



TEACHING SIMPLE PRESENT TENSE BY USING COOPERATIVE LEARNING

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ARTICLE INFO

Article history:

Received: 02-12-2022

Accepted: 09-12-2022

Published: 18-12-2022

Keyword: simple
present tense,
cooperative learning

ABSTRACT

The objectives of the study were to know the effectiveness of Cooperative Learning in teaching Simple Present Tense and to know the differences between before and after the using Cooperative Learning approach. The researcher used the Classroom Action Research method. The Participant of the research are 210 students in grade 1 and the sample are 24 students from Escola de Hospitalities e Turismo Becora Dili. The researcher used 40 numbers of multiple choice for pre- and post-test. The result of the data analysis is that the four elements of cooperative learning are an effective strategy to teach simple present tenses. Those elements are (1) positive interdependence, (2) individual accountability, (3) face-to-face interaction, and (4) jigsaw. The mean score of pre-tests = 3.4. After using four types of cooperative learning the mean score of post-test=7.1. This expressed a significant difference between before and after treatment. The result of differences means scores of pre and post-test were calculated as the result of the t-test was 16.10 > t-table was 2.064. There using cooperative learning was a helpful strategy to teach Simple Present.

INTRODUCTION

English language grammar must be taught to foreign language learners through cooperative strategy as a helpful way to learn it easier and understand it faster.

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Mostly, the difficulties that are encountered by foreign students to learn English as one of the compulsory subjects among the others materials are English grammar tenses. The structure of a language and how linguistic units such as words and phrases are combined to produce the correct sentences in a language. The one who has good communicative competence, he/she must be able to know the grammar or the rules of language itself properly so that the ideas which are expressed by the learners can be meaningful language.

Concerning grammatical competence is one of the important language aspects of learning English as a foreign language. People cannot communicate with each other their ideas as accurately as they would like to express themselves because of a lack of grammar. Richards and Schmidt (2002:230) manifest that grammar plays important role in languages. Ungrammatical sentences will be nonsense and illogical which can be useless to say. The common mistake of grammar can be seen in the use of Simple Present Tenses when the learners try to construct the sentence.

REVIEW OF LITERATURE

Definition of Simple Present Tense

The definition of Simple Present Tense by the Collins Cobuild Learner's Dictionary is a group verb used especially to refer to completed actions, habitual actions, and situations. Grammatically is the simple present tense for third person singular every verb one adds es/s at the end of verb one. It means that es/s will be indicated in the third person singular as the verb-subject agreement.

Dixon (2005), manifests that Semantic Approach to English Grammar explains that the semantic roles and syntactic relations to a verb are the centers of the clause and a verb refers to some activity and there must be several participants who have roles in that activity or a verb may refer to a state, and there must be a participant to experience the state.

According to Murphy (2015), Simple present tense relates to daily activities and general truth, saying something happens all the time, or something is true in general. The characteristic of these tenses can be seen from their function and form of these tenses. The subject and the verb of this tense should be in agreement in the sentence.

For example, the sentence "*She cooks once a week*", this sentence is incorrect

because the subject is in the third singular person, the verb should be added “s” in the final verb. So the correct sentence becomes “*She cooks once a week*”. Another example is “*I am studying English*”. The correct sentence is “*I study English*”. These errors occur because of the lack of comprehension in using this tense.

Amrina, 2016: 28) adds that the simple present tense is used with adverbial of time, adverbial of place, adverbial of frequently, etc., as like always, usually, often at night, on Sunday, every day, twice a week, sometimes, seldom, never, every week, here and there.

Simple Present Tense is daily habits or usual activities Arba (2011:26), says that simple present Tense is used to talk about something that is happening at or round about the time speaking about a situation that will only last for a limited period”. The simple present tense is used to express daily activities or repeated actions and general statements of fact. The Type of Simple Present Tense. The nominal sentence is when we construct a sentence using to-be, in the simple present tense (am, is, and are). “am” using for the first person singular (i), “is” uses for the third person singular (he, she and it) and “is” using for first person plural, second person and third person plural (we, you and they). English grammar and everyday conversation (Azar, 1999:30.).

