Improving Knowledge of Students SMPN 1 Singosari Through Running Mission Strategy in Descriptive Text

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Abstract

The knowledge of VII-D students of SMPN 1 Singosari in studying the structure and language features of the descriptive text is very low. They have problems distinguishing identification and description, as well as figures of speech and many other aspects. This study's purpose is to improve the knowledge for VII-D students of SMPN 1 Singosari to analyze structure and language features on a descriptive text by implementing the Running Mission Strategy. This research is a classroom action research using Kurt Lewin's model which consists of 2 cycles. All data were accumulated through tests, documentation, observation, and filling out students questionnaires. The results reveal that (1) the implementation of the Running Mission strategy can be carried out properly, as confirmed by the results of observations from student activities which increase by 33% to 88%. (2) There is an improvement in learning outcomes on analyzing the structure and language features on descriptive text using the Running Mission strategy with an average overall score from 46 (Enough) to 86 (Very Good) so that the percentage of students' completeness has increased from 68.75% (Not Passed) to 81.25 % (Passed)
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***Keywords**: learning outcomes; knowledge; motivation; Running Mission Strategy.*

A. Introduction

Students' knowledge in the classroom is what is needed to liven up the atmosphere in the classroom, especially during work from home because of pandemics. Thus, teachers need to give their students lots of motivation which can come from anywhere, such as hobbies, idols, learning apps, learning styles, and so on. This is supported by the opinion from Armstrong et. all. (2014) that in motivating students, we need to understand in-depth information about students and the context near them.

In the 'Bahasa Indonesia' lesson, VII-D students of SMPN 1 Singosari have low motivation indicated by affective aspect which 54% of students didn't open their mic at all and were unwilling to do their task, and 15% of students cheat their friend's work. In the cognitive aspects of descriptive text development pattern material, 90% of students don’t know how to conclude grouping patterns and development patterns.

Moreover, SMPN 1 Singosari is one of the most favorite schools at the regional level. Thus, we assume that the Running Mission strategy (RMS) can improve students' knowledge. It's a strategy that helps improve students' knowledge by learning while doing missions or solving mysteries. Missions won't be related to the substance of the lesson so the students won't get bored easily. However, the mission cannot be completed if students do not answer questions and work on tasks related to the learning lesson.

RMS can use any media, especially during WFH and Industry 4.0 era. Here, researchers used Nearpod and Google Slide because the activity can be recorded and stored in the archive. Nearpod can be connected to Google Slides which is computable to receive PPT files, one of the most familiar formats among the baby boomer generation teachers for making learning media so it will be an easy solution for teachers who's not able to use complex applications.

This kind of research has been carried out by several researchers including the Algorithms Game and Data Structures in RPG for Students of Muhammadiyah University of Sidoarjo by Taurusta & Findawati (2017) which concluded that the majority of students preferred learning by doing missions. The drawbacks are that the substance and the mission are not in accordance, and the characters used are still monotonous. Another study was also conducted by Akhriza & Timur (2020) who implemented strengthening and deepening missions in online classes. The drawback is it hasn't yet developed a theoretical model to reveal the game mechanics that most influence accomplishment, empowerment, and social relatedness in online classes.

This study's aim is knowledge improvements of students to analyze the structure and language features of descriptive text using RMS and how the improvements of the students' learning outcomes after using RMS. This research is also expected to be able to help develop strategies to increase students' knowledge.

B. Research Method

The research model used in this

research is classroom action research (CAR). According to Creswell, (2012, p. 577) CAR was conducted to study detailed problems regarding education. This research is to examine students' knowledge through planned alternative actions. This research uses Kurt Lewin's model with two cycles which consist of four components including planning, action, observation, and reflection each cycle, (Mustafa et al., 2020, p. 117). Slam (2021, p. 31) explains that the characteristics of CAR include a collaboration between practitioners and researchers. Based on Slam's opinion, the research was conducted in collaboration to avoid misunderstanding.

The types of data used to be analyzed in this study are qualitative and quantitative data. The qualitative data obtained are the school profile of SMP Negeri 1 Singosari, the basic competencies taught in the research, and the strategies used, the results of filling out the questionnaire. While quantitative data were obtained from the number of students in class VIID of SMP Negeri 1 Singosari, minimum scores, and student scores. Data was obtained through observation and questionnaires for students in the form of student activities during the lesson of evaluating the structure and language of the descriptive text by applying the RMS. Data analysis was carried out by analyzing the results of observations, questionnaires, affective and cognitive scores. Analysis was carried out by the following formula.

