

**THE IMPACT OF COOPERATIVE GRAMMAR LEARNING
ON SECONDARY SCHOOL STUDENTS' ATTITUDE IN
WRITING CLASSROOM**

THESIS



UNIVERSITAS ISLAM NEGERI
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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
in Partial Fulfillment of the requirements for
Bachelor Degree of Education (S.Pd)
English Education Department
Faculty of Tarbiyah and Teacher Training

By:


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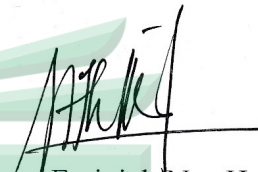
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MOTTO

أَمْ عِنْدَهُمُ الْغَيْبُ فَهُمْ يَكْتُبُونَ

“Do they have (knowledge of) the unseen, so they write it down?”

(Q.S: At-Thur:41)¹



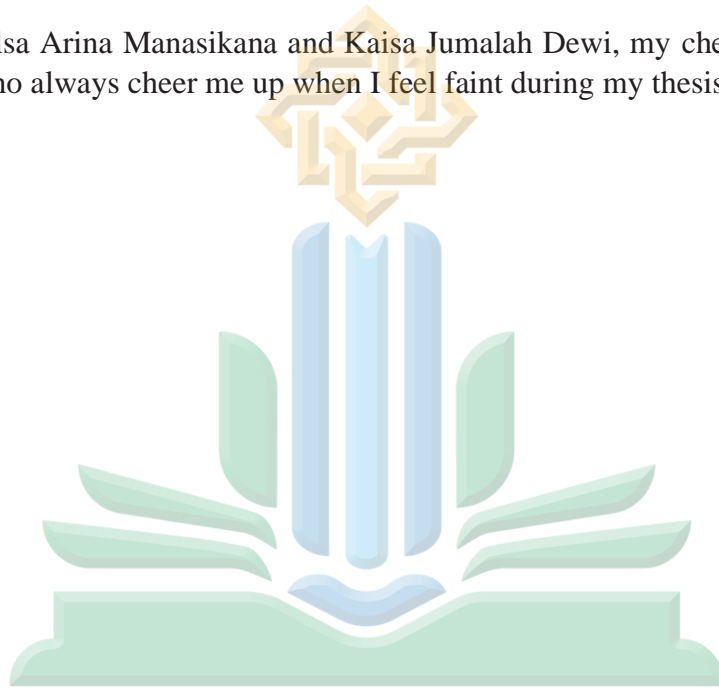
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¹ Qur`an Kemenag. Online access. <https://quran.kemenag.go.id/quran/per-ayat/surah/52?from=1&to=49>. (accessed on 30th of October 2024, 11.19 p.m)

DEDICATION

With deep gratitude, I dedicate this thesis for:

1. Mr. Mohammad Nursa'i and Mrs. Ulfatul Hidayati, my beloved parents who always give me motivation and support to finish my thesis.
2. Mr. Fasha Rodhibillah, my dear husband who always guide me during my thesis journey, give me encouragement at my down, and envelop me in my disquiet while I do my thesis.
3. Silsa Arina Manasikana and Kaisa Jumalah Dewi, my cheerful little sister who always cheer me up when I feel faint during my thesis journey.



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May Allah repay all those who have supported in this process with kindness finally, the researcher realizes that this thesis is far from perfect but the researcher hope that this thesis would be beneficial to the readers and the future researchers.

Jember, 13th November 2024

Researcher

ABSTRACT

Lum`atu Ulumir Rosikhoh, 2024: The Impact of Cooperative Grammar Learning on Secondary School Students` Attitude in Writing Classroom

Keywords: *Cooperative grammar learning, Students` attitude, Writing classroom.*

Understanding grammar is an important reason for writing success in writing class. Through a good understanding of grammar, the reader can understand the message in the writing, and communication can run well. Meanwhile, effective learning can be assessed from students' positive attitude. The problem with teaching writing is students` difficulties in writing English due to a lack of understanding and knowledge of grammar. Teachers are encouraged to adopt effective strategies to develop students' positive attitude in learning grammar in writing classroom.

The researcher took STAD as cooperative learning because there are cooperative writing activities in groups to help each other understand grammar and collaborate in writing using grammar. Although previous research has explored the STAD cooperative learning model in grammar and writing learning, only a few have examined students' attitude. To achieve the research goal, the research focused on examining how the impact of cooperative grammar learning through STAD learning model on students` attitude in writing classroom.

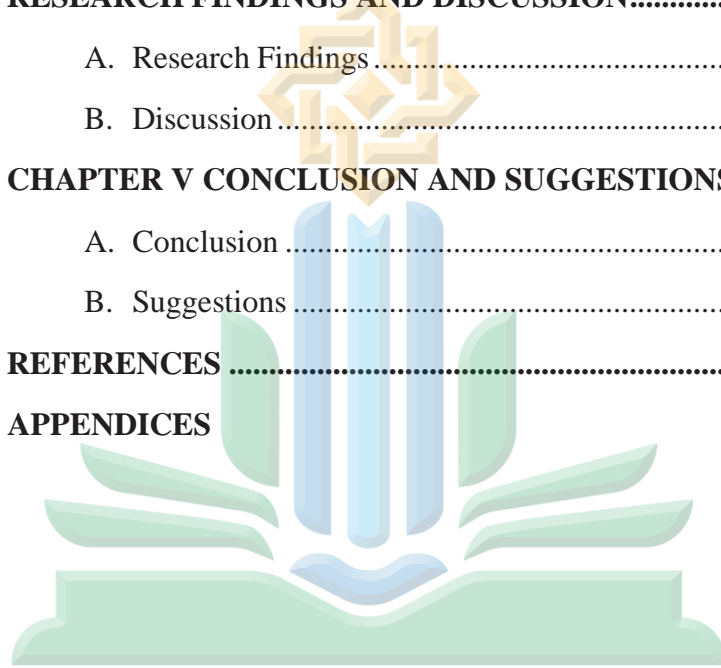
This research used a qualitative approach with a case study as the research design. This research project was carried out at one of the high schools in Jember. The participants were taken from class X5 students, with an age range of 16-17 years. The data collected was obtained from three techniques, which included semi-structured interviews supported by audio recordings (which were presented in transcript form), document analysis involving student learning artifacts, and classroom observations supported by several recordings of important events. These data were processed and analyzed using thematic analysis adopted from Braun and Clarke (2006). Overall, there are three findings of this research which are developments of the main findings. These findings include 1) rewards and variations in STAD developing students' motivation and self-confidence, 2) increasing grammar comprehension and retention through STAD cooperative learning and 3) student's active role in group writing activities.

In conclusion, this research showed that the use of STAD grammar cooperative learning in writing classroom can achieve students' positive attitude including motivation and self-confidence through STAD learning steps, increased student retention and understanding of grammar, as well as students' active role in writing groups. Apart from that, this research provides benefits for English teachers in terms of developing students' attitude. Therefore, the researcher recommended implementing this learning model which can develop students' positive attitude in learning grammar in writing classroom.

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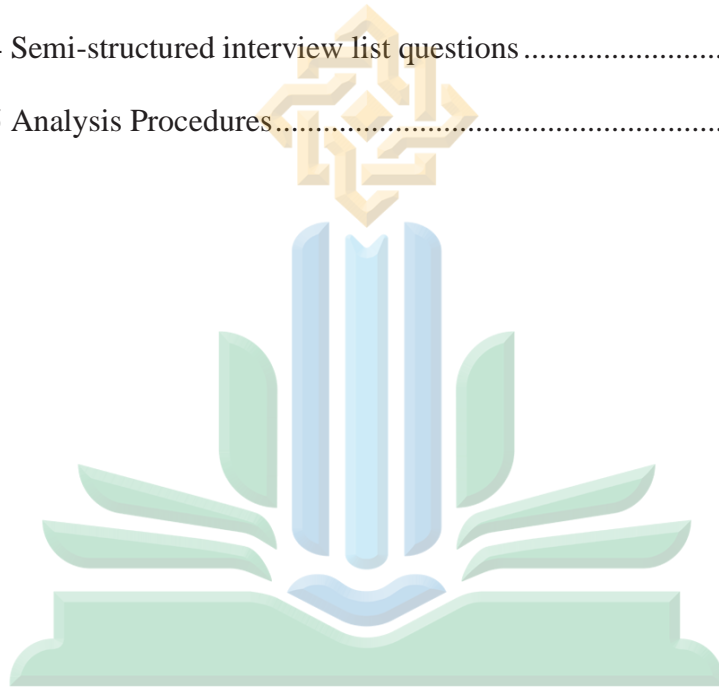
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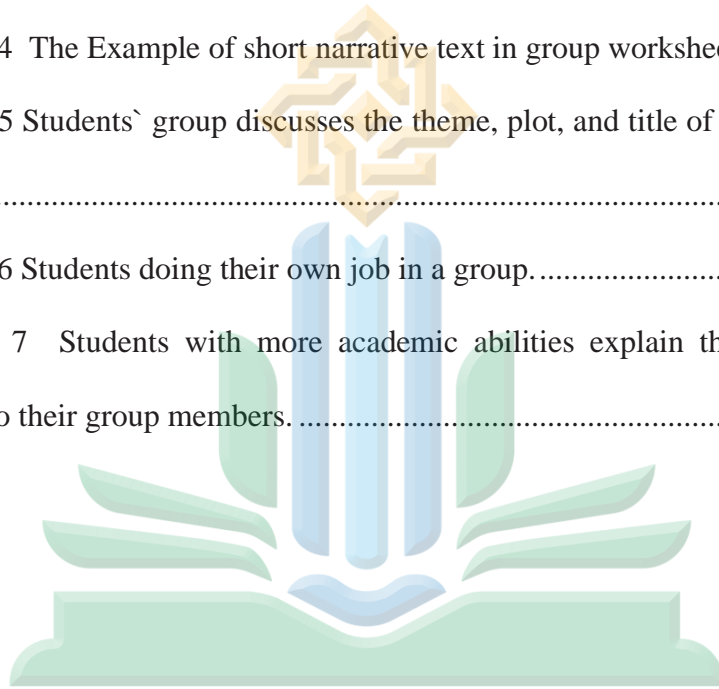
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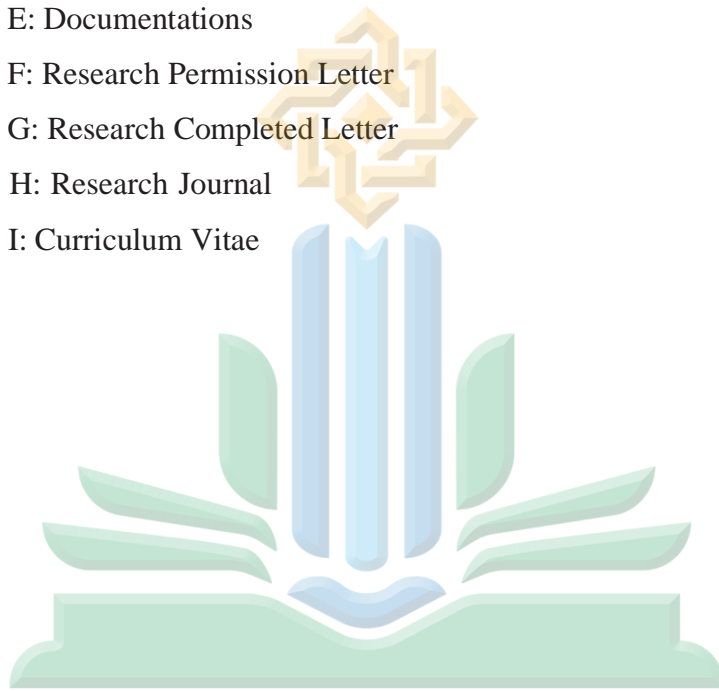
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CHAPTER I

INTRODUCTION

In the introductory chapter, there are several themes including research background, research questions, research objectives, significance of the research, and definitions of key terms related to this research.

A. Research Background

In learning English, knowledge of grammar is very necessary to fulfil language needs in order to communicate correctly and structure. Communicating correctly and structured in English can make it easier for other people to understand the message conveyed. Besides verbal communication, written communication is also used in everyday life. Students can express their ideas through writing also with correct and structured grammar so that readers can understand the writing well. Connectivity regarding grammar and writing, that is grammar can support writers in connecting their language experiences as readers, writers, and speakers.² The purpose of writing is to express clear ideas with correct grammar in the form of written language messages and that must be understood by readers so as not to confuse them.³ On the otherhand, students as writers will experience difficulties in learning English and communicating

² Susan Jones, Debra Myhill, And Trevor Bailey, "Grammar for Writing? An investigation of the effects of Contextualised Grammar Teaching on Students' Writing," *Journal Reading and Writing, University of Exeter*, (2013):5.

³ Nurma Dhona Handayani and Muhammad Johan, "Correlation between Problem Faced in Grammar and Writing Ability of Efl University Students," *Journal of English Education*, 4 No. 2 (2018):109.

so that the ideas conveyed by students are hampered in both spoken and written grammar if they do not understand the grammatical context well.

In written communication, grammar plays a very important role in conveying the message. Using proper grammar can produce clear sentences and coherent paragraphs. Sentences and paragraphs are arranged neatly so that the meaning of the sentence or paragraph can be understood. Another researcher expressed that grammar mastery had a big influence on students' writing abilities.⁴ Students must be able to understand grammar well so that their writing can be understood well too. Many grammatical errors in students' writing are triggered by their difficulties in writing. There were several difficulties in writing in English including a lack of interest in learning English as well as a lack of understanding and knowledge about aspects of writing that is grammar. Students' difficulties in writing descriptive texts were interesting in learning English, low understanding of the generic structure of descriptive texts, poor knowledge and use of grammar, and low motivation in writing descriptive texts.⁵ Grammar is one of the students' difficulties in writing skills. Poor understanding and knowledge of grammar causes writing that cannot be understood by readers. While, Students' difficulties in writing recount text that is the use of language or grammar

⁴ Prita Pantau Putri Santosa, "Hubungan antara Penguasaan Tata Bahasa dengan Keterampilan Menulis Narasi Bahasa Inggris Siswa Kelas XI SMK Negeri 2 Depok," *DEIKSIS* 9, no. 02 (2017): 192.

⁵ Siti Nurfidoh and Evie Kareviati, "an Analysis of Students' Difficulties in Writing Descriptive Texts," *PROJECT (Professional Journal Of English Education)* 4, No. 1 (January 4, 2021): 16.

features in the text.⁶ In this regard, teachers need to pay attention to grammar learning in the context of writing. The teachers needed to use appropriate grammar learning methods so that students can understand and apply grammar in their writing well.

Several researchers have conducted research on grammar learning in writing activities. Students considered grammar to be an important part of language learning, but according to them grammar must be taught communicatively.⁷ Communicative grammar learning can help students understand grammar material by developing students' communication. Cooperative learning is the learning that includes communicative learning, which involves students' discussions, that is, learning with the help of peers. In the cooperative learning approach, students gain social skills through participation in group activities.⁸ Several studies have examined cooperative learning in grammar teaching. The effectiveness of cooperative learning methods in teaching English grammar that there is a significant influence on the achievement of students' grammatical abilities.⁹ With cooperative learning, students are more active in mastering grammar material by working together in small groups to achieve certain goals. Cooperative learning makes

⁶ Allieni Harris, Mohd Ansyar, and Desmawati Radjab, "An Analysis of Students' Difficulties in Writing Recount Text at Tenth Grade of SMAN 1 Sungai Limau" *Journal English Language Teaching (ELT)* 2, No. 1 (2014):55.

⁷ Volkan Incecay and Yeşim Keşli Dollar, "Foreign Language Learners' Beliefs about Grammar Instruction and Error Correction," *Procedia - Social and Behavioral Sciences* 15 (2011): 3397.

⁸ Jake M Laguardor, "Cooperative Learning Approach in an Outcomes-Based Environment," *International Journal of Social Sciences* 2, no. 2 (2014):42.

⁹ Asif Khan and Mumtaz Akhtar, "Investigating the Effectiveness of Cooperative Learning Method on Teaching of English Grammar," *Bulletin of Education and Research* 39, No. 1 (2017):11.

students more active and learning becomes effective because students contribute to the learning process. Student-centered learning is more effective than teacher-centered learning in grammar learning. This was also proven by the researcher who conducted research on the effectiveness of cooperative learning methods by comparing traditional methods with cooperative methods in grammar learning and the results of cooperative learning were more effective.¹⁰ Thus, cooperative learning is recognized as more effective in grammar learning than traditional learning because cooperative learning forms small groups and build students communication in groups.

Several cooperative learning models have been used in grammar teaching. However, there is one cooperative learning model that is believed to be effective in learning grammar, that is the STAD (Student's Teams Achievement Division) cooperative learning model. Among cooperative learning methods, Students Teams Achievement division is the best choice in teaching grammar.¹¹ By using the STAD model of cooperative learning, students can collaborate and help each other in achieving learning goals. STAD type cooperative learning emphasizes activities and interactions between students to motivate each other and help each other master the

¹⁰Asif Khan and Mumtaz Akhtar, "Investigating the Effectiveness of Cooperative Learning Method on Teaching of English Grammar," *Bulletin of Education and Research* 39, No. 1 (2017):2

¹¹ Siti Khasinah and Zulfadli, "The Use of Student Teams-Achievement Divisions in Improving English Grammar of Efl Learners," *English Education International Conference 1*, No. 1 (2016):187.

subject matter in order to achieve maximum achievement.¹² Several previous researchers have conducted research on grammar learning using the STAD cooperative learning model. Firstly, there was an increase in students' grammar achievement when implementing the STAD learning model.¹³ Secondly, there was an increase in students' ability to master the simple present tense in descriptive text when implementing the STAD learning model.¹⁴ Therefore, previous research has proven the effectiveness of the STAD learning model in teaching grammar by increasing students' grammar mastery and achievement.

Several previous researchers have conducted research on grammar teaching and learning, nevertheless, only a few of them have researched students' attitude during the grammar learning process. A lot of research has been conducted regarding teaching and learning grammar in the language learning process; however, students' attitude and perceptions regarding this issue are largely ignored.¹⁵ In fact, through attitude, the teacher can find out whether the learning process in class can be said to be effective. For effective learning, teachers needed to convince students that their feelings and attitude

¹² I Wayan Oka Swabudanta, "Penerapan Model Pembelajaran Kooperatif Tipe STAD (Student Teams Achievement Divisions) untuk Meningkatkan Prestasi Belajar Menulis Bahasa Inggris," *Jurnal Pedagogi dan Pembelajaran* 2, no. 3 (2019): 335.

¹³ Doni Fransiskus Purba and Dina Irmayanti Harahap, "The Effect of Student Team Achievement Division (STAD) on Students' Grammar Achievement," *Jurnal FISK 1*, No. 1 (2019):68.

¹⁴ Netty Meiderwati Pulungan, "Cooperative Learning STAD Online to Upgrade Students' Ability in Understanding Simple Present Tense in a Descriptive Text," *Jurnal Education and development* 9, No.4 (2021):325.

¹⁵ Emel Akay and Çetin Toraman, "Students' Attitudes towards Learning English Grammar: A Study of Scale Development," *Journal of Language and Linguistic Studies* 11, No.2 (2015):68.

are in a positive direction so that students have the motivation to learn the grammar of a language.¹⁶ Effective learning is learning that relies on the success or failure of learning through the learning process. Cooperative learning is recognized as effective in teaching grammar, but without the teacher's analysis of students' attitude in the learning process, it is also less valid.

The research problem focuses on students' positive attitude toward teaching grammar using cooperative learning is that there was confusion regarding the weaknesses of cooperative learning between student collaboration in language learning.¹⁷ It turns out that using cooperative learning shows students' positive attitude in learning grammar. Cooperative learning in EFL (English for Foreign Language) can significantly foster students' positive attitude and thinking abilities.¹⁸ This is because students have a high level of anxiety in acquiring a foreign language. Using cooperative learning can reduce students' anxiety, and through a social construction approach, students can learn together through peer communication in solving problems.

¹⁶ Shoaib Saeed Fahady and Halah Faroo Mohammed, "College Students' Attitudes Towards Learning English Grammar," *International Journal of Language Academy* 7, no. 28 (2019):522

¹⁷ Raja Muhammad Ishtiaq Khan, Ghulam Mustafa, and Abdul Aziz Awan, "Learners' Attitudes on the Infusion of Cooperative Learning in," *Orient Research Journal of Social Sciences* 5, No. 2 (2020):166.

¹⁸ Ozlem Kuuk and Ali Arslan, "Cooperative Learning in Developing Positive Attitudes and Reflective Thinking Skills of High School Students' in English Course," *International Journal of Psycho-Educational Sciences* 9, No. 1 (2020):83

In EFL learning, it is important to analyze attitude during the learning process so that teachers can understand whether the learning process provides motivation or a positive influence on students or not. Many factors have an impact on students' levels of extrinsic motivation, and most of them are related to their attitude toward language.¹⁹ This attitude analysis also applies to all abilities in English, including writing abilities. Because in EFL learning, the majority of EFL English students have a negative attitude in writing.²⁰ In assessing student attitude, there are several aspects of the attitude itself that must be understood by the teacher. There are five aspects of attitude, including self-confidence (attitude towards EFL learning), preference (attitude towards English), anxiety, learning process (attitude towards effort in language learning), and learning strategies (attitude towards regulated learning).²¹ The first is self-confidence, the self-confidence aspect includes students' attitude towards EFL learning in acquiring grammar material using cooperative learning. The second, the preference aspect includes students' attitude towards STAD. The third, the anxiety aspect includes students' level of anxiety regarding the English learning process through STAD. The fourth, aspect of the learning process includes students' enthusiasm for participating in grammar learning through STAD. The fifth, the learning strategy aspect

¹⁹ Shameem Ahmed and F T Labuan, "Attitudes towards English Language Learning among EFL Learners at UMSKAL," *Journal of Education and Practice* 6, No. 18 (2015):6.

²⁰ Lestari Setyowati and Sony Sukmawan, "EFL_ Indonesian Students' Attitude toward Writing in English," *Arab World English Journal* 7, no. 4 (2016): 366.

²¹ Ming-Puu Chen et al., "Effects of Captions and English Proficiency on Learning Effectiveness, Motivation and Attitude in Augmented-Reality-Enhanced Theme-Based Contextualized EFL Learning," *Computer Assisted Language Learning* 35, no. 3 (2022): 15.

includes students' attitude in learning STAD model grammar in the writing classroom.