The Formula:

(+) S + To be (am, is, are) + complement.

(-) S + To be (am, is, are) + not + complement.

(?) To be (am, is, are) + S + complement.

Example:

I am a student (+)

I am not a student (-)

Am I a student (?).

Verbal Sentence

The verbal sentence is when constructing sentences using the Verb, in the simple present tense (go, come, etc.). In Verbal sentences when in the third person singular must add” s and es” to the verb, To be is used in a verbal sentence, when constructing sentences only use the verb. (English grammar and everyday conversation, ibid (1999:32.

The Formula:

(+) S + verb 1 + s/es + object + adverb.

(-) S + Do /does not + verb 1 + object + adverb.

(?) Do/does +S+ verb 1 + object+ adverb.

Example:

She goes to School every day (+)

She does not go to School every day (-)

Does she go to School every day (?)

The Function of Simple Present Tense

Use the simple present tense to express the ideas that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event, or something that often happens. It can also be something a person often forgets or usually does not do. The formation of the simple present tense is the present simple has the form of the infinitive. But in the third person singular only, we add – s. And negative statements and questions are formed with do/does. (<http://grammarstructure>).

The simple present tense is used to express an action in the present time, habitual or usual actions or daily events, or universal facts. It is used to express an action in the present time which is usually done regularly.

The Definition of Cooperative Learning

Thomas (1999) gives the idea that Cooperative Learning or collaboration is an interactive process that enables groups or teams of students with different ideas to generate creative solutions to problems to have produced solutions that are different from those of any individual team member who would produce independently.

Rabbani (2017) describes a jigsaw method as a special form of information gap in which each member of a group is given some specific information to achieve some objective. Meanwhile, Argawati & Haryudin (2018) add further ideas that the jigsaw technique is a method of organizing classroom activity that makes students dependent on each other to succeed jigsaw is a method of organizing classroom activity that makes students dependent on each other to succeed. Thus, the jigsaw is one in all method to teach that divide, several groups, to review in the enrolling process.

Positive Interdependence

The requirement needed for cooperative lessons is that students believe in their “sink or swim together or learning together” in a learning situation to deliver students’ responsibilities for learning the assigned material, and ensure that all members of the group learn the assigned material. The benefits of this effort are to promote the students’ situation learn in the guarantee of their benefits groups mates of cooperative learning and it is a result of working together in groups by sharing their resources to provide mutual support or encouragement of them in celebrating their joint success. It is mean that each group member’s efforts are required and indispensable for the group’s success while they have cooperative learning in discovering something about their mates then each group member has a unique contribution to make to the joint effort because of his or her resources by the role and task responsibilities.

Individual Accountability

Cooperative learning is essential if language teachers are to change the students’ perceptions, their ability to discuss, and their perception of working with one another in language study. Therefore, cooperative learning involves more than simply assigning students in individual accountability to groups and telling them to work together. The cooperative learning groups should be teacher-generated rather than student-selected. When done correctly, cooperative learning tends to promote student relationships, more positive attitudes toward language study and the teacher, and greater self-confidence in a student’s English abilities.

Castle (2014), speculated that, in the cooperative skills conditions, students were trained weekly in four social skills and each member of a cooperative group was given two bonus points toward the quiz grade if all group members were observed by the teacher to demonstrate three out of four cooperative skills. The results indicated that the combination of positive interdependence, an academic contingency for high performance by all group members, and a social skills contingency promoted the highest achievement.

It can be seen from the results that cooperative learning has benefits and challenges. The Students who participate in cooperative learning may gain group work skills, problem-solving skills, communication skills, and confidence. However, they suffer challenges in communication, report-making, relationships, and
233 | ISCE : Journal of Innovative Studies on Character and

resources. The most common benefits of cooperative learning were group work skills, problem-solving skills, and communication. They could develop skills and strategies to help overcome problems arising from the task, such as reassigning or consulting group members and teachers, and problems occurring between group members.

