DEVELOPING COOPERATIVE LEARNING BASED E-MODULE TO TEACH BASIC ENGLISH GRAMMAR OF THE FIRST SEMESTER OF ENGLISH STUDY PROGRAM STUDENTS AT FKIP – UIR

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Abstract

Achieving learning outcome requires a set of the material that can be understood easily by the students. The material should be appropriate in the learning process. It should give the opportunity for the students to learn both in the classroom and out of the classroom. The students can learn independently by using the appropriate material. However, the material of Basic English Grammar is still quite enough to give a chance for the students to practice and learn cooperatively. This research is aimed obtain e-module of Basic English Grammar, so that it can be used as a source of learning for first semester students of English Study Program of FKIP-UIR. The research method used in this study is R & D (Research and development) of Borg and Gall. The participant of this research is 30 students from first semester who learn Basic English Grammar. In this research, the researcher tried to find out students' need because it is the first step to do in this research design. So, the data was obtained by writing test.The findings suggest that the participants made 386 errors in writing their paragraph. There are 45 errors (11.66%) of the agreement of singular and plural, 106 errors (27.46%) of the using of verb tense, 51 errors (13.21%) of the finite verb, 25 errors (2.48%) of the non-finite verb, 28 errors (7.25%) of the pronoun, 20 errors (5.18%) in using the preposition, 9 errors (2.33%) of the context of usage, 55 errors (14.25%) of the context of meaning, 22 errors (5.70%) of the word choice and 25 errors (6.48%) of word order. To sum up, the most frequent grammatical errors made by the students are errors in writing verb tense. Based on this finding, the researcher will design e-module of Basic English Grammar.

Keywords: *E-Module, Basic English Grammar, R & D Research*

MENGEMBANGKAN PEMBELAJARAN KOOPERATIF BERBASIS E-MODUL UNTUK MENGAJAR GRAMMAR SEMESTER PERTAMA DI PROGRAM STUDI BAHASA INGGRIS FKIP - UIR

Abstrak

Pencapaian tujuan pembelajaran membutuh seperangkat materi yang mudah dipahami oleh siswa. Materi harus disesuaikan dengan proses pembelajaran. Ini harus memberikan kesempatan untuk siswa untuk belajar baik di kelas maupun di luar kelas. Siswa bisa belajar secara individu, dengan menggunakan materi yang cocok. Bagaimanapun, materi *English Grammar* cukup

memberikan kesempatan untuk siswa latihan dan belajar secara kooperatif. Penelitian ini bertujuan untuk membuat *E-Module of Basic English Grammar,* jadi ini bisa digunakan sebagai sumber pembelajaran untuk siswa semester pertama untuk program studi Bahasa Inggris di FKIP-UIR. Penelitian ini merupakan penelitian *R & D (Penelitian Pengembangan)* oleh Borg dan Gall. Responden penelitian ini sebanyak 30 siswa semester satu yang belajar *Basic English Grammar.* Di penelitian ini peneliti fokus mencari analisa kebutuhan siswa karna ini merupakan langkah awal untuk mengembangkan modul ini yang mana datanya dikumpulkan melalui tes tertulis. Hasil penelitian ini menunjukkan bahwa ada 386 keselahan yang ditemukan pada tulisan siswa. Ada 45 error (11.66%) dalam penggunaan *the agreement of singular and plural*, 106 errors (27.46%) dalam penggunaan *verb tense*, 51 errors (13.21%) dalam penggunaan *the finite verb*, 25 error (2.48%) dalam penggunaan *the non-finite verb*, 28 error (7.25%) dalam pengguanaan *the pronoun*, 20 error (5.18%) dalam pengguanaan *the preposition*, 9 error (2.33%) *the context of usage*, 55 error (14.25%) *the context of meaning*, 22 error (5.70%) *the word choice* and 25 error (6.48%) *word order*.