In this study, the researcher examined the impact of using cooperative grammar learning on students' attitude in writing classroom. Previous research showed that attitude toward learning English grammar are still limited and there is little research that examined attitude toward cooperative learning of English grammar in writing classroom. Therefore, this research aims to examine the impact of cooperative grammar learning using the STAD (Student's Teams Achievement Division) model on students' attitude in writing classroom. Students' attitude are assessed from five aspects, those are self-confidence, preferences, anxiety, learning process, and learning strategies. With the communication-based STAD cooperative model, students could work together in groups to help each other in understanding grammar and collaborate in writing on the use of grammar. Hence, students can be active, and grammar learning can be effective in the writing classroom through cooperative learning.

B. Research Question

In accordance with the background explained above, the following research question is: How was the impact of cooperative grammar learning through STAD learning model on students' attitude in writing classroom?

C. Research Objective

The objective study is based on the research questions above: To examine how the impact of cooperative grammar learning through STAD learning model on students` attitude in writing classroom.

D. Research Significance

1. Theoretically

This research was expected to determine the importance of students' attitude towards the grammar learning process by using the STAD (Students Teams Achievement Division) cooperative learning model in writing classrooms to determine the effectiveness of this learning model. Cooperative learning was chosen to improve grammar learning in the writing classroom.

2. Practically

It was hoped that the results of this research can help English teachers in analyzing students' attitude during the grammar learning process using the STAD (Students Teams Achievement Division) cooperative learning model in the writing classroom. This can help English teachers to create active grammar learning with students working together in small groups to solve problems and achieve common goals. Students can contribute to each other in groups in creating writing using their respective grammar skills.

3. Empirically

It was hoped that the results of this research can be a reference for other researchers who are interested in conducting relevant research, especially for students majoring in English Education. It was hoped that this research can help determine students' attitude during the grammar learning process in writing classroom using the cooperative learning model.

E. Definition of Key Terms

1. Cooperative Grammar Learning

Cooperative learning is learning with small groups with the same goal and each student has a different role in achieving that goal. Cooperative learning is learning with the help of peers in solving a problem. Grammar is rules in English which is known to be complicated and difficult to learn. With cooperative learning in grammar learning, students can work together through communication with peers in one group to help each other understand grammar material and solve grammar learning problems. The learning model used in this research is the STAD (*Students Teams Achievement Division*) method with group division based on students' academic abilities. Students with low academics can be helped by students who have high academics in group.

2. Students' Attitude

Student attitude are students' verbal and non-verbal statements or responses that must be observed during the learning process. From the

students' attitude, the teacher will know whether the learning activities have achieved the learning objectives. This can be seen from whether the learning process is effective or not. In this research, students' attitude aspects can be seen from five aspects; those are confidence, preference, anxiety, learning process, and learning strategy.

3. Writing Classroom

Writing classroom is a classroom where the class is used for writing activities. Writing activity is the activity of expressing ideas in writing in order to convey a message to the reader. In this writing class, the researcher used narrative text in classroom writing activities to apply it. In written communication, the researcher was expected to be able to understand the context of the writing, including grammar. Grammar in English plays an important role in writing activities in order to form clear sentences and coherent paragraphs so that the meaning in them can be understood well. In the narrative text, there are language or grammatical features contained in it; those are simple past tense, temporal conjunction, action verbs, and adverb of time.

CHAPTER II

LITERATURE REVIEW

This chapter has two parts: previous research and theoretical studies. Previous research provides information about previous research that is relevant to this research. Some of the theoretical studies have subtitles that discuss theories related to this research. These points are explained in more detail in the section below:

A. Previous Research

There are several studies that have been carried out and related to this research is as follows:

The first research was conducted by Purba & Harahap (2020) on student grammar achievement through STAD (Student Team Achievement Division). The aim of this research is to determine the effect of STAD on students' grammatical achievement in using simple past tense at Imelda High School Medan.²² Experimental research with pre-test and post-test was used in this research. This research involved class XI students. Class XI MIA 1 is the control class, and Class XI MIA 2 is the experimental class. The results of the research showed that the application of STAD significantly influences learning grammar in the form of simple past tense in class XI MIA. This is

²² Doni Fransiskus Purba and Dina Irmayanti Harahap, "The Effect of Student Team Achievement Division (STAD) on Students' Grammar Achievement," *Jurnal FISK 1*, No. 1 (2019):58-69.

Proven by the value of $t_{count} \geq t_{table}$ ($2.829 \geq 2.013$) and the Sig value. (2-tailed) is 0.007 lower than (alpha): 0.05.

The second research by Sirod, Poniman, and Mariani (2022) conducted classroom action research with descriptive qualitative analysis to find out whether cooperative learning could improve the grammatical competence of ABA St. students. Pignatelli Surakarta.²³ It involves fourth semester students in grammar teaching. The grammar competency of students is still considered minimal by grammar lecturers because around 47.05% of students get a score of 70 and above. The results of research using the STAD cooperative learning method in teaching grammar can improve students' grammatical competence. The increase occurred in the end-of-semester exams which initially received a score of 70 and above by 47.05% to 76.47%. Apart from that, the use of cooperative learning in teaching grammar makes students more active in participating in lectures and they feel appreciated because they are involved in the learning process by daring to ask questions and being confident in giving opinions.

The third research was also conducted by Kuuk & Arslan (2020) on developing positive attitude and reflective thinking skills through cooperative learning.²⁴ The aim of this research is to reveal the influence of cooperative learning on students' attitude and reflective thinking in the 10th grade simple

²³ Muhammad Sirod, Poniman Poniman, and Lulut Mariani, "Improving The Students' Grammatical Competence Through Cooperative Learning," *International Journal of Active Learning* 7, No. 2, (2022):166-176.

²⁴ Ozlem Kuuk and Ali Arslan, "Cooperative Learning in Developing Positive Attitudes and Reflective Thinking Skills of High School Students' in English Course", *International Journal of Psycho-Educational Sciences* 9, No. 1 (2020):83-96.

present tense English course at Anatolian High School in Zonguldak, Turkey. This research uses quantitative quasi-experimental research with pre-test and post-test. The research results show that cooperative learning is significantly and positively more effective on students' attitude and thinking compared to traditional methods. By using cooperative learning there is a big influence on students' attitude and reflective thinking abilities towards English because cooperative learning increases their awareness of how to learn and how to improve their own abilities.

The fourth research by Pulungan (2021) conducted classroom action research in two cycles. The aim of this research is to improve students' ability to understand simple present tense in descriptive text in class VII of SMP Negeri 1 Padangsidimpuan through Cooperative Learning Stad Online.²⁵ STAD cooperative learning is carried out online. The research results show that the application of the STAD cooperative learning method can significantly improve students' ability to master the use of simple present tense in descriptive texts. Cooperative learning activities create a pleasant environment in the teaching and learning process, which makes the learning process more meaningful.

²⁵ Netty Meiderwati Pulungan, "Cooperative Learning STAD Online to Upgrade Students' Ability in Understanding Simple Present Tense in a Descriptive Text", *Jurnal Education and development* 9, No.4 (2021):325-327.

The fifth research was conducted by Sari, Rizki, and Sormin (2023) on the application of STAD in writing narrative text.²⁶ This research aims to improve the ability to write narrative text of STIKOM semester 1 students using STAD cooperative learning. Classroom action research in two cycles with qualitative descriptive analysis was used in this research. The research results showed that students' writing scores increased after implementing STAD. Student learning achievement is seen from the average score of students in their writing. In cycle I, the student's score was 45.59, and in cycle II, it was 77.18. It was concluded that STAD can improve students' abilities in writing narrative texts.

Table 2. 1
The Similarities and Differences
Previous Research and The Researcher's Study

No.	Researcher's Name and Title	Similarities	Differences
1.	Doni Fransiskus Purba & Dina Irmayanti Harahap (2020) "The Effect of Student Team Achievement Division (STAD) On Students' Grammar Achievement"	<ul style="list-style-type: none"> Both of the researchers have the same topic about STAD 	<ul style="list-style-type: none"> Using Experimental study with pre-test and post-test Previous research conduct on simple past tense
2.	Muhammad Sirod, Poniman Poniman, and Lulut Mariani	<ul style="list-style-type: none"> Both of the researchers have the same 	<ul style="list-style-type: none"> Using CAR (Classroom Action Research) to improve

²⁶ Ika Purnama Sari, Fitri Rizki, and Rizky Khairunnisa Sormin, "Implementing STAD To Improve Students' Ability Of STIKOM Tunas Bangsa In Writing Narrative Text," *Journal of Applied Linguistics* 2, no. 2 (January 31, 2023): 7–16.

	(2022) “Improving The Students’ Grammatical Competence Through Cooperative Learning”	topic about STAD	<p>students’ grammatical competence</p> <ul style="list-style-type: none"> • The participants in previous research were students from university and the participant in this research are students from senior high school. • Previous research analyzed using descriptive qualitative while this research using thematic analysis
3.	Özlem Kuuk & Ali Arslan (2020) “Cooperative Learning in Developing Positive Attitude and Reflective Thinking Skills of High School Students’ In English Course”	<ul style="list-style-type: none"> • Both of the researchers have the same topic about STAD • Both of the researchers analyzed students’ attitude in cooperative grammar learning • Both of the researchers conduct on Senior High School 	<ul style="list-style-type: none"> • Using quantitative quasi-experimental study through pre-test and post-test • Previous research conduct on simple present tense
4.	Netty Meiderwati Pulungan (2021) “Cooperative Learning Stad Online to Upgrade	<ul style="list-style-type: none"> • Both of the researchers have the same topic about STAD 	<ul style="list-style-type: none"> • Using CAR (Classroom Action Research) • Previous research

	Students' Ability in Understanding Simple Present Tense in a Descriptive Text"		focus on simple present tense in decriptive text
5.	Ika Purnama Sari, Fitri Rizki, and Rizky Khairunnisa Sormin (2023) "Implementing STAD to Improve Students' Ability of STIKOM Tunas Bangsa in Writing Narrative Text"	<ul style="list-style-type: none"> Both of the researchers have the same topic about STAD 	<ul style="list-style-type: none"> Using CAR (Classroom Action Research) The participants in previous research were students from university and the participant in this research are students from senior high school. Previous research just focuses on writing learning while this research focus on grammar learning in writing classroom

In previous research, there were similarities and differences with this research. The similarity is in the cooperative learning model used, the STAD (Students Teams Achievement Division) cooperative learning model. The differences between previous research and this research are in research focus, research objects, participants, and research design. This research was conducted in secondary schools. The research focus in previous research was on grammar or language and grammar features in a text. One research also showed a focus only on writing learning. This research focused on the impact of STAD cooperative on students` attitude of students studying grammar in

writing classes. One research showed similarities in students' attitude toward cooperative grammar learning. However, it is not implemented in writing classrooms but only focused on grammar.

In this context, the researcher used the STAD cooperative learning model in teaching grammar in a writing classroom to make it easier for students to understand the grammar in a text. So, that when students write the text, their writing can be understood well by readers and the meaning can be conveyed. With cooperative learning, students can work together and help each other so that learning in a writing classroom can be active and effective. This effectiveness was assessed from students' attitude during the grammar learning process in the writing classroom using cooperative learning STAD.

B. Theoretical Framework

1. Grammar Cooperative Learning

a. Cooperative learning

Cooperative learning classroom techniques, where students work in small groups and receive rewards or recognition based on their group performance. Cooperative learning is an old idea in Education, which has experienced a substantial resurgence in Education research and practice in recent years. This term refers to a classroom technique where students work on learning activities in small groups and receive awards or recognition based on their group.²⁷ Cooperative learning conducted in elementary or middle schools showed that

²⁷ Robert E. Slavin, "Cooperative Learning," *Review of Educational Research* 50, no. 2 (1980): 315.

cooperative learning generally improves student achievement, positive race relations in non-desegregated schools, caring among students, student self-esteem, and other positive outcomes.²⁸

Most research on practical cooperative learning techniques focuses on four main areas: TGT (Teams-Games-Tournament), STAD (Student Teams Achievement Division), Jigsaw, and Small Group Teaching. These techniques are highlighted because they have been well-researched in the field are well-defined teaching strategies, and are used in many classrooms.²⁹

There are 5 basic elements that are important in cooperative learning that must be included. These elements are as follows:³⁰

1) Positive interdependence

Positive interdependence is the perception that one student is connected to another student in such a way that one student will not be successful unless all students are also successful. Each student in the group has a contribution to make, and the group tries to depend on each other to achieve the group's goals and success.

²⁸ Robert E. Slavin, "Cooperative Learning," *Review of Educational Research* 50, no. 2 (1980): 323.

²⁹ Robert E. Slavin, "Cooperative Learning," *Review of Educational Research* 50, no. 2 (1980): 319.

³⁰ David W. Johnson and Roger T. Johnson, "Making Cooperative Learning Work," *Theory into Practice* 38, no. 2, (1999): 70–71.

2) Individual accountability

Each student or group member has group responsibility, namely completing their respective tasks to achieve group success.

3) Face to Face promotive interaction

Although group work may be divided and carried out individually, groups are also built interactively. This interaction is carried out by providing mutual feedback, understanding each other, providing material conclusions, and, most importantly, helping and supporting each other. Apart from that, giving appreciation to group members such as applause for achieving group goals.

4) Social Skills

In the social skills element, students are encouraged and assisted in building trust, communication, decision-making, conflict management, and group leadership skills.

5) Group processing

In group processing, team members work together to decide what needs to be continued or changed, set group goals, and outline what actions are useful and what are not. Discuss how members achieve goals, solve problems, and create effective cooperative relationships.

b. Grammar learning in EFL classroom

Grammar plays an important role in helping students in EFL classes produce acceptable speech in the language.³¹ In connection with this theory, students who study in EFL classrooms have good language knowledge; they will easily understand paragraphs in written and oral texts. Grammar speaks not only about arranging words and phrases into sentences with specific patterns but also about the meaning contained therein.³² Considering the importance of grammar in learning English as a Foreign Language, students must have an awareness of studying grammar. However, not all EFL students are motivated to learn grammar. Grammar has always been an important issue in foreign language learning and teaching.³³ The boring issue of grammar is that grammar can only be taught through repetition and rote practice, which makes students bored.³⁴

In order for students to not get bored in learning grammar, they are required to use communicative learning rather than using the traditional method, namely GTM (Grammar Translation Method).

³¹ Handoyo Puji Widodo, "Approaches and Procedures for Teaching Grammar," *English Teaching: Practice and Critique* 5, No.1 (2006):122

³² Siska Siska, "The Consciousness of Learning Grammar Communicatively Through Role Play in EFL Classroom," *Journal Polingua: Scientific Journal of Linguistic Literatura and Education* 6, no. 1 (2018): 1

³³ Abul Kalam Azad, "Grammar Teaching in EFL Classrooms: Teachers' Attitudes and Beliefs," *ASA University Review* 7, No.2 (2013):111.

³⁴ Larsen-Freeman and Diane, *Grammar and Its Teaching: Challenging the Myths*, ERIC Clearinghouse on Languages and Linguistics, Washington, DC. (1997):3

Communicative grammar teaching can indeed improve students' grammatical competence.³⁵ Communicative grammar learning can use cooperative learning. Cooperative learning is closely related to a communicative approach to foreign language learning and, at the same time, has considerable advantages compared to learning foreign languages with individual activities.³⁶ The main concept of cooperative learning is cooperation when individuals work together in a group to advance both parties with the results of individual work and the results of group work.³⁷ Called communicative learning, cooperative learning is conceptually understood in the theory of social interdependence which determines how individuals interact in situations where their partners can influence the results.³⁸

c. STAD Cooperative Learning Model

STAD (*Students Teams Achievements Division*) Model cooperative learning developed by Slavin. Student Teams-Achievement Divisions (STAD) use heterogeneous teams of 4 to 5 people with a simple 15-minute quiz, which students take after studying in their teams. Quiz scores are translated into team scores

³⁵ Pham Vu Phi Ho and Nguyen The Binh, "The Effects of Communicative Grammar Teaching on Students' Achievement of Grammatical Knowledge and Oral Production," *English Language Teaching* 7, no. 6 (2014):74.

³⁶ Nataliia Odehova, Yuliia Nevskaya, and Viktoriia Perlova, "The Effectiveness of Cooperative Learning in Developing Grammar Skills," *Advanced Education* 20, (2022):25.

³⁷ Kim J Herrmann, "The Impact of Cooperative Learning on Student Engagement: Results from an Intervention," *Active Learning in Higher Education* 14, no. 3 (2013): 1-2.

³⁸ Kim J Herrmann, "The Impact of Cooperative Learning on Student Engagement: Results from an Intervention," *Active Learning in Higher Education* 14, no. 3 (November 2013):2.

using a system called "merit division." The quiz scores of the six highest students in previous performance are compared, and the top scorer in this group (performance division) earns eight points for performance, the second scorer earns six points, and so on. Then, the quiz scores of the next six students with the highest previous performance are compared, and so on. In this way, students' scores are only compared with those of a reference group of homogeneous abilities, not the entire class. Students only know their division assignments and do not interact at all with other members of their division.³⁹

An effective cooperative learning method is called Student Team Achievement Division, or STAD. STAD consists of a regular teaching cycle, cooperative learning in mixed-ability teams, and quizzes with recognition or other rewards given to teams whose members achieve. STAD consists of a regular cycle of learning activities as follows:⁴⁰

1) Teach

In the teaching stage, the teacher explains the material to be taught in detail until it has been discussed. Then, the students

³⁹ Robert E. Slavin, "Cooperative Learning," *Review of Educational Research* 50, no. 2 (1980): 320.

⁴⁰ Robert E. Slavin, *Student Team Learning: An Overview and Practical Guide*, 2nd ed (Washington, D.C.: NEA Professional Library, National Education Association, 1989):320.

are given a question-and-answer session to better understand the material.

2) **Team Study**

In team formation, students are divided into groups of 4-5 members. After that, to master the material, the teacher ensures students' abilities by giving each team a worksheet to work on together. Teamscores will be collected after completing the team worksheet.

3) **Test**

In the test session, students are given quizzes or other assessments individually. In working on this quiz, the teacher can see the abilities of each student in each group. Each student takes the quiz optimally without the help of their group friends. This aims to foster a sense of togetherness and dependence on each other in the group to get good grades. The performance of each student greatly influences the group's grades later.

4) **Team recognition**

Student scores are calculated based on the team's score when working on the team worksheet, the score of each member in taking the quiz, as well as the active participation of group members during the learning process. Scores are calculated on the board and the highest score gets an award.

2. Students' learning attitude

a. Students' learning attitude in EFL

Attitude is a concept that influences how they behave, how they think, and how they react to things.⁴¹ Likewise, with the EFL (English Foreign Language) learning process, students who have a positive attitude tend to show positive behaviour during the learning process. Attitude plays a key role in EFL learning.⁴² one of the most important goals of foreign language teaching is to foster a positive attitude towards foreign language learning.⁴³ And among the many factors regarding attitude, motivation is one of the fundamental determinants of individual actions. Dornyei (1998) states "motivation is responsible for determining human behaviour by providing energy and direction".⁴⁴ Supporting this theory, (Williams & Burden (1997) also state that motivation is viewed from a cognitive perspective,

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⁴¹ Abellia Ike Prastiwi, Drs Suharso, and M Pd, "The Role of Students' Attitude Towards Efl Learning Processes in Their Achievements," *English Language Teaching Journal* 7, No.4 (2018):268.

⁴² Toyohisa Sugimoto, Massoud Rahimpour, and Massoud Yaghoubi, "Exploring the Role of Attitude, Motivation and Gender in EFL Learning," *The Seijo University Arts and Literature Quarterly* 197, (2006):154.

⁴³ Mojca Zefran, "Students' Attitudes towards Their EFL Lessons and Teachers: Their Retrospective Study," *Revija za elementarno izobraževanje št.* (2016):168.

⁴⁴ Zoltan Dornyei, "Motivation in Second and Foreign Language Learning," *Language Teaching* 31, no. 3 (1998): 117.

which leads to conscious decisions to act and also decisions in an effort to act to achieve a goal.⁴⁵

Motivation is one of the factors in which an action is taken. In a sense, low motivation creates a bad attitude. However, on the contrary, high motivation creates a good attitude. This also happens in the EFL learning process; the students who have negative attitude lack motivation for class engagement, and also, students who have positive attitude have motivation for class engagement.⁴⁶ In EFL learning, overall, economically disadvantaged EFL students showed a positive attitude towards the benefits of learning English to achieve current and future goals.⁴⁷ They are also generally motivated to learn because of their parents' experiences. For greater clarity, attitude assessment in foreign language learning has been explained by Gardner's (1985) Attitude/Motivation Test Battery (AMTB)⁴⁸ and Chen, et.al (2020) to assess participants' perceptions of learning from five aspects including self-confidence (attitude towards EFL learning), preference (attitude towards English), anxiety, learning process (attitude towards effort in

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⁴⁵ Marion Williams and Robert Burden, "Motivation in Language Learning : A Social Constructivist Approach," *Les Cahiers de l'APLIUT* 16, no. 3 (1997): 22.

⁴⁶ Ryan Manuel D Guido, "Attitude and Motivation towards Learning Physics," *International Journal of Engineering Research* 2, no. 11 (2013):2087.

⁴⁷ Verónica Lifrieri, "A Sociological Perspective on Motivation to Learn EFL: The Case of Escuelas Plurilingües in Argentina," *D' Scholarship*, (2005):4.

⁴⁸ R.C. Gardner, R.N. Lalonde, and R. Moorcroft, "The Role of Attitudes and Motivation in Second Language Learning: Correlational and Experimental Considerations," *Language Learning* 35, no. 2 (1985): 20–27.

language learning), and learning strategies (attitude towards regulated learning).⁴⁹

b. Importance of students` attitude in EFL Learning

Students' attitude in the learning process determine the success of learning. A positive attitude shows student involvement in the learning process, whereas a negative attitude shows a lack of student involvement. In language learning, the importance of studying attitudinal factors in foreign language learning is that attitudinal factors determine the successful achievement of foreign language learners.⁵⁰ Motivation is one of the key factors that determines English achievement and achievement. Motivation is an attitude factor that refers to learning goals.⁵¹ Therefore, in learning English, the more positive the student's attitude, the better the success obtained.

Students' attitude and learning motivation have a significant relationship to English language success.⁵²

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⁴⁹ Ming-Puu Chen et al., "Effects of Captions and English Proficiency on Learning Effectiveness, Motivation and Attitude in Augmented-Reality-Enhanced Theme-Based Contextualized EFL Learning," *Computer Assisted Language Learning* 35, no. 3 (2022):15.