Group Processing

Group processing very essential component of cooperative learning is group processing. Based on that, effective group work is influenced by whether or not groups reflect on processing and how well they are functioning. Because, a process is an identifiable sequence of events taking place over time, and process goals refer to the sequence of events instrumental in achieving outcome goals (Johnson and Johnson, 1991). According to this, group processing may be defined as reflecting on a group session to describe what member actions were helpful and unhelpful, and to make decisions about what actions to continue or change.

Heterogeneous Groups

The scope of cooperative-learning groups is relatively small and as heterogeneous as conditions allow. The recommended scope is usually four to five students. At the very least, groups should contain both males and females and students of different ability levels. If possible, different ethnic backgrounds and social classes should be represented as well. (Peny, 2002, as an English teacher as professional in Teaching Learning Process). When we are professional teachers in form of the class could define the students were mixed in ability levels which gave an optimal combination of students. Having students select their groups was not very successful.

Johnson & Holubec (2013) says that Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. It is an instructional program in which students work in small groups to help one another master academic content.

METHOD

In this chapter, the writer would like to discuss this scientific writing through the research design, subject of the study, instrument of study, Data Collection, Research Procedures, and Techniques of Data Analysis.

This study was to know about teaching Simple Present Tense through Cooperative Learning is an effective way to achieve the learning goal. To conduct the research, the writer applied Classroom Action Research.

This research was conducted at the Escola Técnico Vocacional de Hospitalidade e Turismo de Becora-Dili in the school year 2022. There are 25 students in the First Grade Students were selected as the respondents for this research.

Before one class 25 students were administered a pre-test and post-test with 40 numbers multiple choice test of the Simple Present Tense, the researcher first taught the simple present tense to the students of the First grade of Escola Técnico Vocacional de Hospitalidade e Turismo de Becora-Dili in the School year 2022 through the following four elements of cooperative learning:

CP	Elements	Function	Simple present Tense (sub-topics discussion)
P	Positive Interdependence	One help for all and all help for one	Definition and formula simple present tense
I	Individual Accountability	Each individual is assessed and the results are given back to. the group	Verbal and nominal sentences of simple present tense
F	Face-to-Face Interaction	Interaction between two or more people where everyone is in direct contact with each other	Exercises; Construction the sentences of verbal and nominal sentences
J	Jig-saw	Group to specialize in one aspect of a topic	Oral quiz (positive reinforcement)

Table 1 Four Elements of Cooperative Learning

The data is collected through cycle one as the following steps of Classroom Action Research procedures; plan. Action, observation, and Reaction. Furthermore, Kemmis (2011), has developed a simple model of the cyclical nature of the typical Classroom Action Research process which is figured out:

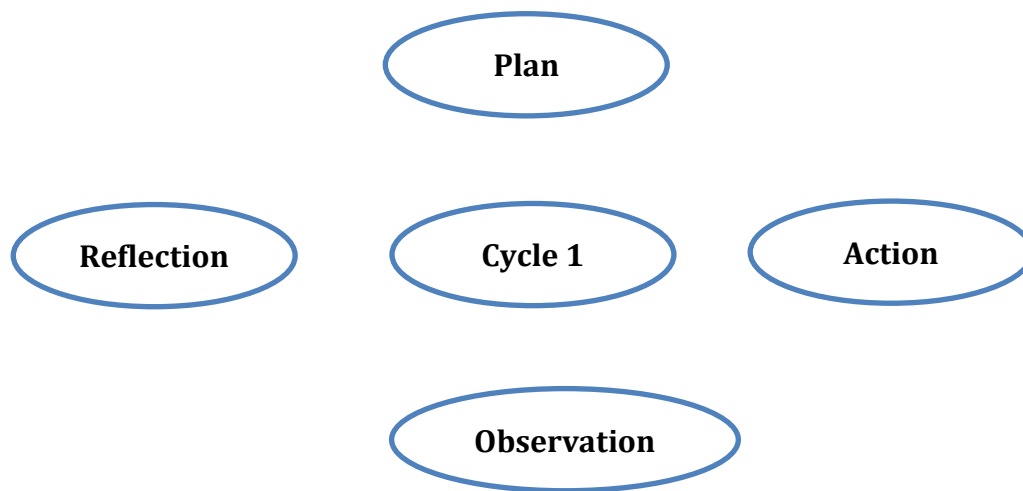


Figure 1 Steps of Classroom Action Research

Plan

Planning: the activities which have been planned are :