Keywords: *E-Module, Basic English Grammar, R & D Research*

1. INTRODUCTION

Grammar is one of the important components of English Language, especially for EFL students. We can communicate and understand others' idea of using good grammar or pattern. This grammar is not only influence our speaking, but also others skills such as writing, listening and reading. So, it becomes important for EFL students to learn grammar communicatively to be fluent in English as spoken and then written. However, grammar has been taught at the elementary level. It means that the first semester students of English Major of FKIP-UIR have learnt it around 9 years. They supposed to be master English for that period of learning. In spite of, there are many problems occurring during learning English. Based on researcher's experience in teaching grammar, there are some problems faced by the students. They are:

1. The students are unmotivated because the instructional materials that are used by the lecturer and students in reading activity do not develop and integrate their Grammar with other English skill such as speaking, listening, reading and writing.
2. The materials in the textbook used do not develop students' creativity in Basic English Grammar classes.
3. The lecturer needs to develop the students' activities for teaching Grammar that can increase students' activeness in learning.

The students still have difficulties to share their ideas because of lack of vocabularies and comprehension of Grammar.

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Those problems may appear because of inappropriate teaching method. Even though they have learnt for a long time, they cannot master English well especially for their Grammar competence. Unfortunately, Grammar will influence students' English skills such as speaking, writing, listening and reading.

Recently, the lecturer uses the conventional strategy in teaching Basic English Grammar at semester I/A-E of the English Department of FKIP-UIR. She explains material by using whiteboard, text book, and sometimes she asks them to discuss with their group. She asks them to understand the materials, do the task and discuss it together. This strategy is still not effective and appropriate. As the result, the students are rather unmotivated to learn Grammar. The materials that are available in the textbooks are not used optimally to develop students' creativity in Basic English Grammar classes.

Furhermore, exercises which are included in the text book do not support students' creativity; the potential materials do not give the opportunity to develop students necessary skills. It means that materials do not provide opportunities for students to respond well about the material given to them. In addition, the first semester students in the English Department of the Islamic University of Riau have low motivation and Grammar competence because the lecturer has not designed an interesting and creative English instructional package.

Based on these problems, the researcher intends to develop an e-module of Basic English Grammar with cooperative learning based-module to solve these problems. This module is one kind of teaching materials prepared by the lecturer and given to the students to support teaching and learning process. By using the module, the students have opportunities to learn by themselves. The researcher assumes that the solution for the students' problems in grammar competence is by using modules because this instructional package is not only expected to become a learning source for English instruction, but also hoped to build high motivation and creativity of the students and develop the quality of their studying. Besides, this module is also designed to be integrated with others skills such as speaking, reading, and writing. It is going to be set to ignore monotone activity in learning Basic English Grammar.

In addition, Cooperative learning based Module method to solve those problems. It is not a new method in teaching, but teaching Grammar with fun activities become challenging for teachers either lecturers. According to Gillies (2007) Cooperative learning involves students working together in small groups to accomplish shared goals. It is a successful teaching strategy in which small teams, it is suitable for students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.

In addition, a module can be optional instructional media, which is a set of instructional materials presented systematically, then the

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students can learn with or without a lecturer. Thus, a module should be used as material to substitute lecturer's presence. If the lecturer has to explain something, then the module must be able to explain like what the lecturer does. It is expected that language learners can accept it in

The module becomes one optional instructional material because it offers the learner to learn independently with or without tutor as defined by Rusell in Suharjo (1995). Besides, Gibbs (1995: 30) defines module as a paper-based resource used to support teaching and learning which can release students from excessive note taking or supplement information which is not easily available elsewhere. For the role of educators in order to not too dominant and authoritarian in learning activities. To accommodate different levels of learners and learning speed it means that for students of higher learning speed they can learn more quickly and complete the module with fast anyway, but for the slow learners, they may repeat it again. The learners are able to measure their own level of mastery of the material has been learned.

