Process Improvement on German Language Class Learning Process in Students’ of Social Study Class\textsuperscript{2} grade X of SMAN 7 Ambon through Group Work Based Cooperative Learning

Jolanda Tomasouw\textsuperscript{1} and Gylian Pattikawa\textsuperscript{2}

\textsuperscript{1} FKIP Unpatti Lecturer  
\textsuperscript{2} SMAN 7 Ambon Teacher

E-mail: marland_mt@yahoo.co.id

Abstract. The action research aims to improve the quality of German teaching and learning of Social Study Class\textsuperscript{2} grade X of SMAN 7 Ambon through group work based cooperative learning. The subject of the research are 23 students of Social Study Class\textsuperscript{2} grade X of SMAN 7 Ambon. The research was conducted for 3 months from August to October 2018. The data was compiled through several instruments which are Classroom Observation and Assessment Rubrics to assess the quality of Teaching and Learning Process. These are conducted at the end of each cycle. The research is conducted in 2 cycles. Each cycles consist of 2 meetings. Each cycle contain steps such as action planning, implementation, observation, evaluation and reflection. Data is analyzed qualitatively. One of the aspect to be employed to improve the quality of German Language Teaching and Learning is the teacher’s ability to manage a class especially through the implementation of group work (social interaction). The result of the research proves that group work presents a good result toward the improvement of German language teaching and learning process. These are shown through the instrument appraisal from cycle 1 and 2 where improvement and progress are eminent.

Keywords: Teaching and Learning Quality, Group Work

1. Introduction

Teaching and learning process is a system [1]. Therefore, improving the teaching and learning quality starts by analyzing every component that shaped and influenced the teaching and learning process. Many indicators can effect the quality of the learning process; teacher, students, environment, teaching management etc. Furthermore, Sanjaya added that the most influential component. This is not surprising because teacher is the spearhead that directly involved with students as subject and object of learning.
Ratumanan mentioned that there are many factors influencing the quality of education. Considering that education is a system, one of the influencing factor is the education process. The process factor includes education management and teaching-learning management. The there are many weakness and gaps observed in the real condition of education in Indonesia. It can still be found that teacher do not perform their role as teacher well either in the use of teaching media or teaching method. These directly effect the quality of education process [2].

As mentioned above, one of the influential component is the teaching-learning method. The writer observe a small factors but with big impact, which is student group work. This seems insignificant but the effect it brings to the improvement of teaching-learning quality is enormous.

Sagala (2006) in Abimayu (2010), stated that group work method is a learning ways where students in the classroom are divided into several groups, where each groups are seen as a separate entity as together they explore the learning of a particular lesson. In general, the lesson to be explored in the groups are prepared by the teacher. The lesson must be complex in its content and contain big scope to be divided into several aspects to be assigned for each group. The group can be formed based on individual differences in learning ability, differences in learning interest and talent, type of activity, lesson and objectives of the lesson. Based in the task to be completed, students can be divided into a parallel groups where each groups solved the same task and the complemerter group where each groups have different tasks [3,4].

The group work method is a learning strategy because the group aims to solve learning problems though group process and developing the ability to work together in group [5].

Kagan (1992) in Sharan (2009) deferenciate the objective of grouping and give the right structure to each of them. The 5 objective of grouping are: (1) to be known, (2) group identity, (3) feedback support, (4) assessing differences, and (4) developing synergy. Sharan stated that group learning has a strong group identity, ideally it consists of 4 group members. Beside that, they can accept one another and offer help. The ability to create different learning group is teacher competence in a teaching and learning process. In a structural approach, teacher is encourage to learn the usage of grouping method and select the right method to achieve the learning objective. The small group will enable all members to be participative [6].

Other than that, Nurhadi et.al decides that, “cooperative learning has a multidimensional meaning. In cooperative learning there is the essence of learning community, sharing ideas, discussion, service learning, group learning, contextual learning, learning source, problem based learning, learning to be, learning to know, learning to do, learning how to live together, task-based learning, school based learning and collaborative learning” [7].

