

The Effect of Using Islamic Textual Enhancement Model toward Students' Grammar Mastery at IAIN Bukittinggi

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Abstract

The article aimed at finding out the effect of using Islamic Textual Enhancement Model in teaching complex sentences for English Students at IAIN Bukittinggi. The necessity of teaching grammar in EFL field has long been debated. Some deny its importance; others maintain it. However, amidst all these arguments, the importance of presenting language input to help students transfer the input into intake through reinforcing them to notice it is agreed upon. Therefore, the appropriate grammar instructional model needs to be selected. The researcher applied a quasi-experimental research by giving pretest to see initial ability at the sample classes. There were two classes involved as the experimental is III C and the control group is III D chosen purposively. The researcher taught grammar by using Islamic Textual Enhancement Model in experimental class meanwhile in the control class grammar was taught traditionally (PPP Model) from Azar's Book. After a series of treatment process, post-test was administered. The finding reveals that teaching complex sentences using Islamic Textual Enhancement Model is more effective than traditional way since the target input is more salient so that the students notice the complex sentences in context as it can be seen from gain scores from both classes for $\frac{1}{2}$ sign (2-tailed) is higher than alpha .005. In conclusion, using Islamic Textual Enhancement Model in teaching grammar for EFL class at Islamic institution is appropriate because the model provides contexts for students to study grammar features.

Keywords: *Islamic Textual-Enhancement Model; Teaching Grammar, Complex Sentences*

1. Introduction

It is believed that one factor determining the triumph in teaching grammar way is teaching model selected in the classroom. When teacher embraces behavioristic philosophy in her life, it colors her performance when teaching in the classroom. She will refer to the grammar book which presents many exercises and drills in order to form students' habit. In fact, learning grammar is more than just to master the rule of language.

This phenomenon occurs in many places. It is a common view that process of teaching grammar in most EFL classroom was dominated by teacher talk. Teacher or lecturer explains the grammar lesson to their students since beginning. This model of teaching has intention to instill students' habit which goes with behaviorism as mentioned previously. However, adult learners in this case college students are not suitable taught in this spoon-feeding way.

Based on researcher's observation and interview with two grammar lecturers as well as her own grammar teaching experience at IAIN Bukittinggi, the process of teaching grammar was still conducted conventionally i.e lecturer- centered. Lecturers dominated the class by their talking time 70 % of the total talk and gave less opportunity for students. Grammar was taught deductively with focus on usage rather than use. In other words, students were demanded to know and memorize the grammatical rules and syntactic patterns of the target language (Jean and Simard, 2012). Despite demanding students to know the rules, the lecturers seemed not to really consider whether their students had understood the rules or noticed the given grammatical features (Roza, 2014). It can be proved from their writing production which produces many errors in using complex sentences (adjective, noun and adverb clauses) as the dependent clauses.

Furthermore, the instructional book used in grammar teaching did not seem to present students with good input exposure either. In the learning process, lecturers used grammar books designed in PPP (presentation, practice, and production) grammar teaching model, even sometimes they used the book about theoretical grammar, which only exposed students to linguistic foundation of English grammar. Lack knowledge in grammar could be seen in students' final mark in which more than half of them (65%) failed to achieve the passing grade. The similar problem also had impact on students' language production (Tami, 2016 and Vani, 2016). They often produced language in a way that is grammatically unacceptable.

In order to make students able to notice and understand language input and transfer it into intake, the input need to be exposed in a way that can easily draw students' attention. One of techniques in presenting input in grammar instruction is known as textual input or visual input enhancement. Nassaji & Fotos state that textual input enhancement is aimed to raise learners' attention to linguistic forms by rendering input perceptually more salient by highlighting certain aspects of input by means of various typographic devices, such as bolding, underlining, and italicizing in written input, or acoustic devices, such as adding stress or repetition in oral input (Nassaji,

Hosseini and Fotos, 2011). By modifying the input, it is assumed that the students will be able to notice it easily.

