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## DEVELOPING AN ENGLISH GRAMMAR ONLINE DISCUSSION FORUM WITH STUDENTS AS CONTRIBUTORS USING ADDIE MODEL

Barli Kifli<sup>1)</sup>, Lidiman Sahat Martua Sinaga<sup>2)</sup>, Isli Iriani Indiah Pane<sup>3)</sup>, Lasenna Siallagan<sup>4)</sup>

<sup>1)</sup> Universitas Negeri Medan, Indonesia

E-mail: [barlikifli@unimed.ac.id](mailto:barlikifli@unimed.ac.id)

<sup>2)</sup> Universitas Negeri Medan, Indonesia

E-mail: [lidiman@unimed.ac.id](mailto:lidiman@unimed.ac.id)

<sup>3)</sup> Universitas Negeri Medan, Indonesia

E-mail: [isli\\_iriani@yahoo.com](mailto:isli_iriani@yahoo.com)

<sup>4)</sup> Universitas Negeri Medan, Indonesia

E-mail: [siallaganlasenna@unimed.ac.id](mailto:siallaganlasenna@unimed.ac.id)

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**Abstract.** This Research and Development (R&D) study addresses the issue of grammar proficiency among English Education students at Universitas Negeri Medan. The solution proposed is the development of a learning media in the form of a web-based English Grammar forum. The development involved the application of the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model. This systematic framework led to the development of an innovative online discussion forum. In this forum, students take on the role of contributors, where they educate their peers on English grammar concepts, aligning with the "Learning by Teaching" method. In the evaluation stage, contributors' experiences were assessed, revealing that rigorous questions and an active community fostered an engaging and motivating learning environment. Users reported improved language skills and a deeper grasp of grammar concepts. The development of an English Grammar Online Discussion Forum, following the ADDIE model, showcases its potential as a learning media that is able to improve the grammar learning experience of the students.

**Keywords:** English Grammar; Learning By Teaching; Peer-Tutoring; Forum Discussion; ADDIE

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### I. INTRODUCTION

Speaking skills can be done by training students to speak English clearly and effectively. Then, provide opportunities to participate in group discussions or presentations. Next, lecturers provide constructive feedback to help them improve pronunciation and intonation. In the listening ability aspect, universities and lecturers provide various audio and video materials to improve listening ability (Nurkhamidah, 2021). Apart from that, it also trains students to understand various accents and styles of English speaking.

To support improving students' reading skills, lecturers and universities can provide reading materials that are relevant to education and English language development and encourage students to analyze and respond to texts critically (Sultan et al., 2017). Providing writing assignments in a variety of genres, including essays, articles, and lesson plans and focusing on developing sentence structure and grammar skills can improve students' writing abilities.

In the aspect of literary understanding skills, lecturers can teach students to analyze literary works in the context of

language and culture (Febriani et al., 2022). Discuss critical and cultural elements in English literary works. Meanwhile, to improve understanding of grammar, which is the topic of this research, lecturers can integrate grammar learning into the curriculum as a whole. Furthermore, lecturers can use challenging exercises and activities to strengthen students' understanding of grammar (Myhill et al., 2012).

The targeted English proficiency of the students of English Education study program of Universitas Negeri Medan (*Unimed*) was only achieved by a small number of students. A test that is conducted to measure the students' proficiency is done as one of the requirements for the students to graduate. This test that follows the standard description of CEFR (Common European Framework of Reference for Languages) shows that the average English proficiency of graduates from the English Language and Literature Department is at level B1 or even A2 (Hulstijn et al., 2012; Rifiyanti, 2023). Considering the English proficiency level typically required in the workforce, the graduates' level of proficiency can be categorized as inadequate. In the field of English teaching, which is a

common career path for English language and literature graduates, a minimum level of B2 is considered appropriate for prospective English teachers (Zainuddin et al., 2019). Alternatively, for those interested in a career as translators, a C1 level of proficiency is required (quoted from open.edu). Another pathway often taken by undergraduate graduates is pursuing further studies at the master's level. Scholarships such as the LPDP often require a minimum level of B2 English proficiency for applicants. Considering the minimum English proficiency requirements mentioned above, it is crucial to highlight and improve the English language skills of graduates (Moeiniasl et al., 2022), as knowledge and proficiency in English are significant assets for the careers of the graduates of English Education study program.