⁵⁰ H. Herman Mustafa et al., "Students' Attitudinal Factors in Learning English as a Foreign Language," *Journal of Language Teaching and Research* 6, no. 6 (2015): 1187 .

⁵¹ H. Herman Mustafa et al., "Students' Attitudinal Factors in Learning English as a Foreign Language," *Journal of Language Teaching and Research* 6, no. 6 (2015): 1192.

⁵² Fajar Yuniawati, "The Relationship Between Students' Attitude and Learning Motivation Toward The Students' English Achievement at The First Grade in SMAN 3 Tolitoli" *Jurnal Madako Education* 6, No.2 (2020):140.

3. Writing Classroom

a. What is writing?

Writing is an activity of expressing thoughts and ideas in written form that will be conveyed by the reader. Writing is an activity to convey a message. For language learners, the main purpose of writing is the importance of the message conveyed to readers through writing.⁵³ Reading and writing are communication activities between readers and writers who gain insight into how communication works by being senders and recipients.⁵⁴ Therefore, it is important to have a good text structure so that it can be understood by readers so that writing success can be achieved. In order to achieve success in writing, a writer must first know the aspects of writing before writing.

There are two aspects to the academic writing process. It is called academic writing because writing itself can be seen as an academic practice. The first aspect of writing is that students must understand the steps or process of presenting the core ideas and communicating these ideas in written form.⁵⁵ There are three steps or processes in writing, namely planning, translating, and reviewing.⁵⁶

⁵³ Barli Bram, "Learners' Language Challenges in Writing English" *A Journal of Culture, English Language Teaching & Literature* 12, no. 1 (2012):2.

⁵⁴ Jill Fitzgerald and Timothy Shanahan, "Reading and Writing Relations and Their Development," *Educational Psychologist* 35, no. 1 (2000):39.

⁵⁵ M. Said Husin and Ety Nurbayani, "The ability of Indonesian EFL Learners in Writing Academic Papers," *Dinamika Ilmu* 17, No. 2 (2017):237-238.

⁵⁶ Steve Graham and Dolores Perin, "Effective Strategies to Improve Writing of Adolescents in Middle and High Schools," *A report to Carnegie Corporation of New York. Washington, DC:Alliance for Excellent Education.*(2007):15.

The planning stage refers to content production and organization. In the translation stage, there is a step in converting opinions into written language, and the author discusses many details of written language, such as syntax, grammar, and spelling. In the review process, writers read their writing to develop or correct any errors. Monitoring is carried out continuously during the writing process to determine the transition from one phase to another.⁵⁷

The second aspect, that is writers must understand aspects of writing in general including content, form, vocabulary, grammar or language use and its mechanisms. Grammar is an important aspect of writing English.⁵⁸ With grammar, writing can be understood and read well because the language structure is clear. In accordance with what, grammar facilitates clear and concise communication.⁵⁹ Without grammar and punctuation, written sentences would be, at best, shabby, unintelligible, and at best only comprehensible after repeated reading. Therefore, a priority is understanding grammar as an aspect of writing before writing.

⁵⁷ Linda Flower & John R. Hayes, A cognitive process theory of writing, *College Composition and Communication* 32, No. 4 (1981) :373-375.

⁵⁸ Tutut Nani Prihatmi, "English Academic Writing Bagi Mahasiswa di Institut Teknologi Nasional Malang: Hambatan dan Solusi," *Jurnal Institut teknologi malang* 3, No.2 (2017):2.

⁵⁹ Dr. Anjali Hans and Mr. Emmanuel Hans, Role of Grammar in Communication - Writing Skills, *International Journal of English Language, Literature and Humanities* 5, No.1 (2017):40.

b. Writing a narrative text

Writing narrative text is writing the text of a narrative or story.

A narrative is a story in fiction, such as legends, fables, etc. In narrative stories, narrative aim to entertain the readers, but narratives also have a strong social role.⁶⁰ Narrative is an interesting thing because narrative offers the experiences and knowledge of the characters in the story.⁶¹ A general explanation of the narrative has been discussed. Narrative text also has components that a writer must know. There is an arrangement or part in the narrative text, which is called the generic structure, and the language features contained in it.

The narrative text has 4 general structures, those are orientation, complication, resolution, and coda.⁶² The first resolution tells about who, when, and where the story is. The second, complication is the peak event or problem that occurs. The third is the resolution, where the final complexity of the story is resolved, and the last is the coda, which conveys the modal message or lesson of the story. Knowing the structure of narrative texts in general can make it easier for writers to create narrative texts because that means the writer understands the flow of thought in narrative texts. After knowing the general structure, the writer must also understand the

⁶⁰ “Peter Knapp and Megan Watkins Teaching the Genres and Grammar of School Writing in Infants and Primary Classrooms. *Text Productions*. Australia (2005):220,”

⁶¹ T. Greenhalgh and B. Hurwitz, “Narrative Based Medicine: Why Study Narrative?,” *BMJ* 318, no. 7175 (1999): 48.

⁶² Michael Bamberg, *Narrative Analysis*, APA handbook of research methods in psychology 3, Washington APA Press (2010):.14.

language features used in narrative texts so that the meaning in the text can be conveyed well because every text in English has its own language features. The language features in narrative texts are action verbs, conjunctions of time, and information about time in the past, that is simple past tense.⁶³

c. Contemporary issues of grammar in writing classroom (consciousness raising)

The issue of teaching grammar in recent years is the lack of effectiveness of traditional learning methods. Grammar learning will be effective if get maximum opportunities. However, teacher-centred learning in traditional English classrooms did not get the opportunity.⁶⁴ This states that grammar learning only focuses on formulas so that students do not understand the grammatical context in a reading. Teaching grammar should not only understand formulas but also understand the context of the function of grammar in a reading. By understanding the function of grammar in reading, readers can understand the meaning of the grammar. Halliday as a functional grammar expert said that grammar is a resource for creating and exchanging meaning. Halliday's functional systematic theory says that there are 3 types of grammatical structure meaning that can be

⁶³ “Peter Knapp and Megan Watkins Teaching the Genres and Grammar of School Writing in Infants and Primary Classrooms. *Text Productions*. Australia (2005):221-222,”

⁶⁴ Asif Khan and Mumtaz Akhtar, “Investigating the Effectiveness of Cooperative Learning Method on Teaching of English Grammar,” *Bulletin of Education and Research* 39, No. 1 (2017):2.

identified: ideational meaning (how our experiences and inner thoughts are represented), interpersonal meaning (how we interact with other people through language), and textual meaning (how coherence is created in speech and written text).⁶⁵

The importance of understanding grammar functionally in reading so that the exchange of meaning can occur well. Grammar is functionally related to grammatical content in teaching grammar. Grammatical knowledge combined with a tendency towards grammatical content knowledge.⁶⁶ This is a specific challenge for English teachers in pedagogical practices and student learning, especially in writing. Because at the same time, grammar is just one element that only forms the structure of the rules of a language. In the language context, teacher metalinguistic knowledge is important in forming a teacher's professional capacity to meet the needs of language learners.⁶⁷ For example, in teaching a text, the teacher needs to provide grammar uses in the text or practice directly the grammar form in the text to fulfill students' grammar content knowledge. It also aims to make a meaningful connection between grammar and writing.

⁶⁵ M A K Halliday and Christian M.I.M. Matthiessen, "an Introduction to Functional Grammar, (Third Edition)", VNU Journal of Foreign Studies .34, No.5 (2018), 186.

⁶⁶ Debra Myhill, Susan Jones, and Annabel Watson, "Grammar Matters: How Teachers' Grammatical Knowledge Impacts on the Teaching of Writing," *Teaching and Teacher Education* 36 (2013): 78.

⁶⁷ Debra Myhill, Susan Jones, and Annabel Watson, "Grammar Matters: How Teachers' Grammatical Knowledge Impacts on the Teaching of Writing," *Teaching and Teacher Education* 36 (2013):79.

CHAPTER III

RESEARCH METHOD

This chapter discusses how this research process will be carried out. This chapter consists of several sections covering research design, research setting and participants, instructional procedures, data collection and data analysis. Each point from this section will be discussed in more detail below:

A. Research Design

This research approach used qualitative research. In general, qualitative research is research that is promising with text rather than numerical data.⁶⁸ Qualitative research aims to answer questions related to the development of the meaning and dimensions of human life experience and the social world.⁶⁹ That is also revealed about good qualitative research is the subjective meaning of the research participants' actions and the social context. The purpose of this statement is that the unique value of qualitative research lies in the participant's point of view and to achieve subjective meaning, actions and the context of existence being studied. What was important to the quality of qualitative research is whether the participants' perspectives are represented authentically in the research process, the interpretations made from the information obtained are authentic, and whether the findings are truly coherent, meaning that the

⁶⁸ Nancy Van Note Chism, Elliot Douglas, and Wayne J Hilson, "Qualitative Research Basics: A Guide for Engineering Educators," *Rigorous Research in Engineering Education*, (2008):1.

⁶⁹ Ellie Fossey et al., "Understanding and Evaluating Qualitative Research," *Australian and New Zealand Journal of Psychiatry* 36, (2002):730.

participants fit the data and the social context from which the participants come.

The type of research used in qualitative research in this research was a case study. A case study is an intensive description and analysis of a phenomenon or social unit, for example an individual, group, institution or community.⁷⁰ Case study research focused on one phenomenon or case that describes the phenomenon in depth. This in-depth description is called in-depth analysis. In-depth analysis of case studies in the form of programs, events, activities, processes or more than one individual.⁷¹ The cases taken are limited by time and activity so the researcher collected detailed information using a variety of data collection procedures over a continuous period of time.⁷² In this research, the researcher examined how the impact of STAD cooperative learning model on students` attitude through grammar learning in writing classroom. Students` attitude is a key of effective learning. With STAD Cooperative learning, it was expected that students more active and learning became effective because students contribute to the grammar learning process. Through STAD cooperative learning, the researcher could look into how students` attitude in learning grammar of narrative text in writing classroom.

⁷⁰ Sharan B. Merriam, Introduction to ualitative Research, *The Josey Bass higher and adult education series 1*, No. 1 (2002):8.

⁷¹ John W Creswell and J David Creswell, "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th Edition). *Library of Congress Cataloging-in-Publication Data*. California. (2014)

⁷² "Robert E. Stake - The Art of Case Study Research, Sage Publications Thousand Oaks, California. (1995):10

B. Research Setting and Participant

This case study was conducted to better understand students' attitude when they learned grammar in a text in a writing classroom using STAD cooperative learning. This research was conducted at one of the high schools located in Ambulu, Jember, East Java. The researcher chose this school as a research location by considering several reasons. For other reasons, they are as follows: 1) Schools with good accreditation. 2) The school has several supporting facilities for teaching and learning activities, such as a computer lab, library, and LCD projector. 3) Public schools that organize PRA-KBM activities, namely reading the holy Quran together before learning begins, praying Dhuha in the school mosque (not carried out simultaneously, but the majority do), and singing the school march simultaneously. 4) Schools that organize praying Dhuhur in the school mosque. 5) Schools that were not far from the researcher's house, which takes around 10 minutes to get to the school. 6) The school principal, vice principal and teacher council welcomed and were willing to collaborate with the researcher in carrying out research at school.

The researcher was interested in conducting research at this school because in class X, cooperative learning is often implemented in writing classes. However, in class X, STAD cooperative groups have never been implemented in writing classes. In class X, the learning approach used was often cooperative learning but did not use a specific learning model. Cooperative learning that was applied often is group learning, where groups

were formed randomly without looking at students' academic abilities, and group learning focused on one task. Meanwhile, in STAD cooperative learning model, learning is group-based, emphasizing student cooperation in several tasks on grammar material. Second, grammar learning focused on formulas and did not focus on writing. Students were often assigned to create example sentences from grammar in a text. And thirdly, there was a lack of understanding of students' grammar in the context of writing so that students' writing cannot be understood. Therefore, the researcher want to examine students' attitude to see the effectiveness of learning through STAD cooperative learning in learning grammar to write narrative text.

Before doing research, I contacted the mentor teacher, who guided me during my internship at that school that I would do research at that school. The teachers were willing and really welcome students who have done internships at the school to continue the research. After my thesis title was accepted and it included material in my research, I contacted the mentor again. Unfortunately, the material I took was too close in time to working on my thesis. Finally, I changed to another teacher because the mentor teacher was an intern for the final class, that is class twelve, which was about to have an exam. Gladly, when I contacted the vice principal to change classes from class XII to class X/XI regarding research, he was very welcome well and agreed with my statement. After that, I was advised to take class X for my research and he chose a teacher to accompany my research. After I contacted the class X teacher via WhatsApp, she permitted and agreed.

After negotiating with the teacher, the teacher chose class X5 for research. Then we discussed several things related to my research that I had not asked the teacher offline by meeting at school. Class X5 consisted of 36 students consisting of 16 male students and 20 female students with an age range of 16-17 years who took part in this research. In selecting the sample, the researcher used a purposive sampling technique. Purposive sampling is a sampling technique by selecting based on several assessments or ideas of the researcher.⁷³ Selection or considerations in this research, the researcher chose class X5 to be the research sample because class X can be used for research while class XII focuses on the final exam and class XI is not recommended by the vice principal. Apart from that, the English lesson schedule in class English learning in this class is carried out once a week with a duration of 45 minutes per class hour. The school that is the object of research had used the Merdeka curriculum for classes X and XI, but for class XII it still uses the K-13 curriculum. Participants in this research were class X, so the researcher used the Merdeka curriculum. The next day, the researcher went to the school to conduct an interview with the class X English teacher regarding the process of learning and teaching English in class . Then the next day, the researcher gave a research permission letter to the vice principal as an intermediary who would later give it to the principal.

From 36 students in class X5, there were 4 students who became interview informants during data collection for this research. These 4 students

⁷³ Vasja Vehovar, Vera Toepoel and Stephanie Steinmetz, Non-Probability Sampling, The sage handbook of Survey methodology, Sage-Publication, (2016):327.

became informants in the interview because they were students who played an active role during the STAD cooperative learning model and they also voluntarily offered themselves to be interview informants when the researcher asked who would be willing to become informants in the interview session after implementing the cooperative learning model in class X5. This question was asked during the final meeting of the STAD cooperative learning model in class X5 after the rewards had been distributed to groups of students who achieved high scores.

C. Instructional Procedure

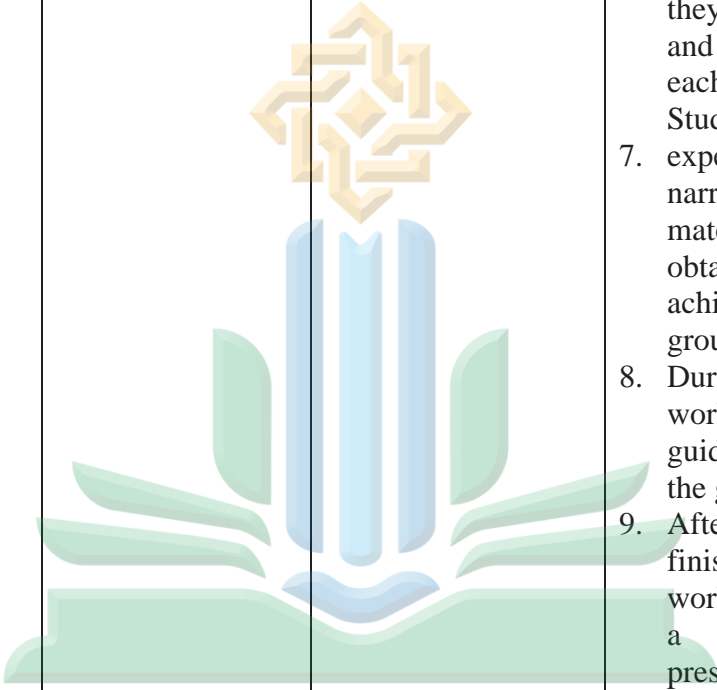
In this research, the researcher used STAD (Students Teams Achievement Division) cooperative learning in writing classroom which focused on grammar in narrative text. Before implementing STAD cooperative learning, the researcher created several learning activity procedures. In the STAD cooperative learning theory according to Slavin (1989) there are 4 stages. These stages consist of teach, team study, test, and team recognition.⁷⁴ The following is an explanation of these stages:

⁷⁴ Robert E. Slavin, *Student Team Learning: An Overview and Practical Guide*, 2nd ed (Washington, D.C.: NEA Professional Library, National Education Association, 1989):320.

Table 3. 1
STAD Cooperative Learning Procedure

Learning stages	STAD Cooperative Learning	Learning goals	Activities
Teach	<ul style="list-style-type: none"> • Teacher Demonstration 	<ul style="list-style-type: none"> • To introduce students about narrative text • To understand students about grammar (language features) in narrative text • To deliver the goals of the lesson and motivating the students 	<ol style="list-style-type: none"> 1. The teacher conveys the learning objectives and motivates students in studying narrative text 2. The teacher explains narrative text material (understanding, social function, generic structure, language features and types of narrative text.) 3. To check students' understanding, the teacher provides a question and answer session to students. 4. In explaining language features (grammar) in narrative text, the teacher provides direct examples of language features in a narrative text without only focusing on grammar formulas. 5. Teacher give teaching materials and the Students identify the structure and language features in narrative text.

			Students are asked to come forward to write the language features and structure of the narrative text
Team Study	<ul style="list-style-type: none"> Organizing students into study groups Guiding work and study groups Guiding group presentation 	<ul style="list-style-type: none"> To build cooperation between students and their peers in groups in writing narrative text To foster responsibility of each student in doing their duties. To build cooperation between students and their peers in group presentation. 	<ol style="list-style-type: none"> To apply the grammar material (language features) and generic structures that have been explained in the narrative text, students are asked to work in groups to write narrative text. The teacher explains the division of groups based on academic grades, gender, race and ethnicity. The teacher explains the group's task, namely writing one type of narrative text essay with a range of 150-170 words according to the generic narrative text structure. The teacher divides students into several groups consisting of 4 students heterogeneously. The teacher distributes group worksheets which contain examples

		 <p>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R</p>	<p>of narrative text.</p> <ol style="list-style-type: none"> 6. When working on group assignments, students in groups have different roles in working on group assignments. In completing group assignments, they work together and discuss to help each other. Students are 7. expected to master narrative text material in order to obtain maximum achievement in group work. 8. During group work, the teacher guides and directs the group work. 9. After the students finish the group worksheet, they do a group presentation that presents the results of their group work. The teacher provides feedback after the presentation is finished.
<p>Test</p>	<ul style="list-style-type: none"> • Giving individual quiz 	<ul style="list-style-type: none"> • To know the grammar ability of each student about narrative text • To foster a sense of togetherness and independence for each other in 	<ol style="list-style-type: none"> 1. The teacher gives individual narrative text tests or quizzes to measure 2. students' individual abilities. 3. The teacher explains that the individual test or quiz consists of 15 quizzes which

		<p>achieving maximum score.</p>	<p>included of 10 multiple choices and 5 essay whose scores will be combined with the group work scores.</p> <ol style="list-style-type: none"> 4. The teacher also said that individual quiz scores will greatly influence the group scores. Therefore, students are expected to take individual quizzes carefully. 5. Students correct the results of their individual quiz work according to the answers given by the teacher. 6. After each student's score is found, students are asked to combine the group score with the individual score.
<p>Team recognition</p>	<ul style="list-style-type: none"> • Giving awards 	<ul style="list-style-type: none"> • To find out the score of each group • To find out the high scores of the group that will be given awards • To motivate students in the enthusiasm of learning 	<ol style="list-style-type: none"> 1. In combining the scores for group work and individual quizzes, the teacher shares the results of group work that have been assessed to students 2. Students combine group scores and individual quiz scores based on the teacher's grade rate. 3. To find out the highest score from the student groups, the teacher asks

			<p>group representatives to come forward to write down their group scores.</p> <p>4. The teacher gives awards to the highest scoring group to motivate students to be enthusiastic about learning.</p>
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Below are examples of student group worksheets for writing narrative texts, **See (Table 3.1)** and individual student grammar quizzes, **See (Table 3.2)**. The purpose of this learning group worksheet was to help tenth-grade students improve their writing skills in narrative texts by creating short narrative texts. Whereas, the purpose of the individual quiz is to determine students' understanding of grammar in narrative texts. Exercises like this can help them understand narrative text material in writing classes using the STAD cooperative learning model. By including a learning plan that includes learning stages, stages in STAD cooperative learning, learning objectives and learning activities, it can make it easier for the researcher to implement STAD cooperative learning before the researcher finally conduct research.

Table 3. 2
Example of Group Worksheet Narrative Text

Title	The Stingy Owner
Narrative writing	<p>Once upon a time, there lived a poor little cat living alone in his owner's house. The cat was abandoned by its mother. The owner who owns the cat rarely feeds her cats since she had a cat.</p> <p>One day, the little cat felt hungry. In the morning his master was frying salted fish, without having to wait long the little cat came to his master who was frying it. "Meow~, meow~," the cat meowed. "Ah!! You little cat. What a shame," said the owner. Without pity, she did not give him any of the salted fish. The next day the owner threw away the poor little cat. The owner throws the cats into the rice fields during the day. Somehow the little cat was left in a state of hunger and drought.</p> <p>On the way, she hurriedly rode a motorbike. The owner hit a big tree and injured his leg. The owner was in pain and groaning alone.</p>
Generic structure	Orientation Complication Resolution
Language features	<ul style="list-style-type: none"> • Simple past tense: The cat was abandoned by its mother, The little cat felt hungry, She did not give him any salted fish. • Adverb of time : Once upon a time, one day, • Action verbs: Throw, Hit • Temporal Conjunction : Since

Table 3. 3
Example of Individual Quizzes

<p>1. What tense is there in narrative text?</p> <ol style="list-style-type: none"> a. Simple future tense b. Simple present tense c. Simple past tense d. Simple past future tense <p>2. Which of the following is an action verb?</p> <ol style="list-style-type: none"> a. Believe b. Feel c. Need d. Run <p>3. One day a rabbit was boasting about how fast he could run. The bold words is.....</p> <ol style="list-style-type: none"> a. Temporal conjunction b. Action verbs c. Adverb of time d. Irregular verb
--

D. Data Collection Technique

There are three data collection techniques for qualitative research methods in this research, those are interviews, observation, and documentation:

1. Interview

To gather information regarding student perceptions which include student attitude in learning grammar using STAD cooperative learning, the researcher used interview data collection techniques. In this qualitative research, researcher used semi-structured interviews in interviewing class X. Semi-structured interviews are an interview technique used by qualitative research which is organized by a predetermined set of things with open questions and other questions that emerged from the dialogue between the

interviewer and the participants being interviewed.⁷⁵ The researcher used semi-structured interviews to dig deeper into student attitude or what students felt during learning.

