



# ELECTRONIC LEARNING: A TOOL FOR GRAMMAR AND WRITING DISCUSSION

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## ABSTRACT

*In 2020, the Coronavirus pandemic affected the entire world; ceasing global movements, such as in economy and education, was one of the interventions implemented to prevent the spread of the virus. This phenomenon led to the shifting of the traditional face-to-face learning environment to an online learning environment. Due to this change, the teachers and the learners had to use different media to pursue discussions in a distant learning set up. Such media used was the electronic learning, later referred to as e-learning. In distant learning, learners needed to maximize their writing ability to accomplish their learning kits. This revealed that most of the learners have difficulties in writing as evidence of poor sentence constructions, out of context answers, and grammar errors. Therefore, the discussions of grammar lessons using e-learning to improve writing became the objective of the study. To make this possible, the experimental design was used. This design was selected to examine the relationship between grammar, writing, and e-learning. In addition, the comparative design was also utilized to compare data to see to determine the effectiveness of e-learning in improving grammar and writing.*

*As a result of the research procedure and the data collection, it was found out that when the results of the scores obtained from the Diagnostic and the Summative Examination, the t-value of 2.0543 is greater than the critical t-value of 1.6657 and supported with p-value of 0.0217, it can be inferred that there is an increase in the performance and the analysis is Significant; thus, this suggests that the students improved in English grammar and writing. This development was deemed noteworthy in terms of grammar improvement as one of the factors that could aid in enhancing a learner's writing abilities.*

*In consideration of the findings, it was concluded that e-learning as an alternative tool for grammar discussion is effective. The discussions of grammar lessons made using the e-learning increased the grammar knowledge of the learners and helped in achieving gradual improvement in their writing abilities. Furthermore, e-learning, helped in decreasing the fear of the learners in using English language for communication and gives the learners an environment to practice. The various e-learning features that allowed students to talk, negotiate, collaborate, and share their ideas with the teacher and their peers enhanced their grammar and writing skills.*

*It was recommended to investigate the generality of the conclusions made in the study, since the respondents were in the 10th grade, it is difficult to generalize whether the results could also be applied to all other grade levels. On another note, other linguistic abilities related to writing should also be included in the discussions since grammar is not the only bearing to the improvement of writing. Lastly, the experiences of the learners in using e-learning should be examined for the purpose of minimizing the problems they encountered for a better learning experience.*

## INTRODUCTION

Statista Research Department (SRD) predicts that there will be 46.04 million smartphone users in the Philippines by 2022. This may be a source of anxiety for some, but it may also benefit others. With the increasing number of people who use gadgets, it is impossible to deny that today's society's lifestyle has changed dramatically, from how people communicate to the way they buy their necessities. Everything is done with the help of a gadget and the Internet.

In this circumstance, people's behavior in specific places, such as school, is also affected. Teachers are still looking for ways to apply this phenomenon to the large number of learners who are losing interest in learning their lessons due to their use of technology.

On the other hand, Siang and Rao (2003) emphasized the benefits of using technology in the classroom. They stated that knowing learning theory provides a framework for developing an electronic educational learning environment; consequently, this concept improves learning while keeping learners motivated.

The role of electronic educational learning, abbreviated to e-learning, is beginning to evolve in

secondary education. Learners can now immerse themselves in real-life simulations via e-learning, which supplements the traditional educational learning methods.

Furthermore, the COVID-19 pandemic has paved the way for a move from the traditional school system, in which learners must attend school for face-to-face learning experience, to an online educational learning environment. The Department of Education (DepEd) faced difficult adversaries in adjusting and preparing for this change. Before the decision to continue with the current school year, some issues were anticipated. For this reason, the teachers and the students were introduced to several platforms that can be utilized for online learning. Moreover, this process of using various media to allow the teaching and learning process to be possible even in distant learning is now known as e-learning. E-learning has become the most popular method of studying from a distance. It allows lecturers to present their discussions and the students to submit their work as proofs of their learning. Because this strategy is new to the educational system, its effectiveness in accomplishing academic goals should be examined.



The current study examined the benefits of e-learning in achieving grammatical competence, which is critical for increasing writing skills. As a result, e-learning is being used to discuss the issues that junior high school students face with grammar and composition. This paper also highlighted that even if the learning platforms were updated, it wanted to assist students in maximizing their distant learning experience and in obtaining the essential competencies for the target subject.

## OBJECTIVES

This research focused on studying if there are significant differences in the learners' writing abilities when GENYO E-learning is used for discussion of grammar lessons and writing skills.