The English proficiency test taken by the students measure the three domain; listening, reading and grammar (Dewaele & Li, 2022). While these areas demand equal attention, this study focuses on the domain of grammar since it holds a unique significance due to its role in the broader spectrum of language proficiency. A firm grasp of grammar is instrumental for active language skills, particularly in academic and professional contexts (Lasagabaster, 2011; Uccelli et al., 2015), where effective communication hinges on the clarity of expression and the correct conveyance of information to readers or listeners. A language examination such as IELTS, often used to gauge language proficiency in academic and professional settings, allocate 25% of their assessment to grammar mastery in speaking and writing (Ningrum et al., 2021). Moreover, at workplace, employers have increasingly placed emphasis on the importance of strong grammar skills during job interviews. Applicants who can express themselves coherently and write with good grammar are more likely to succeed in job interviews (Myhill et al., 2012). Furthermore, grammar proficiency significantly influences comprehension in listening and reading, highlighting the multifaceted nature of this core component of language proficiency (Hagen et al., 2022). The statements are reasons why this issue of grammar needs to be dealt with. Therefore, this study is an attempt to improve the grammar mastery of the students.

There are many factors that could be in play that caused this issue of the lack of grammar mastery of the English Education students. To understand the root of the problem, observations and interviews were conducted and it was found out that the students did not spend enough effort to learn and understand grammar concepts (Toba et al., 2019). The students are said to be less engaged when learning grammar (Eltahir et al., 2021). Regarding the method used, in the classroom, it was found that the students were given explanations of grammar concepts and asked to do exercises or grammar quizzes and interviews with the students show that this method was not enough to engage students to learn grammar and also was not enough for them to retain the understanding of the grammar concepts. Therefore, it can be concluded there needs to be a method of teaching/learning that can drive the students more to actively learn grammar.

As an attempt to overcome this issue, a development of a learning media that incorporates a method of learning that can drive the students to learn grammar more actively needs to be developed (Yulianti & Sulistiyawati, 2020). This study proposed a development of a learning media in a form of a web-based discussion forum of English grammar. Regarding forums as learning media, there have been some forums that people use to as a platform to seek answers regarding school/university subjects such as Brainly, Ruangguru, Zenius, etc. However, what makes this forum to be developed in this study different is the contributors are the students themselves. This forum incorporates a learning method called Learning by Teaching. In the forum, students are assigned as contributors who will answer the questions from other members of the forum. This is where the learning by teaching method is implemented. Learning by Teaching, also known as Peer Tutoring, is a method where students take the role of teacher (Muthma'innah, 2017)

This approach encourages active learning, better retention of concepts, and a heightened sense of responsibility among students. As discussed previously, when students learn grammar, they learn grammar as an attempt to answer quizzes or grammar questions. The effort by the students is not as much as how they would if they are asked to explain the answers so that others can understand which is the concept of Learning by Teaching. Annis; Bargh and Schul in (Duran, 2017) stated that compared to traditional learning outcomes are often more favorable due to the dedication required to prepare and present materials. A meta-analysis conducted by Fiorella & Mayer (2016) and a study by Nestojko et al. (2014) also indicate similar findings students who expected to teach the material performed better compared to those who expected to be tested, suggesting that the intention to teach enhances learning and retention. Apart from that, there is also another notion of responsibility that when the students are put in the situation where they see themselves as the authors of the answers, the students will have a sense of responsibility and it motivates them to learn (Asghar, 2010). Therefore, this method of learning is considered ideal to overcome the grammar mastery issue of the students.

Regarding the web-based discussion forum, the decision to choose an online forum to implement the teaching-by-learning method is thought to be ideal for some reasons (Hong, 2010). First, the students nowadays are more enthusiastic in online interaction. Online forums resonate with the characteristics of today's students, who engage in learning and interact with peers, teachers, and relatives through digital platforms (Onyema\* et al., 2019). Second, an online forum also serves as an electronic platform for learning, discussion, and information sharing, accommodating a large number of participants (Arulchelvan, 2011). This enables the collection of diverse questions from individuals with different backgrounds, allowing students to encounter various types of grammar inquiries. In addition, an online forum which is a form of online learning is better in terms of the flexibility and the accessibility compared to the conventional teaching process (Coman et al., 2020).

Considering these factors, an online discussion forum is an ideal choice for implementing the learning by teaching method (Lee & Martin, 2017). In summary, this study focuses on the issue English grammar proficiency among English Education study program, proposing a solution of developing a learning media in a form of a web-based English grammar discussion forum to enhance the students' English grammar mastery. The research questions for this research is How can the development of an online English grammar discussion forum, utilizing the Learning by Teaching method, contribute to enhancing students' English grammar proficiency in the English Language and Literature program at the State University of Medan?