- 1) Preparing the pre-test and post-test test items, material teaching, and designing the lesson plan.
- 2) Preparing the list of students' names.
- 3) Preparing teaching (color, pen, board, markers through the types of Cooperative Learning)
- 4) Preparing time sheet for classroom research and process observation.
- 5) Preparing a test (to know how far students knowledge the usual method of teaching and learning process about Simple Present Tense.

Action

- 1) The researcher administers the pre-test
- 2) The researcher teaches Simple Present Tense through Cooperative Learning
- 3) The researcher explains short explanations and guides the students to learn based on the lesson plan.
- 4) The researcher gives opportunities to the students to ask about some difficulties or problems.
- 5) The researcher asks the students orally to be answered as they check the student's understanding.
- 6) The teacher administers post-testing at the last meeting.

Observation is one of the instruments to be used in collecting data as direct observation in scientific study. In this step of the action, research can be systematically used to observe and note all of the phenomena through investigation like the students

feeling, perceptions, and thinking, the performance of teaching and learning process about simple present tense through cooperative learning as a strategy that can be observed through the observation sheet.

The researcher observes all the activities in the teaching and learning process and also creates a conducive atmosphere in the classroom observation to make collaborative efforts to explore teaching possibilities. It is proposed to create the student's , motivation in learning. In Classroom Action Research, the researcher as the English teacher observes every action of teaching and learning process sheets as follows:

Activities	Observation				
	Excellent	Very good	Good	Average	Low
Pre-test	5	4	3	2	1
1. Opening/greetings	✓				
2. Asking condition (how are you)	✓				
3. Attendance	✓				
4. Introduction of teaching material			✓		
5. Motivation		✓			
6. Explanation		✓			
7. Simple Present Tense	✓				
8. Cooperative Learning	✓				
9. Exercise			✓		
10. Checking students' understanding/concluding	✓				
Total	30	8	6	0	0
Process of Teaching					
1. The teacher prepares the teaching material	✓				
2. Students self-introduction	✓				
3. Questions and answer		✓			
4. Students are the attention of teacher's explanation		✓			
5. Students are brave to imitate	✓				
6. Students have to be active in class	✓				
7. Students may enjoy and feel comfortable with this lesson.		✓			
8. Exercises		✓			
9. Checking students understanding	✓				
10. Post-test	✓				
Σ	30	16			
Σ	60	24	6		

	90		
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Table 2 Presents The Classroom Observation Sheet

Reflection is an activity in expressing experience which was done by the teacher as the self-evaluation (Lidyasari et al., 2022; Möller et al., 2009). The teacher makes an evaluation based on the observation to find the weaknesses of the activities that have been carried out through Cooperative Learning as a strategy for teaching Simple Present Tense.

Through the evaluation, the teaching-learning process during the implementation of the action by identifying the field notes which is made during the action. In conducting the evaluation, the researcher also gives a pre-test before she starts to teach English grammar 'simple present tense by using the cooperative learning method. It happens at the beginning of cycle 1. The post-test is administered at the end of the action in cycle I (Pinto et al., 2020). based on the data evaluation; the researcher could make a self-reflection in doing the action. The data from the test is also shown whether the students get improved in English grammar and whether they felt happy and enjoyed using cooperative learning (Studies et al., 2022).

This data analysis was collected from two type's research; Non-tests. The writer observes the activities of the teaching and learning process that occurs in the Classroom Observation sheet above.

