

A NEEDS ANALYSIS OF TECHNOLOGY-INTEGRATED BASIC ENGLISH GRAMMAR COURSE IN THE INDONESIAN CONTEXT

Dwi Sloria Suharti^{1 and 2*}, Bachrudin Musthafa¹, and Fazri Nur Yusuf¹
Doctoral Program in English Education, Universitas Pendidikan Indonesia, Indonesia
English Language Education Program, Universitas Muhammadiyah Tangerang, Indonesia

*Corresponding author: dwisloria@upi.edu

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Abstract

Needs analysis is essential for developing a curriculum and teaching materials. Integration of technology in courses provides a supportive environment for learners across a wide range of courses. However, the needs analysis on technology-integrated Basic English Grammar course learning is insufficient. This report aims to determine students' needs for studying Basic English Grammar courses through technology integration. For this purpose, the researchers used a descriptive qualitative design by distributing questionnaires. Twenty-four students completed the questionnaire, and the researchers recruited several students for interviews. The results of this study reveal students' expectations for technology-integrated assignments, such as submitting writing caption chores to Instagram, with a 48 percent success rate. Technology-integrated Basic English Grammar course learning presences depict the most commonly used technologies such as YouTube, Instagram, the Quiz app, Google Classroom, Webbing, and e-Books. The researchers identified the lack of internet connection and an overabundance of information that perplexes students—this suggests the necessity to provide training to cope with the technological challenges of learning Basic English Grammar. The study proposes a teaching-learning situation in the Basic English Grammar course with technology integration as learning activities materials in the syllabus so that the teachers, as the curriculum makers, can develop the curriculum according to the needs of students. This report highlights that lecturers and universities perform periodic assessments of their student's needs as a basis for developing a curriculum with these reflective needs. In addition, the pedagogical implications for technology-integrated tools in the Basic English Grammar course are discussed.

Keywords: Basic English Grammar; needs analysis; technology integration

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INTRODUCTION

The effectiveness of grammar instruction in acquiring second/foreign languages has been extensively researched (e.g., Corder 1967; Ellis 2003; Krashen 1985; Lili & Brato, 2019; Sato & Oyanedel, 2019). Early research suggests that grammar learning should be form- or meaning-focused (Lightbown & Spada 1990). Instructors should teach grammar to EFL students through writing tasks in which they utilise languages or through written exercises in which students experience how language acts. Some studies highlight adapting and adjusting both meaning-focused and form-focused strategies to students' learning requirements and interests is a good idea (Brown 2001; Celce-Murcia et al., 2014; Larsen-Freeman 2014). Grammar teachers seeking to teach grammar principles conventionally will lose their students' enthusiasm.

Furthermore, Dontcheva-Navratilova (2013) defines a sentence according to its structure and meaning. She argued that proper speech requires

discourse to take precedence over language. Educators benefit from the concept of 'discourse above language.' It is vital to give terminologies while utilising technology to teach grammar. Outside of language learning software, technology is most frequently utilised to educate students concerning grammar (see Bikowski, 2018). Logical instructions or tedious drills and exercises are not the only way to build students' grammatical skills (Baleghizadeh & Oladrostam, 2011). Ahmad and Arifin asserted that teaching grammar with technology does not have to be arduous (2021). Incorporating technology into grammar instruction through the curriculum, course, and lesson is the most effective method (Bikowski, 2018). Moinvaziri (2014) addresses student needs and offers recommendations to instructors, curriculum makers, and academics. He contended that research on Needs Analysis might help create a more effective teaching and learning environment. Students might benefit from the recommendation of learning activities to get more out of their English classes. Motteram (2013) highlighted how innovative

language teachers' use of technology in diverse classroom settings influences and transforms language learning. What to add is Saeedi and Biri (2016) contended that technological integration affects language instruction and learning.

Meanwhile, focusing on students' needs contributes to language education development that fulfils their social and individual needs (Slim & Hafedh, 2019). Several studies have shown the essentials of students for second and foreign language learning, resulting in a change in language education toward more learner-centred strategies (Nunan, 1988; Wright, 1990; Brown, 2001; Yuan & Zhen, 2021). The needs analysis serves as the foundation for constructing a curriculum tailored to a specific group of students (Brown, 1995).