This article makes a significant contribution to the field of English language education by introducing and exploring the development of an online English grammar discussion forum using the Learning by Teaching method. By implementing this innovative approach, the study aims to enhance students' English grammar proficiency within the English Language and Literature program at the State University of Medan. The research findings shed light on the effectiveness of utilizing online forums as a platform for collaborative learning and peer teaching in improving language skills. Additionally, the study provides insights into the potential of digital learning environments to facilitate interactive and engaging language learning experiences. Overall, this research contributes valuable knowledge and practical implications for educators and institutions seeking to enhance English language education through technology-enhanced learning platforms.

## II. METHODS

This research falls under the category of Research and Development (R&D) studies. The primary objective of this research is to develop an online discussion forum as a learning platform involving students as the main contributors. The development framework utilized is the ADDIE model, which stands for Analysis, Design, Development, Implementation, and Evaluation (Yeh & Tseng, 2019). The selection of the ADDIE framework aligns with the research objectives, as it is considered an effective guide for the development of educational products and learning resources. The research was carried out at the English Language Education Department, Faculty of Languages and Arts, Universitas Negeri Medan, located at Willem Iskandar Pasar V Medan. The time for carrying out this research will be in the even semester 2021-2022.

The research subjects are the students chosen as primary contributors in the online discussion forum to be created. Ten students were selected to answer questions and were instructed to respond with the goal of helping the questioner understand the topic. A lecturer who teaches courses is chosen to be a validator, and also a place to consult when students have difficulty answering questions. Data collection techniques in this study include observation, interviews, and surveys (questionnaires) (Almendingen et al., 2021). The instruments used include observation rubrics, interview guidelines, and surveys. Students from the English Language

and Literature Department who were appointed as the main contributors, and also responses from participants who asked questions will be collected through the distribution of a Google Form questionnaire. In particular, students who act as contributors will be interviewed to share their experiences. Then, testing of the effectiveness of the discussion forum website which applies the learning by teaching method will be carried out to test students' understanding regarding grammar question topics in English. If there are things that need to be improved, they need to be identified and then refined. The goal is to produce quality products.

### **Research Stages**

The research process follows the ADDIE model, as outlined in the previous section. The systematic approach for applying the ADDIE model in this study consists of the following stages (Almelhi, 2021):

#### **Analysis Stage**

The initial phase is the Analysis stage, where we assessed existing teaching methods in English Grammar courses and the available teaching materials. This stage aims to analyze the need for the development of an online discussion forum and the application of the learning by teaching method to enhance students' mastery of the English language. Data was collected through discussions with the instructors teaching English Grammar.

#### **Design Stage**

In the Design stage, the blueprint for the product is created. This includes determining the website's address, host, website creation application, website structure, theme, and features. These aspects are determined through expert consultations and data collection from various sources, including the internet.

#### **Development Stage**

In the Development stage, the design created in the previous phase is transformed into a tangible product. The website forum is constructed based on the design outlined earlier (Shakeel et al., 2023). At this stage, the discussion forum takes a physical form and becomes accessible.

#### **Implementation Stage**

The fourth stage is Implementation, which involves testing the product's appearance and functionality (Muslimin et al., 2017; Cotter et al., 2023). The website's suitability and effectiveness are validated by experts in English language instruction and educational media.

#### **Evaluation Stage**

The Evaluation stage is where the developed product is assessed to ensure it meets the intended objectives and fulfills the needs of the target audience (Spatioti et al., 2022). Feedback from students within the English Language and Literature Department, who serve as primary contributors, as well as from participants who ask questions, was gathered through the distribution of Google Forms surveys. Specifically, student contributors will be interviewed to share their experiences. The evaluation was conducted by distributing a questionnaire in the form of a Google Form to 26 students selected as contributors to the website. This evaluation aims to elucidate contributors' perceptions regarding the difficulty level of questions, their motivation,

preparation strategies, the usefulness of the website interface, and their overall impressions as forum contributors.