Specifically, it aimed to cover the following areas:

1. To know demographic profile of the respondents in terms of the age, gender, and grade level.
2. To know the frequency of GENYO E-learning usage and exposure to the learners.
3. To know the level of writing based on the results obtained from the Diagnostic Examination.
4. To know the extent of the writing competence relative to the result of the Summative Examination.
5. To know if there are significant differences in the students' Diagnostic Examination and Summative Examination results after the GENYO E-learning is utilized as a tool for discussion of grammar lessons and writing skills.

## SAMPLING DESIGN

The study respondents were the Grade 10 - Junior High School students of Liceo de Cavinti. The class was comprised of thirty-eight (38) learners with individual GENYO e-learning accounts. Twenty-three (23) of these learners are male, and fifteen (15) are females. Their ages ranged from 14 to 18 years old. The study was applicable to them because they use the GENYO e-learning to discuss their lessons, including English. To arrive at the ideal number of respondents used as the study samples, the researcher used the SLOVIN's Formula of Computing the Sample size.

## RESEARCH DESIGN

This research undertaking aimed to observe how e-learning could help in obtaining a good competence in writing by using it as the tool for the discussion of grammar and writing lessons. With this said, the researcher used the Experimental and the Comparative Research Design to achieve this objective.

Experimental research study under this design aims to establish the relationship between the cause and effect of the situation. It observes how the Independent Variable could impact the Dependent Variable. For this study, the impacts of e-learning on the improvement of writing are observed.

Moreover, it is a highly practical research design method to solve a problem at hand. The independent variables are manipulated to monitor the change it has on the dependent variable. The researcher considers the low competence in writing as the problem to solve in this undertaking. On the other hand, the use of e-learning for the discussion of necessary lessons is the intervention.

Using the experimental research design, the researcher examined the existence of a cause-and-effect relationship between grammar, writing, and e-learning. There would be a control in the use of e-learning while the writing performances shall be measured as the basis of the relationship.

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## STATISTICAL DESIGN

The data gathered from the respondents were tabulated to determine the mean and the standard deviation. The mean is calculated by summing up the observations (items, height, scores, or responses) and dividing by the number of observations. The standard deviation, meanwhile, was also computed to measure the data distribution. The scores obtained from the diagnostic and summative examination were compared using the t-test statistics.

Moreover, content analysis was also done to examine samples from the students writing outputs using the grammar rules and writing standards discussed by Koenig, Oxenden, and Boyle in their textbook published by Oxford University Press in 2013.

## RESULTS

### Demographic Profile of the Respondents

Table 1 shows the demographic profiles of the respondents in terms of their age and their gender. It was noted that all the respondents came from Grade 10 level.

Age	Male	Female
15 years old	4	6
16 years old	17	7
17 years old	1	2
18 years old	1	0

Table 1. Profile of the Respondents



### Frequency of GENYO E-Learning Usage

Table 2 shows the respondents' frequency of exposure to GENYO E-Learning as the tool for discussion of grammar and writing was an important factor determining the effectiveness of the usage in

improving the target learning competencies. The more they were exposed to the medium, the more they get comfortable using it for learning. The respondents were asked to rate their usage weekly. The data gathered were tabulated to get the frequency of answers.

Frequency per 5 days	Number of Respondents
5 days	23
4 days	6
3 days	7
2 days	2
1 day	0

**Table 2. Frequency of GENYO E-Learning Usage**

### Results of the Diagnostic Examination

Table 3 shows the results obtained during the diagnostic examination.

Diagnostic	Lowest Score	Highest Score	Mean	Standard Deviation	Verbal Interpretation
Grammar	8	44	26.42	9.509	Satisfactory
Writing	16	48	33.53	8.913	Very Satisfactory
<b>Overall</b>	<b>8</b>	<b>48</b>	<b>29.97</b>	<b>8.744</b>	<b>Satisfactory</b>

Legend:

Scale	Verbal Interpretation	Score	Verbal Interpretation
41-50	Outstanding	11-20	Fairly Satisfactory
31-40	Very Satisfactory	0-10	Needs Improvement
21-30	Satisfactory		

**Table 3. Results of the Diagnostic Examination**

### Results of the Summative Examination

Table 3 shows the results obtained during the diagnostic examination.