Nevertheless, despite its essential role in setting up learners-adjust goals, needs analysis is often disregarded and ignored by individual teachers. As Priyanka et al. (2017) demonstrated in an interview with two instructors from one of Cirebon's public junior high schools, the teachers decided on lesson goals purely based on the curriculum and syllabus. They disregarded the perspectives of students on their own needs. Due to a lack of time, money, and experience, the head of the curriculum admitted that the teachers had conducted no needs analysis. This case is a cause for worry, as needs analysis should have contributed to the instructional goals' curriculum development (see Brown, 1995; Hutchinson & Waters, 1987). Additionally, Watanabe (2006) asserts that successful curriculum and program development need the attention of students' needs. Needs analysis (NA) is imperative when an educator develops a syllabus and teaching materials for a particular course.

Although many studies have been on technology-integrated English grammar teaching, few studies examine the integration technology for needs analysis—specifically, in technology-integrated Basic English Grammar course learning at a non-public university in Indonesia. Thus, this report aims to conduct a needs analysis of students enrolled in an English Education Study Program at a non-public university in Indonesia to determine the students' needs for a technology-integrated Basic English Grammar course.

Considering the critical investigation of students' needs on necessities (priority), lacks (problems), perceptions/wants (expectations) (Nation & Macalister, 2010), the curriculum developer can later plan to create an appropriate technology-integrated Basic English Grammar course learning. It is based on their needs that hopefully can help the teacher in grammar teaching. In line with these study purposes, the main objective of this study is to determine the students' expectations/wants, necessities/needs, presences, and lacks in technology-integrated Basic English Grammar course learning.

The students' needs of technology-integrated Basic English Grammar course learning program highlighted the students' necessities, expectations, lacks (problems) and presences (opportunities) in technology-integrated Basic English Grammar

course learning. They can contribute to selecting appropriate teaching-learning methods in a grammar teaching program, which is crucial for curriculum development. It is to accomplish the desired goals and have a comprehensive language-learning process.

Additionally, analysing students' needs also provides insights to the syllabus designers, teachers, and educators, particularly to comprehend what the students need to learn and how they want to learn in technology-integrated Basic English Grammar course learning. The deliberation of students' needs in the curriculum produces enthusiasm to learn significantly. It may provide the basis for developing the curriculum: a syllabus and teaching materials, particularly for technology-integrated Basic English Grammar course learning.

REVIEW OF LITERATURE

EFL learners may invest more energy and demand more instructional exercise meetings to consolidate intricate features in learning Basic English Grammar. When both teachers and students know about the difficulty of mastering English Grammar, they may spend more hours clarifying and offering models. They may provide remedies and give extra remarks through various exercises (e.g., writing) to encourage mastering challenging features. Materials developers may likewise remember the materials with prominence for progressively tricky features. Providing exercises that explicitly address more difficult features may influence the consolidation of grammar, as asserted by Baleghizadeh and Oladrostam (2011).

Apart from its difficulties, Larsen-freeman (2014) argues that grammar is utilised to construct meaning. Importantly, skilled grammar users articulate themselves precisely and meaningfully and use their knowledge of grammar to portray themselves to others in the way they desire to be comprehended. One of the grammar reasons that is unrecognised is that the term grammar is confusing. Indeed, grammar definitions abound and provide a great deal of confusion.

Grammar Teaching

Grammatical competence is a type of communicative proficiency. It refers to the use of grammar and language to accomplish communication goals and the ability to do it in a socially acceptable manner. These are the objectives of English language students. Following that, grammatical instruction is necessary to accomplish the objectives (Kao, Reynolds, & Teng, 2019). However, when grammar teachers merely teach grammar rules in exhausting, conventional ways, the students will get bored. They will not be interested in learning, and poor grammar will not disturb them in the future. Apart from being informational (about the target language) and instructional (leading learners through the language learning process), one of the finest teaching components is experiential (efforts that expose learners to the language in use) (See Ilham et al., 2020; Tomlinson, 2012).