### III. RESULTS AND DISCUSSION

Before compiling this research, our research team conducted a preliminary study by examining the problems that formed the basis of this research. A preliminary study was carried out by reviewing the results of the English language proficiency test of graduates majoring in English Language and English Literature which was held by the Technical Implementation Unit (*UPT, Unit Pelaksana Teknis*) of the Language Center of Universitas Negeri Medan. Data related to the results of the English language proficiency test are the latest data from tests carried out in the last three years, namely 2019, 2020 and 2021. Next are observations and discussions with lecturers in the Department of English Language and Literature, Faculty of Languages and Arts, Medan State University who carried out to obtain information about the learning process in the classroom. Then the research team discussed selecting learning methods that would be used as an effort to improve students' learning outcomes in mastering grammar in English. Apart from that, observations were made on the internet regarding the search for digital media that could maximize the application of the learning methods to be researched which were also strengthened by previous research related to the development of digital learning media and learning methods such as e-learning media, Socratic applications, project-based methods, learning and the learning to learn approach carried out within the Department of English Language and Literature, Faculty of Languages and Arts, Universitas Negeri Medan.

Nami & Marandi (2014) explains, the current case study reflects on 20 EFL learners' contributions to a classroom wiki during a 9-week writing course in an attempt to fill this vacuum in the literature. The wiki is used as an extra-curricular venue for English writing conversations. The variety and extent of students' contributions to the wiki, as well as their attention to form while publishing messages on the site, are emphasized. A total of 50 wiki posts were examined using both quantitative and qualitative criteria. According to the findings, students were most likely to utilize the wiki to ask questions and share solutions with their peers. They also appeared to be quite concerned with the language, spelling, and punctuation of their posts. This study adds to the body of knowledge on wiki-based learning.

Wang & Yang (2012) in research involving students enrolled in four sessions of a collegiate English course who were randomly allocated to one of two groups. The total number of samples was 144. The experiment lasted eight weeks in total. In week One, all students performed a diagnostic test as a pre-test. Students joined the class from Week 2 to Week 7 and posted summaries, thoughts, and comments on the online forum. Students from various groups participated in several forums. All students were required to take a midterm exam in Week Four, as well as a final exam and online survey in Week Eight. Pre-test scores, midterm exam scores (receptive and productive language

test scores), final exam scores (receptive and productive language test scores), online survey (motivation and recommender perception), and Weblog data were all collected in this study. 1) Students in the forum recommender group viewed online posts more frequently than students in the control group, and 2) students in the forum recommender group outperformed their counterparts on productive language exam scores. There was, however, no statistically significant difference in learning motivation between the two groups.

In line with the research questions posed in the introduction, this section presents the research findings and their discussion. It addresses the primary question concerning the development of the online English Grammar discussion forum website with students as the primary contributors. The results are presented in accordance with the stages of the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) research and development process (Cheung, 2016).

#### **Analysis**

The first stage in the development of the online English Grammar discussion forum website is Analysis. This phase aimed to gain a deep understanding of the existing problems and the needs that must be addressed in the context of English grammar proficiency among students.

##### *Problem Analysis*

During the analysis stage, the research identified the primary issues related to English grammar proficiency among students majoring in English Language and Literature. Despite the existence of courses aimed at enhancing grammar comprehension, language proficiency test results revealed limitations in grammar mastery. Inadequate grammar proficiency can affect students' speaking, writing, and reading comprehension in English.

##### *Needs Identification*

To address this problem, there is a need for a learning platform that can encourage students to understand and master grammar more effectively. Therefore, needs identification involves the formulation of solutions that will be implemented. The concept of an online discussion forum website emerged as an interesting alternative to create interactive learning involving students as the primary contributors (Goldie, 2016).

##### *Target Users*

In this analysis stage, the target users of the discussion forum website were determined. The primary users are students from the English Language and Literature program at the State University of Medan (*Unimed, Universitas Negeri Medan*). They would play an active role as contributors in discussions about English grammar.

##### *Learning Objectives*

The primary learning objective is to enhance the English grammar proficiency of students through the "Learning by Teaching" approach. This forum website is expected to create a learning environment that motivates students to have a deeper understanding of grammar concepts to be able to explain them to others.

##### *Technology and Platform Selection*

In this initial analysis phase, the selection of suitable technology and platform for developing the online discussion forum is also considered. This platform must allow easy interaction through text, audio, and video to ensure students can actively participate in discussions and learning.

Through this comprehensive analysis, the research gains a deeper understanding of the problems, needs, and the best way to address challenges in enhancing English grammar proficiency among students. The next stage is Design, which involves the development of a more specific concept and design of the discussion forum website.