Interviews were conducted with individuals. Individual in-depth interviews allowed interviewers to dig deeper into social and personal problems.⁷⁶ Therefore, in this case, the interview was conducted using Indonesian so that the interview did not feel awkward and felt comfortable and flexible in conducting the interview. Interviews were voluntary and the researcher asked students who are willing to be interviewed. The researcher recorded the interview process from start to finish to make it easier for the researcher to record points from the interview. The researcher also recorded the interview process which will later be listened again and transcribed. The following is a formulation of semi-structured interview questions with several points. According to Gardner (1985) Attitude/Motivation Test Battery (AMTB) focused on measuring attitudes towards learning a foreign language, motivation and foreign language anxiety.⁷⁷ And according to Chen, et.al (2020) focused on measuring attitude from five aspects, including confidence (attitude toward EFL learning), preference (attitude toward English), anxiety, learning process (attitude toward putting effort

⁷⁵ Barbara DiCicco-Bloom and Benjamin F Crabtree, "The Qualitative Research Interview," *Medical Education* 40, no. 4 (2006):315.

⁷⁶ Barbara DiCicco-Bloom and Benjamin F Crabtree, "The Qualitative Research Interview," *Medical Education* 40, no. 4 (2006):316.

⁷⁷ R.C. Gardner, R.N. Lalonde, and R. Moorcroft, "The Role of Attitudes and Motivation in Second Language Learning: Correlational and Experimental Considerations," *Language Learning* 35, no. 2 (1985): 20–27.

into language learning), and learning strategy (attitude toward regulated learning).⁷⁸

According to Gardner (1985) & Chen, et.al (2020), In this research measuring attitude focused on the impact of STAD Cooperative learning model. Below is the formula for semi-structured interview:

Table 3. 4
Semi-structured interview list questions

No.	Research Purposes	Interview Questions
1.	Describe students` self-confidence (attitude toward STAD cooperative learning	<ol style="list-style-type: none"> 1. How do you feel when learning English in class using the STAD learning model and why do you feel it? 2. Do you have a sense of courage when using the STAD learning model in English class and if so, explain what kind of courage? 3. Do you feel uncomfortable when learning English in class when implementing the STAD learning model? And what kind of discomfort do you feel?
2.	Describe students` preference (attitude toward STAD cooperative learning)	<ol style="list-style-type: none"> 1. Do you like STAD learning in English learning? And what makes you like or dislike it? 2. Do you think the STAD learning model is important to apply in grammar learning? And explain why it is important to implement.

⁷⁸ Ming-Puu Chen et al., "Effects of Captions and English Proficiency on Learning Effectiveness, Motivation and Attitude in Augmented-Reality-Enhanced Theme-Based Contextualized EFL Learning," *Computer Assisted Language Learning* 35, no. 3 (2022):15.

3.	Describe students` anxiety	<ol style="list-style-type: none"> 1. Do you feel afraid when applying STAD in learning English and explain what makes you afraid? 2. Do you feel worried, anxious, or anxious about learning STAD English in class? And when did you feel this? 3. Do you find concentrating difficult and not enthusiastic when learning STAD in English class? And explain what makes you not concentrate or enthusiastic.
4.	Describe learning process (attitude towards STAD cooperative learning)	<ol style="list-style-type: none"> 1. What do you think if English teachers teach grammar using the STAD model in English language learning? 2. How orderly are you in learning grammar in English class when using STAD?
5.	Describe learning strategies (attitude toward STAD cooperative learning)	<ol style="list-style-type: none"> 1. After using STAD cooperative learning, do you think this strategy can help you understand grammar? And where step in STAD cooperative learning did you understand grammar? 2. Can STAD cooperative learning help you in writing English by understanding the language/grammar features in the text?

2. Observation

In collecting observation data, the researcher took observation data from students' attitude during the implementation of STAD cooperative learning which focused on grammar in writing classroom. The case study in this research is students' attitude in the grammar learning process. Because the focus of this research is on student attitude, the researcher used direct participant observation in which the researcher was also part of those being researched or present in the field, making it easier for the researcher to

observe student attitude. Direct participant observation gives the researcher the ability to collect data about social practices regarding what and how people do in natural contexts.⁷⁹ The researcher also used images in collecting observation data to strengthen research data. The pictures were taken during the process of implementing STAD cooperative learning, starting from the teaching, team study, individual quiz and giving awards stages.

3. Documentation

The final data collection technique is documentation. The documentation in this research was the result of the observation process in the form of taking pictures. In this research, the researcher analyzed students' attitude in the learning process. Therefore, for the documentation data that the researcher took through the process of learning activities to understand grammar using STAD cooperative learning in the writing classroom.

E. Data Analysis

Thematic analysis is the analysis widely used in qualitative research methods.⁸⁰ Thematic analysis is a method for identifying and interpreting meaning in qualitative data. Thematic analysis is an approach to extracting

⁷⁹ Malgorzata Ciesielska, Katarzyna W. Boström, and Magnus Öhlander, "Observation Methods," in *Qualitative Methodologies in Organization Studies*, ed. Malgorzata Ciesielska and Dariusz Jemielniak (Cham: Springer International Publishing, 2018) :42.

⁸⁰ Julie Ayre and Kirsten J McCaffery, "Research Note: Thematic Analysis in Qualitative Research," *Journal of Physiotherapy* 68, no. 1 (2022): 76.

meaning as well as concepts from research data which includes determining, examining and recording data into patterns and themes.⁸¹ See **Figure 3.1**

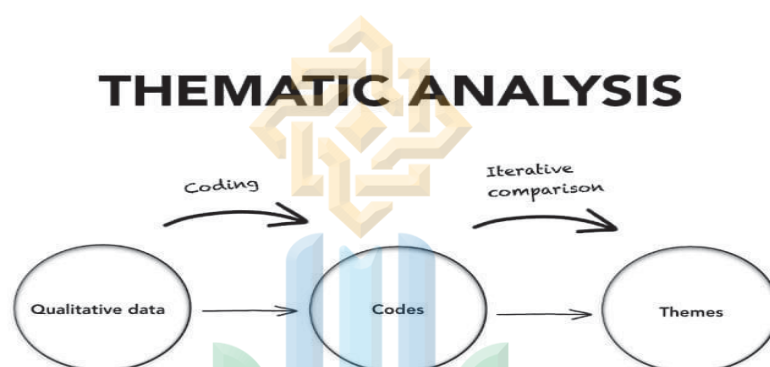


Figure 3. 1 The stages of Thematic Analysis

In thematic analysis, there are six stages, those are familiarizing the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. The analysis stages will be explained in detail as follows:⁸²

1. Familiarizing the data

In this phase, the researcher began to familiarize herself with the research data. This self-familiarity can be done by writing interview transcripts which convert data in audio form into written form. The researcher could also cross-check the transcript with the original audio recording for data accuracy. For the next, the researcher could read and

⁸¹ M. Javadi and K. Zarea, "Understanding Thematic Analysis and Its Pitfall," *Journal of Client Care* 1, no. 1 (2016):34.

⁸² Virginia Braun and Victoria Clarke, "Using Thematic Analysis in Psychology," *Qualitative Research in Psychology* 3, no. 2 (2006): 87-93.

reread the data. The researcher must also selective when rereading the data. Because the re-reading phase can waste time. Therefore, the researcher can not skip the initial phase, namely careful re-reading. At least the researcher can reread the interview transcript 2-3 times. After the re-reading is complete, the researcher began data analysis by noting or marking ideas on the interview transcript which will proceed to the next analysis step. At each step of the analysis, coding is carried out continuously on interview transcripts which will later be processed into reports.

2. Generating initial codes

At this stage, when the researcher is familiar with reading research data. After that, thematic analysis began by coding the interview transcript data. This coding will later be used to create patterns to create themes. In this stage, the researcher can carry out coding between two purposes, namely coding by coding all data items or coding with certain identification on interview transcript items. Coding is done with extras where coding is done repeatedly and as much as possible. Coding is carried out as much as possible on the same or different data. The code anticipates the existence of relevant codes. Coding can be done manually or with software. In manual coding, the researcher can use highlighters or colored pens to mark codes or record codes in printed data. Meanwhile, coding in software can be done by giving signs or text to each data item that is coded in the computer.

3. Searching for themes

At this stage, if all the data has been collected into codes. These codes will be compiled and made into a long list of different codes and will be grouped into identified themes. The codes are grouped according to their relevance. The researcher sorted the different codes into themes. Searching for this theme can be done in various ways. The method is to use a table, provide a name or brief explanation or use your own framework to turn a collection of codes into a theme. After a collection of codes has become a theme, the researcher needs to review the themes and the codes they contain. This review is carried out by merging, separating, discarding, and even refining themes from one another or one code to another.

4. Reviewing themes

In this phase, the theme is reviewed again and refined into a complete theme. In this stage, a very detailed selection of data within themes and between themes occurs. For example, there is a theme split where 1 theme is split because of several codes whose meaning is not relevant. Between one theme and another, there needs to be a clear distinction because one theme has meaningful similarities. In this phase there are two levels of review or refinement of themes. Level one is the data extract code where each theme is read and considered whether the theme has a coherent pattern. If the pattern in the theme is coherent there is

no need for further changes. However, if there are still incoherent patterns, then the researcher need to rework these themes.

5. Defining and naming themes

In this phase, final refinements were made in the thematic analysis. The researcher re-checked all the data that had been put into themes. In this stage the researcher carried out three activities at once, namely defining, refining and identifying each theme and all the themes that had been created. This is important to do so as not to form too many or too complex themes. In naming themes and sub-themes, the researcher must be more careful to avoid discrepancies between themes and sub-themes. This is also done in order to get a coherent and consistent theme according to the accompanying narrative. The narrative in the theme in question is the story that the researcher wrote in each theme which is called detailed analysis or refinement. It is important to consider the narrative that will be told. Because this is related to the research question.

6. Producing the report

This phase is the completion phase. Themes have been worked on and are ready to be reported. The report is presented in detail, concisely and logically to convince readers. The report is also seen in terms of appearance, including a concise overview, coherent explanation and not repetitiveness. The themes that are told must provide sufficient evidence to show the main points, clear examples, and quotes that can provide an overview of the essence of the problem.

Table 3.5
Analysis Procedures

Participant	Data transcripts	Coding	Category	Theme
IASH	<u>I was brave when identifying the text.</u> Because it was explained at the beginning of STAD. And the explanation also detailed about the structure and language features. <u>So, I could answer if the teacher asked "which part is the orientation? Which part is the complications and resolutions. Then I dared to raise my hand and answer "paragraph 1 mrs."</u>	Students` bravery, identifying text, students` confidence.	Develop students` motivation and Self-confidence.	Rewards and Variations in STAD develop Students Motivation and Self-Confidence.
AAR	<u>I was brave when I was in the second step of the process of identifying.</u> At that time, I was asked to answer questions. Given questions that had to be answered and the material had been explained. <u>So, it was easy for me to answer. I felt confident. So, I was brave.</u>			
IASH	I think it's good. That works in my opinion. Because STAD is different from other learning lessons. <u>There are lots of steps there and it makes easy to remember. And it's repeated over and over again.</u>	STAD Steps (explanation, identification, create a text, presentation and quiz.), easy to remember, improve memory.	Grammar retention and comprehension	Increasing grammar retention and comprehension through STAD Cooperative learning

AAR	If the teaching using this stad, it will really help to understand grammar. <u>Moreover, this STAD is repeated, starting from explanation, identification, presentation and quiz. And it really helps improve memory.</u> This should also be treated in other materials too.			
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F. Trustworthiness

Trustworthiness in qualitative research is the accuracy or validity of the data. Trustworthiness is a researcher's way of convincing themselves and readers that their research findings are worthy of observation. To perfect this trustworthiness can be seen from several criteria, those are credibility, transferability, dependability and confirmability.⁸³ Credibility criteria were determined when the researcher faces events in the field, that is the conformity between the respondent's point of view and the researcher's interpretation. This can be done by triangulating data and continuous observation. In the transferability criteria included the generalizability of the research investigation. Whereas, in dependability, the researcher can ensure that their research is logistical and can be documented clearly. Confirmability is related to the determination and findings of the research that came clearly from the

⁸³ Lorelli S. Nowell et al., "Thematic Analysis: Striving to Meet the Trustworthiness Criteria," *International Journal of Qualitative Methods* 16, no. 1 (2017):3.

research conducted. To meet these criteria, the researcher used triangulation strategy by collecting and analyzing data from various sources such as direct participant observation, semi-structured interviews, recorded interviews, and taking pictures as documentation.



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J E M B E R

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research. This chapter aims to present the results obtained through the data collection techniques, which include observation, documentation, and in-depth interviews. The following information about the findings and discussion of the research is presented as follows:

A. Research Findings

In this section, the researcher discusses the findings of the data analyzed. The formulation of the problem is to find out students' attitude in learning grammar in writing classroom using the STAD cooperative learning model. Based on the findings from the research that has been carried out, data is obtained that students have good attitude toward learning with the STAD cooperative learning model. Positive attitude of students influence grammar learning in writing classroom. There are three themes dominant in learning, including (1) Rewards and Variations in STAD develop Students' Motivation and Self-Confidence, (2) Increasing grammar comprehension and retention through STAD cooperative learning, and 3) Students' active role in group writing activities. The results of the interviews were transcribed as evidence used to explain the relevance of the data and themes provided.

1. Rewards and Variations in STAD develop Student's Motivation and Self- Confidence

Teaching narrative text using STAD cooperative learning in a writing classroom, there are six steps, namely teacher explanation of narrative text, students identify narrative text, students work together to write short narrative text, student presentation of short narrative text, individual quizzes, and the last step is giving rewards. The initial step in implementing STAD cooperative learning on narrative text material that focused on grammar began by explaining the definition, social function, type, structure and language features in narrative text. To check students' understanding, the teacher asked students questions about material that had not been understood and provided additional explanations and other examples of narrative text. The next step is for students to identify narrative text using the legend of Lake Toba. In this step, the teacher provided teaching materials in the form of the legend of Lake Toba. The teacher provided teaching materials to each student.

Students were given 5 minutes to read the legend story. In the text identification stage, students were assigned to answer 7 grammar questions in the narrative text teaching material. Questions were answered after the reading session was complete. Students answered questions by writing the structure and language features in the legend of Lake Toba. The researcher had included a picture in Figure 4.1 about the activity of the identifying text.



Figure 4. 1 Students identifying the legend narrative text
(Figure 1, 20th of February 2024)

From this activity, students felt confident in answering the structure and language features in the narrative text of Lake Toba.

Students dared to express the location of the narrative text structure consisting of orientation, complication, and resolution by writing the paragraph sequence that shows the structure of the text. Students also felt

confident to write down any grammar in the Lake Toba text. The expression of the students' courage and confidence can be seen in the following interview transcript:

Teacher: During the STAD learning process, did you feel brave?
Then when that brave appeared while in STAD learning process?

IASH: Oh, I was brave when identifying the text. Because it was explained at the beginning of STAD. And the explanation

also detailed about the structure and language features. So, I could answer if the teacher asked, "Which part is the orientation? Which part is the complications and resolutions. Then I dared to raise my hand and answer, "Paragraph 1, Mrs."

AAR: I was brave when I was in the second step of the process of identifying. At that time, I was asked to answer questions. Given questions that had to be answered and the material had been explained. So, it was easy for me to answer. I felt confident. So, I was brave. (Interview student of X5, 1st of June 2024)

From the interview transcript above, students felt brave when identifying texts and writing down the structure and language features on the blackboard based on the teaching materials. This sense of bravery arose when the material had been explained first. This states that students felt that it is important to have an explanation before the teacher gave questions to the students. When students have been given an explanation before they were given questions, students felt ready to answer and had the confidence to minimize mistakes. After the text identification activity, the next STAD learning step is to compose a short narrative text in groups. At this stage, students were divided into small groups consisting of 4 students in each group. Another bravery also appeared when students write in groups. The students stated that in the step of writing in groups, their bravery appears when they understand the narrative text material. In the previous step, students were afraid of being wrong and did not dare to convey their ideas. However, in the step of writing in groups, students felt brave to explain the material to their friends and discuss with each other. Because in the writing a short narrative text process, certainly students

were doing the discussion and made a conversation to dealing the title, the ending of narrative text story, and so on.

Teacher: During the STAD learning process did you feel brave?
Is the bravery appearing at all the step of STAD?

GTR: oh, if the step is in the group exactly. Well, maybe that's where I finally feel like I had understood the material. So, I dared to explain it to my group of friends. I just wanted to share that. Because previously I was afraid of making a mistake. I am afraid to answer. (Interview student of X5, 1st of June 2024)

After group work writing short narrative text, students made a presentation with their group to present the results of the short narrative text. The presentation was done randomly and the group that advances is the group that is ready for the presentation. During the presentation, students briefly explained the results of the short narrative text. The brief explanation includes the storyline, the uniqueness of the story and the reasons for choosing the story. And the grammar in it was the structure and language features. For groups that could explain using English as a whole will get additional points.

Other students also stated that during the presentation session they had more courage and confidence because they felt that they had better English language skills compared to their friends and felt that they had understood the narrative text material. This courage was also driven by the desire to get additional marks in order to get a reward from the marks as an award at the end of the learning session.

Teacher: During the learning process yesterday, did you have any bravery there?

DIM: I was brave during the presentation. I was really brave. Because those who are good at English are rare, including me. The reason is so that I can get additional marks from the teacher and then I can get a reward too

GTR: oh, I was brave when almost the end of STAD step which is like on the presentation step. And the reason of that is I feel that I had understood the material of narrative text tho. (Interview student of X5, 1st of June 2024)

The next step after the group presentation is an individual quiz. The individual quiz aims to measure students' understanding and reviewing the grammar of narrative text in previous meetings with various STAD learning steps. There are 15 individual quiz questions including 10 multiple choice questions and 5 essay questions. In the individual quiz session, there were students who find it easy to the quiz because they did it simply by looking at the text and felt confident answering because of their own abilities and it was not group work.

Teacher: but during STAD learning, could you explain when do you feel confident? It is mean which step of STAD.

IASH: oh, it's quiz time, because it feels our own ability. And the quiz is also pretty easy. Because following the text so just read and search although not everything follows the text.

GTR: If during the STAD learning process, honestly my confident had appears because I feel that I had comprehended of the material. It shows when on the individual quiz step. And it is because the quiz step is the step where we tested to measure our own grammar comprehension. (Interview student of X5, 1st of June 2024)

After the individual quiz session ends, the last step in the STAD cooperative learning step is reward session. This is the STAD cooperative learning step that students had been waiting for after going through many

tests. Students were formed into small groups that compete to get the highest score through each STAD cooperative learning step. The group that got the highest score will get a reward as an award and to provide motivation in the spirit of learning grammar. The purpose of achieving the highest score by giving rewards in small groups is to increase student cooperation and responsibility in the group. Group awards given to students were chocolate and ballpoint pens. The best group with the highest score was taken by 2 groups out of 9 groups, those are the best group and the good group.

Some students stated that the rewards in STAD cooperative learning taught in grammar material made them motivated and enthusiastic to learn grammar.

Teacher: How do you feel when learning English in class using the STAD learning model?

DIM: yes, I am very happy. because it's the first time learning with this method. So excited. because there is also a reward. Who knows later can also get extra score from the teacher.

GTR: I'm excited... Especially knowing that there will be a reward. My soul wants to get it exactly, and when the teacher given an example of the story, it's getting more and more enthusiastic. And then when the teacher had divided groups. It's even happier to be able to work with friends.

AAR: Oh, I was more excited, miss. Feel like learning more English. I want to deepen that and the motivation is also because of the reward (Interview student of X5, 1st of June 2024)

Other students also expressed their opinions regarding the rewards in the STAD learning method which encourage students to be enthusiastic and continue to maintain their English grades.

Teacher: So, in your opinion. Is there any encouragement during the STAD learning processes?

IASH: Thats it, moreover when the teacher said there will be a reward in the end of STAD learning. And also because of the score. And also when I was on the first semester in this grade my score is not too bad. Then I have to maintain it. In order to my score statistic will not be come down. (Interview student of X5, 1st of June 2024)



Figure 4. 2 Giving rewards to the highest score of student groups
(Figure 2, 7th of May 2024)

The data showed that during the interview, students expressed things they felt during STAD learning. The positive feelings were described with the words easy or basic, excited and happy. The feelings were driven by the existence of rewards, additional score when working on answering questions in STAD learning and when working in groups with friends. Students felt motivated by the existence of rewards shown by enthusiasm and enthusiasm in the STAD cooperative learning model. It shows from the **Figure 4.2** the students look very happy and cheerful when they get a reward in the end of STAD learning after they through

many tests and step previously. The figure above is the best group that reaches the highest score.

2. Increasing grammar retention and comprehension through STAD cooperative learning

In learning grammar, students' retention for understanding grammar is very important in understanding grammar, memory is the most important thing for students to be able to distinguish one grammar from another before proceeding to the question stage or grammar understanding measurement test. Another reason is because grammar is difficult to remember because of the many types and similarities in grammar. Therefore, the application of STAD cooperative learning can greatly help in improving grammar memory. By repeating grammar material in STAD cooperative learning through several steps, STAD cooperative learning made it easier for students to remember the grammar in narrative texts and not easily forget complicated grammar material.

Teacher: Do you think the STAD method is important to apply in learning grammar?

IASH: In my opinion, it is yes. Because the step in STAD is repeated over and over again. Well, because grammar makes me dizzy and hard to remember. The formulas are so similar that it's hard to remember. So, if the grammar learning using STAD, it's easy to remember. (Interview student of X5, 1st of June 2024)

Several students stated that learning grammar using cooperative STAD, in addition to helping students improve their memory, also according to them, this learning is good and effective for teaching grammar and suggested that cooperative STAD be applied to other

materials as well. They felt that teaching grammar using the STAD cooperative learning model is different learning from others learning. That is because of STAD cooperative learning had many steps which in the steps include the same material of grammar in narrative text. This is the point which made them easy to remembering the grammar material. And this is the reason why the students can increase grammar retention.

Teacher: What do you think if the teacher teach grammar using STAD?

IASH: I think it's good. That works in my opinion. Because STAD is different from other learning lessons. There are lots of steps there and it makes easy to remember. And it's repeated over and over again.

AAR: If the teaching using this STAD, it will really help to understand grammar. Moreover, this STAD is repeated, starting from explanation, identification, presentation and quiz. And it really helps improve memory. This should also be treated in other materials too.