Given the importance of grammar competence and presenting input in grammar instruction, the researcher is interested in finding out the effect of using Islamic textual enhancement model in teaching grammar of complex sentences for the third semester English department students at IAIN Bukittinggi which has been designed by the researcher and validated by experts. This present paper explores whether using Islamic textual enhancement model is effective to be used in the process of grammar instruction or not.

2. Literature Review

The process of grammar instruction in EFL has been long argued from two sides, both proponents and opponents. From the proponents of grammar instruction, grammar can assist students in their language production to form meaningful and acceptable target language since it gives students the description of how words are combined into meaningful syntactic structure (Weaver, 1996: 9). However, the opponents argue that grammar instruction will inhibit acquisition, since the language learners will naturally acquire the grammatical rules through their exposure to the target language learned (Sharwood Smit, 1993). In addition, it is evident in the EFL field that students who have been exposed to grammar are unable to use the target language.

Despite these arguments, both agree on the importance of input in language teaching process. Nassaji & Fotos assert that the importance of language input in second language acquisition has become a major consensus among applied linguists, so the exposure to grammatical input is essential in grammar instruction. VanPatten in Nassaji & Fotos proposes input in language teaching can be seen as the language that the learners see or hear to which they attend for its message (Nassaji and Fotos, 2011) Therefore, any material used in grammar instruction can be regarded as the language input which can be utilized to improve students' grammatical competence.

In the process of teaching grammar, teachers do not only need to focus on presenting the input but also need to focus on how to transfer it into intake and output. Intake refers to part of the input that the learners has noticed and has stored in their working memory for further processing (Nassaji and Fotos, 2011). Hence, intake is what becomes the basis of language learning, and the linguistic resources that the students will use in the language output or production. Therefore, teacher should help students to notice the input, so they can transfer it into the intake.

In order to make students to notice and understand language input and transfer it into intake, the input need to be exposed in a way that can easily draw students' attention. One of techniques in presenting input in grammar instruction is known as textual input or visual input enhancement. Nassaji & Fotos (2011) state that textual input enhancement is aimed to raise learners' attention to linguistic forms by rendering input perceptually more salient by highlighting certain aspects of input by means of various typographic devices, such as bolding, underlining, and italicizing

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The process of drawing students' attention into the target input commonly uses the text. Mickan in Bumela (2014) mentions that text-based teaching especially in English as foreign language context can lead students to the activity of analyzing lexico-grammatical of texts to enhance language awareness. In her study Bumela (2014) discovers that using text in grammar instruction can help students gain the insight into the structure and grammar of those text. In addition, (Baleghizadeh & Arab, 2014) find in their study that written material is influential in promoting the noticing among the language learners. Related to input enhancement, students are not merely exposed to the text. They are involved in analyzing modified text with the focus not only on the content but also on the target structure. This instructional process is called textual enhancement.

Textual enhancement-based model is one of input enhancement models used in grammar teaching. In this model, an external form of input, certain aspects of the text is manipulated physically to draw learners' attention to linguistic forms to make them easily noticed (Nassaji & Fotos: 2011). This enhancement can take in both written and oral forms. When exposing students to language input with textual enhancement based model, the teacher needs to design the target input with stand-out written text such as using **bold**, CAPITAL, *italic*, underline, or different highlight. As suggested by Nassaji & Fotos (2011), when designing textual enhanced texts, the followings steps should be taken: (1) **Select** a particular point the students need to notice of, (2) Highlight that feature in the text, (3) Do not highlight many different forms as it will distract learners' attention, (4) Use strategies to keep learners' attention from meaning, and (5) Do not provide any additional metalinguistic explanation.

Those five steps imply that in textual enhancement-based model, learners should read the text for meaning. Therefore, it is essential that teacher use strategies that can keep learners' attention on message. This can be achieved by using various forms of post-reading activities. For example, the teacher can ask learners to read the text and then discuss its content with their peers, answer questions about the information in the text, or even complete a table or a chart based on the information in the text.