Focusing on students' affective sides has consistently been one of the significant parts of language teaching. Teaching grammar by its unique nature may be a troubling encounter for students, particularly when utilising traditional approaches. When all the more exciting and innovative methods of grammar teaching are used, students feel more stimulated to think and learn grammar. Thus, they will have the option to utilise grammar more effectively later. Next, educators should pay much attention to their students' grammatical mistakes. Whatever exercises or methods are given to students, instructors should not avoid furnishing students with guidance and revisions of their mistakes. The mistaken structures get fossilised in their students' psyches, making it challenging to relearn these examples (Baleghzadeh & Oladrostan, 2011).

English language teachers, especially English grammar teachers, have unique challenges in Indonesia. Teachers were unsure due to conflicting government regulations and curriculum revisions. Thus, EFL teachers develop coping mechanisms to assist students in comprehending the material. Systemic support for teacher professional development should be improved (See Musthafa & Hamied, 2014). Indonesian education has not fully prioritised student autonomy. As a result, instructors must prioritise student autonomy. Teachers' commitment to developing student autonomy may be an essential component in their success (Lengkanawati, 2016). Purnawarman et al. (2016) believe that integrating technology into English language learning may help students establish study habits, which leads to autonomous learning.

Technology Integration in Grammar Teaching

Teaching grammar does not require it to be exhausting. Technology offers assistance to teachers and learners. It presents comprehensible input and output, supports learners' creative thinking skills, builds student-centred learning, fosters learners' autonomy, triggers them to feel confident, and develops learners' inspiration to effectively get familiar with a foreign language (Dewi et al. 2019).

Technology integration is revealed to help teachers discover their creativity and support learners' creativity. However, the technology used during learning was insufficient and was influenced by other factors such as instructors' willingness to learn, student participation, regular cooperation, and support. It shows the significance of conducting further research on the creative pedagogy's utilisation of technology in the classroom (Fitriah, 2018).

Teachers should examine which activities require technology integration and which may be conducted without it when planning instructional activities. When it comes to adopting technological tools, teachers will generally think about the affordances of technology to solve specific issues and the recognisable proof of the potential usage of the technology tools to be integrated with the lessons (Dewi et al., 2019). Yunita et al. (2018) conducted a study on Needs Analysis. They suggest

that instructors conduct NA before implementing a model for learning to ensure that the model meets the requirements of the students who will utilise it. The descriptive research sought to ascertain students' needs for English grammar instruction based on their perspectives at the University of Bengkulu's ESP. The data were compiled and statistically analyzed using a questionnaire consisting of 65 questions presented to 44 students enrolled in the Structure I Course. The data indicate that pupils place a priority on knowing English grammar. They were learning methods that employed a pleasant and significant learning impression, both story-based, deductive, and inductive. A learning simulation combines stories with current technology to facilitate learning in a classroom setting. It offers a comprehensive support structure, emphasising educational materials, a standpoint, the last assignment, and an individual learning process outcome appraisal.

Moreover, Bikowski (2018) claims that teaching grammar with technology has more options. Despite the options, the most successful way to teach grammar through technology is to integrate it into the curriculum, course, and lesson. Task-based instruction (TBI) is a student-centred approach to bottom-up grammatical topic methodologies (Bikowski, 2018; Chen, 2020). TBI combined with technology integration enables students to learn from specific texts, including grammatical structures.

Then, the learning needs analysis analyses what the student must do in a particular circumstance, rather than what they need to do to learn about that situation (see Nation and Macalister (2010) for details). This study focuses on the prominence of conducting students' needs analysis, geared up by those experts: students' expectations/wants, necessities/needs, presences, and lacks in learning Basic English Grammar through technology integration. Ultimately, the researchers decided to conduct this NA study before creating an appropriate Student enrolled in the English Education Study Program at a non-public institution in Indonesia to study basic English grammar through technology integration.

