

COOPERATIVE LEARNING STAD ONLINE TO UPGRADE STUDENTS' ABILITY IN UNDERSTANDING SIMPLE PRESENT TENSE IN A DESCRIPTIVE TEXT

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Abstract

This study aimed to upgrade students' ability in understanding simple present tense in a descriptive text by the implementation of Cooperative STAD through online learning in Kelas VII-1 in SMP Negeri 1 Padangsidempuan. This study is a classroom action research did online in two cycles with 24 participants, and the researcher herself involved as a participant-observer. This is a qualitative study because investigated the value of teaching writing, and concentrated mainly on finding out how the teaching steps of a Cooperative STAD can upgrade students' understanding of simple present tense in a descriptive text. The following are the results of the study. The implementation of STAD by online learning significant to improve students in ability in mastering simple present tenses uses in a descriptive text. Cooperative learning activities creates pleasurable atmosphere in a teaching and learning. The enjoyable and non-threatening atmosphere and interesting media make learning process more meaningful. The opportunity to ask and answer questions, work in a group or pair, give feedback, and correct their works trained students' confident in learning. However, implementing Cooperative STAD online consumes time. Cooperative learning also tend to make in conductive teaching learning process. Relevant studies regarding the issues need for conducting for better and satisfying finding.

Keywords: Simple Present, Descriptive, Cooperative STAD, Online Classroom Action research, Qualitative Study, Junior High School Level.

1. BACKGROUND

The process of English teaching and learning in junior high school is targeted to enable students to communicate both in simple oral and written English to deal with the daily life activities, and one of the objectives in English learning is to enable students to use English to communicate in both oral and written forms (Depdiknas, 2006). Related this, however, based on an initial study did by observation regarding English teaching in several classroom in in SMP Negeri 1 Padangsidempuan, the researcher found that students' understanding regarding tenses and Descriptive text seems inadequate.

The researcher also found activities did in the target classrooms, dominating by the higher achiever students. In performing a teaching learning process, teacher did not give the students varied activities but focusing in giving brief explanation followed by giving tasks. Therefore, the students seems to get bored easily because they had monotonous activities. Moreover, when the researcher interviewed some students about simple grammar they learnt from their early learning in English, the researcher got unsatisfied answers. Though the students have learned English since they were in elementary school, the interview results explained the lack of grammar mastering.

Thus, the students' limited knowledge in English grammar then made the researcher eager to find an effective solution to improve students' ability in mastering the potential tenses needs for junior high school students. Since Batubara (2014) claims that

teaching learning of English in junior high school needs relevant approach regarding the students' needs and ability, the researcher plan to find out how the implementation Cooperative STAD would be able to improve students understanding about Simple Present Tense in descriptive text in Kelas VII-1 in SMP Negeri 1 Padangsidempuan. The study focus in investigating descriptive text because the policy on foreign language education in Indonesia relates to teaching language through text (Alwasilah, 2013). Then, this study is conducted online since Widyasari (2016) and Perwitassari (2017) claims that using of ICT in a learning process would be very effective to improve students' ability in text understanding and help in upgrading students' multiple intelligences.

2. METHOD

This research is a qualitative study in the form of classroom action research (CAR) which aims to improve students' grammar mastering in Kelas VII-1 in SMP Negeri 1 Padangsidempuan. This study did online with 24 students as participants. The researcher implements a Cooperative STAD online by using Zoom meeting to improve students' ability in mastering simple present tense in a descriptive text. Collecting data did qualitatively by writing field notes and recording the teaching learning process. The findings then analyzed based on the qualitative data analysis (Sugiono, 2008). As a classroom action research, this study did in two cycles, which involves phases suggested by Arikunto (2006) that includes

planning, conducting the action, observing, and reflecting phase.

3. FINDING AND DISCUSSION

The researcher considered the problems identified above then did some efforts to solve the problems. The efforts focused on improving the student's mastering grammar in Descriptive text by implementing a cooperative leaning STAD online. So after doing preparation the researcher acted as the teacher in online learning in the target class. The researcher planned to use English at class for several functions such as to greet the students in the beginning of the lesson, to explain the materials, to give the instruction of the tasks or activities, give feedback, and to end the lesson. Since from the former interviews the researcher found that the students still got difficulties in English speaking, during the cycles, the researcher use the mix of English and Indonesian language.

In cycle 1, the researcher did online presentation by Zoom meeting to explain about past tense and descriptive text. To make the teaching and learning processes more understandable, the researcher encouraged students to ask questions regarding something they do not understand. There are some teaching media used in cycle 1 namely recorded dialogue, cards of situations, and pictures. In the second meeting, the researcher pun students in groups and then encouraged them to discuss tasks given. After finishing the tasks, the students did presentation in groups for the third meeting. At last, in the fourth meeting, the researcher gave test to do individually by the students. The finding data from cycle 1 provided below.