The purpose behind textual enhancement-based model is to give the target forms features that are more salient in order to help learners notice these forms and to make form-meanings connection. Enhancement of text part will benefit learners through directing their attention to form while input processing occurs. Despite of this promising premise, textual enhancement does not always guarantee that the learners will notice the target form. Even though they notice it, it cannot guarantee that they will understand what it is supposed to be understood. In addition, this type of input enhancement is only carried out in written contexts in which language

teachers present the language learners with a reading material that contains textually enhanced target structures.

Ellis (1997) proposes sequence of grammar instruction to conduct enhancement of the text as follow: 1) Attending task: Students read/ listen to a text that they process for meaning. 2) Noticing task: Students read/ listen to the text given 3) Analysis task: Students discover how the target structure works by analyzing the data provided by the text. 4) Checking task: Students complete an activity to check if they have understood how the target structure works. 5) Production task: Students are given the opportunity to try out or experiment with the target structure by producing their own sentences or paragraphs.

Furthermore, Gerngross et.al (2006) propose the following activities that can be called as the integrative task to the writing skill: (a) Lead in activities. These activities aim to prepare students with the material by introducing the topic discussed, reviewing vocabulary and bringing up their language awareness. (b) Presentation of model text. Model texts used are commonly shortly written text presenting the target structure discussed along with its meaning, form, and use. Text presentation can familiarize student with how the target structure used and it can be done by dictation or projector.

The next task is (c) Reconstruction of model text. This step can be done both in oral and in written tasks, which remind students with text model presented before, especially the contents related to the target grammatical feature. Through reconstructing the text, it is expected that the students are able to understand the target structure as well as to use it accurately. (d) Text creation. This is the final step in which the students create their own text based on the model text previously given. In this step, students likely need many vocabularies and teachers are expected to provide them with the new words needed. Writing a text can make students be more focus on grammatical accuracy as they have time to edit, correct, and revise what they have written.

Based on the theoretical review above, for this research, the researcher goes with the theories Ellis (1997) and Gerngross (2006). She developed Textual Enhancement-based model of grammar instruction which is accompanied by communicative discussion activity in groups for adult learners in this case college students who have studied English for years. The researcher modifies model of textual enhancement by Sharwood Smith (1991,1993), Nassaji and Fotos (2011) with Ellis' sequence of grammar instruction for Textual Enhancement (1997) and model of teaching CAM by Joyce and Weil (2007). The frame model is depicted in Figure 1.1 as follows:

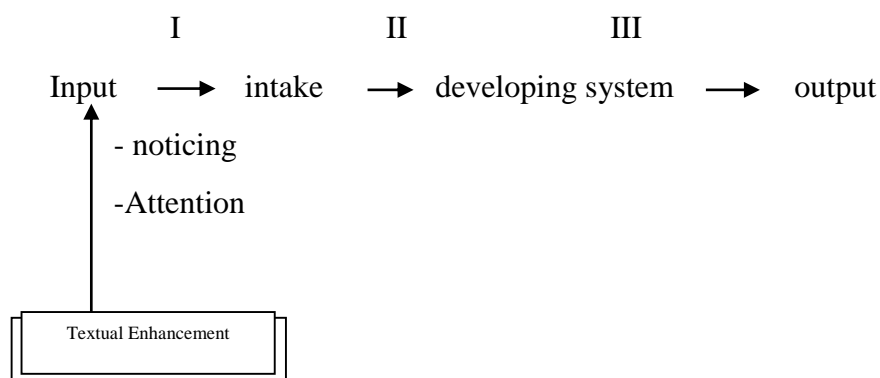


Figure 1. Textual Enhancement-Based Grammar Instruction Model

Based on Figure 1, input of language in this case English are presented in the text which is made salient or enhanced through manipulation of typography larger type sizes, different types faces, colors, bold, underline or italic in order to draw students' interest. If they pay attention to the feature of form, they will notice it. Students will discover how the target structure works by analyzing the data provided by the text. The result of analysis of the enhanced text will become intake. To make sure whether all of the enhanced text is the correct intake for students, the lecturer asks them to share ideas with their peers. Intake will be understood by students then becomes learning thus acquisition.

