41*(1), 10-32.

Gay, L. R., Mills, Geoffrey E., & Airasian, Peter. W., (2012) *Educational Research; Competencies a for Analysis and Aplications*. Boston: Pearson

Harmer, J. (2007). *How to Teach English*. Harlow: Pearson Education Limited.

Hargreaves, E. (2005). Assessment for Learning? Thinking Outside the (black) Box. *Cambridge Journal of Education, 35*(2), 213–224. https://www.tandfonline.com/doi/abs/10.1080/03057640500146880

Henderson, M., Huang H., Grant S., & Henderson L. (2009). Language acquisition in Second Life: Improving selfefficacy beliefs. *ASCILITE Auckland, New Zealand.* Retrieved April 10, 2012, from http://newmediaresearch.educ.monash.edu.au/moodle/file.php/2/publications/henderson_ascilite_2009.pdf

Hegelheimer, V., & Fisher, D. (2006) Grammar, Writing and Technology: A Sample Technology-Supported Approach to Teaching Grammar and Improving Writing for ESL Learners. *CALICO Journal, 23*(2), 257-279.

Karim, R. A. (2011). *The Effectiveness of Web-based Instruction and Students?Attitude toward Learning Basic English Grammar.* International Conference on Teaching and Learning Education (ICTLE).

Kaur, G. (2020). Digital Life: Boon or bane in teaching sector on COVID-19. *CLIO an Annual Interdisciplinary Journal of History, 6*(6), 416-427.

Mailizar, Almanthari, A. (2020). Secondary school mathematics teachers' views on elearning implementation barriers during the Covid-19 pandemic: *The case of Indonesia Eurasia Journal of Mathematics, Science and Technology Education, 16*(7), em1860.

Moqbel, M. S. S., (2018). Self–assessment in EFL grammar classroom: A study of EFL learners at the Centre for Languages and Translation, Ibb University. *International Journal for Research in Education, 42*(2), 288-324.

Nam, & Smith. (2007). Web-Based Learning Environment: A Theory-Based Design Process for Development and Evaluation. *Journal of Information Technology Education, 6.*

Pacheco, A. Q. (2005). Web-Based Learning (WBL): A challenge for foreign language teachers. *Revista Electrónica "Actualidades Investigativas en Educación", 5*(2), 1-25.

Rahayu, I. S. D., & Purnawarman, P. (2018). The Use of Quizizz in Improving Students' Grammar Understanding through Self-Assessment. *Advances in Social Science, Education and Humanities Research, 254,* 102-106.

Rapanta, et al. (2020). Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity. *Postdigital Science and Education, 2,* 923-945

Sinaga, O. (2018). Students' Perception on the Role of English Day Program in Speaking Skill Development. *Journal of English Teaching, 4*(2). ISSN 2087 9628.

Slameto. (2010). *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta

Sobkowiak, W. (2011). "Happiness I hadn't felt before", czyli nauka j?zyków obcych w drugim ?yciu. In: M. Pawlak & B. Wolski (ed.), *Wykorzystanie nowoczesnych technologii w dydaktyce j?zyków obcych* (pp. 123-130). Konin: Wydawnictwo UAM i PWSZ w Koninie.

Son, J. B. 2007. Learners Experiences in Web-Based Language Learning. *Computer Assited Language Learning, 20*(1), 21-36.

Thornbury, S. (2019). *How to Teach Grammar*. Pearson Education Limited. Harlow England

Toquero, C. M. (2020). Challenges and opportunities for higher education amid the COVID-19 pandemic: The Philippine context. *Pedagogical Research, 5*(4).

Tuan, N. (2015). The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons. *MERLOT Journal of Online Learning and Teaching, 11*(2).

Wang, T. (2008). Web-based quiz-game-like formative assessment: Development and evaluation. *Computers and Education, 51*(3), 1247-1263.

Weleschuk, A., Djyur, P., & Kelly, P. (2019). *Online Assessment in Higher Education*. Calgary: Taylor Institute for Teaching and Learning 434 Collegiate Blvd

Yin, R. K. (2011). *Qualitative Research from Start to Finish*. New York: The Guilford Press.

Ying, L., & Liping, C. (2016). Peer- and self-assessment: A Case Study to Improve the Students' Learning Ability. *Journal of Language Teaching and Research, 7*(4), 780-787. DOI: http://dx.doi.org/10.17507/jltr.0704.20