METHOD

The current study is a qualitative case study in phenomenology. The current study is qualitative in the sense that it allows researchers to learn more about the individuals (Lodico, Spaulding, & Voegtler, 2010; Yin, 2014). The researchers chose a phenomenological case study because it gives substantial, first-hand information on people's experiences (Nichols, Kotchick, McNamara-Barry, & Haskins, 2010). A case study, on the other hand, is a study that collects and analyzes qualitative data from a specific research setting (Yin, 2014).

Thus, a phenomenological case study explains how people experience a phenomenon, in this case, whether or not they need technology-integrated Basic English Grammar course learning (Patton, 2015). Patton (2015) highlighted a phenomenological case study rather than a case study alone since it focuses on participants'

experiences and how they depict them. The contention is about students' needs for technology-integrated Basic English Grammar course learning.

Context and Participants

In this phenomenological case study, the researchers analysed the students' demands for technology integration in Basic English course learning. The researchers deployed a descriptive qualitative survey (Glasow, 2005) to determine students' needs and expectations in an English Education Study Program at a non-public university in Tangerang, Indonesia. Richards (2001) states that NA may occur before, during, or after a language program. In this study, the researchers gathered data after the students finished the course and then analysed it as a foundation for evaluating and revising the program.

Moreover, in this study, the researchers analyse the target needs proposed by Nation and Macalister (2010). The researchers may examine the target needs via the lens of initial necessities: What is necessary for learners to utilise technology integration in the Basic English Grammar course? (Necessary knowledge). The second category is Deficits: What do learners lack in technology integration in the Basic English Grammar course? (Current knowledge). The final section is Wants: What do learners want from the technology integration into the Basic English Grammar course? (Personal needs).

This Basic English Grammar course is based on Regulation No. 8 of the National Qualification Framework (*Kerangka Kualifikasi Nasional Indonesia* (KKNi)), which represents the quality and identity of the Indonesian nation in terms of national education. The topics covered in this course are speech, tenses, modals, and sentence kinds. The topic learning activities guide the students to work on the prompts associated with the structure. Additionally, the teacher assigned the students to upload their Grammar tasks on Instagram with writing captions.

Twenty-four participants were recruited purposively. The participants were second-year students enrolled in a non-public university's English education study program in Tangerang, Indonesia. The researchers chose the research setting for several reasons. First, she has worked at this university as an English lecturer since 2015, particularly in the English language education study program. The demographic data in table 1 show that most of the respondents are in the second year (87%). They are primarily female (87%) and mostly between the age of 20 and 21 years (88%). Table 1 contains demographic information.

This situation allowed the researchers to conduct this study. Subsequently, learning the Basic English Grammar course at this university aims to empower students to have Basic English grammar to become English teachers or professionals in EFL. Above all, the researchers examined technology integration, particularly the Basic English Grammar course learning activities, to contribute to the needs analysis study to develop a Basic English Grammar course. This university is also chosen as it is one

alternative college supporting curriculum development, which suits the research conducted by the researchers.

Table 1

Demographic data

Characteristics	Notes	Value	Percentage
1. Current Year	Year 2	21	87%
	Year 3	3	13%
2. Sex	Female	21	87%
	Male	3	13%
3. Age	20-21	23	88%
	21-23	0	0%
	Above 23	3	12%

Data Collection

The proposed cohort is a Basic English Grammar class, which employed technology integration in its course learning at a non-public university in Indonesia. The process of distributing the questionnaire and the interview has accelerated through the WhatsApp Group. It enabled the respondents to fill out the questionnaires and answer the interviews. Then, the researchers analysed them qualitatively. This study focuses only on the students' necessities, lacks/problems, and wants/perceptions/expectations in Basic English Grammar course learning using technology integration in that English Education Study program.

The data were obtained from two data collection techniques: questionnaires and interviews. The researchers constructed a self-constructed questionnaire survey. They recruited twenty-four participants from thirty-two students enrolled in the Basic English Grammar (BEG) class and then calculated and analysed qualitatively. These instruments were created using Google Forms for cost-efficient, time-saving, and practicality. The questionnaire was in the form of options. There are three items in the questionnaire that the respondents should answer. Items 1 and 2 examined students' Wants, and item 3 scrutinised Necessities of technology integration into BEG course learning.