The writer administered the pre-test and post-test of English Grammar especially, simple present tense then the result was presented in the form of tabulation and compared the significant differences before and after the implementation of teaching English simple present tense through cooperative learning. Therefore, the result of the mean score of the pre-and post-test was calculated with the t-test analysis as the following formula:

Mean is the average from the division between sums of students' scoring with a Total number of respondents. The research applied the following formula are

$$\bar{X} = \frac{\sum X}{N}$$

X = score

N = number of students

$\sum$ = sum or add

The formula of T-test dependent means is;

$$\text{T-test : } \frac{\sum D}{\sqrt{\frac{n(\sum D^2) - (\sum D)^2}{n-1}}}$$

Suhararimi (1987), presents the basis of education evaluation as getting the averages score, she compares the percentage with the criteria adopted in the table below:

No	Range	Level
01	96-100	Excellent
02	95-86	Very good
03	85-76	Good
04	75-66	Fair good
05	65-56	Average
06	55-46	Sufficient
07	45-36	Below average
08	35-26	Poor
09	25-16	Bad
10	15-00	Very bad

Table 3 Standart Measurement

Based on the criteria of correct result percentage above it can be divided into high, middle, and low scores. They are:

The high score : 86 % - 100 %

The Average Score : 56 % - 65 %

The Low score : <30 % - 39 %

FINDINGS AND DISCUSSION

Findings

The writer approached and cooperated well with the school principal and worked together with the local English teacher of Escola de Hospitalidade e Turismo Becora Dili to establish the schedule for the pre-test, teaching, and post-test. The teaching Simple Present Tense by using four types of Cooperative Learning as strategies; positive interdependence, individual accountability, face-to-face interaction, and jigsaw. The writer started to administer the 40 multiple-choice tests (pre-and post-test) to the Grade one Students in Escola Hospitalidade e Turismo Becora Dili on 10 -30 Mei 2022.

Data Analysis

The pre-test was the earliest step of a diagnostic test to discover the students' knowledge of Simple Present Tense before intervention and to measure the weakness and strengths of the current method that is being used in the local school as the mean score presented in the following table.

Nu	Initial	Test Items	Correct Answer	Wrong Answer	Score of Pre-Test
1	A.F	40	11	29	2
2	A.C.P	40	11	29	2
3	A.X.S.	40	18	22	4
4	A.S.E.	40	13	27	3
5	A.P.S.	40	18	22	4
6	A.M.	40	15	25	3
7	C.F.C	40	16	24	4
8	E.B.S.	40	15	25	3
9	E.C.G.	40	20	20	5
10	E.M.S.	40	11	29	2
11	F.A.M.N.	40	14	26	3
12	J.M.	40	12	28	3
13	J.H.	40	18	22	4
14	J.S.A.S.	40	8	32	2
15	J.C.I.	40	23	17	5
16	J.J.C.	40	12	28	3
17	L.C.B.M.	40	16	24	4
18	M.M.B.	40	14	26	3
19	M.S.	40	16	24	4
20	M.D.F.S.	40	16	24	4
21	N.R.G.	40	15	25	3
22	S.C.X.A.	40	22	18	5
23	V.C.	40	10	30	2
24	Z.L.N.	40	17	23	4
25	Z.G.	40	16	24	4
		1000			X ₁ = 85

Table 4 Present the Mean Score of The Pre-Test

Calculate the mean score of a pre-test

$$\begin{aligned}\bar{X} &= \frac{\sum X_1}{N} \\ &= \frac{85}{25} \\ &= 3.4\end{aligned}$$

The mean score of the pre-test was 3.4 showing that this score does not achieve the passing grade as the standard of measurement that is being used in the local school and it was a fail. This was why, the researcher intervened by using four elements of Cooperative learning as a strategy; positive interdependence, individual accountability, face-to-face interaction, and jigsaw to teach the Simple Present Tense.

After teaching, the researcher administered the post-Test with 40 numbers multiple choice of Simple Present Tense as the following table.

