LEARNING PRESENT FORMS AS RESPONSE TO COVID-19 FOR STUDENTS IN DAARUL MUTI'AH KAMPUNG CIPUTAT CILEDUG

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Abstract

This program is designed for the students who study in Islamic Boarding School Daarul Muti'ah, Kampung Ciputat, Tajur, Ciledug in understanding the grammar materials; present forms (present tense, present continuous, present perfect) as a response to learning process during the pandemic COVID-19 because English is one of subjects in the school which needs extra understanding particularly grammar. This program is conducted approximately 1.5 month which started in the beginning of June 2021 until mid of July 2021. The program tries to reveal; 1) the process of learning present forms which is conducted as the response to pandemic COVID-19 for the students who study in Daarul Muti'ah Kampung Ciputat, Tajur, Ciledug and 2) the process of learning present forms can help the students who study in Daarul Muti'ah Kampung Ciputat, Tajur, Ciledug to increase their English language proficiency. The method of the program is offline by giving workshop and giving feedback to the students. Pre-test is conducted before the program by giving the students some questions related to Present forms. Also, the post-test is conducted to know their ability to measure and understand the Present forms concept after having this program.

Keywords— *present forms, pre-test, post-test.*

1. INTRODUCTION

Since the pandemic of Corona Virus Disease (further called as COVID-19) has spread worldwide including in Indonesia, it has absolutely changed all aspects of life. One of them is educational field. The school has to use curriculum in extra ordinary situation to run teaching and learning process as it was stated in the decision letter from Minister of Domestic Affairs, Minister of Religious Affairs, Minister of Education and Culture, and Minister of Health which regulates the teaching and learning process during extraordinary situation like COVID-19.

Furthermore, teaching and learning process during the pandemic era become challenging for both of teachers and students at once. However, this process should keep going whatever it takes. The teachers keep doing their obligation to teach and the students keep getting their own right to learn.

According to this situation, *online class* is the best solution for both of them to run the class because teachers' and students' safety and health is the most priority thing in the pandemic situation. However, the teachers are required to be still active in teaching although in virtual class so that the teachers are productive in delivering materials for the students. Purba, D., Rosiska, E., & Mardika, N. H. (2021) added that the current online learning system requires various innovative methods to be taught. The teachers do *working from home* (WFH) and the students do *learning from home* (LFH). It might be said that the conventional method teaching with the core of face to face method between teachers–students has turned into virtual class that use zoom, Google meet, video call, WAG, Google classroom, etc., as the medium to run the class. Furthermore, nowadays, the students have been familiar with the technology trough the device and the social media (Lekawael, 2017).

However, the use of online class in the early COVID-19 is still being debatable. Some people agree and the rests disagree. They come with several reasons to support their agreement and disagreement. In the research of Purwanto (2020), it showed that some people agree to have online class because they think it is safe during this pandemic and its flexibility due to time and place. According to Suputra (2020), he found disagreement reasons to have online class because the students have economic problems to support the online class such as disability to have high-tech gadgets, disability to buy the internet quota, the strength of internet connection, and the students' academic ability.

The problems are also faced by the Islamic Boarding School Daarul Muti'ah which is located in Kampung Ciputat, Tajur, Ciledug. The students in Daarul Muti'ah are confuse to run teaching and learning process during the pandemic. As it is known this Islamic Boarding School gathers the orphans student who come from low economic family. It might be said that having an online class must be highlighted by this boarding school because it needs extra budget to cover such as the internet quota and owning the smartphone which support some applications to run the class during the pandemic although there are some charity for them. However, this charity is used for the daily needs. It might be said that Daarul Muti'ah tends to use Community Language Learning model as mostly Islamic Boarding Schools use (Pahlevi, et.al, 2018).

Although the students who study in the Islamic Boarding School Daarul Muti'ah are orphan, the quality of their study must be increased by giving the extra classes. One of them is by learning the English language to help them for better understanding such in English materials. To sum up that, although the students still have good quality in running learning process whatever it takes.