There are some experts explain about the characteristic of module. Suharjono (1995) proposes that there are five characteristics of module. First is self-instructional materials. The module in the learning process is to increase the ability of learners to learn on their own. Second is clarity of information. Module it means of teaching materials to explain the lessons well and easily understood by learners appropriate based on their level of knowledge and their age. Meanwhile, the explanatory function of something is also attached to the educators. Therefore, the student can serve as a substitute for the function or role of the facilitator/educator. Third is evaluation tool, in module, students are required to measure and assess their own level of mastery of the material that has been studied. It means that module as well as an evaluation tool. Fourth is benefit material for students, because the module contains a variety of material that must be learned by the students. It means that the function module as reference material for students. Fifth characteristic is systematic. It means that the module interpreted as a set of teaching materials presented systematically.

In this research, researcher intends combine the module with the principles of cooperative learning with experiences in using STAD. It means that instead of exploring the different attributes of the cooperative learning as a concept by sticking to content about cooperative learning, most of the sessions focus on illustrating the components of cooperative learning using syllabus content that the lecturer is expected to use in the classroom (Gibbs 1995).

Besides, teaching materials are a key component in most language programs. Whether the lecturer uses a textbook, and module, institutionally prepared materials, or his and her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. In the case of

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inexperienced lecturer, materials may also serve as a form of teacher training where they provide ideas on how to plan and teach lessons as well as formats that the lecturer can use. Much of the language teaching that occurs throughout the world today could not take place without the extensive use of commercial material as Richards (2001).

Furthermore, Richards (2001) states that "institutionally developed materials are being considered for a language program, both the advantages and the disadvantages of setting up a materials development project need to be carefully considered at the outset". It means the advantages of building a material development component into a program include: First is relevance. Materials can be produced that are directly relevant to students' and institutional needs and that reflect local content, issues and concerns. Second is developing expertise. Developing materials can help develop expertise among staff, giving them a greater understanding of the characteristics of effective materials. Third is reputation. Institutionally developed materials may enhance the reputation of the institution by demonstrating its commitment to providing materials developed specifically for its students. Fourth is flexibility. Materials produced within the institution can be revised or adapted as needed, giving them greater flexibility than a commercial course book.

The guiders of such view say that grammar guarantees to students the ability to generate an infinite number of sentences and utterances with a limited number of words and sounds. Furthermore, the role of grammar is unlimited to the level of sentence, but it influences other longer discourses, this information is argued by Widodo (2006:122-141), who stresses that *"The roles of grammar go beyond the sentence and utterance level to affect the four skills: listening, speaking, reading and writing"*. In listening and reading, we cannot grasp the intended information or make the interrelationship between the parts of the discourse if we have not had a basis of grammatical knowledge. In speaking and writing, producing understandable meaningful sentences, utterances and connected them depend to a large extent on grammar.

Then, learning a language is not just a matter of learning how to fit linguistic forms together to form correct sentences, but it is rather than this, it involves learning to use such forms for the sake to perform communicative acts of one kind or another. A learner cannot be said that she or he acquires the language until he or she can manipulate the formal devices for conveying messages in real-life situations. That is to say, he or she has to know what variety of language to use in a particular situation and how to vary the style according to whom he or she is addressing.

Based on the theory, the developing reading module syllabus and course are based on the specific course or narrow angled which should be implemented to students in the group. The students should get

specific content related to the suitable content of its. So, to provide specific contents which are needed by the students, researcher supposed to do need analysis.

In this case, researcher intends to apply this module with cooperative learning. The role of the lecturer in cooperative learning differs considerably from the role of teachers in traditional teacher lesson. The lecturer has to create a highly structured and well organized learning environment in the clasroom, setting goals, planning and structuring tasks, establishing the physical arrangement of the classroom, asigning students to groups and roles, and selecting materials and time (Johnson, 1994). It means that an important role for the teacher is that of facilitator of learning.