To make the process textual enhancement-based model clearer, the researcher exhibits it in Table 1 as follows:

Table: 1 Procedure of ITEM

SYNTAX	STEP	ACTIVITY
Preparing	Designing the enhanced text by presenting the salient part of language input (English complex sentences) in grammar instruction to draw students' attention to notice it by using various typographic devices; bolding , <u>underlining</u> , and <i>italicizing</i> or CAPITALIZATION	The lecturer: Creates a particular point the students need to notice of, Highlights that feature in the text, Does not highlight many different forms as it will distract learners' attention, Uses strategies to keep learners' attention from meaning, Does not provide any additional metalinguistic explanation.
Implementing	Attending Task	Students read enhanced texts that they process <u>for form and meaning</u> .

	Students answer some questions related to the text.
	Students share their answers with their pair facilitated by the lecturer.
Noticing Task	Students reread and notice the enhanced grammatical features of the enhanced text by paying attention to it in order to discover rules of language.
Analyzing Task	Students read unenhanced texts and analyze grammar features by identifying, classifying, underlining or coloring them.
	Students discuss findings with their peers by sharing ideas on the grammar features learned facilitated by the lecturer.
Checking Task	Students check their understating on how grammar rules work by some grammar activities like combining two sentences, reducing clauses, matching or answering questions.
	Students share ideas for the accuracy, which is facilitated by the lecturer.
Production Task	The students create their own text from the existing rule individually.

(adapted from Sharwood Smith (1991,1993), Nassaji and Fotos(2011), Ellis (1997) and Joyce and Weil (2007)

Based on Table 1, the process of textual enhancement is much more learner-centered and lecturer's role is only facilitator. Students should read the text for meaning without any explanation from the lecturer. They attend for the input, notice it, and analyze it. The result of analysis is checked though answering the question and sharing ideas with their friends. The last thing is production of their own text to see their output of certain grammatical features.

In conclusion, the researcher presents the concepts of complex sentences within texts by enhancing them using bold and colors in order to draw students' attention to notice the. Once students notice the grammar features taught, they will pay attention to the form and meaning of them. After that, they process what it is in their memory and discover the rules by their own. Here is the procedure of the model containing attending task, noticing task, analyzing task, checking task and production task.

3. Methodology

This present research attempts to seek the effect of using textual enhancement in teaching complex sentences. To achieve these goals, the researcher administered quasi-experimental design with the pretest-posttest control group design. The research is described in Table 2:

Table 2 Control-Group Pre-test-Post-test Design

	Pre-test	Treatment	Post-test
Experimental Class	T1E	X	T2E
Control Class	T1C	-	T2C

Where:

- T1E = the pre-test for the experimental class
- T2E = the post-test for the experimental class
- X = the treatment of using textual enhancement
- T1C = the pre-test for the control class
- T2C = the post-test for the control class

Based on the research design in Table 3, treatment of using Islamic textual enhancement of Islamic text was given to the experimental class; meanwhile in control class the researcher used traditional way by presentation, practice, production (PPP). The pre-test was administered in both classes to see their initial ability and posttest was done to see the improvement after being treated.

The study was conducted quantitatively. The research distributed questionnaire to all students of third semester who took Grammar III subject to survey their problems in grammar class. The reason why she chose Grammar III is because she teaches at this class and she has taught them for three semesters.

3.1 Population and Sample

The population of the research was the third semester English education department students in IAIN Bukittinggi which consists of four parallel classes A, B, C, and D which were taught by two grammar lecturers. If the researcher referred to their entrance test to IAIN Bukittinggi, the first two (III A-B) was nationally organized and the last two was independently held by IAIN Bukittinggi. The researcher chose class III C and III D purposely as samples for experimental research since they were normal and homogenous based on the result of normality and homogeneity tests of their previous Grammar mid-term test.