DIM: I think it's really effective, in STAD teach us like there are several steps, so it's easier to remember the grammar, then we're told to read and create a text... That's very influential for remembering and learning the grammar.

(Interview student of X5, 1st of June 2024)

They stated that using STAD improved their memory and made it easier to understand grammar. Apart from that, from students' good understanding of grammar through STAD learning, it became easier for them to did grammar questions too. There were 2 students who stated that the influence on their grammar memory through STAD learning was very strong. They felt that when working on grammar questions they could do it easily because their grammar memory was still optimal through previous STAD learning. Examples of this work were questions about making

sentences from the grammar in narrative text practice questions in English class and looking for grammar in narrative text in the final semester exam. The work on these questions was after the implementation of STAD in class had been completed.

AAR: yes, I'm grateful I could do it. Because in the exam there are questions that ask us to look for action verbs, temporal conjunctions, adverbs of time. From my experience of composing using the STAD method, it really helps to remember what is in the narrative text. And also the repeated steps really make me understand. The problem is, before STAD learning was implemented, my memory was a bit slow in the previous exam. Because I don't understand either. It was just explained and the class conditions were not conducive so I didn't hear what the teacher was explaining.

IASH: Yes, that's true miss, after implementing STAD it became easier for me to do the questions given by the English teacher because my memory is still strong. The English teacher in the class usually gives grammar questions regarding text, for example this narrative text. After the last meeting on implementing STAD, the English teacher in the class ordered us to make sentences from the grammar in the narrative text. Because usually the English teacher after explaining the material is immediately given questions so, sometimes we still don't understand. However, having the STAD steps repeated over and over again means my memory doesn't get lost easily. (Interview student of X5, 6th of August 2024)

Besides students' grammar retention, understanding grammar is also important. Grammar is something that cannot be left behind because good writing is also the result of a good understanding of grammar. With good grammar, students could compose texts easily without confusion. When they felt they understood the grammar in the material being studied, writing activities were not hampered by a lack of understanding of

grammar. Writing activities was the process of making a short narrative text between 50-70 words which also analyzed properly about the structure and grammar in it. Writing activities is a part of STAD learning model after the step of identifying narrative text. The purpose of writing activities is to hone students' grammar skills as explained in the previous step and develop students' creative ideas in composing English stories in cooperative groups. The group students created their narrative writing with their own idea including the title, kind of story, and how ended the story which is like happy ending or sad ending. They also analyzed the structures and language features of their narrative writing. In STAD cooperative learning, students felt that there was an increase in their understanding of grammar through writing activities. The students felt that grammar learning through writing activities more effective to understanding grammar material. This is evidenced by three students who was interviewing about the differences in grammar comprehension between before and after the implementation of STAD cooperative learning.

IASH: So, in the past, my grammar was like just knowing the tenses, now it's directly practice into writing process. Now, in the STADS section, there is something called creating our own story, right? So, I understand grammar better because I know that narrative text must initially contain adverbs of time, simple past tense and action verbs and temporal conjunctions. So, it is just like more significant and quite easy.

AAR:The most influential part is the writing part. Its function is to know the first steps to writing, what parts it consists of. Because the writing part of writing definitely

requires details such as correct structure and grammar. If you don't know the grammar, you'll be confused about what to write, what to compose, and where to start. Composing the narrative story is also confusing. After this step in STAD, I really understand the narrative text material better.

DIM:And I just found out that there are action verbs, because in the past, if I was composing a story, I would just write it straight away. I don't know if there are action verbs, temporal conjunctions, or adverbs of time like that. But now, since the implementation of STAD, it has become easier to write. And understand better how to write grammar correctly in narrative text. (Interview student of X5, 6th of August 2024)



Figure 4.3 Students write short narrative text in groups
(Figure 3, 23rd of April 2024)

The data showed that there was a significant increase in students' grammar understanding after the implementation of the narrative writing step in STAD cooperative learning. They felt that the narrative writing section had changed their understanding of grammar, which initially did not understand what grammar was and what grammar in the narrative text was. The students also stated that STAD cooperative grammar learning,

which was implemented immediately in writing activities, made students easier to write in writing narrative text. The reason is because of narrative writing activities, in which students can write a short narrative text in a group by analyzing the grammar in it directly. They sensed that after the implementation of STAD cooperative grammar learning into writing activities, they were not confused about how to write, how to start writing, and how to compose a narrative text. The researcher had included the narrative writing activity. It can be seen in **Figure 4.3** the students were composing a short narrative text by group and they were doing their job as group member in STAD cooperative learning model after they discussed the title of narrative text. Every member group had their own responsibility, which is like one writing the content of the story in a worksheet, the other determining the grammar, and the other determining the structure. They worked well together in composing a short narrative text. They could compose narrative text easily with analysing the structure and grammar in it.

Teacher: So, in your opinion, which part of STAD learning has the most influence on understanding grammar?

IASH: In my opinion, the group work section. There are already examples of narrative text there. And the example is divided into several colour and then it's detailed. So, I think I understand better at that section.

AAR: In my opinion, when write a story, we are told to write a story, well, we write a story in a group. Then, when the group created a story, there was already an example of that. Then the examples are coloured to differentiate them. There are temporal conjunctions, adverbs of time, etc. So, it's more understandable. So, I understand better. (Interview student of X5, 6th of August 2024)

- ❖ The text below is an example of a short narrative text with the language features and generic structures in it.

Title	The Stingy Pet Owner
Narrative writing	<p>Once upon a time, there lived a poor little cat living alone in his owner's house. The cat was abandoned by its mother. The owner who owns the cat rarely feeds her cats since she had a cat.</p> <p>One day, the little cat felt hungry. In the morning his owner was frying salted fish, without having to wait long the little cat came to his owner who was frying it. "Meow~, meow~," the cat meowed. "Ah!! You little cat. What a shame," said the owner. Without pity, she did not give him any of the salted fish. The next day the owner threw away the poor little cat. The owner throws the cats into the rice fields during the day. Somehow the little cat was left in a state of hunger and drought.</p> <p>On the way, she hurriedly rode a motorbike. The owner hit a big tree and injured her leg. The owner was in pain and groaning alone.</p>
Generic structures	Orientation, Complication, Resolution
Language features	<ul style="list-style-type: none"> • Simple past tense: The cat was abandoned by its mother, The little cat felt hungry, She did not give him any salted fish. • Adverb of time: once upon a time, one day • Action verbs: Throw, Hit • Temporal Conjunction: Since

Figure 4. 4 The Example of short narrative text in group worksheet (Figure 4, 23rd of April 2024)

Based on the data, When the students were interviewed, what step in STAD learning had the most influence on students' grammar understanding. Students felt that the most influential STAD cooperative learning step for improving grammar understanding is when they were working in groups to compose and write short narrative texts. Where they can understand grammar in short narrative texts by distinguishing grammar in interesting short narrative texts with colorful displays. It can be seen in **Figure 4.5** the example of short narrative texts displayed with

some colors which the purpose is to make it easier for students to differentiate grammar and narrative text structure when working on short narrative text. The coloration of the narrative text example above includes structure and grammar coloration. The colors are yellow, blue, grey, and green. The explanation of the colors is yellow is orientation, blue is complication, grey is resolution, and green is the grammar.

3. *Students` active role in group writing activities*

In STAD Cooperative Grammar learning in this writing class, students worked together to create short story narrative texts. With this aim, students could share knowledge and discuss with each other to face difficulties in writing. At the beginning, the teacher explained that the groups were divided based on gender and different academic abilities, consisting of 4 people, and that group assignments were carried out cooperatively. The teacher divided students into small groups which are divided into 9 groups. In each group, there was 1 student who was selected as a student who had academic abilities that were more in line with the average score in the previous semester. Students with better academic abilities than their group friends have a role in helping their group members resolve difficulties encountered during the writing process. In the next step, the teacher distributed student worksheets to each group. During the process of writing a short narrative story, students could cooperate well by discussing what themes to write on the worksheet. This is proven by the following interview data transcript.

Teacher: So, what is your role in group writing using STAD cooperative learning? Do your group friends have their own roles and discuss during the writing activity?

IASH: At the beginning, I shared the job description, so for the idea, we thought together about how to make it. There are fairy tales, legends, fables and so on, right? So, the group agrees on what they want. After that, we discuss the plot of the story.

GTR: If me, before I did my job for the job desk. But to find that title, each member agrees to choose 1 title. Initially, we decided on the genre for fables. Then vote on what story we want to tell.

AAR: For my group, we agree on determining the title and writing the story together. But there are things that are separated like that. Two students making up stories. For the title of the story, we polled. So, there are 1 or 2 students who didn't participate in writing the story to make the title, then we'll poll which one they want. (Interview student of X5, 1st of June 2024).



of a short narrative text.

(Figure 5, 23rd of April 2024)

In the transcript data above, students in groups communicated and interacted well in the process of working on short narrative text stories. Group members interacted with each other to solve problems during the group. They exchanged opinions to make a decision. They stated that they

worked together to complete a short narrative task. They started by deciding on a story idea together. The title of the narrative text will be created through discussion, voting, or polling. Group members played an active role in their respective groups and discussed problem-solving at the beginning of the writing process. There was one student who used the polling technique to determine the title and arrange it. In 1 group, students who did not participate in composing the story were given the task of determining the title of the story. In Figure 4.6, there were student activities that discussed what story title and theme will be used and the storyline that will be created. They discussed with each other by asking each other questions and giving opinions.

Teacher: Oh, okay. Can you explain the role of your group of friends?

IASH: If I am A who composes the story, then there is P who writes the text, there is AK who gets to translate words that don't know the meaning of or what English they are in. There is R for correction at the end of the group writing work.

GTR: well, Z got to write the story. Write everything down. For my friend B, decide which text structure to use. The paragraphs are orientation, complication and resolution. For my friend N, he is the one who determines the language features. Before we collect it, we will correct it together to see if there is something wrong or not.

AAR: Then my job desk itself gets adverb of time and composing stories. Then I also wrote the story. My friends there are S, E, M. S is looking for the simple past tense. E kept looking for the verb action and M kept looking for the temporal conjunction.

DIM: I was the one who wrote the story, so the story was all written in Indonesian first, then my friends translated it into English. Grammar and structure are done together. Then I'll review it again later to see if there's anything

wrong with it or not, with the grammar. Then after that my friends wrote too. (Interview student of X5, 1st of June 2024)



Figure 4. 6 Students doing their own job in a group.
(Figure 6, 23rd of April 2024)

From the activities above, students divided group work fairly and could play an active role in the group. All group members have their respective roles. It can be seen in Figure 4.7 that there are 3 students in the group who are working on their respective assignments. There was one student who was composing a story, 1 other student who was writing the title on a worksheet, and 1 other student who was waiting for the story essay to be finished and would then look for the text structure. Each group member had their own role, including students who composed, determined the structure and rules of language, looked for titles and themes, and translated into English. They also corrected the entire text together before submitting it to the teacher.

GTR: Well, yes, I happened to be selected among the 9 people who were considered capable. So, I have a sense of responsibility to them to ask. There are those who don't understand or not.

AAR: Well, then I also chose from 9 people per group. I try to explain and provide an understanding of this narrative text assignment as best as I can.

DIM: because I was chosen from those 9 students. So, I taught my friends about the material that they didn't understand. Also thinking about the idea. Then, I try to make sure the answer was correct or not to my friends. And give them some choices too. (Interview student of X5, 1st of June 2024)

Several students were selected to be students with more academic abilities to help group members in writing narrative text. They expressed that they felt they had a responsibility to help their group members by asking them if there was anything they did not understand, providing understanding by explaining to group members the task of narrative text, and teaching and ensuring the correctness of the answers from the resulting narrative text. This can be proven in the interview below.

AAR: At first, I told my friends and explained, but they still didn't understand and were wondering which one. In the end, I was the one who helped them look for it. For example, the simple past tense has worked and opened, there is a temporal conjunction when, etc.

DIM: if my group, we discuss it first. For example, let me give an understanding first. What is the adverb of time? What the example of it? For example, one day or once upon a time is the adverb of time. Finally, they understand. Then immediately, they look for it and do it on the worksheet.

IASH: Yes, my friend asked. How do you differentiate between action verbs and those that are not? Like angry, it actually looks like a verb, but that's not it. That's an adjective. I told them just like that. (Interview student of X5, 1st of June 2024)



Figure 4. 7 Students with more academic abilities explain the narrative text material to their group members.
(Figure 7, 23rd of April 2024)

In this activity, students who were selected in the group explain to their group friends the meaning of simple past tense and examples of simple past tense. The student who asked about the simple past tense was listening and understanding to his friend's explanation (**Figure 4.8**). Students with higher academic scores in each group could help their group well to complete the narrative text assignment. They have the role of a leader and are tasked with coordinating their group friends. They provided understanding to their group friends, such as explaining the meaning of the structure and language features in narrative text, providing examples and differences in the language features of narrative stories. Providing the examples of language features in narrative text for instance the example of simple past tense which contained of verb 2 there are worked and opened. And for adverb of time there were once upon a time and one day, and the last one for differences

between adjective and action verb is the word of “angry” was not including of action verb.

B. Discussion

In the first finding, it was known that rewards and variations of the STAD cooperative learning model can develop students' motivation and self-confidence. The development of this motivation is shown by students' feelings during STAD learning in class, including feelings of happiness, excitement and enthusiasm during STAD learning. This was due to the rewards in STAD. The used of rewards in the classroom will build student motivation.⁸⁴ Motivation in using rewards had proven by students' positive attitude which include excited, happy and enthusiasm. Achievement, motivation and student interest are influenced by positive and negative attitudes.⁸⁵ In this case students could show their positive attitude through each step in STAD. They were enthusiastic about every activity at STAD, including being enthusiastic in answering teacher questions, enthusiastic in doing group and individual assignments, and discussing fairly and cooperatively with group friends. Therefore, the existence of rewards in STAD could encourage students to have a positive attitude so that good learning outcomes can be achieved. Attitude is something that plays an

⁸⁴ Inda Indrawati et al., “Investigating the Effect of Reward and Punishment on the Student’s Learning Achievement and Discipline,” *Linguistic, English Education and Art (LEEA) Journal* 4, no. 2 (March 3, 2021): 338.

⁸⁵ Ryan Manuel D Guido, “Attitude and Motivation towards Learning Physics,” *International Journal of Engineering Research* 2, no. 11 (2013):2087

important role in influencing student achievement in learning English.⁸⁶ Therefore, the attitude toward the STAD cooperative learning model in grammar learning in writing classroom had shown the success of learning by showing the positive characteristics of students.

Meanwhile, the development of self-confidence was demonstrated by students' feelings of courage and self-confidence through variations of STAD cooperative learning in the classroom. The variations referred to in the STAD steps include identifying structure and grammar in narrative texts, writing group narratives, presenting student group narrative writing, and individual quizzes. Self-confidence refers to the belief that a person has the ability to produce results, accomplish goals or perform tasks competently.⁸⁷ Therefore, through students' self-confidence in the STAD cooperative learning model in grammar learning, students could complete the tasks at the STAD step well. Students self-confidence is the success in carrying out various activities inside and outside the classroom to achieve learning goals.⁸⁸ With students' self-confidence in grammar learning process in writing classroom, they could achieve the goals of learning English grammar in writing classroom. Students could express their self- confidence through assignments in STAD learning.

⁸⁶ Novi Dwi Yuliani et al., "EFL Students' Attitude Toward English Language Learning," *Journey: Journal of English Language and Pedagogy* 6, no. 1 (2023): 82.

⁸⁷ Zoltan Dornyei, "Motivation in Second and Foreign Language Learning," *Language Teaching* 31, no. 3 (1998): 117.

⁸⁸ Omidullah Akbari and Javed Sahibzada, "Students' Self-Confidence and Its Impacts on Their Learning Process," *American International Journal of Social Science Research* 5, no. 1 (2020):1.

Students felt brave when completing the task of identifying structure and grammar on the blackboard, students dared to discuss and conveyed opinions to their friends when in groups, and dared to explain the results of group work through presentations. And finally, students' confidence appeared in completing individual quiz assignments because they felt that quiz assignments were a task to measure understanding of their own abilities. Students' personal self-confidence is the ability that makes students able to express their opinions, confident to speak in front of the class, work in teams and socialize easily.⁸⁹ This is proven by the students' self-confidence in STAD cooperative learning in grammar learning in this writing class, students could be confident in expressing their opinions through writing grammar identification and narrative text structures, students were confident to speak in front of the class through presenting the results of short narrative texts, and students were confident Self-confidence in working with a team and socializing is demonstrated by having the courage to discussed and conveyed opinions to friends when writing short narrative text in groups.

In the second finding, it was found that STAD cooperative grammar learning can improve retention and understanding of grammar. Grammar was known as English language material that is difficult to remember. Many

⁸⁹ Irvan Usman, Moh Rizki Djibran, and Sukria Ahsan, "Relationship Between Students' Self Confidence Attitude and Assertive Attitude Among Student of Grade XI at SMAN 2 Gorontalo," *International Journal of Applied Guidance and Counseling* 1, no. 2 (2020): 49.

students considered that grammar is difficult and uninteresting subject.⁹⁰ Students stated that grammar material was difficult to remember because the form was almost the same. In writing activities, vocabulary and grammar became an inseparable unit. Grammar and vocabulary are one of the most important elements in learning English in terms of writing ability.⁹¹ Writing required the ability to combine vocabulary to create meaningful sentences. Sentences that had meaning in English require structured vocabulary with good grammar. Student`s attitude affect the degree of their retention.⁹² By using STAD cooperative learning in grammar learning, student retention could increase through repeating material in different ways. The used of cooperative STAD in classroom grammar learning could increase student retention in the long term. This is proven by student retention which is still strong after implementing STAD in grammar classes. As a result, students could work on grammar questions well in the form of making sentences using grammar in narrative texts and looking for grammar in narrative texts.

Another point, writing narratives in STAD can improve understanding of grammar. In the context of writing, grammar allows the learners to put their ideas into intelligible sentences so that they can successfully

⁹⁰ Muh. Saeful Effendi et al., "A Study on Grammar Teaching at an English Education Department in an EFL Context," *International Journal on Studies in English Language and Literature* 5, no. 1 (2017): 42.

⁹¹ Rofiq Noorman Haryadi, Junaedah Endah, and Lesnasari Dalimunthe, "The Effects of Vocabulary and Grammar Mastery on Students' Writing Skill in Descriptive Text (Surveys at Private Junior High Schools in Serang Banten)," *JLE: Journal of Literate of English Education Study Program* 2, no. 2 (2021): 47.

⁹² Ryan Manuel D Guido, "Attitude and Motivation towards Learning Physics," *International Journal of Engineering Research* 2, no. 11 (2013):2087

communicate in a written form.⁹³ Meanwhile, in writing texts, students need to understand the content of the text, including grammar. Lack of understanding of grammar is the strongest reason that makes writing problematic and difficult to learn and teach.⁹⁴ Thus, understanding grammar in writing contexts is the crucial thing. Because by studying certain structures students can know how to build and use these structures to create meaning that can be understood. Therefore, understanding grammar in writing is the main thing so that students' writing can be understood well and avoid misunderstandings between readers and writers. Students could understand grammar because in the narrative writing activity in the STAD Step, they could short narrative texts based on the understanding of grammar that they know through STAD learning. They admitted that writing English through compose could help them understand how to write well. They could make up their own stories with group creativity through the understanding of grammar they already had. The effectiveness of STAD cooperative learning in writing activities can be viewed from student's creativity.⁹⁵ By using cooperative learning in writing activities in grammar lessons, students can worked

⁹³ Handoyo Puji Widodo, "Approaches and Procedures for Teaching Grammar," *English Teaching: Practice and Critique* 5, No.1 (2006):122

⁹⁴ Dr Youssif Zaghwan Omar, "Teaching Pedagogical Grammar in Context to Enrich English Language Learners' Academic Writing," *Academic Writing*, International Journal of Linguistics, Literature and Translation (IJLLT) 2, No.3 (2019):216.

⁹⁵ Annisa Rahmatika, "The Effectiveness of Student Teams Achievement Division to Teach Writing Viewed From Students' Creativity," *International Journal of Language Education* 3, No. 1 (2019).

together and discussed what and how they wrote based on the ideas and knowledge they had.

Understanding grammar in narrative writing also emerged because of the display of group worksheets in the task of writing short narrative texts. The colorful display of worksheets that aim to differentiate structure and grammar in narrative texts made students better understood grammar in texts contextually. The reason this expression appeared is that students considered examples of short narrative texts to be very clear and detailed, making it easier for them in the process of writing short narrative text. Developing skills in narrative text in the use of color can help students' understanding of grammar.⁹⁶ Students could easily understand the examples of structural analysis and language features on group worksheets with their confidence in coloring before they wrote a short narrative text. The use of color in learning styles can influence students' English achievement.⁹⁷ In STAD cooperative learning which focused on grammar in the writing class, this achievement is demonstrated by an increase in students' understanding of grammar, making it easier for students to composed and wrote a short narrative text in groups.

In the third finding, it was found that students could play an active role through writing narrative text in groups in STAD cooperative learning. They could communicate well by discussing and helping each other in the

⁹⁶ “Peter Knapp and Megan Watkins Teaching the Genres and Grammar of School Writing in Infants and Primary Classrooms. *Text Productions*. Australia (2SS005):221-222,”

⁹⁷ Melani Dwi Ariastuti and Achmad Yudi Wahyudin, “Exploring Academic Performance and Learning Style of Undergraduate Students in English Education Program,” *Journal of English Language Teaching and Learning* 3, no. 1 (2022):70.

process of writing narrative text. STAD cooperative learning improved students' writing skills as indicated by students' activeness in the group work writing process such as solving problems and contributing ideas.⁹⁸ During the writing process, students could exchange opinions and made decisions in solving problems. In the group narrative text writing session using STAD cooperative learning, students actively worked together in the initial steps of creating short narrative text. They discussed ideas, titles and storylines that would be created. They exchanged opinions and ideas with each other and helped in completing the task of writing narrative text. STAD cooperative learning could improve students' writing skills by providing students with freedom to express opinions or ideas during discussions in groups.⁹⁹

Another discussion on the third finding is regarding the active role of students in completing their respective assignments in writing a short narrative text in groups. The used of cooperative STAD in learning writing is the best form of cooperative method in cultivating students' sense of responsibility and active role in groups. Cooperative STAD learning was effective in developing students' sense of responsibility in completing their

⁹⁸ Ozlem Kuuk and Ali Arslan, "Cooperative Learning in Developing Positive Attitudes and Reflective Thinking Skills of High School Students' in English Course," *International Journal of Psycho-Educational Sciences* 9, No. 1 (2020):83

⁹⁹ Enry Pratama Poetra, Devi Sansan Gustiana, and Iman Santoso, ""Improving The Students' Writing Narrative Text by Applying Cooperative Learning Type Student Teams Achievement Divisions (STAD)"" ,” *PROJECT (Professional Journal of English Education)* 2, no. 4 (2019): 590.