In conclusion, there are many kinds of cooperative learning technique but the technique required to be taught in competency for teaching Basic English Grammar is Student Teams-Achievement Divisions technique. STAD is a cooperative learning strategy which serve as a strong enticement to enhance the participants' motivation and to prepare them for a test when the tutor is about to finish an instructional unit. This method includes some important constituents such as teams, quizzes, class participation, etc. In this regard Stevens (2008:191) explains:

> *STAD is a cooperative learning method developed by Robert Slavin that is used in learning factual content (e.g., vocabulary, social studies or science information) as well as discrete skills (e.g., spelling, math computation, or language mechanics skills) for student in second through twelfth grade.*

2. METHOD

This research is Research and Development (R & D) design. According to Sugiyono (2010: 407), research and development is the research method, which is intended to produce a particular product, test and the effectiveness of the product. It meant that the researchers conduct a needs analysis to produce a product and examine the effectiveness of it. In this case, this research will use procedural model of development implemented to develop cooperative learning based-module. It means this research was conducted based on the stages to be followed to produce a valid reading module.

Therefore, this research followed ADDIE model as suggested by Gustafson & Branch (2002). The researcher choose this model because Analyze, Design, Develop, Implement, and Evaluate (ADDIE) describes clear process of developing instructional material based-module in order to exposure the process of learning. This section presents an overview of the purposes, procedures, and deliverables commonly associated with each of the five ADDIE phases. The Analyze phase has purpose to identify the probable causes for a performance gap. In this case, the researcher will find the gap between the present condition of First

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Semester Students in English Department of FKIP – UIR and the expected result of their grammar competence

The procedure of the research adopted ADDIE model which consisted of analysis, design, development, implementation, and evaluation phases. The steps of ADDIE based on Richey et all., (2011) is described in the table 1:

Table 1
Element of ADDIE

| ADDIE Element	ISD Common Tasks
Analyze	- Assessment of need, problem dentification, job tasks, competence, content, or training requirements. - Determination of whether solution should be instructional and/or non instructional. - Formulation of system, environmental and organizational description and identification of resources and constrains. - Characterization of learner population. - Analysis of goal and objectives for types of skills/learning required.
Design	- Formulation of broad goalds and detailed objectives stated in observable terms. - Sequencing of goals and objectives to facilitate learning and performance. - Planning for assessment and evaluation of learning and performance. - Considering of alternative solutions. - Formulation of instructional and non instructional stagies to match content, individual, and organizational requirements. - Selection of media to implement strategies.
Develop	- Author and produce intervention based on design plan.
Implement	- Development of materials and procedure for installing, maintaining, and periodically repairing the instructional program. - Costing instructional program.
Evaluate	- Development of assessment items that match goal and objectives. - Empirical tryout of courseware with learner population, diagnosis of learning and courseware failure, and revision of courseware based on diagnosis. - Evaluate after full scale implementation.

Richey et all., (2011)

Procedures of developing teaching model used in this research is by adopting ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model that contains of five phases (Dick and Carey, 1996). Developing a model of teaching is an effort of creating a teaching strategy that result the lecturer to be able to achieve the

aim of teaching. According to Santyasa (2009), there are some characteristic of research and development; they are (1). the problems which are going to be solved is a real problem that correlate to the innovation of teaching, (2). the process of developing the product is done by limited try out, so that the result of the product are useful for increasing the quality of teaching.