The learning community concept meant that the learning results is obtained through working together and thus create the learning community. During the
cooperation process, there are surely be discussion, ideas sharing, the strong aids the weak, from the individual or group who lack knowledge to become knowledgeable. This in turn will enliven the learning environment. Teacher and students can engage with a collaboration by bringing an expert suitable with the discussed lesson/topic. For example, by bringing a native speaker, batik artist, musicians, entrepreneur etc. Through every discussion, it is hoped that each students may also learn from their peers. Thus each student is the source of learning for their peers too. This means that each students in turn will be enriched with knowledge and experience to solve problem, learn to have future ambition, understand and willing to learn new set of skills. Other than that, from early time, students are prepared to live together in harmony in the society and learn to face problem together in the future.

According to Slavin, CL method has 6 main characteristics [8]:

a. Group goals;
b. Individual accountability;
c. Equal opportunities for success;
d. Team competition;
e. Task specialization;
f. Adaptation to individual needs.

Each method of learning must have the objectives to be reached. CL objective is that the group goals must be achieved and become the responsibility of each member of the group. The learning objectives divided to several groups may bring upon group competition. Each group must desire that their group will become the best and the smartest compared to the other group. Therefore, each group will strive to work hard to complete the task well and achieved the maximum best result compared to other group. This is normal. In the completion of task given by the teacher to each group, teacher and each group will give equal opportunity to each students to be responsible to the task embark upon them. Even though the learning is in group, each students have the opportunity to actualized themselves, share their ideas, discuss etc. The equal opportunity for each students in the group enables students to learn how to adjust themselves with their peers, to learn respect and rights of each people in the group.

2. Methods

The research methodology is Classroom Action Research in SMA N 7 Ambon. The research is conducted in the Odd semester of 2018/2019 from August to October 2018. The subject of classroom action research are 23 students of Social Study Class² Grade X of SMA N 7 Ambon. The procedure of classroom action research uses 4 stages: Planning, Implementation, Data Observation and Evaluation-Reflection. Before the research, there was a preliminary analysis to the teaching and learning process.
3. Results and Discussion

3.1 Results

**Initial Condition:** The initial description of Social Study Class\(^2\) Grade X of SMA N 7 Ambon are as follows: there 23 students however observing the attendance on the first and second meeting, students attendance were not full sometimes only 16 students or 18 students present and some toger tomes it as only 15 students (data from class teacher). Students prefer to skip class on certain class subject time. This is made possible with the students’ situation and location that was surrounded by an open lawn. Some evident also shows that boring lessons becomes the reason for them skipping class.

**Research Procedure**
The classroom action research is conducted in 2 cycles. Each cycle include planning, Implementation, observing, and reflecting. Each cycle consist of steps and states. On each stage, reflection is performed to obtain learning result and finding things to be improved on the next cycle. Determining the next steps in each cycle starts from preliminary analysis to identify the problem faced by the students. After initial condition and preliminaranalyzis then the next step is to make planning to be implemented as action program. The steps to the classroom action research in each cycle is as follows:

**Cycle I : Understanding of Begrüßung und Verabschiedung lesson**

**Action Planning:** The action planning design in cycle 1 are 2 meetings with 2 x 2 x 40 minutes time allocation. Teaching instrument in the learning is a learning scenario. The lesson is on “Begrüßung und Verabschiedung”. Beside official textbook, other supporting materials are also used such as: Pictures, video and observation instrument to be completed by collaborator. Teacher and lecturer take turns to take the roles of developers of each stage.

**Action Implementation**

**First Meeting:** The actions in the first meeting are to give a dialogue text on “Begrüßung und Verabschiedung”. From the dialogue text, teacher will give an initial question as brainstorming to the discussed theme. The questions among others are about what kind of greetings you use when you first met someone or when you are parting with someone. When the students cannot answer the questions, then lecture techniques is used to explain. Next, questions are given to student to measure their knowledge on how far they understand the sentence structure. As feedback, students are asked to provide several sample sentences. They layer need to identify and explain different vocabulary in the text which are unfamiliar words and difficult words for them.