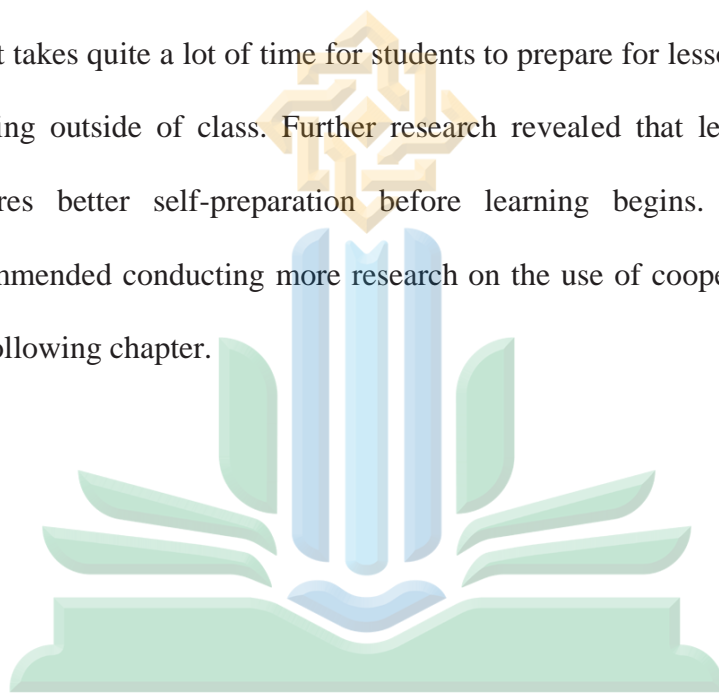
assignments in group work.¹⁰⁰ Each student in the assignment of writing a short narrative text in a group had a sense of responsibility to complete the assignment as a member of the group. They divided group assignments among each group member fairly and corrected together the results of the group work before submitting it to the teacher. Each student had their own task, such as writing text, looking for structures or language features, and translating into English vocabulary that they did not know. Apart from students' sense of individual responsibility in the group, students also had a sense of responsibility as selected students who have high abilities to help their group friends in working on a short narrative text. In STAD cooperative learning, low ability students could produce good quality writing because they receive coaching and guidance from high ability students previously.¹⁰¹ Students with high abilities directed and guided their group members by explaining narrative text material that is not yet understood, providing examples and explaining the differences.

Although this research provides useful information about STAD cooperative learning model activities in understanding grammar in writing classes, this research had two main limitations. Firstly, this research was conducted within a limited period of time during STAD learning in class, so it might be better to do it at the beginning of the semester or mid-semester.

¹⁰⁰ Ika Purnama Sari, Fitri Rizki, and Rizky Khairunnisa Sormin, "Implementing STAD To Improve Students' Ability Of STIKOM Tunas Bangsa In Writing Narrative Text," *Journal of Applied Linguistics* 2, no. 2 (2023):9.

¹⁰¹ Subdrah Madhawa Nair and Mogana Sanai, "Effects of Utilizing the STAD Method (Cooperative Learning Approach) in Enhancing Students Descriptive Writing Skills," *International Journal of Education and Practice* 6, no. 4 (2018): 247.

Because in this research, STAD learning was carried out at the end of the semester. So, the interview session after STAD learning is carried out until the beginning of the new semester. Further research showed that research can be carried out over a longer period of time which will result in research targets. Secondly, the placement of English lessons after sports lessons means that it takes quite a lot of time for students to prepare for lessons in class after learning outside of class. Further research revealed that learning grammar requires better self-preparation before learning begins. The researcher recommended conducting more research on the use of cooperative STAD in the following chapter.



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CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions and suggestions. The conclusion section explains the overall results of the research. The suggestions section is intended for other researchers to be able to conduct better research than this research.

A. Conclusion

Based on the research findings, three findings could answer the research objectives, that is how the impact of cooperative grammar learning on students' attitude in writing classroom. Research findings showed that through the STAD Cooperative learning model, students can achieve good attitude in learning grammar in writing classroom, those are 1) Rewards and Variations in STAD develop Student Motivation and Self-Confidence, 2) Increase understanding and retention of grammar through STAD cooperative learning, 3) Students' active role in group writing activities. Students' positive attitude could influence grammar learning in writing classroom. Step-by-step in STAD learning could develop students' motivation and self-confidence. This motivation was shown by the positive attitude of students during STAD learning, such as excited, happy, enthusiasm through the steps of distributing rewards. Meanwhile, students' self-confidence in the STAD cooperative learning model was shown by students' courage and self-confidence in completing STAD assignments.

Moreover, the use of STAD cooperative learning in grammar learning can increase students' retention and understanding of grammar. Students had strong memories after implementing STAD cooperative with repeated steps and different step variations (explanation, identification, group work, presentation, individual quiz, and reward). Through strong memory, students can work on questions easily. Meanwhile, students' understanding of grammar can improve through the writing group work step. Students can understand grammar well through group worksheet examples containing detailed examples of the structure and language features of narrative text, making it easier for them to write a short narrative text assignment. Apart from that, the use of color to distinguish examples of grammar on student group worksheets can improve students' understanding of grammar. Students stated that what had the most influence on understanding grammar was the use of color in examples of narrative text. Because with that, they can understand the grammar in narrative text by distinguishing examples of grammar using color.

In addition, students play an active role in group writing activities. The active role of students is divided into three, those are the active role of students in completing group assignments such as discussing together, thinking together, determining titles and writing stories together. Second, the active role of each student member in their respective tasks in the group which includes compiling or writing stories and determining the structure and language features of narrative text. The third is the role of responsibility of

high ability students towards their group members, such as explaining narrative text material, thinking about ideas, convincing answers, and providing examples of narrative text structure and language features.

B. Suggestions

At the end of this research, the researcher will offer the following suggestions related to using cooperative grammar learning through the STAD cooperative learning model in teaching writing which are as follows:

1. For pre-service and in-service English teachers

In learning and teaching grammar through the STAD Cooperative learning model which focuses on writing classroom, it can be one way to achieve learning goals. Therefore, the researcher hope that using the STAD model of cooperative grammar learning can be an alternative learning model in developing positive attitude through the STAD learning steps. Additionally, it is hoped that it can facilitate pre-service and in-service English teachers who want to use the STAD cooperative learning model focused on grammar learning in writing classroom.

2. For future researchers

The researcher hopes that the results of this research can become a source or reference for future researchers regarding the topic of student attitude in learning grammar in writing classroom using STAD cooperative learning. Apart from that, the results of this research can be used as comparison material in preparing similar research. Then, it is recommended for future researchers to fill in other gaps in this research.

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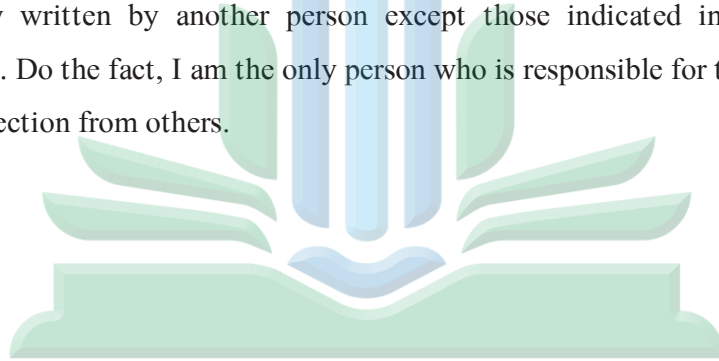
Appendix A

STATEMENT OF THE AUTHENTICITY

The undersign below:

Name : Lumatu Ulumir Rosikhoh
SRN : 201101060012
Major : Tadris Bahasa Inggris
Faculty : Tarbiyah dan Ilmu Keguruan
Institution : UIN Khas Jember

State that the undergraduate thesis entitled **“The Impact Of Cooperative Grammar Learning On Secondary School Students` Attitude In Writing Classroom”** is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotations and references. Do the fact, I am the only person who is responsible for the thesis if there is any objection from others.

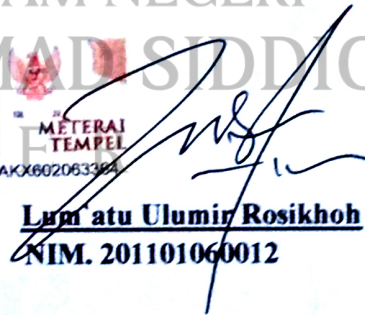


Jember, November 13th 2024

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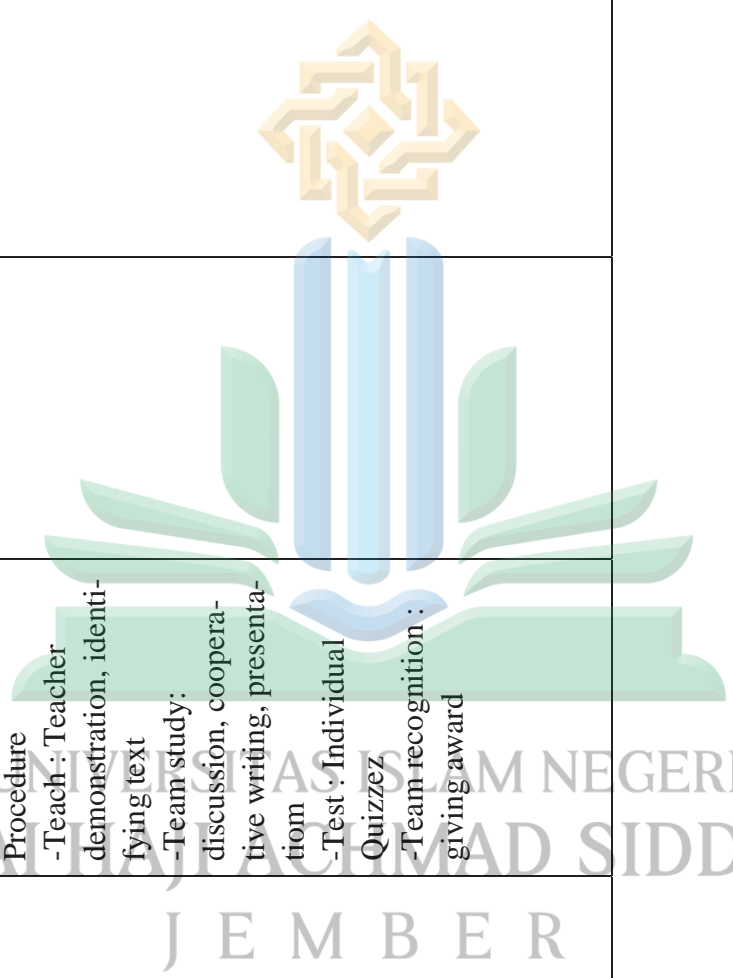

Lumatu Ulumir Rosikhoh
NIM. 201101060012

Appendix B

MATRIX OF RESEARCH

TITLE	VARIABLE	INDICATOR	DATA SOURCES	RESEARCH METHODOLOGY	RESEARCH FOCUS
Exploring secondary school students' attitude toward cooperative grammar learning in writing classroom	<ol style="list-style-type: none"> Students' attitude Cooperative grammar learning 	<ol style="list-style-type: none"> Confidence (attitude toward Cooperative STAD) Preference (attitude toward Cooperative STAD) Anxiety Learning process (attitude toward putting effort into Cooperative STAD) Learning Strategy (attitude toward grammar cooperative STAD) 	<ol style="list-style-type: none"> Interviewed data Observation Data Document review 	<p>Research Approach Qualitative Research</p> <p>Type of The Research : A case study</p> <p>Data collection technique:</p> <ol style="list-style-type: none"> Observation Interview Document Analysis <p>Data analysis: Thematic Analysis</p>	<ol style="list-style-type: none"> How is students' attitude toward STAD cooperative grammar learning model in writing classroom?

			<p>features in narrative text using cooperative writing) Procedure -Teach : Teacher demonstration, identifying text -Team study: discussion, cooperative writing, presentation -Test : Individual Quizzez -Team recognition : giving award</p>		
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Modul Ajar **BAHASA INGGRIS**

NARRATIVE TEXT



Disusun oleh :
Lum'atu Ulumir Rosikhoh

Nama Sekolah	SMA Negeri Ambulu
Tahun Penyusunan	2024
Mata Pelajaran	Bahasa Inggris
Jumlah Siswa	36
Model Pembelajaran	Pembelajaran Kooperatif STAD (<i>STAD Cooperative Learning</i>)
Profil Pelajar Pancasila	Kritis, Kreatif, Bergotong royong, Mandiri
Kelas/Semester	X/Genap
Elemen	Narrative Text
Fase CP	E
Dimensi CP	<i>Reading and Writing</i>
Alokasi Waktu	8 JP (8 x 40 Menit)

PERTEMUAN 1 (ACTIVITY 1)

A. CAPAIAN PEMBELAJARAN

Elemen Membaca – Memirsakan	<p>Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.</p>
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B. TUJUAN PEMBELAJARAN

1. Peserta didik dapat memahami definisi dan fungsi sosial narrative text

2. Peserta didik dapat menerapkan fungsi sosial, struktur teks dan unsur kebahasaan narrative text.
3. Peserta didik dapat membedakan fungsi sosial, struktur teks dan unsur kebahasaan narrative text
4. Disajikan bahan ajar narrative text, Peserta didik dapat memahami generic structure dan language features of narrative text

C. DIMENSI PROFIL PELAJAR PANCASILA

1. Kritis: Peserta didik mampu memahami narrative text secara kritis

D. PEMAHAMAN BERMAKNA

1. Peserta didik diharapkan dapat memahami secara kritis definisi, fungsi sosial, struktur, dan fitur bahasa narrative text

E. MATERI PEMBELAJARAN

The Definition and Social Function of Narrative Text

Menurut English academy narrative text adalah salah satu jenis teks yang menceritakan rangkaian peristiwa dengan sistem kronologis atau saling terhubung dan umumnya bersifat imajinatif, alias tidak nyata. Sedangkan fungsi sosial narrative text adalah untuk menghibur audiens atau pembaca.

Types of Narrative Text

1. Folklore (Cerita Rakyat)

Cerita rakyat yang turun temurun dari leluhur sehingga menjadi sebuah tradisi. Contohnya yaitu cerita bawang merah dan bawang putih

2. Fabel (Fable)

Cerita tentang Binatang yang seolah-olah berperilaku seperti manusia.

Contohnya cerita si kancil dan buaya, kura-kura dan kelinci.

3. Mitos (Myth)

Kisah yang berlatar masa lalu yang mengandung unsur asal-usul semesta alam seperti dewa dan pahlawan. Contohnya seperti roro jonggrang dan candi pambranan.

4. Legenda (Legend)

Kisah yang menceritakan asal-usul Sejarah atau tempat. Contohnya adalah danau toba dan Gunung tangkuban perahu.

5. Dongeng (Fairy Tale)

Dongeng menceritakan cerita Ajaib yang benar-benar tidak terjadi atau hanya sekedar khayalan. Contohnya adalah Cinderella

6. Romansa (Love story)

Cerita yang berfokus pada kisah percintaan yaitu seperti Romeo and Juliet.

7. Misteri (Mysteries)

Cerita misteri-misteri yang belum diketahui secara pasti.

8. Horor (Horror)

Cerita horror adalah cerita yang mengandung cerita seram mengenai hantu atau makhluk tak kasat mata.

9. Petualangan (Adventure)

Cerita yang memuat petualangan menarik dan menantang seperti Sinbad and Alibaba.

10. Sejarah (History)

Cerita yang memuat tentang kisah yang memiliki nilai Sejarah. Contohnya seperti Perang diponegoro

Generic Structure of Narrative Text

1. Orientation

Orientasi dalam narrative text ialah pengenalan. Pengenalan disini menyangkut dengan pengenalan tokoh, latar

isi cerita, tempat kejadian dan waktu terjadinya cerita. (Who, What, Where, When)

2. Complication

Pada bagian komplikasi menceritakan awal mula masalah atau konflik terjadi. Masalah atau konflik tersebut adalah masalah yang dialami para tokoh pada cerita yang nantinya akan diselesaikan para tokoh.

3. Resolution

Resolusi menceritakan penurunan konflik hingga konflik terselesaikan oleh para tokoh cerita serta kesimpulan cerita juga disajikan. Pada bagian ini menggambarkan apakah cerita berakhir sad ending atau happy ending.



Language Features

1. Simple past tense

Suatu bentuk kata kerja sederhana yang menunjukkan bahwa suatu kejadian terjadi dimasa lampau. Kata kerja yang digunakan adalah Verb2 (killed, did, felt)

2. Adverb of time

Kata keterangan waktu yang memberi tahu kapan suatu Tindakan terjadi, untuk berapala lama dan berapa sering. Contohnya One day, Once upon a time

3. Conjunction of time

Kata hubung yang menunjukkan waktu mengenai dua kejadian yang terjadi bersamaan atau berurutan. Contohnya which, when, where.

4. Action verbs

Kata kerja yang menunjukkan sebuah aktivitas, proses. Action verb mengacu pada sebuah Tindakan fisik baik mental yang dilakukan oleh subjek (orang, hewan, atau benda). Contohnya Kill, Throw, Hit

F. PERTANYAAN PEMANTIK

1. *Have you ever heard of narrative text?*
2. *What narrative texts do you know?*
3. *What is in narrative text? the structure? the grammar?*

G. MODEL PEMBELAJARAN

1. Model pembelajaran: Pembelajaran kooperatif STAD (STAD Cooperative Learning)
2. Metode pembelajaran : Tanya jawab, diskusi.

H. MEDIA, SARANA DAN PRASARANA

1. Spidol dan papan tulis
2. Bahan ajar
3. Buku teks
4. Lembar kerja peserta didik (Kelompok)

I. RENCANA KEGIATAN PEMBELAJARAN

PERTEMUAN KE-1	
DESKRIPSI KEGIATAN	ALOKASI WAKTU
Kegiatan Awal	10 menit
<ol style="list-style-type: none"> 1. Salam pembuka 2. Guru mengecek kehadiran peserta didik, mengondisikan kelas dan pembiasaan. 3. Guru membuka pelajaran dengan menyapa peserta didik, menanyakan kabar, dan lain-lain. 4. Guru menyapa kelas dan mengajak peserta didik untuk berdoa sebelum memulai pelajaran. 5. Guru menyampaikan tujuan pembelajaran 6. Menanyakan pertanyaan pemantik : <ol style="list-style-type: none"> a.) Have you ever heard of narrative text? b.) What narrative texts do you know? c.) What is in narrative text? the structure? the grammar? 	
Kegiatan Inti	60 menit
<ol style="list-style-type: none"> 1. Guru menjelaskan pengertian dan fungsi sosial narrative text 2. Guru mengecek pemahaman peserta didik mengenai pengertian dan fungsi sosial narrative text dengan sesi tanya jawab. 3. Guru menjelaskan struktur dan fitur Bahasa narrative text 4. Guru membagikan bahan ajar narrative text danau toba 5. Siswa mengidentifikasi struktur dan fitur Bahasa yang ada pada narrative text. 6. Siswa diminta untuk maju ke depan menuliskan fitur Bahasa dan struktur narrative text danau toba 7. Guru dan siswa mengoreksi Bersama struktur dan fitur Bahasa narrative text. 8. Guru menjelaskan bahwa ada tugas kelompok yaitu menulis short narrative text berdasarkan 	

struktur dan grammar narrative text yang sudah dijelaskan yang akan dikerjakan pada pertemuan berikutnya	
Kegiatan Penutup	10 menit
<ol style="list-style-type: none"> 1. Guru mengulas kembali apa yang sudah dikerjakan selama awal pembelajaran hingga akhir pembelajaran. 2. Refleksi: Memberikan pertanyaan berkaitan dengan narrative text 3. Menyampaikan rencana pembelajaran selanjutnya 4. Salam penutup 	

Mengetahui,

Guru Pamong

Asfiah, S.Pd.

Jember, 4 Februari 2024

Guru Mata Pelajaran,

Lum`atu Ulumir Rosikhoh

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KIAI HAJI ACHMAD SIDDIQ

PERTEMUAN 2 (ACTIVITY 2)

A. CAPAIAN PEMBELAJARAN

emen Mempresentasikan	Menulis-	Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk
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	mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.
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B. TUJUAN PEMBELAJARAN

1. Peserta didik dapat memahami secara keseluruhan materi narrative text
2. Peserta didik dapat menerapkan fungsi sosial, struktur teks dan unsur kebahasaan narrative text.
3. Peserta didik dapat membedakan fungsi sosial, struktur teks dan unsur kebahasaan narrative text
4. Disajikan contoh short narrative text, peserta didik mampu menulis short narrative text sesuai contoh secara berkelompok.

5. DIMENSI PROFIL PELAJAR PANCASILA

1. Kritis: Peserta didik mampu memahami struktur dan unsur kebahasaan narrative text
2. Kreatif: Peserta didik mampu membuat karangan short narrative text sesuai imajinasi mereka
3. Bergotong royong: Peserta didik mampu bekerja sama dengan kelompoknya masing-masing untuk mengerjakan tugas short narrative text

6. PEMAHAMAN BERMAKNA

1. Peserta didik diharapkan dapat memahami secara kritis struktur dan fitur Bahasa narrative text
2. Peserta didik diharapkan dapat menulis short narrative text singkat secara kooperatif

J. MATERI PEMBELAJARAN

The Definition and Social Function of Narrative Text

Menurut English academy narrative text adalah salah satu jenis teks yang menceritakan rangkaian peristiwa dengan sistem kronologis atau saling terhubung dan umumnya bersifat imajinatif, alias tidak nyata. Sedangkan fungsi sosial narrative text adalah untuk menghibur audiens atau pembaca.

Types of Narrative Text

11. Folklore (Cerita Rakyat)

Cerita rakyat yang turun temurun dari leluhur sehingga menjadi sebuah tradisi. Contohnya yaitu cerita bawang merah dan bawang putih

12. Fabel (Fable)

Cerita tentang Binatang yang seolah-olah berperilaku seperti manusia.

Contohnya cerita si kancil dan buaya, kura-kura dan kelinci.

13. Mitos (Myth)

Kisah yang berlatar masa lalu yang mengandung unsur asal-usul semesta alam seperti dewa dan pahlawan. Contohnya seperti ro-ro jonggrang dan candi pambranan.