No	Name	Test Item	Correct Answer	Wrong Answer	Score of Post-Test
1	A.F	40	29	11	7
2	A.C.P	40	29	11	7
3	A.X.S.	40	30	10	7
4	A.S.E.	40	25	15	6
5	A.P.S.	40	26	14	6
6	A.M.	40	26	14	6
7	C.F.C	40	28	12	7
8	E.B.S.	40	28	12	7
9	E.C.G.	40	28	12	7
10	E.M.S.	40	28	12	7
11	F.A.M.N.	40	32	8	8
12	J.M.	40	28	12	7
13	J.H.	40	26	14	6
14	J.S.A.S.	40	26	14	6
15	J.C.I.	40	36	4	9
16	J.J.J.C.	40	29	11	7
17	L.C.B.M.	40	35	5	8
18	M.M.B.	40	32	8	8
19	M.S.	40	30	10	7
20	M.D.F.S.	40	35	5	8
21	N.R.G.	40	30	10	7
22	S.C.X.A.	40	35	5	8
23	V.C.	40	26	14	6
24	Z.L.N.	40	35	5	8
25	Z.G.	40	29	11	7
		1000			X ₂ = 177

Table 5 Present the Mean Score of Post- The Test

The Calculate Mean Score of the Post-Test

$$\begin{aligned}\bar{X} &= \frac{\sum X^2}{N} \\ &= \frac{177}{25} \\ &= 7.1\end{aligned}$$

The mean score of Post –The test is 7.08 which indicates that this score has achieved a passing grade. So, cooperative learning is considered a good strategy to teach simple present tense.

Nu	Name	Score of Pre-Test	Score of Post-Test	D	D2
1	A.F	2	7	5	25
2	A.C.P	2	7	5	25
3	A.X.S.	4	7	3	9
4	A.S.E.	3	6	3	9
5	A.P.S.	4	6	2	4

6	A.M.	3	6	3	9
7	C.F.C	4	7	3	9
8	E.B.S.	3	7	3	16
9	E.C.G.	5	7	2	4
10	E.M.S.	2	7	4	16
11	F.A.M.N.	3	8	5	25
12	J.M.	3	7	4	16
13	J.H.	4	6	2	4
14	J.S.A.S.	2	6	4	16
15	J.C.I.	5	9	4	16
16	J.J.J.C.	3	7	4	16
17	L.C.B.M.	4	8	4	16
18	M.M.B.	3	8	5	25
19	M.S.	4	7	3	9
20	M.D.F.S.	4	8	4	16
21	N.R.G.	3	7	4	16
22	S.C.X.A.	5	8	3	9
23	V.C.	2	6	4	16
24	Z.L.N.	4	8	4	16
25	Z.G.	4	7	3	9
		85	177	90	351

Table 6 Present the Differences in Scores Between Pre-Test and Post-Test

To measure the significant differences before and after teaching simple present tense through the four elements of cooperative learning as a strategy positive interdependent, individual accountability, face-to-face interaction, and jigsaw, the writer applied for t-test as the following formula:

Calculated with the t-test;

$$t\text{-test} = \frac{\Sigma D}{\sqrt{\frac{n(\Sigma D^2) - (\Sigma D)^2}{n-1}}}$$

$$t\text{-test} = \frac{90}{\sqrt{\frac{25(351) - (90)^2}{25-1}}}$$

$$t\text{-test} = \frac{90}{\sqrt{\frac{675}{24}}}$$

$$t\text{-test} = \frac{90}{5.3}$$

$$= 16.10$$

The level of significance is ($\alpha=0.5$)

$$df = N-1 = 25-1=24.$$

Based on the level significance is ($\alpha=0.5$) with the degree of freedom is 24 which is indicated by the t-table was 2.064. Therefore, it was decided that the test is $16.10 \geq$ then the t table was 2.064

Interpretation: based on the data result of the data analysis above, the writer would like to conclude that t-test was $16.10 \geq$ t- table was 2.064. It was meant that there

are some significant differences between before and after the implementation of using four elements of cooperative learning to teach Simple present tense to grade one students of Escola Hospitalidade e Turismo Becora Dili in the school year 2022.