**Design Stage**

The Design stage in the development of unimedenglishforum.com involved determining several key elements that shape the appearance and functionality of the discussion forum website. These decisions were made based on specific considerations to create an effective and engaging learning environment for students.

**Domain Selection**

The domain "unimedenglishforum.com" was chosen for this discussion forum website. The selection of a relevant and easily remembered domain was expected to assist in building a brand and making access convenient for students.

**Hosting Selection**

Niagahoster was selected as the hosting provider for "Unimed English Forum" because it offers 24/7 live chat support with rapid responses. Strong technical support is crucial to ensure the smooth operation of the website and quick resolution of technical issues.

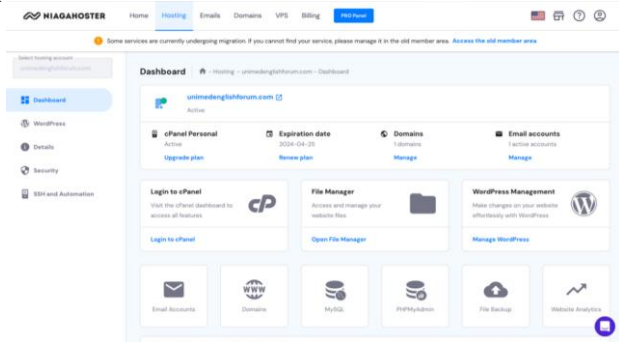


Fig. 1 Dashboard Interface of Niagahoster

**Website Building Application**

Softaculous is used as the website building application because it provides various forum website scripts that can be easily installed. This allows the developer to choose the script that best fits the forum's needs and objectives.

**Script Selection for the Website**

The "Vanilla" script is chosen for "Unimed English Forum." Vanilla is selected because of its simple layout, which focuses on interaction and learning. A less complicated interface is expected to facilitate user-friendliness, including for students.

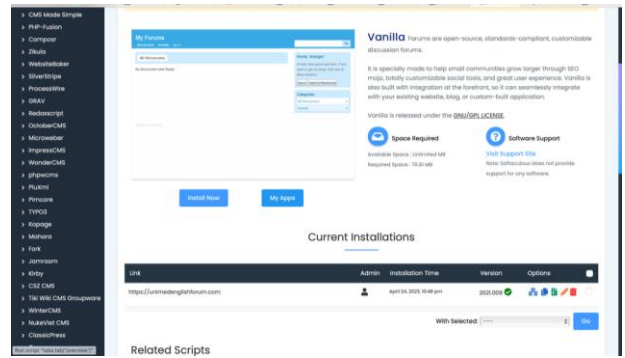


Fig. 2 Selection of Vanilla as the Forum Script

Through this Design stage, strategic decisions were made to create an effective and user-friendly learning environment for students. The next stage is Website Development, where the design is realized in a tangible form through the creation of the discussion forum website in line with these decisions.

**Website Development Stage**

The Development Stage of the unimedenglishforum.com project encompassed the implementation of the previously outlined concepts. Based on the core functionalities described, the development steps are as follows:

**Addressing Questions:**

The website received questions related to English grammar from users with diverse backgrounds. Anyone with an account registered can post questions that will be answered by the contributors i.e. the students.

**Registration and Question Posting Mechanism:**

- Users can register as members by clicking the "Register" option.
- On the registration form, they are required to fill in their username, email, password, and confirm the password.

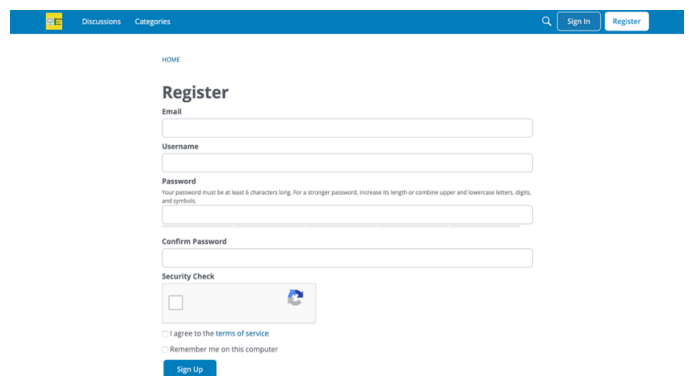


Fig. 3 Registration Page

- After registration, members can post questions by clicking "New Discussion."