1. Observation and Cognitive Scores

$$N = \frac{a}{n} \times 100$$

2. Affective Scores

$$N = \frac{(\frac{a}{n} \times 100) + (\frac{b}{c} \times 100)}{2}$$

The obtained score was then examined for the average to determine the completeness based on the criteria in the following table.

Table 1. Score Criteria

Interval	Criteria
100 ≥ x > 80	Verry Good
80 ≥ x > 60	Good
60 ≥ x > 40	Enaugh
40 ≥ x > 20	Unenough
20≥ x > 0	Very less

C. Results and Discussion

1. RMS Implementation

a. Pre-Cycle

In the pre-cycle, on August 8, 2021, students took a test consisting of a knowledge test related to the

descriptive text.

Table 2. Pre-Cycle Result

Attendance			Cognitive	Affective	Overall	Completeness Percentage
S	I	A				
-	-	2	52	40	46	15,6%

Based on the results, there were only 5 students with an overall score above the passing standard, 4 students only attending without doing their task. The highest score is 90 while the lowest score is 0. Thus, it can be concluded that students' knowledge hasn't reached the passing standard. That's why education is planned by implementing the RMS.

b. Cycle 1

In cycle 1 which has been held on August 25, 2021, the planning stages include the preparation of a Learning Implementation Plan which went through the validation with several improvements. At implementing stage, the preliminary stage is carried out by praying, building motivation and schemata, as well as learning objectives and missions through WhatsApp. The core activity is carried out by presenting the scheme, affirming, analyzing, and applying the structure of the description text which is packaged with the mission of rescuing the missiles that will fall in Kangare State. The closing stage is carried out by giving assignments, outlining for the next meeting, filling in reciprocal questionnaires, and praying.

Table 3. Cycle 1 Result

Atendance			Cognitive	Affective	Overall	Completeness Percentage
S	I	A				
1	1	2	79	74	76	66

Based on the data, 22 students passed with scores above the passing standard. There are 3 students only attending but not doing their task. The highest score on the overall score is 98 while the lowest score is 0.

Table 4. Observation Result

Indicator	**A**	**B**	**C**	**F**
Responsive to teacher	√			
Entering the Nearpod app on time		√		
Doing the task on time			√	
Listening to the lesson		√		
Answer questions well		√		
Able to apply learning outcomes			√	
Attempt to ask a question				√
Giving feedbacks		√		

The results based on the observation table above are qualified as Enough. It's due to two indicators that are still in criteria C (enough) and

one indicator on criteria F (less). The questionnaire results describe that students feel happy with the RMS. However, some features are unable to use which as the *video* and *draw it*.

Reflections stages based on the data are responsive students, entering the Nearpod in a time, able to apply the lesson on missions, and willing to give feedback. Students are also able to define the structure, discover the pattern of the descriptive text. Yet, some still won't participate and ask questions. They also couldn't determine the details of contents and distinguish the main idea and main sentence. There are 14 affective scores below the passing standard. It's very difficult to detect students' attendance on WFH so they have less responsible which can lead to loss of motivation. Based on the data, it can be concluded that their knowledge hasn't reached the passing standard. As for the improvement, we planned several actions such as building guilds, giving a reward and penalty, teamwork task, and Nearpod ticket which from the task that has been given.

c. Cycle 2

In cycle 2 which was held on September 3, 2021, there is a repairment from cycle 1 which is packaged in the lesson plan and tournament plan. Based on the problems before, the teacher then made the previous task as a ticket in the preliminary activity. The preliminary stage begins with praying, collecting tickets, giving schemata, motivation, learning objectives, and missions. The core stage of learning is done by analyzing schemata, affirmation, application, and conclusions from the linguistic features of the description text which is packaged with the mission of defeating witches and fighting the Kraken. The closing stage is done by giving assignments, outlining the next lesson and mission, and praying.

Table 5. Cycle 2 Result

Atendance			Cognitive	Affective	Overall	Completeness Percentage
S	I	A				
-	-	2	85	87	86	88

Based on data, 26 students passed with an overall score above the passing standard, and 2 same students did not attend the lesson.