The interviews comprised several questions and were conducted to obtain in-depth data. Question Interview 1 explored the students' Necessities and Wants of the Basic English Grammar course learning using technology integration; Question Interview 2 examined the students' Wants for the tools used in the BEG course learning; Question Interview 3 revealed the students' Wants to BEG using technology integration. Moreover, the last question, interview 4, explored the students' presence and lacks the BEG course learning using technology integration.

The procedure of the study is as follows.

1. The 24 participants understood the purpose of this study. Moreover, the participants confirmed their participation in the study via WAG.
2. The questionnaire was distributed to the respondents on Monday, May 4, 2020, and then collected via WhatsApp Group (WAG)

- for seven days. Furthermore, 24 respondents filled out the questionnaires.
3. The researchers interviewed some respondents (ten students contacted via phone for 20-30 minutes).
 4. The data were transcribed to be analysed.
 5. Report the findings of the study.

The researchers triangulated the survey data by interviewing some participants for validity and reliability. Triangulation methods with multiple data sources are essential in assessing the English language Needs Analysis (Moran-Ellis et al., 2006). Hence, ten respondents were recruited to be interviewed. Then, the researchers analysed them qualitatively. In choosing the participants, the researchers messaged each candidate via WhatsApp individually. The researchers used two strategies to maintain credibility. The researchers' viewpoint as a lecturer came into play throughout data collection and processing (Moustakas, 1994). Continual self-reflection reduces the effect of past beliefs. The validity, according to Moustakas (2001), is subjective. The researchers double-checked the data to reflect the event by peer validation accurately. Individual data analysis and theme formulation were followed by discussion.

The data were obtained from the participants' experiences about their beliefs and perceptions. They presented data to analyse their needs: necessities, lacks, and wants/expectations to integrate technology into BEG course learning. The researchers used the Needs Analysis Approach for the questionnaires and interviews, focusing on the learner's goal needs: what the learner must accomplish in the target context (Nation & Macalister, 2010). Four aspects: students' wants/expectations, necessities/needs, presences and lacks technology-integrated Basic English Grammar course learning were explored in this study. The researchers interviewed some participants. Ten participants were recruited via WAG and then contacted via phone. In this study, they were anonymous. The initials R1 to R10 denote the research participants to complete the data. The data were transcribed to be analysed and reported as the result of the study.

Data Analysis

Since the study's objective is to gather a representative sample of an attitude or mentality, a lesser degree of accuracy may be acceptable, and hence small sample sizes may be drawn (Glasow, 2005). Lucas (1991) advocated for nonparametric statistics when dealing with small sample sizes (p. 278). Thus, this NA study used a descriptive survey since the number of respondents was below 50, so the researchers analysed the data manually. Subsequently, 24 respondents completed their questionnaires; then, the researchers analysed the data manually.

The following steps are examining and revealing the data. The researchers consulted the questionnaires to the experts in the measurement fields on the processes to be utilised to validate the

instrument's data quality and ease of data processing and modification for analysis (Glasow, 2005; Levy & Lemeshow, 1999). Then, every item was analysed and calculated, and the researchers converted some of them into percentage. Relevant data were analysed using the developed criteria, while the researchers removed irrelevant data. The essential facts were summarised systematically and then connected to the cited literature. This study aimed to define the following criteria: students' expectations/wishes, necessities/needs, presences, and deficiencies in a technology-integrated Basic English Grammar course.

The researchers obtained responses from twenty-four respondents. The data gathered were categorised into numerous categories to address the study goal, question, and issues. The questionnaires were used to address the research question by eliciting students' expectations/wishes and requirements/needs for practical and appropriate technology-integrated tools to support BEG course learning. Furthermore, the researchers triangulated the data by conducting in-depth interviews. The researchers deployed the interviews to address the research question: the students' lack and presence of the BEG course learning using technology integration.

Coding was done when all interviews had been transcribed and validated. The researchers find the themes, concerns, similarities, and differences revealed by the participants' experiences by coding. The researchers then examined the students' lack and presence of technology-integrated Basic English Grammar course learning from the perspective of each participant. Manual coding was accomplished by highlighting and tagging words on the transcript. Then, the data were transcribed and validated for content validity.