3.2 Instruments

Grammar test was used to measure the effectiveness of the model used in the experimental research. The same test was used for pre-test before the model was implemented and for post-test after the model was implemented. This test was constructed based on syllabus and theories on complex sentences by Werner, P.K. and Spaventa, (2007), Harmer (2004), Azar (2002), Greenbaum and Nelson, (2002), and Ann Hogue (2003). To construct the test, there were several steps executed by

the researcher, they were sentence identification, sentence combination and paragraph production of complex sentences.

3.3 Data Analysis

Grammar test was analyzed by using SPSS software formula. The hypotheses of the research were: (1) Ho: Students' grammar mastery using ITEM is same as of using conventional model. (2) Ha: Students' grammar achievement using TEIM is higher than of using PPP (Presentation, Practice, and Production) model. Consideration to make decision is if the score of $\frac{1}{2}$ sign (2-tailed) > .05, Ho is accepted, yet Ha is rejected and vice versa.

4. Result

The result of the study is as follows:

4.1 Normality Test

With the hypotheses: (Ha): the data are distributed normally; and (Ho): the data are not distributed normally.

Table 3 Normality Test

One-Sample Kolmogorov-Smirnov Test				
		pretest	posttest	gain
N		64	64	64
Normal Parameters ^{a,b}	Mean	43.55	67.84	24.2969
	Std. Deviation	10.209	13.266	18.81462
Most Extreme Differences	Absolute	.111	.087	.064
	Positive	.080	.052	.049
	Negative	-.111	-.087	-.064
Kolmogorov-Smirnov Z		.892	.696	.509
Asymp. Sig. (2-tailed)		.404	.718	.958

a. Test distribution is Normal.

b. Calculated from data.

Based on the output of SPSS, it can be seen from the score of K-S is 0.892, 0.696, and 0.509 were higher than alpha .05. So, Ho is accepted and Ha is rejected which means data in both classes are distributed normally.

4.2 Homogeneity Test

With the hypotheses: (Ho): Variances are homogeneous; (Ha): Variances are not homogeneous.

Table 5 Homogeneity Test

		Levene's Test for Equality of Variances	
Gain	Equal variances assumed	1.072	.304
	Equal variances not assumed		

Based on the output of SPSS, it can be seen from the score of Levene is .304 which is higher than alpha .05. So, Ho is accepted and Ha is rejected which means both classes are homogenous.

4.3 Testing Hypothesis

The hypotheses of the research were: (1) Ho: Students' grammar achievement using ITEM is same as of using conventional model. (2) Ha: Students' grammar achievement using ITEM is higher than of using PPP (Presentation, Practice, Production) model. Consideration to make decision is if the score of ½ sign (2-tailed) > .05, Ho is accepted, yet Ha is rejected and vice versa.

Table 6 Independent Samples Test

		Group Statistics			
class		N	Mean	Std. Deviation	Std. Error Mean
gain	1	32	36.1563	12.97170	2.29310
	2	32	12.4375	16.14838	2.85466

		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
gain	Equal variances assumed	1.072	.304	6.478	62	.000	23.71875	3.66161	16.39931	31.03819
	Equal variances not assumed			6.478	59.246	.000	23.71875	3.66161	16.39253	31.04497

The finding reveals that using Islamic textual enhancement model in teaching grammar for grammar feature of complex sentences is effective to help students master the grammar item taught. There is improvement from data of pretest to post-test. The researcher found gain score from both classes for ½ sign (2-tailed) is higher than alpha .005

5. Discussion

The research findings reveal that using Islamic textual enhancement model is effective to promote students' grammar mastery. The researcher sees that using Islamic textual enhancement model in teaching grammar is suitable for adult learners and in line with the curriculum thirteen with its scientific approach that begins with observing, questioning, experimenting, analyzing, concluding and creating. Some of the steps can be adhered to model step which has been developed by the researcher. Observing can be adhered to step of noticing task where students need to read text and then notice what happened in the text. Questioning deals with discussion task where students need to ask and answer questions related to the texts. Analyzing is compatible with analyzing task where students analyze another text which is not enhanced, but they themselves enhance the grammar features emerging in the texts. Creating is in the harmony with production task where students create their own texts based on grammar features taught.