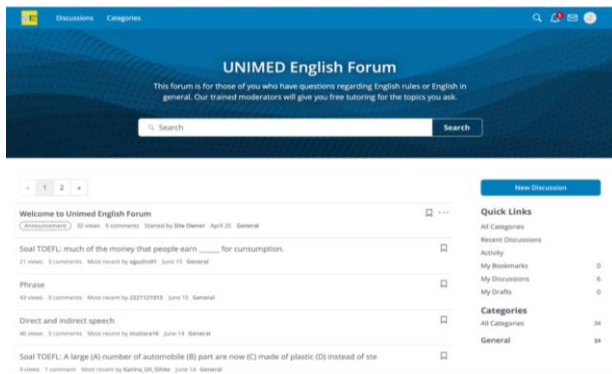


Fig. 4 Home Page Display Featuring the "New Discussion" Menu

- Users can enter the title and content of their questions in the provided fields.
- The posted questions will appear on the homepage and can be viewed by anyone.

#### Selected Contributors:

Students from the English Language and Literature Department at the State University of Medan who have previously taken the English Grammar course were selected as contributors. The contributor registration process is similar to that of regular members. After registering, contributors would have their status elevated by the administrator to become active contributors. This way, when answering questions, the contributor status can be visible.

#### Application of Learning by Teaching:

Contributors will answer user questions with the goal of aiding questioners' understanding. The "Learning by Teaching" approach will encourage contributors to delve deeper into grammar topics before providing answers. Contributors will strive to provide clear and easily understandable explanations.

This Development Stage will involve the implementation of the registration, question posting mechanisms, and contributor status management. Additionally, the developers will design a user-friendly interface to ensure easy interaction with the website. While developing the website, ensuring quality, security, and responsiveness are crucial to maximize the user experience.

#### Implementation Stage

The implementation stage of the English grammar forum project can be outlined as follows. First, we designed and implemented the user registration system, allowing potential members to register by filling out a form with information such as username, email, and password. User information will be securely stored in a previously prepared database. Next, we developed the page for question submission, where registered members can create and submit grammar-related questions. Each question was entered into the database and would appear on the forum's homepage.

Additionally, there will be a contributor management stage, where students selected as contributors will be identified from the English Language and Literature Department at the State University of Medan. We created a

special administrative feature that allows the website administrator to elevate the status of selected students to become contributors. In terms of user interface design, we created a simple but informative front page.



Fig. 5. The Testing Process of the unimedenglishforum.com Website and Guidance for Contributors

In an effort to apply the principle of learning by teaching, we provided contributors with the opportunity to answer questions with detailed explanations. An assessment or evaluation system may be implemented to evaluate the answers provided by contributors. Contributors were encouraged to actively engage in the learning and teaching process through this platform. Furthermore, we will test the overall functionality of the website to ensure that the registration form, question submission, and other features operate smoothly. Any issues or bugs detected during testing will be addressed before proceeding to the next stage.

Finally, once the website was ready for launch, we uploaded it to the selected hosting server. We will conduct a final check to ensure all features work properly in the hosting environment. During the maintenance period, we will continue to gather user feedback and make additional improvements if necessary.

#### Evaluation Phase

This stage is where evaluation of students' experiences as contributors on unimedenglishforum.com was conducted. The evaluation was conducted by distributing a questionnaire in the form of a Google Form to 26 students selected as contributors to the website. The questionnaire consisted of a combination of question types, including Likert scale questions, Yes/No questions, and an open-ended question. The Likert scale questions focused on aspects such as the perceived difficulty of the questions, the students' motivation to answer them, and their level of preparation prior to responding. Additionally, the questionnaire included a question to assess the ease of understanding the website's user interface. The open-ended question provided students with an opportunity to express their thoughts and reflections on their experiences as contributors to the forum. The evaluation aimed to elucidate the contributors' perceptions regarding the difficulty level of questions, their motivation,

preparation strategies, the usability of the website interface, and their overall impressions as forum contributors. Here are the evaluation details based on the aspects assessed:

#### *Question Difficulty:*

The results related to question difficulty provide insights into the students' experiences in answering questions on unimedenglishforum.com. Only a few respondents (7 out of 26) found the questions easy to answer. This indicates that the questions on this platform are relatively challenging, requiring additional effort and preparation. Furthermore, the majority of respondents (19 out of 26) reported that they needed to study specific grammar topics before answering the questions. This suggests that students rely on their knowledge and understanding of grammar concepts to provide accurate answers. Another finding is that a significant number of respondents (17 out of 26) encountered questions they had never seen before on unimedenglishforum.com, demonstrating the diversity and novelty of the questions posed. This reaffirms the platform's ability to present unique questions that stimulate critical thinking and contribute to the students' learning experience.