The following is a flow of developing model of teaching by ADDIE:
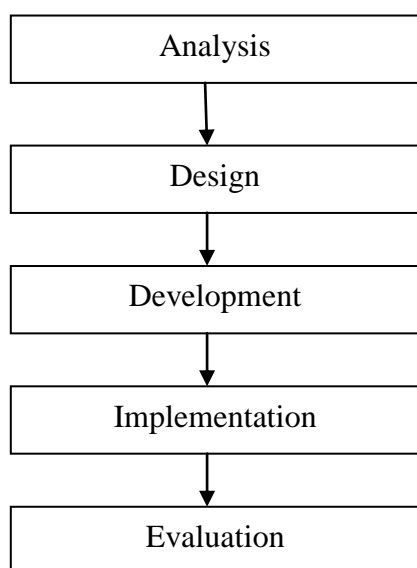
Figure 1: Step of ADDIE

No	Grammatical Errors	Amount	Percentage	Examples
1.	The Agreement of Singular and Plural	45	11.66	*Every people have* a favorite place to relax.
2.	The Verb Tense	106	27.46	You *can be feel* comfortable and can make you focus when you are studying.
3.	The Finite Verb	51	13.21	Usually, students and teacher *always used* technology.
4.	The Non-Finite Verb	25	2.48	My family chooses to goes to Bandung on next holiday.
5.	The Pronoun	28	7.25	Usually, they always use *them* car to go vacation.
6.	The Preposition	20	5.18	Finally, I can join *with* them to go to Malaysia.
7.	The Context of Usage	9	2.33	If you want to be *a owner* in your company, ….
8.	The Context of Meaning	55	14.25	And the last object is *education*, like you can visit at Lobang Jepang, Museum, and Istana Pagaruyuang.
9.	The Word Choice	22	5.70	In the world, so many favorite places to *relax.*
10.	The Word Order	25	6.48	*How I can* achieve *my dream?*
	TOTAL	386	100%	

The developing teaching model process (modified from ADDIE, Dick & Carey, 1996)

From the figure above, it can be seen that the phase of ADDIE model has interrelation. First is an analysis; in this phase the reseacher analyzes the needs of First Semester Students in English Study Program of FKIP – UIR toward grammar. Second is design; in this phase, the reseacher designs the needs of the students by asking the expert to support it. Third is development; the researcher develop the demands from students and the experts. Fourth is implementation; the researcher implements the design which had been developed together from the needs of students and experts. The last fifth is evaluation; the researcher evaluates the activities from the beginning. If it does not work well, the reseacher could review the previous activities to improve.

3. FINDING AND DISCUSSION

To get the analysis of the students' need, the researcher conducted the pre-test. The difficulties of the students can be seen in the sentence below.

Table 2. Quantification of Errors

Based on the table above, it can be seen that there are seven types of grammatical errors found by 30 participants of this research. The participants made 386 errors in writing their paragraph. There are 45 errors (11.66%) of the agreement of singular and plural, 106 errors

(27.46%) of the using of verb tense, 51 errors (13.21%) of the finite verb, 25 errors (2.48%) of the non-finite verb, 28 errors (7.25%) of the pronoun, 20 errors (5.18%) in using the preposition, 9 errors (2.33%) of the context of usage, 55 errors (14.25%) of the context of meaning, 22 errors (5.70%) of the word choice and 25 errors (6.48%) in using preposition. To sum up, the most frequent grammatical errors made by the students are errors in writing verb tense.

In the verb tense, the learners' errors in grammar are the incorrect regular verb, the incorrect irregular verb, double marking of the past verb tense or the incomplete past progressive verb. In the finite verb, the learners commit the errors in the substitution of the progressive for the simple past, the substitution of the infinitive for the simple past, the missing of the finite verb, and the overuse of the finite verb. In the non-finite verb error, four types of non-finite verb errors can be found in the incorrect use of non-finite verbs after the main verb such as the addition of the -ed suffix, the missing of *to,* the incorrect use of the -es suffix, and the incorrect use the –ed participle.

In the pronoun error type, the learners' errors are in the incorrect use of a subjective pronoun, the incorrect use of a relative pronoun, and the incorrect use of a subjective pronoun referring to an antecedent. In the preposition error, the students' commit an error in unneeded preposition, the incorrect form of preposition, the missing of preposition, and the appropriateness of preposition.