14. Legenda (Legend)

Kisah yang menceritakan asal-usul Sejarah atau tempat. Contohnya adalah danau toba dan Gunung tangkuban perahu.

15. Dongeng (Fairy Tale)

Dongeng menceritakan cerita Ajaib yang benar-benar tidak terjadi atau hanya sekedar khayalan. Contohnya adalah Cinderella

16. Romansa (Love story)

Cerita yang berfokus pada kisah percintaan yaitu seperti Romeo and Juliet.

17. Misteri (Mysteries)

Cerita misteri-misteri yang belum diketahui secara pasti.

18. Horor (Horror)

Cerita horror adalah cerita yang mengandung cerita seram mengenai hantu atau makhluk tak kasat mata.

19. Petualangan (Adventure)

Cerita yang memuat petualangan menarik dan menantang seperti Sinbad and Alibaba.

20. Sejarah (History)

Cerita yang memuat tentang kisah yang memiliki nilai Sejarah. Contohnya seperti Perang diponegoro

Generic Structure of Narrative Text

4. Orientation

Orientasi dalam narrative text ialah pengenalan. Pengenalan disini menyangkut dengan pengenalan tokoh, latar

isi cerita, tempat kejadian dan waktu terjadinya cerita. (Who, What, Where, When)

5. Complication

Pada bagian komplikasi menceritakan awal mula masalah atau konflik terjadi. Masalah atau konflik tersebut adalah masalah yang dialami para tokoh pada cerita yang nantinya akan diselesaikan para tokoh.

6. Resolution

Resolusi menceritakan penurunan konflik hingga konflik terselesaikan oleh para tokoh cerita serta kesimpulan cerita juga disajikan. Pada bagian ini menggambarkan apakah cerita berakhir sad ending atau happy ending.



Language Features

5. Simple past tense

Suatu bentuk kata kerja sederhana yang menunjukkan bahwa suatu kejadian terjadi dimasa lampau. Kata kerja yang digunakan adalah Verb2 (killed, did, felt)

6. Adverb of time

Kata keterangan waktu yang memberi tahu kapan suatu Tindakan terjadi, untuk berapala lama dan berapa sering. Contohnya One day, Once upon a time

7. Conjunction of time

Kata hubung yang menunjukkan waktu mengenai dua kejadian yang terjadi bersamaan atau berurutan. Contohnya which, when, where.

8. Action verbs

Kata kerja yang menunjukkan sebuah aktivitas, proses. Action verb mengacu pada sebuah Tindakan fisik baik mental yang dilakukan oleh subjek (orang, hewan, atau benda). Contohnya Kill, Throw, Hit

7. PERTANYAAN PEMANTIK

1. *What the social function of narrative text?*
2. *How many the structures of narrative text?*
3. *What is the tense in the narrative text?*

8. MODEL PEMBELAJARAN

1. Model pembelajaran: Pembelajaran kooperatif STAD (STAD Cooperative Learning)
2. Metode pembelajaran : Tanya jawab, diskusi, berkelompok secara kooperatif

9. MEDIA, SARANA DAN PRASARANA

1. Spidol dan papan tulis
2. Bahan ajar
3. Buku teks
4. Lembar kerja peserta didik (Individu)

H. RENCANA KEGIATAN PEMBELAJARAN

PERTEMUAN KE-2	
DESKRIPSI KEGIATAN	ALOKASI WAKTU
Kegiatan Awal	10 Menit
<ol style="list-style-type: none">1. Salam pembuka2. Guru mengecek kehadiran peserta didik, mengondisikan kelas dan pembiasaan.3. Guru membuka pelajaran dengan menyapa peserta didik, menanyakan kabar, dan lain-lain.4. Guru menyapa kelas dan mengajak peserta didik untuk berdoa sebelum memulai pelajaran.5. Guru menyampaikan tujuan pembelajaran6. Guru mengulas Kembali materi narrative text yang telah dipelajari pada pertemuan sebelumnya<ol style="list-style-type: none">a. Did you still remember what we learned in the last meeting ?7. Menanyakan pertanyaan pemantik :<ol style="list-style-type: none">a. What the social function of narrative text?b. How many the structures of narrative text?c. What is the tense in the narrative text?	
Kegiatan Inti	60 menit
<ol style="list-style-type: none">1. Guru menjelaskan kembali materi narrative text secara singkat2. Untuk mengecek pemahaman siswa, guru memberikan sesi tanya jawab sebelum dilakukan kerja kelompok3. Guru menjelaskan kembali bahwa pertemuan ini ada kerja kelompok secara kooperatif yaitu menulis short narrative text berdasarkan struktur	

<p>dan grammar narrative text.</p> <ol style="list-style-type: none"> 4. Guru menjelaskan bahwa pembagian kelompok berdasarkan gender dan kemampuan akademik yang berbeda-beda yang terdiri dari 4 orang serta tugas kelompok dikerjakan secara kooperatif. 5. Guru membagi kelompok menjadi 9 kelompok. Setiap kelompok terdapat 1 peserta didik yang telah dipilih sebagai peserta didik yang memiliki kemampuan akademik yang lebih sesuai dengan nilai rata-rata pada semester lalu. 6. Guru meminta peserta didik untuk berkumpul dengan anggota kelompok yang sudah ditentukan. 7. Guru membagikan lembar kerja kelompok yang didalamnya sudah terdapat contoh short narrative text kepada peserta didik 8. Sebelum memulai tugas kelompok, guru menanyakan kepada peserta didik mengenai hal yang belum dipahami terkait dengan tugas kelompok 9. Peserta didik diberikan waktu selama 30-40 menit untuk mengerjakan tugas kelompok short narrative text mulai dari mengarang hingga menulis short narrative text. 10. Selama pengerjaan tugas kelompok, guru membimbing dan mengarahkan peserta didik melalui pengecekan kelompok 11. Setelah tugas kelompok selesai, perwakilan kelompok dapat mengumpulkan hasil tugas kelompok kepada guru. 12. Guru menyampaikan bahwa pada pertemuan selanjutnya adalah presentasi kelompok hasil short narrative text. 	
Kegiatan Penutup	10 menit
<ol style="list-style-type: none"> 5. Guru mengulas kembali apa yang sudah dikerjakan selama awal pembelajaran hingga akhir pembelajaran. 6. Refleksi 7. Salam penutup 	

Mengetahui,

Guru Pamong



Asfiyah, S.Pd.

Jember, 4 Februari 2024

Guru Mata Pelajaran,



Lum'atu Ulumir Rosikhoh

PERTEMUAN 3 (ACTIVITY 3)

<p>emen Menulis- Mempresentasikan</p>	<p>Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.</p>
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K. TUJUAN PEMBELAJARAN

1. Peserta didik dapat memahami secara keseluruhan materi narrative text
2. Peserta didik dapat menerapkan fungsi sosial, struktur teks dan unsur kebahasaan narrative text.
3. Peserta didik dapat membedakan fungsi sosial, struktur teks dan unsur kebahasaan narrative text
4. Peserta didik mampu mempresentasikan hasil kerja kelompok berupa short narrative text , sruktur teks dan unsur kebahasaan narrative text

1. DIMENSI PROFIL PELAJAR PANCASILA

4. Kritis: Peserta didik mampu mampu memahami narrative text secara kritis

5. Bergotong royong: Peserta didik mampu bekerja sama dengan kelompoknya masing-masing untuk mempresentasikan hasil tugas short narrative text

2. PEMAHAMAN BERMAKNA

2. Peserta didik diharapkan dapat memahami secara kritis definisi, fungsi sosial, struktur, dan fitur bahasa narrative text
3. Peserta didik diharapkan dapat mempresentasikan hasil short narrative text

3. MATERI PEMBELAJARAN

The Definition and Social Function of Narrative Text

Menurut English academy narrative text adalah salah satu jenis teks yang menceritakan rangkaian peristiwa dengan sistem kronologis atau saling terhubung dan umumnya bersifat imajinatif, alias tidak nyata. Sedangkan fungsi sosial narrative text adalah untuk menghibur audiens atau pembaca.

Types of Narrative Text

21. Folklore (Cerita Rakyat)

Cerita rakyat yang turun temurun dari leluhur sehingga menjadi sebuah tradisi. Contohnya yaitu cerita bawang merah dan bawang putih

22. Fabel (Fable)

Cerita tentang Binatang yang seolah-olah berperilaku seperti manusia. Contohnya cerita si kancil dan buaya, kura-kura dan kelinci.

23. Mitos (Myth)

Kisah yang berlatar masa lalu yang mengandung unsur asal-usul semesta alam seperti dewa dan pahlawan. Contohnya seperti roro jonggrang dan candi pambranan.

24. Legenda (Legend)

Kisah yang menceritakan asal-usul Sejarah atau tempat. Contohnya adalah danau toba dan Gunung tangkuban perahu.

25. Dongeng (Fairy Tale)

Dongeng menceritakan cerita Ajaib yang benar-benar tidak terjadi atau hanya sekedar khayalan. Contohnya adalah Cinderella

26. Romansa (Love story)

Cerita yang berfokus pada kisah percintaan yaitu seperti Romeo and Juliet.

27. Misteri (Mysteries)

Cerita misteri-misteri yang belum diketahui secara pasti.

28. Horor (Horror)

Cerita horror adalah cerita yang mengandung cerita seram mengenai hantu atau makhluk tak kasat mata.

29. Petualangan (Adventure)

Cerita yang memuat petualangan menarik dan menantang seperti Sinbad and Alibaba.

30. Sejarah (History)

Cerita yang memuat tentang kisah yang memiliki nilai Sejarah. Contohnya seperti Perang diponegoro

Generic Structure of Narrative Text

7. Orientation

Orientasi dalam narrative text ialah pengenalan. Pengenalan disini menyangkut dengan pengenalan tokoh, latar

isi cerita, tempat kejadian dan waktu terjadinya cerita. (Who, What, Where, When)

8. Complication

Pada bagian komplikasi menceritakan awal mula masalah atau konflik terjadi. Masalah atau konflik tersebut adalah masalah yang dialami para tokoh pada cerita yang nantinya akan diselesaikan para tokoh.

9. Resolution

Resolusi menceritakan penurunan konflik hingga konflik terselesaikan oleh para tokoh cerita serta kesimpulan cerita juga disajikan. Pada bagian ini menggambarkan apakah cerita berakhir sad ending atau happy ending.

Language Features

9. Simple past tense

Suatu bentuk kata kerja sederhana yang menunjukkan bahwa suatu kejadian terjadi dimasa lampau. Kata kerja yang digunakan adalah Verb2 (killed, did, felt)

10. Adverb of time

Kata keterangan waktu yang memberi tahu kapan suatu Tindakan terjadi, untuk berapala lama dan berapa sering. Contohnya One day, Once upon a time

11. Conjunction of time

Kata hubung yang menunjukkan waktu mengenai dua kejadian yang terjadi bersamaan atau berurutan. Contohnya which, when, where.

12. Action verbs

Kata kerja yang menunjukkan sebuah aktivitas, proses. Action verb mengacu pada sebuah Tindakan fisik baik mental yang dilakukan oleh subjek (orang, hewan, atau benda). Contohnya Kill, Throw, Hit

4. PERTANYAAN PEMANTIK

1. After group writing work yesterday, did you still remember how to write narrative text?
2. How many language features in narrative text?
3. How many the structures of narrative text?

5. MODEL PEMBELAJARAN

3. Model pembelajaran: Pembelajaran kooperatif STAD (STAD Cooperative Learning)
4. Metode pembelajaran : Tanya jawab, presentasi

6. MEDIA, SARANA DAN PRASARANA

5. Spidol dan papan tulis
6. Bahan ajar
7. Buku teks
8. Lembar kerja peserta didik (Kelompok)

7. RENCANA KEGIATAN PEMBELAJARAN

PERTEMUAN KE-3	
DESKRIPSI KEGIATAN	LOKASI WAKTU
Kegiatan Awal	10 menit
<ol style="list-style-type: none">1. Salam pembuka2. Guru mengecek kehadiran peserta didik, mengondisikan kelas dan pembiasaan.3. Guru membuka pelajaran dengan menyapa peserta didik, menanyakan kabar, dan lain-lain.	

<ol style="list-style-type: none"> 4. Guru menyapa kelas dan mengajak peserta didik untuk berdoa sebelum memulai pelajaran. 5. Guru menyampaikan tujuan pembelajaran 6. Guru mengulas Kembali materi narrative text yang telah dipelajari pada pertemuan sebelumnya <ol style="list-style-type: none"> d. Did you still remember what we learned in the last meeting ? 8. Menanyakan pertanyaan pemantik : <ol style="list-style-type: none"> a. After group writing work yesterday, did you still remember how to write narrative text? b. How many language features in narrative text? c. How many the structures of narrative text? 	
Kegiatan Inti	60 menit
<ol style="list-style-type: none"> 1. Guru menjelaskan kembali materi narrative text secara singkat 2. Untuk mengecek pemahaman siswa, guru memberikan sesi tanya jawab sebelum dilakukan presentasi kelompok 3. Guru menjelaskan kembali bahwa pertemuan ini ada presentasi kelompok mengenai hasil kerja kelompok short narrative text pada pertemuan sebelumnya 4. Guru meminta peserta didik untuk membentuk kelompok sesuai dengan kelompok pertemuan sebelumnya 5. Presentasi dilakukan secara acak dengan cara guru memilih kelompok yang sudah siap untuk melakukan presentasi. 6. Guru memberikan waktu presentasi setiap kelompok sekitar 5-7 menit. 7. Dalam sesi presentasi, peserta didik ditugaskan untuk menjelaskan secara singkat hasil kerja kelompok short narrative text. Penjelasan berisi alasan memilih judul cerita, alur cerita, keunikan cerita dengan disertai kelengkapan penjelasan pemilihan struktur dan language features. 8. Selama presentasi, guru juga memberikan pertanyaan pada setiap kelompok untuk mengasah kemampuan bernalar secara kritis pada pemilihan judul yang diambil. 	

9. Setelah presentasi selesai, guru menyampaikan bahwa pertemuan berikutnya adalah kuis individu dan pemberian reward.	
Kegiatan Penutup	10 menit
8. Guru mengulas kembali apa yang sudah dikerjakan selama awal pembelajaran hingga akhir pembelajaran. 9. Refleksi: Memberikan pertanyaan berkaitan dengan narrative text 10. Menyampaikan rencana pembelajaran selanjutnya 11. Salam penutup	

Mengetahui,

Guru Pamong

Asfiah, S.Pd.

Jember, 4 Februari 2024

Guru Mata Pelajaran,

Lum'atu Ulumir Rosikhoh

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

PERTEMUAN 4 (ACTIVITY 4)

10. CAPAIAN PEMBELAJARAN

emen Memirs	Membaca –	Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.
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11. TUJUAN PEMBELAJARAN

1. Peserta didik dapat mengingat kembali tentang isi generic structure dan language features narrative text
2. Peserta didik dapat memahami secara keseluruhan materi narrative text
3. Disajikan kuis individu narrative text, siswa dapat mengerjakan kuis dengan cermat

12. DIMENSI PROFIL PELAJAR PANCASILA

2. Kritis: Peserta didik mampu memahami struktur dan unsur kebahasaan narrative text
3. Mandiri : Peserta didik mampu mengerjakan kuis individu tanpa bantuan teman lainnya atau teman kelompoknya

13. PEMAHAMAN BERMAKNA

3. Peserta didik diharapkan dapat memahami secara kritis struktur dan fitur Bahasa narrative text
4. Peserta didik diharapkan dapat menjawab kuis individu narrative text dengan benar

8. MATERI PEMBELAJARAN

The Definition and Social Function of Narrative Text

Menurut English academy narrative text adalah salah satu jenis teks yang menceritakan rangkaian peristiwa dengan sistem kronologis atau saling terhubung dan umumnya bersifat

imajinatif, alias tidak nyata. Sedangkan fungsi sosial narrative text adalah untuk menghibur audiens atau pembaca.

Types of Narrative Text

31. Folklore (Cerita Rakyat)

Cerita rakyat yang turun temurun dari leluhur sehingga menjadi sebuah tradisi. Contohnya yaitu cerita bawang merah dan bawang putih

32. Fabel (Fable)

Cerita tentang Binatang yang seolah-olah berperilaku seperti manusia.

Contohnya cerita si kancil dan buaya, kura-kura dan kelinci.

33. Mitos (Myth)

Kisah yang berlatar masa lalu yang mengandung unsur asal-usul semesta alam seperti dewa dan pahlawan. Contohnya seperti roro jonggrang dan candi pambranan.

34. Legenda (Legend)

Kisah yang menceritakan asal-usul Sejarah atau tempat. Contohnya adalah danau toba dan Gunung tangkuban perahu.

35. Dongeng (Fairy Tale)

Dongeng menceritakan cerita Ajaib yang benar-benar tidak terjadi atau hanya sekedar khayalan. Contohnya adalah Cinderella

36. Romansa (Love story)

Cerita yang berfokus pada kisah percintaan yaitu seperti Romeo and Juliet.

37. Misteri (Mysteries)

Cerita misteri-misteri yang belum diketahui secara pasti.

38. Horor (Horror)

Cerita horror adalah cerita yang mengandung cerita seram mengenai hantu atau makhluk tak kasat mata.

39. Petualangan (Adventure)

Cerita yang memuat petualangan menarik dan menantang seperti Sinbad and Alibaba.

40. Sejarah (History)

Cerita yang memuat tentang kisah yang memiliki nilai Sejarah. Contohnya seperti Perang diponegoro

Generic Structure of Narrative Text

10. Orientation

Orientasi dalam narrative text ialah pengenalan. Pengenalan disini menyangkut dengan pengenalan tokoh, latar

isi cerita, tempat kejadian dan waktu terjadinya cerita. (Who, What, Where, When)

11. Complication

Pada bagian komplikasi menceritakan awal mula masalah atau konflik terjadi. Masalah atau konflik tersebut adalah masalah yang dialami para tokoh pada cerita yang nantinya akan diselesaikan para tokoh.

12. Resolution

Resolusi menceritakan penurunan konflik hingga konflik terselesaikan oleh para tokoh cerita serta kesimpulan cerita juga disajikan. Pada bagian ini menggambarkan apakah cerita berakhir sad ending atau happy ending.

Language Features

13. Simple past tense

Suatu bentuk kata kerja sederhana yang menunjukkan bahwa suatu kejadian terjadi dimasa lampau. Kata kerja yang digunakan adalah Verb2 (killed, did, felt)

14. Adverb of time

Kata keterangan waktu yang memberi tahu kapan suatu Tindakan terjadi, untuk berapala lama dan berapa sering. Contohnya One day, Once upon a time

15. Conjunction of time

Kata hubung yang menunjukkan waktu mengenai dua kejadian yang terjadi bersamaan atau berurutan. Contohnya which, when, where.

16. Action verbs

Kata kerja yang menunjukkan sebuah aktivitas, proses. Action verb mengacu pada sebuah Tindakan fisik baik mental yang dilakukan oleh subjek (orang, hewan, atau benda). Contohnya Kill, Throw, Hit

14. PERTANYAAN PEMANTIK

4. *After we have studied narrative text so far, what do you get from the narrative text material? The definition? The social function?and the types of narrative text?*

5. *And what the structure and language features of narrative text?*

15. MODEL PEMBELAJARAN

3. Model pembelajaran: Pembelajaran kooperatif STAD (STAD Cooperative Learning)
4. Metode pembelajaran : Tanya jawab, Tugas individu

16. MEDIA, SARANA DAN PRASARANA

5. Spidol dan papan tulis
6. Bahan ajar
7. Buku teks
8. Lembar kerja peserta didik (Individu)

9. RENCANA KEGIATAN PEMBELAJARAN

PERTEMUAN KE-4	
DESKRIPSI KEGIATAN	LOKASI WAKTU
Kegiatan Awal	10menit
<ol style="list-style-type: none">9. Salam pembuka10. Guru mengecek kehadiran peserta didik, mengondisikan kelas dan pembiasaan.11. Guru membuka pelajaran dengan menyapa peserta didik, menanyakan kabar, dan lain-lain.12. Guru menyapa kelas dan mengajak peserta didik untuk berdoa sebelum memulai pelajaran.13. Guru menyampaikan tujuan pembelajaran14. Guru mengulas Kembali materi narrative text yang telah dipelajari pada pertemuan sebelumnya<ol style="list-style-type: none">a. Did you still remember what we learned in the last meeting ?15. Menanyakan pertanyaan pemantik :<ol style="list-style-type: none">a. <i>After we have studied narrative text so far, what do you get from the narrative text material? The definition? The social function?and the types of narrative text?</i>b. <i>And what the structure and language features of narrative text?</i>	
Kegiatan Inti	60 menit
<ol style="list-style-type: none">10. Guru menjelaskan kembali materi narrative text secara singkat11. Untuk mengecek pemahaman siswa memberikan sesi tanya jawab sebelum	

<p>dilakukan kuis individu</p> <ol style="list-style-type: none"> 12. Guru menjelaskan bahwa pertemuan ini ada tugas kuis individu tentang fitur Bahasa dan struktur dalam narrative text sesuai yang telah dijelaskan pada penutup pertemuan sebelumnya 13. Guru menjelaskan bahwa tugas kuis dikerjakan dengan teliti karena nilai kuis masing-masing peserta didik akan sangat berpengaruh pada nilai kelompok 14. Guru meminta peserta didik untuk membentuk kelompok sesuai dengan kelompok pertemuan sebelumnya 15. Guru membagikan nilai hasil kerja kelompok menulis short narrative text pada masing-masing kelompok. 16. Guru menjelaskan bahwa setelah mengerjakan kuis individu peserta didik diminta untuk mengoreksi hasil kerjanya masing-masing 17. Guru membagikan lembar kuis individu pada peserta didik 18. Peserta didik diberikan waktu selama 20 menit untuk mengerjakan kuis individu 19. Setelah peserta didik selesai mengerjakan kuis, kuis dikoreksi secara bersama 20. Peserta didik mengoreksi hasil kerja masing-masing 21. Guru meminta peserta didik menggabungkan nilai hasil kerja kelompok dan nilai kuis individu 	
<p style="text-align: center;">Kegiatan Penutup</p> <ol style="list-style-type: none"> 12. Setelah nilai sudah didapatkan, guru meminta perwakilan kelompok untuk menuliskan nilai masing-masing kelompok dipapan tulis 13. Guru memanggil kelompok dengan nilai paling tinggi maju kedepan diberikan hadiah 14. Guru memotivasi siswa mengenai pemberian hadiah untuk membangunkan semangat siswa untuk terus giat belajar 15. Guru mengulas kembali apa yang sudah dikerjakan selama awal pembelajaran hingga akhir pembelajaran. 16. Refleksi 17. Salam penutup 	10 menit

--	--

Mengetahui,

Guru Pamong



Asfiah, S.Pd.