The comparison between the results of the mean score for the pre-test was 3.4 and the post-test was 7.1. It could be seen that they were some significant differences in scores before and after the implementation of teaching simple present tense through the four elements of cooperative learning. Therefore, cooperative learning can be considered a very effective way to teach English grammar, especially, simple present tense. On another hand, it could be recommended to all English teachers of grade one students of Escola de Hospitalidade e Turismo Becora Dili in the school year 2022 to teach simple present tense through Cooperative learning.

Discussions

Based on the data presentation from the several tables above, the writer would like to describe each of the tables such as the following discussion; Table I presents the result of the mean score of pre-test by grade one students of Escola de Hospitalidade e Turismo Becora in the school year 2022 before the implementation of teaching simple present tense through the four elements of cooperative learning was 3.4. Based on the standard of measurement that is being used in the Escola de Hospitalidade e Turismo Becora Dili, the mean score of the pre-test was 3.4 did not achieve a passing grade. So, it was considered to fail or not achieved a passing grade. This was why the researcher intervened to teach simple present tense through the four elements are; i) positive interdependence, ii) individual accountability iii) face-to-face interaction iv. Jigsaw.

Table II presents the mean score of the post-test by grade one students of Escola de Hospitalidade e Turismo Becora Dili after the implementation of teaching simple present tense by using four elements of cooperative learning, the mean score of post-test got increase to 7.1. A score of 7.1 is considered a passing grade. This was why the researcher was not necessary to conduct the research in another cycle.

Based on both results tests showed that the mean score of the post-test was 7.1 which was greater than the mean score of the pre-test 3.4. It could be concluded that using the four elements of cooperative learning is a helpful strategy to teach simple present tense. It is recommended to the local English teachers and grade one students of Escola de Hospitalidade e Turismo Becora Dili that could use cooperative learning to teach English Simple present tense.

Table III presents the significant differences between means scores of the pre-test and post-test calculated with the t-test was $16.10 \geq$ the t-table is 2.064 and the level of significance is 0.5 with the degree of freedom is 25.

Based on the table of observations from the local English teacher, using cooperative learning was a very helpful strategy to teach Simple Present Tense as the result of observation was 90%. It means that the strategy of cooperative learning was conducted very successfully.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result of data analysis and discussion previously, it can be concluded to answer the statement of the problems:

- 1) The four elements of cooperative learning are a very effective strategy to teach simple present tense. Because before using the four elements of cooperative learning i) positive interdependence, ii) individual accountability iii) face-to-face interaction iv. Jigsaw, the mean score of the pre-test was only got 3.4.
- 2) After using the types of cooperative learning above to teach simple present tense, the mean score of the post-test got increased to 7.1.
- 3) Therefore, it may be lastly concluded that there are some significant differences between before and after the implementation of teaching simple present tense by using the four elements of cooperative learning. Because based on the result of differences mean scores of pre and post-test were calculated as the result of the t-test was 16.10 is greater than the score of the t-table was 2.064.
- 4) Lastly, Grade one Students of Escola de Hospitalidade e Turismo Becora Dili in the school year 2022 are recommended to use cooperative learning in the process of teaching and learning process that occurs in the classroom.
- 5) Based on the table of observations from the local English teacher, using cooperative learning was a very helpful strategy to teach Simple Present Tense as the result of observation was 90%. It means that the strategy of cooperative learning was conducted very successfully.

Suggestions

Based on the conclusion above, the writer recommends the result of the data analysis to the following persons;

- 1) English teachers and students of the Escola de Hospitalidade e Turismo Becora Dili are recommended to use cooperative learning as one of the very helpful and useful strategies to teach English grammar particularly, simple present tense. Cooperative learning will organize the low, medium, and high abilities of students working to gather as an enjoyable activity to achieve the learning goal.
- 2) English study program. Cooperative learning is an innovative strategy to teach English grammar however, this method can be used to conduct as a pilot or try to study deeply with another topic of English subject.
- 3) Researcher. This scientific writing is appreciated to have as the requirement to obtain the degree of Licenciatura da Educação and it is one of the new experiences to conduct the research through the four elements of cooperative learning of English grammar particularly, Simple Present Tense.

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