Summative	Lowest Score	Highest Score	Mean	Standard Deviation	Verbal Interpretation
Grammar	16	50	30.79	7.912	Very Satisfactory
Writing	16	48	37.11	9.639	Very Satisfactory
<b>Overall</b>	<b>16</b>	<b>50</b>	<b>33.95</b>	<b>8.107</b>	<b>Very Satisfactory</b>

Legend:

Scale	Verbal Interpretation	Score	Verbal Interpretation
41-50	Outstanding	11-20	Fairly Satisfactory
31-40	Very Satisfactory	0-10	Needs Improvement
21-30	Satisfactory		

**Table 4. Results of the Summative Examination**

### Comparison of the Results Obtained from the Diagnostic and Summative Examination

Table 5 shows the comparison of the scores obtained from the Diagnostic and the Summative Examination. The results show a 'Significant Difference' between the data.

Test	Mean	t-value	Critical t-value	p-value	Analysis
Diagnostic	29.97	2.0543	1.6657	0.0217	Significant
Summative	33.95				

**Table 5. Comparison of the Results using T-Test Statistics**

### Analysis of Students' Grammar Errors and Improvement in Writing

Student 12 appeared to make numerous grammar errors in areas such as verb tense, pronouns, prepositions, and articles, as evidenced by the retrieved samples above. Errors in the technical aspects of writing, such as redundant words, punctuation marks, capitalization, and contractions, can also be seen. Meanwhile, no subject and verb agreement errors were made during the summative writing exam, capitalization of the pronoun "I" was rectified, contractions were utilized appropriately, and proper punctuation marks were employed. There was a considerable reduction in the number of grammatical

and writing errors made following the intervention to improve the learner's grammar skills.

### GENYO E-Learning Assessment

In terms of teaching strategy, the teacher can utilize GENYO E-Learning and encourage more frequent use of it. Using this platform, it was easier to update the students with their learning tasks, even update the learners with important announcements, or send them the learning materials they must study. Through the shared blog feature, the learners can upload their writing outputs for the feedbacks of the teacher and classmates. The messaging feature also allowed students to send in their questions, and if the



teachers were not available during specific times, the students could post their questions in the forum and discuss them later. All these features promoted writing practice for the learners. Based on these, it can be concluded that using GENYO E-learning as a tool for discussing English grammar can improve learners' writing skills.

## CONCLUSION

According to the findings, using GENYO E-Learning to study a language effectively improved the students' writing ability. In the summative examination, the students had a higher mean score, with a difference of 3.98. Students' views about language study improved because of e-learning. Moreover, the English writing appeared to improve because of the grammar discussions.

In the grammar section of the summative examination, a higher percentage of students chose the correct options. They were also able to write a more meaningful and well-organized paragraph. Aside from this improvement, the students had positive feelings about this platform. GENYO E-Learning, they believed, was an alternate, up-to-date, and conveniently available learning tool.

It gave students more options and eases when studying English grammar, allowing them to improve their writing skills. They overcame their fear of asking inquiries and ventured to do so. They could communicate with the teacher and their classmates by leaving messages. This concept can be applied to Krashen's Affective Filter Hypothesis.

The multiple e-learning functions that allow students to discuss, negotiate, collaborate, and share their thoughts with the teacher and their classmates improved their grammar and writing abilities. Such a learning process could be linked to Social Constructivist theory from this perspective. According to this idea, e-learning can function as an avenue of practice where students can discuss their English

grammar and writing issues with their teachers or other users.

In conclusion, GENYO E-Learning is a platform that should be promoted and used by students as a community on the Internet where they may discuss their English grammar and writing issues. They have several options for communicating with the teacher and their classmates. They can also study whenever they want because of its accessibility, it can be accessed using computers, and other hand-held devices.

## AREAS FOR FURTHER RESEARCH

Students who took part in the research were in the 10th Grade. Students at this level are more self-reliant and accountable for their learning. Therefore, it is impossible to say whether the results gained apply to every Junior High School grade level, particularly in the lower classes. As a result, more research is needed to see how relevant the findings are to other high school students.

In addition, as this study shows, grammatical knowledge can help the students enhance their writing skills. For further research, researchers can investigate the effects of various linguistic abilities, such as reading on writing improvement. In doing so, e-learning is suggested to be used as tool for the discussion of reading comprehensions lessons. By sharing some reading materials through e-learning, studies can analyze the effects of reading on student's writing improvement. To test comprehension, reading exams, and writing assignments should be done. Videos about reading styles can be uploaded. With this, teachers can establish whether the students' reading comprehension influences their writing abilities.

Finally, the study did not address the difficulties students had in accessing and using this e-learning platform in their studies. Researchers and other concerned individuals should take actions to understand the experiences of the learners for the purpose of minimizing the problems they encountered.

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