Further to data collection, the researchers performed data reduction and selection. Relevant data were analysed using the stated criteria, and the researchers eliminated redundant data. The relevant data were classified and organised into systematic summaries under the relevant study. This study aimed to ascertain the following specific circumstances: students' expectations/wishes, prerequisites/needs, presences, and lack of technology-integrated Basic English Grammar course learning.

The subsequent processes investigated and revealed the data. The researchers achieved these processes by objectively identifying, categorising, organising, and explaining everything. The researchers classified the data into several units to answer questions and concerns about the research objective.

The researchers outlined the needs analysis for integrating technology into learning Basic English Grammar. Then, it would provide a range of appropriate teaching-learning strategies in a grammar instruction program. And it could develop a syllabus and instructional materials, mainly teaching grammar-learning courses through technology integration.

FINDINGS AND DISCUSSION

The researchers reviewed the questionnaires and interviews for many ideas highlighting the students' expectations/wants, necessities/needs, presences, and lacks of technology-integrated Basic English Grammar course learning.

The Students' Expectations/Wants in technology-integrated Basic English Grammar Course Learning

Initially, the researchers categorised the questionnaire items into two: expectations/wants and necessities/needs. Therefore, the researchers explained the findings and discussion per classification. The data from the questionnaires are as follows.

Table 2 shows the students' expectations/wants for technology-integrated projects, such as publishing their writing caption tasks on Instagram, with 48% effectiveness. It means many students were not familiar with the tool.

Table 2
Students' Expectations/Wants for Projects (publishing their writing caption in Instagram)

Expectations for projects (publishing their writing caption on Instagram)	Value	Percentage
1. The most effective	12	48%
2. Effective	9	36%
3. Not too effective	2	8%
4. The least effective	2	8%

The students' expectations of teaching-learning BEG course learning using technology integration are presented in table 3, with 83%—most of the students expected to have technology integration in their BEG learning.

Table 4 presents the students' expectations of technology tools. The most frequently mentioned tools are YouTube, then Instagram, Quiz app., Google classroom, Webbing, and the last tool is e-Books.

The students' necessities for practical and suitable technology-integrated tools in BEG course learning are shown in Table 5 with 100% agreement. It means that technology integration in BEG course learning is demanded.

Table 3
Students' Expectations/Wants of Manner the Teaching-Learning BEG

Expectations of the manner of the teaching-learning BEG	Value	Percentage
1. Conventional	4	17%
2. Using technology integration	20	83%

The researchers reviewed the data from students' questionnaires: the students' expectations/wants for technology-integrated projects, such as publishing their writing caption task on Instagram, with 48% effectiveness. It means many students were not familiar with the tool. It

shows the students' expectations of how the teaching-learning BEG course learning using technology integration is disclosed in table 9 with 83%. Most students expect to have technology integration in their BEG learning; hence, technology integration is demanded in learning Basic English Grammar as it is in line with Dewi et al. (2019, Moiin vaziri (2014), Motteram (2013), and Saeedi and Biri (2016).

Table 4
Students' expectations/wants of technology-integrated tools

Expectations of technology-integrated tools	Value	Percentage
1. e-Books	1	4%
2. Webbing	3	12%
3. YouTube	7	29%
4. Google Classroom	4	17%
5. Instagram	5	21%
6. Quiz app.	4	17%

Table 5
Students' Necessities/Needs of Practical and Suitable Technology-Integrated Tools into the Beg Course Learning

Necessities of practical and suitable technology-integrated tools into BEG course	Value	Percentage
1. Yes	24	100%
2. No	0	0

The Students' Presences in technology-integrated Basic English Grammar Course Learning

The data from interviews revealed the students' presence in technology-integrated Basic English Grammar course learning. Mostly, the interviewees enjoyed learning Basic English Grammar courses using technological tools to learn more accessible, helpful, and fast, as cited by R1 and R5 in the following excerpts.