Table 1. Students Mastering of Simple Present Tense in a Descriptive in the First Cycle

No.	Students' Name	Score	Criteria
1	S-1	60	Inadequate
2	S-2	70	Adequate
3	S-3	70	Adequate
4	S-4	60	Inadequate
5	S-5	55	Inadequate
6	S-6	55	Inadequate
7	S-7	70	Adequate
8	S-8	75	Adequate
9	S-9	75	Adequate
10	S-10	80	Good
11	S-11	75	Adequate
12	S-12	60	Inadequate
13	S-13	75	Adequate
14	S-14	75	Adequate
15	S-15	80	Good
16	S-16	65	Inadequate
17	S-17	65	Inadequate
18	S-18	75	Adequate
19	S-19	70	Adequate
20	S-20	80	Good
21	S-21	80	Good
22	S-22	85	Good
23	S-23	60	Inadequate
24	S-24	70	Adequate

As explained by the table above, the finding from cycle I is still unsatisfying. There are five students with good scores, 11 students that categorized got adequate scores, and eight students that categorized as inadequate. It means that almost a

half of the participants need upgrading in understanding the teaching materials. From the video recorded it also found out that students' ability in working together to facilitate their learning process still inadequate. They did the task but work dominated by higher achievement students. Generally, the students were enthusiastic in doing group works, but they were not happy in doing presentation especially in English. Based on the finding in the first cycle, it was determined that cycle II needs to focus on the same problems regarding developing students' motivation in collaborative learning. The researcher decided to implement the same activities and some new actions with the hope that the teaching learning process would be more enjoyable and the students' learning outcome would improve significantly.

In the first meeting of the second cycle, the researcher conducting a cooperative leaning STAD online in teaching simple present tense and descriptive text. The action was did in the same way as did in the first meeting of cycle 1 by socialization and motivation. The second meeting did by giving task for students do discuss in group, the third meeting dealing with groups' presentation, and the last meeting gave test did individually by students. The findings are as follows.

Table 2. Students Mastering of Simple Present Tense in Descriptive Text in Second Cycle

No	Students' Name	Score	Criteria
1	S-1	85	Good
2	S-2	85	Good
3	S-3	85	Good
4	S-4	80	Good
5	S-5	70	adequate.
6	S-6	75	adequate.
7	S-7	85	Good
8	S-8	85	Good
9	S-9	85	Good
10	S-10	90	Very Good
11	S-11	90	Very good
12	S-12	80	Good
13	S-13	85	Good
14	S-14	85	Good
15	S-15	90	Very Good
16	S-16	80	Good
17	S-17	80	Good
18	S-18	80	Good
19	S-19	85	Good
20	S-20	80	Good
21	S-21	90	Very Good
22	S-22	90	Very Good
23	S-23	95	Very good
24	S-24	80	Good

The table shows that Cooperative STAD methods employed were successful in improving the students' mastering and understanding simple present tense in a descriptive text in the second cycle. The finding from the table explains that there are six students that categorized got very good score, 16 students that categorized got good score, and only two students with adequate scores.

They had more opportunity to practice speaking with their friends. They were able to perform a good dialogue with proper expressions, gesture, and intonation. The students were more and

more enthusiastic and interested in teaching learning process. From the recorded video, the researcher found that giving better explanation regarding teaching materials, giving clear instructions and feedback motivate students to finish their tasks that contributes on students' better learning outcome. The researcher also maximized her role as a controller during the group work activity by arranging the task that would not require the students to go anywhere. The need to be the best also makes students were enthusiastic in competing with others to become the winner because the researcher gave small rewards for the best group and the most active students in learning.

Moreover, the students seems to enjoy the activity as they could practice their in relaxing atmosphere. By giving rewards to certain students due to their best performance some meetings, students they were encouraged to do their best and to work harder to be a solid team. They also became more active in discussion and in answering questions. However, the implementation of the approach consumes time and the class was rather crowded because everybody spoke to ask questions. Besides, there were some technical problems during the teaching and learning process in cycle 1 and 2 related to the internet facilitation used. The problems make some delays in presentations and contributes on ineffective time consuming.

4. CONCLUSION AND SUGGESTIONS

This research aims in improving grammar ability in Kelas VII-1 in SMP Negeri 1 Padangsidempuan by using cooperative STAD learning through online learning and the followings are the conclusion of the findings. The implementation of STAD by online learning significant to improve students in ability in mastering simple present tenses uses in a descriptive text. Before the actions conducted, the students were unmotivated to participate in the teaching-learning process because the English learning process was monotonous for teacher usually only used the course book with a conventional strategy such as question and answer. During the implementation of the actions, it helped the teacher in the teaching and learning process, the use of cooperative learning activities created a nice relaxed atmosphere of teaching and learning. The opportunity to ask and answer questions, work in a group or pair, give feedback, and correct their works trained them to be brave, confident, and mature. However, the teachers need to give more opportunities for the students to practice speaking in the class in implementing STAD online. A joyful atmosphere and interesting media make learning process more meaningful. When conducting online cooperative activities, teacher should pay attention to the class management since in cooperative learning the students tend to move around the class to have a discussion with others.

Therefore, relevant studies regarding the issues need conducted for better and satisfying finding.

5. REFERENCES

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