#### *Effort and Preparation:*

Analysis related to the students' efforts and preparations reveals the dedication and commitment they invest in answering questions on unimedenglishforum.com. Respondents reported varying preparation times, ranging from 3 minutes to 2 hours. On average, students needed approximately 15-30 minutes to answer questions, reflecting a significant time and effort investment. The majority of respondents (21 out of 26) made efforts to seek references on the internet to understand the questions they were going to answer. This indicates their proactive approach in accessing additional resources for comprehensive answers. Additionally, students consulted various reference sources, indicating their tendency to cross-reference multiple sources to ensure accuracy and precision. Another finding is that 22 out of 26 respondents reported planning and preparing their answers to present them in a way that aids the questioner's understanding. This underscores their commitment to clear communication and knowledge sharing.

#### *Motivation and Engagement:*

Findings related to motivation and engagement indicate that unimedenglishforum.com significantly enhances students' enthusiasm for learning grammar topics. The majority of respondents (19 out of 26) expressed higher enthusiasm for learning grammar topics discussed on the forum compared to traditional classroom learning. This emphasizes the platform's ability to create an interactive and engaging learning environment that piques students' interest and motivates them to participate actively. Furthermore, most respondents (20 out of 26) felt more motivated to understand the topics they encountered because their goal was to help the questioner comprehend the subject matter. This underscores the role of peer assistance and support in forming a collaborative and mutually beneficial learning community. The interactive nature of the platform, coupled with the opportunity to contribute to others' understanding, further enhances student motivation and engagement.

#### *Perceived Benefits:*

Findings regarding the perceived benefits of unimedenglishforum.com indicate its positive impact on students' understanding of topics and their mastery of grammar. The majority of respondents (21 out of 26) reported a better understanding of topics after answering questions, highlighting the platform's effectiveness in facilitating knowledge acquisition. Additionally, most respondents (20 out of 26) believed that the existence of websites like unimedenglishforum.com can help improve their grammar proficiency. These findings emphasize the benefits and value perceived from the platform in enhancing language skills and student competence.

#### *Website Engagement:*

The analysis shows that the majority of respondents (23 out of 26) found the unimedenglishforum.com interface easy to understand. This positive feedback indicates a user-friendly and intuitive platform design and navigation, facilitating student engagement and interaction. Ease of use contributes to a smooth learning experience and enhances student satisfaction with the platform.

#### *Qualitative Data:*

Results from qualitative data were obtained from the open-ended question, "Write your comments and impressions as a contributor on unimedenglishforum.com." Based on students' responses to this question, several aspects can be highlighted, including Help and Support, Motivation and Engagement, Improved Language Proficiency, Website Usability, and Suggestions for Improvement. Respondents expressed appreciation for the platform's ability to provide assistance and support when they faced difficulties or confusion on specific topics. The platform's availability and the ability to seek guidance from fellow participants created a sense of support and encouragement (Simões et al., 2013). Moreover, students felt happy and motivated by the opportunity to interact and share knowledge on the forum. The interactive nature of the platform and the ability to contribute to others' understanding further boosted their enthusiasm for learning grammar topics.

Students believed that using unimedenglishforum.com could enhance their language skills and grammar proficiency. They saw it as a valuable resource for expanding knowledge, honing skills, and gaining a better understanding of English grammar concepts. Students also provided positive feedback about the user-friendly interface on unimedenglishforum.com. They found it easy to navigate and use the platform's features. A positive user experience further increased student engagement and satisfaction with the website. Some students also provided suggestions for enhancing the platform's functionality and user experience, such as implementing notifications for answered questions, awarding badges to active participants, and having answers verified by instructors to ensure accuracy. These suggestions encompass ideas like "push notifications" and "badge features" to improve the platform.

Based on these findings, it can be concluded that challenging questions on the platform, student motivation, and perceived benefits of unimedenglishforum.com

contribute to an interactive and empowering learning environment. The user-friendly interface also enhances student engagement and satisfaction with the platform. These conclusions provide valuable considerations for further enhancing the effectiveness and impact of unimedenglishforum.com in facilitating collaborative learning and improving grammar proficiency.