In the agreement of singular and plural error, four types of errors can be found, namely a singular noun, a plural noun, an irregular noun, and a subject verb agreement. In contexts of usage, four types of errors can be found. They are use of the definite article, use of the indefinite article, the repetition of a word, the usage of a determiner. In the context of meaning errors, four types can be found. They are the context of meaning in a verb, the context of meaning in an adverb, the context of meaning in a pronoun, and the context of meaning in an adjective.

In the word choice errors, four types are found. They are the choice of an adjective, the choice of a noun, the choice of an infinitive, and the choice of a verb phrase. In word orders, four types of errors can be found. They are the incorrect appositive, the incorrect possessive adjective, the incorrect noun phrase, and the incorrect *wh*-question.

The lecturers should emphasize the concepts of the verb tenses and forms. Those are essential for the lecturers to ensure that the students really understand the use of verb tense rules, specifically in the use of the past verb tense which is frequently used in narrative writing. For example, the lecturers can give writing instructions of how to use the past regular verbs, the past irregular verbs, and the past continuous verbs correctly.

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Table 3. The Contents of Module for Cooperative Learning

No	Chapter	Topic	Subtopic
1.	1	The Agreement of Singular and Plural	1.1 A singular noun 1.2 A plural noun 1.3 An irregular noun 1.4 A subject-verb agreement
2.	2	The Verb Tense	2.1 Regular Verb 2.2 Irregular Verb 2.3 The Past verb tense 2.4 The Past progressive verb
3.	3	The Finite Verb	3.1 The progressive for the simple past 3.2 The substitution of the infinitive for the simple past 3.3 The missing of the finite verb 3.4 The overuse of the finite verb
4.	4	The Non-Finite Verb	4.1 The addition of the *-ed* suffix 4.2 The missing of *to* 4.3 The use of the *-es* suffix 4.4 The use the *–ed* participle
5.	5	The Pronoun	5.1 The use of a subjective pronoun 5.2 The subject position 5.3 The use of a relative pronoun 5.4 The use of a subjective pronoun in object position 5.5 The use of a subjective pronoun referring to an antecedent
6.	6	The Preposition	6.1 The unneeded preposition 6.2 The form of preposition 6.3 The missing of preposition 6.4 The appropriateness of preposition
7.	7	The Context of Usage	7.1 The definite article 7.2 The indefinite article 7.3 The repetition of a word 7.4 The usage of a determiner
8.	8	The Context of Meaning	8.1 The context of meaning in a verb 8.2 The context of meaning in an adverb 8.3 The context of meaning in a pronoun 8.4 The context of meaning in an adjective
9.	9	The Word Choice	9.1 The choice of an adjective 9.2 The choice of a noun 9.3 The choice of an infinitive 9.4 The choice of a verb phrase
10.	10	The Word Order	10.1 The incorrect possessive adjective 10.2 The incorrect noun phrase in 10.3 Incorrect *wh*-question in

In developing grammar module, the researcher divided the materials into eight chapters. These materials are related to the students' needs and problems. These materials are developed to give the opportunity for the students to discover the grammar knowledge for themselves. The students are also hoped to explore what they need and what they have learned in practice.

Example of instruction as following; *Combine the following sentences by adding the underlined information in the second sentence to the first sentence. Change the present tense of the first sentence to the appropriate past tense! You should correct the errors of the pronoun agreement in the following paragraph by using the way in the model of the first correction. You should find how many errors in parentheses at the end of the paragraph indicate!*

4. CONCLUSION

From all the data presented by the table 4.1, it can be concluded that the second semester students of English Study Program of FKIP-UIR need to be concerned on the writing verb tense since it is the highest percentage of errors (27.46%). Moreover, the second highest errors made by the participants of this study is the context of meaning (14.25%) and also need to be concerned in writing the fine of verb (13.21%). Next one that cannot be ignored is about the agreement of singular and

plural (11.66%). However, the lowest percentages of errors are in terms of word order, auxiliaries, passive voice and preposition.

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