"Yes, since technology makes learning easier," R#4 stated, "yeah, of course, since it is beneficial." (R1)

"Yes. Because that makes it quite simple and quick for me to figure out what to say or write in response." (R5)

Several interviewees enjoyed learning Basic English Grammar courses using technology integration for more creative exercises and avoiding boredom, as is believed by R7 and R10.

"Yes, I enjoy using technology because it prevents me from being bored and encourages me to be more engaged in my study." (R 7)

"Applying technology encourages my creativity and greatly helps me learn grammar." (R10)

Some of the interviewees enjoyed learning Basic English Grammar courses using technology integration for a specific situation in this disruption era, as R2 mentions.

"Sure. It is because we, the students of this generation, place a high value on technology (gadgets)." (R2)

The interviews explored the students' presence in BEG course learning to improve their general language skills. Most students admitted that they needed and wanted to learn BEG to improve their speaking skills and write it, according to Kao et al. (2019) and Larsen-freeman (2014). Grammatical proficiency is a component of communicative competency. It requires understanding how to utilize the grammar and vocabulary of the language to achieve communicative objectives and recognizing how to do it in a socially appropriate way through speaking and writing skills.

The researchers found the tools used when learning Basic English Grammar using technology integration. The tools mentioned are YouTube, Video tutorials, Google Translate and online dictionary, Quiz app, slides, Google classroom, and Instagram. The following are the interview excerpts.

"I use YouTube because it helps me absorb the subject better if it is explained verbally." (R1)

"Google Translate is my go-to tool when I'm unsure about the meaning of a term." (R6)

"I like the quiz app and the slides because, in my opinion, it keeps us engaged and prevents us from being bored while learning." (R8)

"... Google classroom since there is where we have a lot of fun learning about everything we don't know about." (R4)

"... When I use a tool like Instagram, for example, the reason is that it allows me to study grammar in a fun way while writing a caption for my image in English. Additionally, it is more practical." (R10)

The students' presences of technology tools are the most frequent to the minimum tools: YouTube, Instagram, Quiz app., Google classroom, Webbing, and the ultimate tool is e-Books. The researchers also found the expectations and necessities of the tools used when using technology integration from the interviews. The tools mentioned are YouTube, Video tutorials, Google translate, online dictionary, Quiz app, slides, Google classroom, and Instagram. The students' necessities/needs and expectations of practical and suitable technology-integrated tools in BEG course learning reveal 100% agreement. It means that technology-integrated tools in BEG course learning are expected with selecting the tools: YouTube, Instagram, Quiz app., Google classroom, Webbing, and the ultimate tool is e-Books. Then, it is demanded. It is in line with Dewi, Lengkanawati, and Purnawarman (2019), Bikowski (2018), and Yunita et al. (2018). They believe in organising educational activities, and teachers determine which tasks require technology integration and which activities may be conducted without it. When selecting technology tools, teachers will consider the affordances of technology for resolving specific problems and the observable evidence of the

technology tools' potential to integrate during lessons.

Furthermore, the researchers also discovered using technology-integrated tools when learning Basic English Grammar. For learning to become more comfortable, fast and straightforward, creative, active, and think critically, attractive, and not bored. The interview excerpts are as follows.

"When I'm learning Basic English Grammar with the tools as part of the technology integration, the tools make it easy for me to learn." (R1)

"Yeah, I agree with you [R1]." (R6)

"By utilising the tools, I can embrace my brain when learning English grammar easily and speedily." (R5)

"The advantage is that I am more creative, more engaged, and more critical in my approach to learning." (R7)

"Perhaps it is clearer and more attractive as a result of the greater amount of originality in it." (R9)

"I'm not becoming tired with learning the grammar." (R10)

"Using technology assisted me how to construct effortless sentences, even paragraphs." (R2)

Mostly, the interviewees enjoyed learning Basic English Grammar courses using technology-integrated tools for learning more accessible, helpful, fast, creative, and active by having many exercises and avoiding boredom. Furthermore, an inevitable situation in this disruption era makes them often use gadget. Other expectations/benefits were also discovered from these interviews: learning becomes more relaxed, simple, fast, creative, active, and think critically, engaging, and not bored. As it is also asserted by Dewi et al. (2019), Moinvaziri (2014), Motteram (2013), and Saeedi and Biri (2016) believed that teaching grammar does not need to be exhausting. Technology offers assistance. It is to present comprehensible input and output among teachers and learners. It strengthens learners' creative thinking abilities, establishes student-centred learning, promotes their autonomy, instills confidence in them, and increases their motivation to successfully familiarise themselves with such a foreign language.