The practical significance of this study lies in its application of the Learning by Teaching method through the development of an online English grammar discussion forum. By actively engaging students as contributors and educators in explaining English grammar concepts to their peers, the forum offers a practical approach to enhancing grammar proficiency. This hands-on learning experience not only fosters a deeper understanding of grammar rules but also promotes collaborative learning and peer interaction, creating a dynamic and engaging learning environment for students.

On the theoretical front, this study contributes to the existing literature by showcasing the effectiveness of the Learning by Teaching method in improving English grammar proficiency. By emphasizing peer teaching and collaborative learning, the research underscores the value of student-centered approaches in language education. Furthermore, the exploration of digital learning environments, such as online forums, sheds light on the potential of technology-enhanced tools to support language learning and enhance student engagement. These theoretical implications highlight the importance of integrating innovative pedagogical strategies, like peer interaction and active learning methods, to enrich students' language skills and deepen their comprehension of grammar concepts.

In conclusion, the practical significance of implementing the Learning by Teaching method in an online forum offers a hands-on approach to enhancing grammar proficiency, while the theoretical implications underscore the value of student-centered pedagogical strategies and digital learning environments in language education. Together, these findings contribute valuable insights to the field of English language education, emphasizing the importance of interactive and collaborative learning experiences in improving language skills and fostering a supportive learning community.

This study is limited in the focus of the investigation to one academic institution and one specific study program. Due to potential differences in the settings and features of other institutions, it may be more difficult to generalize the study findings to other educational environments. To increase the generalizability of the research's findings, further studies with a wider range of educational institutions and a more representative sample are required.

#### IV. CONCLUSIONS

The findings from the analysis of both quantitative and qualitative data provide valuable insights into the experiences of students on unimedenglishforum.com. The majority of respondents found the questions on the platform challenging but manageable, indicating the platform's ability

to present thought-provoking questions. Students invested time and effort in preparing their answers, often studying specific grammar topics and consulting multiple reference sources. They also showed a strong motivation to understand the topics and present their answers in a way that helps the questioner comprehend the concepts better.

The platform's impact on students' motivation and engagement was evident, as they expressed higher enthusiasm for learning grammar topics on the forum compared to traditional classroom settings. Participants believed that unimedenglishforum.com contributed to improving their language proficiency and grammar mastery. The positive feedback regarding the user-friendly interface highlights the platform's ease of use and navigation, enhancing students' engagement and satisfaction.

The qualitative data revealed that the forum provided valuable assistance and support to learners, helping them overcome difficulties and expand their understanding of specific topics. Participants found the interactive nature of the platform enjoyable and motivating, while also appreciating the opportunity to contribute to others' learning. Their suggestions for improvement demonstrated their active involvement and desire for continuous enhancement of the platform's functionality.

In conclusion, the forum, unimedenglishforum.com, serves as a valuable resource for students, offering challenging questions, promoting motivation and engagement, improving language skills, and providing a user-friendly interface. The insights from the findings can guide further improvements to create an even more supportive and engaging learning environment, ensuring the platform's continued effectiveness in facilitating collaborative learning and enhancing grammar proficiency.

To advance the efficacy of online discussion forums in enhancing English grammar proficiency among students in the English Department and to overcome potential challenges, several key recommendations emerge from this study.

Firstly, there's a clear advantage in closer integration of these forums within the formal curriculum. By aligning the forum's content and activities more closely with course objectives, institutions can encourage greater student participation and engagement. This alignment ensures that students view the forum as an integral part of their learning journey. Secondly, diversification of question types within the forum is also advisable. While the study focused primarily on grammar-related questions, expanding the range of topics to include real-world language usage can make the forum more versatile and appealing to a broader audience. This diversity allows learners to apply their language skills in various contexts. Another issue is the accuracy of the responses, in addressing concerns about the accuracy of responses, implementing a system for teacher verification is a practical step. Teachers can periodically review and validate student-contributed answers, enhancing the credibility of the information shared on the platform. This measure instills confidence in learners that they are receiving accurate guidance. Lastly, inclusivity is also



something to be concerned about, creating an inclusive environment on the forum is essential. This includes accommodating learners with diverse needs and preferences. Measures should also be taken to address any disparities in language proficiency among participants, ensuring that the platform remains accessible to a wide range of learners.

In conclusion, these recommendations, if implemented, hold the potential to further enhance the role of online discussion forums as tools for improving English grammar proficiency. By addressing these considerations, educators and institutions can create more effective, inclusive, and engaging platforms for collaborative learning. This, in turn, equips students with the essential language skills required for success in a globalized world.

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