Besides, texts presented in this model sound interesting for students since they have background knowledge on the texts that is Islamic Texts (Suardi, 2017), not too easy and not too difficult. It is in medium they said. Moreover, the roles between lecturer and the students during instruction were overt. In the beginning until the end of grammar lesson, students had dominant role to play since this model was characterized by its students-centered which was in contrast with traditional model like in traditional model of PPP (presentation, practice, production). Then, the lecturer's main roles were only facilitator, resource, tutor, participant, observer, motivator, organizer, and assessor (Harmer (2001:57) and Sanjaya (2008:147).

During the grammar lesson, lecturer was acting as (1) facilitator, she facilitated students to do each step under ITEM to read an enhanced text, to notice the text, to analyze an unenhanced text, to check the pattern and to produce their own paragraphs. When lecturer was acting as (2) resource, she was helpful and available for students asking how to say or to write something. She guided them as to where students could go to look for that information. (3) Tutor was done when students were working in pairs discussing some questions related to text at attending task or during production task, lecturer could go round the class and stay briefly with particular group and offer guidance for students.

In addition, (4) lecturer was acting as participants join in activity not as a teacher, but also as participant in their own right during student discussion, role play, or group decision-making activities. (5) Lecturer did not only observe students in order to give feedback, but also watched in order to judge the success of different materials and activities taken into lessons so that they could be revised in the future, like grammatical errors or misspellings found in the text. (6) Motivator encouraged students to think creatively with discretion when students lose the thread of what was going on. (7) Organizers organized students to do various activities during grammar lessons. The last one is lecturer as assessor offering feedback and correction and grading students in various ways.

Moreover, the principle of reaction of using this model told how the lecturer regarded the students and responded to what the students did. At pre-activities, lecturer activated students' schema activation by showing pictures and asking several relevant questions. At whilst-activity, when students could not do attending task well, lecturer guided them to reread text and get the meaning of the texts.

The lecturer helped students and had them learn the grammar through reading, noticing and discovering rules of language in texts by themselves. Lecturer had students to read texts and paid attention to particular grammar features inside the texts. If students could not notice the intended ones, the lecturer guided them to notice the colored or highlighted features. After that, students processed for both the form and the meaning and discuss the answers with their pair. Students were active during the learning process and their lecturers only helped them for guide to carry out tasks that should be fulfilled. The lecturers also gave reward to students in learning process. In short, principles of reaction of this model lecturer had were facilitating learning, supporting students, guiding the students and giving reward.

Furthermore, support systems that supported this model were (a) students had learning resources with them, in this case grammar book designed under this model purposed for students and also additional grammar books to support students' knowledge on grammar. (b) Students had to read materials provided for them before coming to the classroom. They could not study well and become passive receiver when they were empty attending the grammar class. (c) They needed to bring colorful pen to mark the intended grammar feature found inside the text and facility like projector was also needed to show students what activities carried out next and after this.

Instructional effects of using this textual enhancement were to make students able to master the concepts of complex sentences as the cognitive aspect, and able to apply them in the production as the psychomotor aspect. Instructional effects of the model were obtained by students after they learnt the concepts of complex sentences through the model for thirteen meetings. After they were educated through reading, noticing, processing to discover the grammar features in the enhanced texts by their own, it helped them in applying correct complex sentences in short paragraphs.

In the meantime, the nurturing effects of the textual enhancement model were to make students more spiritual due to the Islamic theme of texts, more autonomous as they develop their analytical ability in analyzing texts by their own and raising their awareness of the importance of grammar features in language and to train inductive and logical thinking. Hence, those are the good components which frame this model for teaching in detail.

6. Conclusion

From the research findings, it can be concluded that the developed instructional model can effectively foster students' grammar mastery. Based on the students' post test score, the experiment class outperformed the control one. In addition, this model also has significant effect toward students' grammar mastery because it supported by

the data that the t obtained is higher than the t table. Therefore, H_a is accepted, which is ITEM gives significant effect toward students' grammar mastery in complex sentences.

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