The Students' Lack in technology-integrated Basic English Grammar Course Learning

However, the researchers also revealed the lack of technology-integrated learning BEG: It was mentioned that a lousy internet connection. It is as stated by R8, R1, R3, and R5.

"Bad signal, make me cannot check my grammar speedily." (R1)

"I cannot post my work easily at the Instagram feed. It is because of slow internet connection." (R3)

"I know that I can check my spelling and grammar through Microsoft document application, but I prefer to use Grammarly, and it is really upset when the signal is bad." (R7).

"Not really, but just a terrible internet connection can cause me to become distracted." (R8)

Too many resources confused students, as asserted by R2, R4, and R5. They all agree that having an abundance of resources confuses them.

"Too many reading English grammar sources that I read from surfing on the internet via a search engine sometimes make me even more confused." (R2)

"My enjoyment in surfing the internet through search engines regarding English grammar makes me confused even late for assignments." (R4)

"Sometimes, the many sources of reading about English grammar that I get from webbing through Google search make me confused about starting to doing assignments." (R5)

Moreover, the technical problem technology-integrated tools applied to basic English Grammar as R6, R8, R9, and R10 opined.

"Frankly, I still stutter in using tools or applications to check the grammar of my writing." (R6)

"Hmmm, mom... sorry, sometimes I'm still confused about using Microsoft word to review my writing." (R8)

"I'm done with my grammar writing assignment, hmmm, but I'm still clumsy by making my post attractive to post on Instagram." (R9)

"I believe that... it is necessary to be trained in the usage of all of the technology tools that are integrated into the grammar course." (R10)

Although Grammar teachers may use technology to teach English grammar effectively when integrated into the curriculum, courses, and lessons (Bikowski, 2018), the bottom-up methodology is to be studied from the text in meaningful ways to understand grammar structures (Bikowski, 2018; Chen, 2020). The researchers found an internet connection problem as a lack of technology in Basic English grammar study. Not to mention too many resources that confuse students and other technological challenges integrated into Basic English Grammar courses.

Based on the findings and discussion, the researchers suggest that this needs analysis with technology-integrated Basic English Grammar course could serve as a foundation for curriculum development. It is unquestionably relevant to the syllabus's Basic English Grammar learning activities. Since many pupils recognise how difficult it is to master grammar, technology-integrated training is employed to avoid a monotonous impression. Alternatively, technology-integrated instruction needs the teaching-learning of four language skills. When appropriate technological tools are used, they will complement curricular goals and assist students in successfully achieving them. Students are frequently more engaged in projects when technological tools are integrated into the learning process.

CONCLUSION

The present study reports on students' needs analysis of technology-integrated Basic English

Grammar course learning. In arranging Basic English Grammar instructional activities, a curriculum developer must consider students' needs towards technology integration and which activities can be led without technology integration. When selecting technology tools, the curriculum designers should consider both the broad potential of technology for resolving specific problems in learning Basic English Grammar and the observable facts of the technology tools' future use in the lessons. Hence, the teachers or the curriculum planners can propose an appropriate learning and teaching situation based on students' needs in Basic English grammar instruction as learning material with appropriate technology tools and practical learning activities. Furthermore, this study may encourage EFL teachers and researchers to implement, investigate, and assess the ongoing development of technology-tool integration in a holistic approach to improving students' learning of Basic English Grammar.

The pedagogical implication of this study is that technology-integrated courses may develop learners' autonomy through the deployment of the tools. The lecturers and the institutions should consider utilising several practical tools selected for their teaching-learning activities. Furthermore, the curriculum developers and the institutions should regularly conduct students' needs analysis to develop a course with such insightful needs.

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