Table 6. Observation Result

Indicator	A	B	C	F
Responsive to teacher	√			
Entering the Nearpod app on time		√		
Doing the task on time		√		
Listening to the lesson		√		
Answer questions well	√			
Able to apply learning outcomes	√			
Attempt to ask a question		√		
Giving feedbacks	√			

Based on observation, the result can be qualified as Very Good. It's due to four indicators which in A criteria (very good) and four indicators on B criteria (good). The questionnaire results describe that students feel enthusiastic about the storyline and tournament. Also, they are having fun with 3D images and fighting against the evil characters on the mission. At the reflection stage, there are positive aspects namely, students are responsive to teachers, enter the Nearpod on time, do assignments on time, receive the lesson well, answer questions, implement the lesson, wanted to ask a question, and give feedback. Based on the data analysis, students can distinguish detailed sentences from main sentences, be able to explain and apply the pattern of developing descriptive text, knowing the synonyms for specific words, implementing sensory perception by making descriptive sentences, determine and making figurative sentences, and able to arrange prepositions and prefixes. So, cycle 2 was under the passing criteria. It can be seen in the increase in the cognitive score which is 85 (very good) and the affective score is 87 (very good). Likewise, the pass percentage reaches 81.25% of students so that learning completeness has reached the target.

In cycle 2, the researcher with the teacher and collaborators conducted analysis and comparisons in cycles 1 and 2. The analysis is below.

Table 7. Study Result

Result	Cycle 1	Cycle 2	Im-prove-ments
Students activity	66	88	33%
Cognitive	79	85	8%
Affective	74	87	18%
Pass percentage	68,75 %	81,25 %	18%

The data above can be concluded that there are improvements in students' knowledge on analyzing structure and language figures in descriptive texts.

2. Improvements

The implementation of RMS in this study can help increase student knowledge. The increase is presented in the following chart.

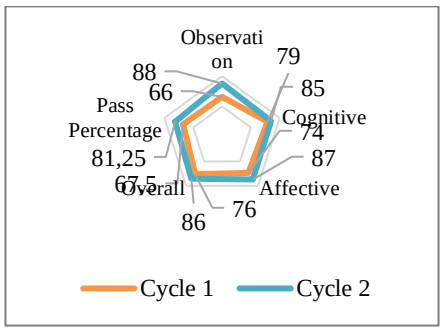

Chart 1. Student's Improvements

Based on the chart, there is an increase from cycle 1 to cycle 2. In cycle 1, the results of observing student activities show a score of 66 (Good). This result has not reached the indicator 100 ≥ x > 80 so there needs to be an increase in cycle 2. In cycle 2, the results of activity observations showed a score of 88 (Very good) which increased by 33%. Therefore, these are indicated complete because they have reached the indicator.

In cycle 1, the cognitive score was 79, the affective score was 74 and the overall score was 76. These values have increased by 97% for the cognitive, 41% for the affective, and 65% for the overall score. Yet, this still does not meet the passing standard. Therefore, we continued to cycle 2. In cycle 2, student outcomes increase again on the cognitive score 85, the affective score 87, and the overall score 86. There is an increase in the cognitive score by 8%, the affective score by 18%, and the overall score by 13%. This value has exceeded the passing standard so that cycle 2 is indicated as complete.

In cycle 1, there was an increase where the pass percentage could reach 69% with the passed students were 22 students and unpassed students were 10 students. In cycle 2 there is an increase of 18% with the pass percentage reaching 81% which passed students is 26 students while unpassed is 6 students. This shows that the pass percentage has shown an indicator of 100 ≥ x >80 so that it can be indicated as complete.

D. Conclusion

Based on research, it can be concluded that the implementation of the RMS can be performed well as confirmed by the results of observing student activities in cycle 1 to cycle 2 where there is an increase of 33%

from the first cycle. There also an increase in the score results in the pre-cycle which is 46 to cycle 2 which reached 86. The pass percentage also increased from 16% (did not pass) to 81% (passed) in cycle 2.

Based on the conclusions above, we can suggest several things for teachers, students, and future researchers. For teachers, we expected that they will use several strategies and media especially during WFH, and adjust them with characteristics, ages, and study styles of students. It is very important to increase motivation. For students, they should be more disciplined and responsible in school. For further researchers, we highly recommended doing more research on media using the Running Mission strategy.

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