**Second Meeting:** In Stage 2 of cycle 1, the learning is focused on the lesson understanding through the structure drills by activating the schemata of the students. The teaching technique is group work. The researcher trained the students so the use
their schemata through the development of vocabulary. They are also encourage to engage vocabulary in the text with what they have learned before. For example the question, “Was sagensie, wennsiejemandentreffen?" In this step, the group work technique is very effective because it arouse students creativity by answering and mentioning several vocabularies. Later, the teacher elaborate the questions by engaging it with the schemate with the theme of the text. It was hoped that students will be able to connect the term/vocabulary with their schemata. As implementation of the plan as mentioned in Cycle 1 to train students to make conclusion on the the meaning of the dialogue text. At the end of cycle 1, students are asked to fill a questionnaire to measure how far they understand they lesson through the implemented teaching learning process.

**Observation:** According to the action implementation, the researcher study the observation result and discuss and formulate the data. It was found that there are many weakness. Many basic errors are still commited by the students. Beside that the vocabulary mastery are still very poor. The observers are teacher and lecturer, observe the classroom action research. Each students ability are different. This was shown in the speed to understand the dialogue in the group. Some groups are active some are not.

**Evaluation-Reflection:** Based in the observation and discussion with the collaborator during the implementation of action, it is perceived that students learning intake of German Language learning is still lacking. Other weakness is the cooperation aspect in the group that is not yet maksimal, most group member were not activiely participating. The smart students still dominates. The result shows that class activeness only reach 70% of the expected target which is about 90%. Student activeness is still not maximum, therefore further actions need to be taken.

**Cycle II: Understanding the Text through Asosiogram, key words and pictures**
Cycle II was design based on the observation of cycle I and this is called replanning and programmed planning. The replaning was focused on the action implementation of cycle II which consists of 2 meetings in 2 x 2 x 40 minutes.

**Action Planning:** due to the weaknesses observed during the cycle I this researcher team decided that should at the end of the second cycle students understanding are still low then there will be one more cycle added by providing additional practice drill. Learning tools were prepared such as pictures and observation instruments which will be completed by the collaborator. Thematic video was also prepared. The main vocus of the learning in Cycle II was “Kennenlernen” with the grouping based on the strategy implemented. Te teacher and lecturer took turn to be the role of the developer in each stages.

**Action Implementation**
**First Meeting.** According to the plan of stage of 1 of cycle II, the learning was focused in the internalization of lesson on *Kennenlernen* through the steps already done in cycle 1 as the basis for the next step. In stage 1, questions were conducted through videos that was shown to the students which students later rearrange the text through
group work. The groups were determined based on the strategy as follows: Student chose a picture (picture from a set of playing card), each student with the same picture will be in one group.

**Second meeting.** In the second meeting of cycle II, the learning is focused on the improvement in understanding of *Kenennenlernen* by rearranging the text and they presented to the class. On the second meeting of cycle two, students worked in group. The grouping was done differently. It was still done randomly but in each group there were the strong student and the weak student. The strong students were put as group leader. Therefore all members of the group have different character and level of ability. The learning is focused on the practice of understanding and how to activate the schemata they possessed. The learning was hoped to be more creative and envigorating for all students. The grouping was even and all group participate actively and responsibly to the task given to them.

**Observation.** The observation was conducted by the collaborator using the observation tool. Based on the action implemented, collaborator study the observation data result. **Evaluation-Reflection.** Based on the observation result and discussion with the collaborator during the class process, it was concluded that the class activeness increase compared to the first cycle to 88%. Apart from that, students’ absorption level were also improve. Based on this evaluation and reflection it was agreed that the there will not be any other cycle because the result was considered a success.

### 3.2 Discussion

Based on the research result discussed previously, it can be concluded that this classroom action research have its own characteristic. This was caused because researchers were together to observe the improvement and progress of each cycle from the first to the second. In the beginning students were not keen to work together. However, finally they get to work together responsibly in a group on the task given to the group. The learning environment improve and more varied. Reward was given to motivate the students in the form of words of encouragement and praise or other.

### 4. Conclusion

1. The result shows that group work bring about good result for the improvement on the quality of learning process.
2. Through this action research, the teachers can improve their competence in overcoming the problems in the classroom.

### 5. Reference