Jember, 4 Februari 2024

Guru Mata Pelajaran,



Lum'atu Ulumir Rosikhoh



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Appendix D

BAHAN AJAR

- ❖ Read and understand the narrative text below! Identify the structure and language features in the text.

THE LEGEND OF LAKE TOBA



Once upon a time, there was a handsome man named Batara Guru Sahala, who enjoyed fishing so much. One day, he caught a fish. He was surprised to find that the fish could talk. The fish begged him to set it free.

Batara Guru Sahala was so surprised and set the fish free. As soon as it was free, the fish changed into a very beautiful woman. Batara Guru Sahala fell in love with that fish-woman and wanted to marry her. Batara Guru Sahala also promised to keep the secret that she had been a fish and would never tell anybody about it.

They were happily married. They had two daughters. One day Batara Guru Sahala got very angry with his daughters. He could not control his temper. He shouted angrily and the word fish reached his daughters. The daughters were crying. They found their mother and told her about it.

The mother was very angry. Batara Guru Sahala broke his promise. The mother started shouting angrily, then the earth began to shake and volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Today the lake is known as Lake Toba.

Task 1 Generic Structures

1. Which paragraph tells the orientation?
2. Which paragraph tells the complication?
3. Which paragraph tells the resolution?

Task 2 Language Features

Write the language features in the text above including (Simple Past Tense, Action Verbs, Temporal Conjunction, and Adverb of Time)

LEMBAR KERJA PESERTA DIDIK (LKPD)

WORKSHEET

SHORT NARRATIVE TEXT

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JEMBER

1st Group
The members : 1.....
2.
3.
4

- ❖ The text below is an example of a short narrative text with the language features and generic structures in it.

Title	The Stingy Pet Owner
--------------	----------------------

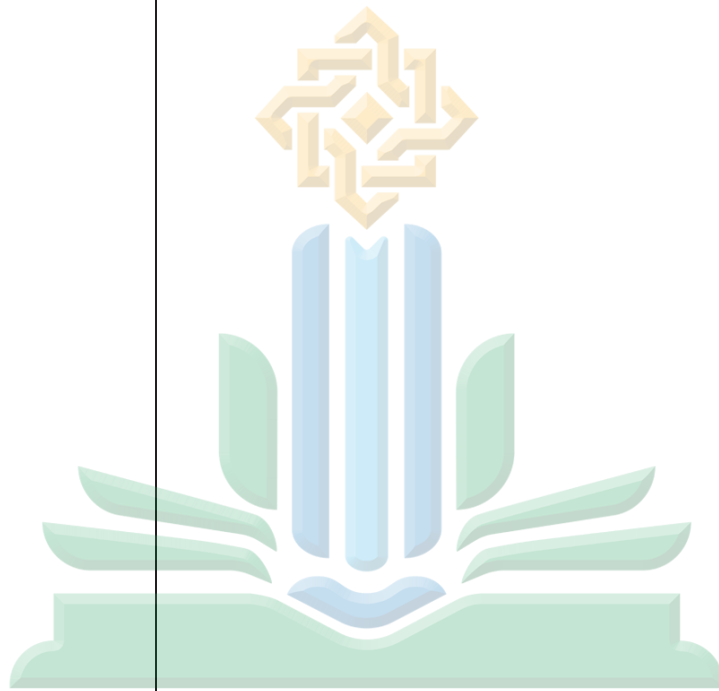
Narrative writing	<p>Once upon a time, there lived a poor little cat living alone in his owner's house. The cat was abandoned by its mother. The owner who owns the cat rarely feeds her cats since she had a cat.</p> <p>One day, the little cat felt hungry. In the morning his owner was frying salted fish, without having to wait long the little cat came to his owner who was frying it. "Meow~, meow~," the cat meowed. "Ah!! You little cat. What a shame," said the owner. Without pity, she did not give him any of the salted fish. The next day the owner threw away the poor little cat. The owner throws the cats into the rice fields during the day. Somehow the little cat was left in a state of hunger and drought.</p> <p>On the way, she hurriedly rode a motorbike. The owner hit a big tree and injured her leg. The owner was in pain and groaning alone.</p>
Generic structures	<p>Orientation, Complication, Resolution</p>
Language features	<ul style="list-style-type: none"> • Simple past tense: The cat was abandoned by its mother, The little cat felt hungry, She did not give him any salted fish. • Adverb of time: once upon a time, one day • Action verbs: Throw, Hit • Temporal Conjunction: Since

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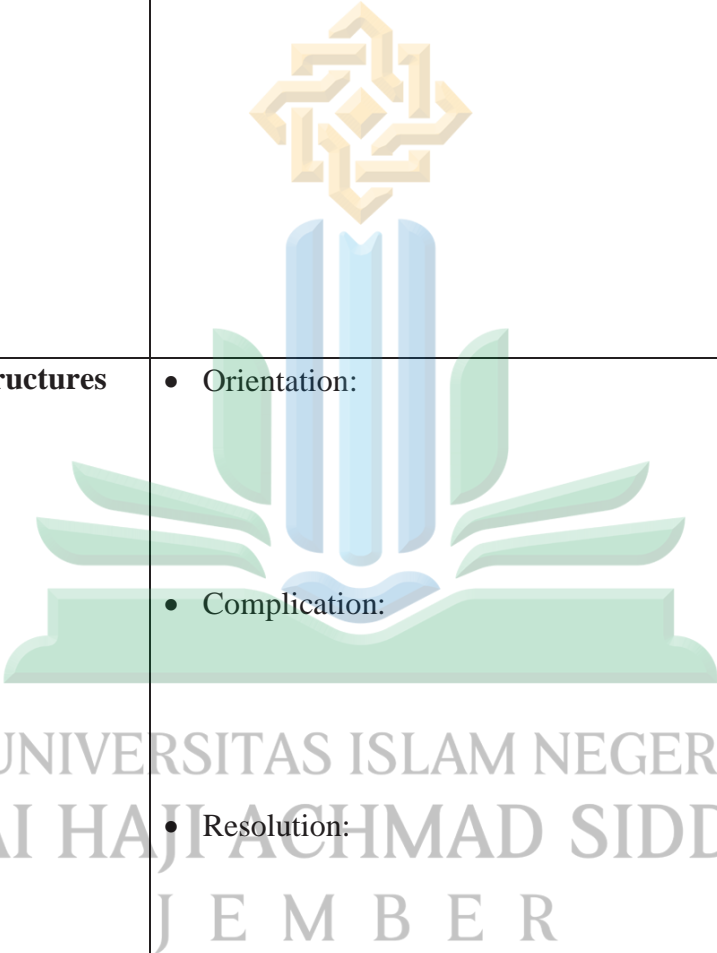
- ❖ After knowing the example of short narrative text. Make short narrative text between 150-170 words such as the example above. Give the title for the text and Mark for the generic structure and language features. Do it with your group!

Title	
--------------	--

Narrative writing

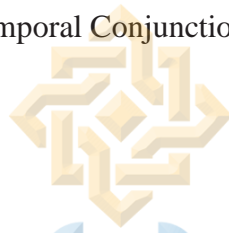


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<p>Generic structures</p>	 <ul style="list-style-type: none"> • Orientation: • Complication: • Resolution:
<p>Language features</p>	<ul style="list-style-type: none"> • Simple past tense: • Adverb of time:

- Action verbs:

- Temporal Conjunction:



WORKSHEET
INDIVIDUAL QUIZZES

Name:

The member of Group

❖ **Answer the questions below correctly!**

1. What tense is there in narrative text?
 - a. Simple future tense
 - b. Simple present tense
 - c. Simple past tense
 - d. Simple past future tense

2. Which of the following is an action verb?
 - a. Believe
 - b. Feel
 - c. Need
 - d. Run

3. **One day** a rabbit was boasting about how fast he could run. The bold words is.....
 - a. Temporal conjunction
 - b. Action verbs
 - c. Adverb of time
 - d. Irregular verb

4. Simple past tense is the tense using
 - a. Verb 2
 - b. Verb 1
 - c. Verb 4
 - d. Verb 3

5. **Once upon a time there lived a little girl named Snow White.** This sentence is part of narrative text called
 - a. Complication
 - b. Resolution
 - c. Re-resolution
 - d. Orientation



The Legend of Surabaya

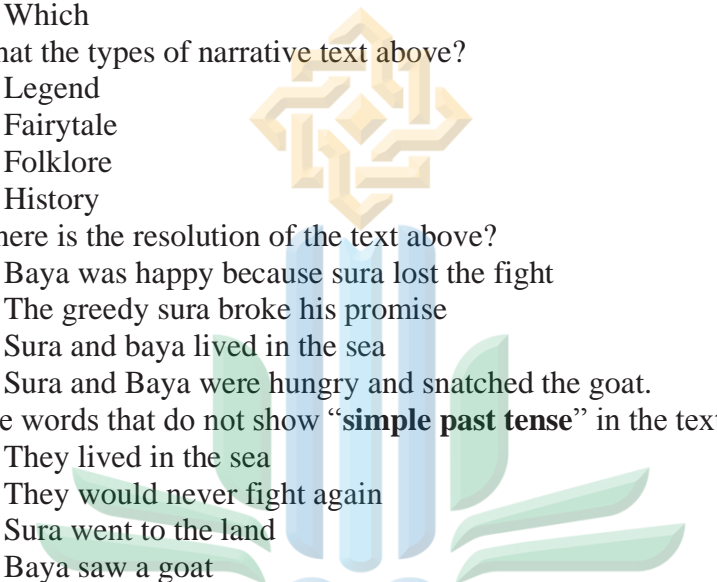
A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in the sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again.

They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

- 
6. Which one is not the action verb in the narrative text above?
 - a. Fought
 - b. Bit
 - c. Angry
 - d. Hit
 7. What is the temporal conjunction of the legend the Surabaya?
 - a. Where
 - b. When
 - c. What
 - d. Which
 8. What the types of narrative text above?
 - a. Legend
 - b. Fairytale
 - c. Folklore
 - d. History
 9. Where is the resolution of the text above?
 - a. Baya was happy because sura lost the fight
 - b. The greedy sura broke his promise
 - c. Sura and baya lived in the sea
 - d. Sura and Baya were hungry and snatched the goat.
 10. The words that do not show “**simple past tense**” in the text above is.....
 - a. They lived in the sea
 - b. They would never fight again
 - c. Sura went to the land
 - d. Baya saw a goat

❖ **Read the text and then answer the following questions!**

Roro Jonggrang

Long time ago, there was a kingdom named Prambanan. Roro Jonggrang was the daughter of King Prabu Baka, who ruled over the ancient Javanese kingdom of Prambanan. The king was killed in a fierce battle by the minister of the King of Pengging, who fought with a magic weapon called ‘Bandung’. For this reason, he was known as ‘Bandung Bandawasa’. Not long afterwards, Bandung Bandawasa decided to marry Princess Roro Jonggrang., the daughter of his victim. But she had no desire to marry the murderer of her father, so she sought the advice of the Patih.

The Patih made a wise suggestion. Bandung would have to build a thousand temples and two deep weels. If he managed to complete all this in the course of one night, he could marry the princess. Bandung knew two

people possessing magic powers who promised to help him. one was his father, “Damarmaya”, and the other was mighty King of Pengging. A date was fixed and in the evening, Bandung’s followers began their giant construction job. Five hundred temples were completed by midnight.

Roro Jonggrang sent a man to watch the progress of Bandung’s work and by four o’clock in the morning he saw that nine hundred and ninety five temples were already built and to deep wells nearly finished. The whole palace was filled with sadness, because the Princess would have to marry the man who had murdered her father.

Again the Patih had an idea. He woke up all the young girls and ordered them to pond rice at once. When the workers heard the pounding of rice and smelt the flowers, which were the signs of dawn they stopped their work. Bandung Bandawasa was glad to see the temples before him and counted them himself. But to his surprise, there were only 999 temples’.

He soon learned the reason of his failure and became very angry. Roro Jonggrang herself was changed into a statue, which stands in the great inner hall of the largest temple and is now know as, “The Temple of Roro Jonggrang’.

1. Mention two simple past tense sentences in the text above!

.....
.....

2. Mention three action verbs in the text above!

.....
.....

3. Mention two temporal conjunctions in the text above!

.....
.....

4. Mention two non-action verbs in the text above!

.....
.....

5. Mention one adverb of time in the text above!

.....
.....

KUNCI JAWABAN KUIS INDIVIDU

The Questions	The Answer
What tense is there in narrative text?	C. Simple past tense
Which of the following is an action verb?	D. Run
One day a rabbit was boasting about how fast he could run. The bold words is.....	C. Adverb of time
Simple past tense is the tense using	A. Verb 2
Once upon a time there lived a little girl named Snow White. This sentence is part of narrative text called	D. Orientation
Which one is not the action verb in the narrative text above?	C. Angry
What is conjunction of time of the legend the Surabaya?	B. When
What the types of narrative text above?	A. Legend
What is the resolution of the text above?	A. Baya was happy because sura lost the fight
The words that do not show “ simple past tense ” in the text above is.....	B. They would never fight again

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HASIL NILAI MENULIS KELOMPOK

Group	ASPECT			TOTAL
	Content	Vocabulary	Grammar	
1	40	19	20	79
2	45	17	19	81
3	50	18	19	87
4	50	18	20	88
5	45	17	18	80
6	50	19	20	89
7	40	20	20	80
8	45	17	17	79
9	50	15	18	83

NARRATIVE WRITING GROUP ASSESSMENT

Group	Aspect			TOTAL
	Teamwork	Participation	Creativity	
1	8	8	7	23
2	8	7	9	24
3	8	7	9	24
4	8	9	9	26
5	9	8	9	26
6	9	7	9	25
7	8	8	7	23

8	9	7	8	24
9	9	8	9	26

1-3 : Poor 4-7 : Moderate 8-10: Excellent

PRESENTATION ASSESSMENT

Group	Aspect				TOTAL
	Preparation	Teamwork	Clarity	Interaction	
1	8	9	10	9	36
2	7	8	10	10	35
3	8	9	10	10	37
4	10	10	10	10	40
5	9	10	10	10	39
6	9	10	10	10	39
7	7	10	9	10	36
8	7	8	8	9	32
9	8	10	10	10	38

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1-3 : Poor 4-7 : Moderate 8-10: Excellent

RUBRIK PENILAIAN MENULIS SHORT NARRATIVE TEXT

No.	ESSAY	Score
1	dan temanya sesuai, kosakatanya runtut, tata bahasanya benar.	90
2	dan temanya cukup sesuai, kosakatanya cukup koheren, tata bahasanya cukup benar.	80-85
3	Isi dan tema tidak sesuai, kosakata kurang runtut, tata bahasa tidak benar.	72-80
4	Isi dan tema tidak sesuai, kosakata tidak padu, tata bahasa tidak benar.	65-72

No.	CONTENT	Score
1	dan temanya sesuai	50
2	dan temanya cukup sesuai	40-45
3	Isi dan tema tidak sesuai	30-40

No.	VOCABULARY	Score
1	Kosakatanya koheren	20
2	Kosakata kurang koheren	15-20
3	Kosakata tidak koheren	10-15

No.	GRAMMAR	Score
1	Tata bahasanya benar	20
2	Tata bahasanya cukup benar	15-20
3	Tata bahasanya tidak benar	10-15

RUBRIK PENILAIAN KUIS INDIVIDU

Multiple Choice Test	
Jumlah soal x Skor = Total skor	
1 x1 = 10	

SOAL ESSAY	
Jawaban tepat dan lengkap	3
Jawaban tepat dan kurang lengkap/Jawaban kurang tepat dan lengkap	2
Jawaban kurang lengkap dan kurang tepat	1
Jumlah soal x Skor = Total skor	
5 x 3 = 15	



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Appendix E

DOCUMENTATION



Interview with English



Interview students of Class X5

Title	A Magical Village
Narrative writing	<p>one day in an urban area there was a teenager named Selly, she was a smart girl and always got first place in her school. Selly studied all day every day without stopping, and that made Selly feel depression and loneliness. Because of that, then she decided to climb hills on the outskirts of town for recreation.</p> <p>On the way to the hill, she was presented with a beautiful view. Arrived at the top of the hill, Selly saw a rabbit and followed it until he arrived in front of a large hole under a tall tree. "What is this hole?" said Selly, because of his curiosity he went into the hole.</p> <p>"Aaaaaa~" shouted Selly when she entered the hole.</p> <p>"Where are you?" said Selly. "Who are you miss?" said Nisha, a hair-braided man. "I'm Selly and who are you?" Selly said.</p> <p>"Hello I am Nisha," answered Nisha. "What's Nisha, Selly?"</p> <p>"I think that's it," said Selly. "It's about 10 years ago around here," said Nisha. "While touring the village, Selly was surprised by the villagers, there is a rabbit who can speak a human language. I bought rabbits and magicians, which helped me enough to go home. Selly played with the people in the village. The 7 rabbit are best sold to Selly, they can do many like their own will. Likewise, the rabbit, he always came to make Selly happy. Selly was always living in the village until the rabbit realize the rabbit were the outside, suddenly Nisha, after work, he had an idea for Selly to help the rabbit. So he should die with the rabbit. After Nisha told Selly that Selly said goodbye to rabbit friends and divided into the river. When she opened her eyes, she had arrived in front of a tall tree. The magic was, Selly only speak 1 hour in the real world.</p> <p>After that, every time Selly felt depressed, she would climb the hill and when in the village. After she happy again, she would back to the city.</p>
Generic structures	<ul style="list-style-type: none"> Orientation: Paragraph 1 Complication: Paragraph 2, 3 Resolution: Paragraph 4, 5

Language features	
Simple past tense:	<ul style="list-style-type: none"> - She was a smart girl. - Selly played with... - Selly studied all day. - Selly was so happy. - She decided to climb...
Adverb of time:	<ul style="list-style-type: none"> One day, every day
Action verbs:	<ul style="list-style-type: none"> Studied, Climbed, saw, followed, arrived, said, went, shouted, play, die
Temporal Conjunction:	<ul style="list-style-type: none"> until, while, suddenly, after, when, since.

Students` worksheet result of narrative writing group

Appendix F



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataran No. 01 Mangli, Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://tik.uinkhas-jember.ac.id](http://tik.uinkhas-jember.ac.id) Email: tarbiyah.tanjember@gmail.com

Nomor : B-5485/In.20/3.a/PP.009/02/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMA NEGERI AMBULU

Jl. Candradimuka No. 42 Kecamatan Ambulu Kabupaten Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 201101060012
Nama : LUMATU ULUMIR ROSIKHOH
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "EXPLORING SECONDARY SCHOOL STUDENTS' ATTITUDE TOWARD COOPERATIVE GRAMMAR LEARNING IN WRITING CLASSROOM" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Sugeng Iswanto, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 09 Februari 2024

Dekan,

Hotibul Umam, Dekan Bidang Akademik,



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JEMBER

Appendix G



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMA NEGERI AMBULU

Jln. Candradimuka No. 42 Ambulu - Jember 68172
Telp (0336) 881260 Email : ambulu.sman@yahoo.co.id

SURAT KETERANGAN

No : 489/322/101.6.5.9/2024

Yang bertanda tangan di bawah ini :

Nama : **SUGENG ISWANTO, S.Pd.**
NIP : 19650206 198903 1 010
Pangkat/Golongan : Pembina Utama Muda, IV/c
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri Ambulu - Jember

Menerangkan bahwa :

Nama : **LUM'ATU ULUMIR ROSIKHOH**
NIM : 2011010600012
Instansi : UIN KHAS Jember
Jenjang/Prodi : Tadris Bahasa Inggris

Telah melaksanakan penelitian/riset pada bulan Maret 2024 - Mei 2024, Mengenai
*EXPLORING SECONDARY SCHOOL STUDENT'S ATTITUDE TOWARD COOPERATIVE
GRAMMAR LEARNING IN WRITING CLASSROOM* di SMA Negeri Ambulu.

Demikian keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.












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KIAI HAJI ACHMAD SIDDIQ
JEMBER



Ambulu, 13 Agustus 2024
Kepala SMA Negeri Ambulu
SUGENG ISWANTO, S.Pd.
Pembina Utama Muda
NIP. 19650206 198903 1 010

Appendix H

JURNAL KEGIATAN PENELITIAN
EXPLORING SECONDARY SCHOOL STUDENT'S ATTITUDE TOWARD
COOPERATIVE GRAMMAR LEARNING IN WRITING CLASSROOM

No.	Date	Activity	Informant	Signature
1.	Wednesday, 24 th January of 2024	Interviewed English Teacher	English Teacher of X5	
2.	Monday, 12 th of February 2024	Sending a permission letter	Headmaster of SMA NEGERI AMBULU	
3.	Tuesday, 13 th of February 2024	Classroom observation	English Teacher of X5	
4.	Tuesday, 20 th of February 2024	1 st Meeting (Explain Narrative text material and Identifying Narrative text)	English Teacher of X5	
5.	Tuesday, 23 th of April 2024	2 nd Meeting (Students teamwork creates short narrative text)	English Teacher of X5	
6.	Tuesday, 30 th of April 2024	3 rd Meeting (Student group presentations)	English Teacher of X5	
7.	Tuesday, 7 th of May 2024	4 th Meeting (Individual quiz and giving awards)	English Teacher of X5	
8.	Wednesday, 15 th of May 2024	Interview 1	Students of X5	
9.	Saturday, 1 st of June 2024	Interview 2	Students of X5	
10.	Tuesday, 6 th of August 2024	Interview 3	Students of X5	
11.	Tuesday, 13 th of August 2024	Asked a letter of research finishing	Headmaster of SMA NEGERI AMBULU	

Jember, 13th of August 2024

The Headmaster of SMA Negeri Ambulu



Sugeng Iswanto, S.Pd

NIP. 19650206 198903 1 010

Appendix I

CURRICULUM VITAE



Personal Information

- Full Name : Lum`atu Ulumir Rosikhoh
- NIM : 201101060012
- Gender : Female
- Place, date of birth : Jember, October 21st 2002
- Adress : Wuluhan-Jember
- Religion : Islam
- Department / Major Course : FTIK/English Department
- Email Adress : Jli459555@gmail.com

Educational Background

- 2006-2008 TK Muslimat NU 52 Tanjungrejo
- 2008-2014 SD Islam NU O7 Tanjungrejo
- 2014-2018 SMP Nahdlatuth Thalabah Kesilir
- 2018-2020 SMA Darussalam Blokagung Banyuwangi