Based on the information from the owner of Islamic Boarding School Daarul Muti'ah that the students have lack ability to understand basic materials of English language such as grammar, reading comprehension and how to practice English language for daily conversation because the Arabic materials are dominantly given to students. It means that since English language in Indonesia becomes a foreign language (EFL), either Senior high school or Junior high school students in Daarul Muti'ah are not familiar with it. Moreover, the materials will be transferred by online using Google meet, Zoom, Video Call, etc, it will be a harder way to catch up. This is one line with Singh (2017) who claimed that it is better to give more learning time to understand English language material particularly grammar because most of students have obstacles in understanding grammar materials. In the other hand, grammar becomes the crucial part for any languages since the structure of the sentence is formed by its grammar (Rao, 2019).

As it was told by the owner of Daarul Mutiah, that the students should increase their grammar ability minimum for the basic one such present forms (present tense, present continuous, present perfect). From this explanation, it might be said that understanding present forms is highly important for the students whereas several students still have difficulties to understand them as well (Debata, 2013).

2. METHODOLOGY

This program takes place in Islamic Boarding School Daarul Muti'ah Kampung Ciputat, Ciledug that started from the beginning of June until mid of July 2021 to learn English langauge materials particularly about Present forms (present tense, present continuous, present perfect). The target of this program is students who study in Islamic Boarding School Daarul Muti'ah Kampung Ciputat, Ciledug. It might be said that the targets in this program come in various ways for the students there in the level of Junior or Senior high school which held by offline with tight protocol because of the limited techniques and devices. Since the present forms which include present tense, present continuous, present perfect are learnt for their level, it is therefore, the writers decided to have them all in this program. Having the explanation above about this community project, the writers formulate the research advantages from this program such as:

1. Delivering positive feedback to the society especially the students in Islamic Boarding School Daarul Muti'ah, Kampung Ciputat, Ciledug to run teaching and learning process in this pandemic.
2. Increasing the grammar mastery particularly in present forms (present tense, present continuous, present perfect) for students in in Islamic Boarding School Daarul Muti'ah, Kampung Ciputat, Ciledug
3. Motivating the students to learn English Language as one of international language so that they can increase their foreign language skill.

Furthermore, there are some steps to do related to this community project. First of all, the writers or the team of community project do the observation by visiting the Islamic Boarding School Daarul Muti'ah and have a meeting with the owner, Ustadz Abdus Sakur to know and understand how is actually Daarul Muti'ah and its students who study there. The discussion lies on the real context of teaching and learning implementation during the pandemic COVID-19 and particularly how do the students learn English materials such as learning grammar or reading comprehension in this Islamic Boarding School. Also the discussion consist of the questions from the team on how the partner faces the problems in this field in order to increase the quality of teaching and learning process for English language subject.

Secondly, the team design the program to solve the problem faced by the Daarul Mutiah in learning English materials to increase its quality of learning English subject in this boarding school. The design program is about giving some workshop for the students who study in this boarding school whether in the level of Junior or Senior High School. Furthermore, the workshop is conducted after the students do the pre-test in doing some question to know their basic ability in learning English materials. Also, the workshop will be completed by having the post-test after the series of community project completely done.

Arranging the modul for the student is highly important because it becomes the learning media for the students who will join this community project in this Islamic boarding school. In order to make easier understanding about the English

subject, the material of present forms are created in the simple way in the form of kinds of text related to present context such as report text and descriptive text. Hopefully, these texts can become the link on how the students remember of present forms formula.

After the modul is given to the students of Daarul Muti'ah, then it is implemented into some activities such giving workshop, teaching and learning process and giving feedback through its process to English material particularly in learning present forms (present tense, present continuous, present perfect). The whole activities are done offline with tight protocol. The pre-test is also included into this implementation process. It might be said that the main activity process is divided into three parts; the first part is doing the pre-test, the second part is doing workshop of learning presents forms, and the third part is the post test as the evaluation to measure their proficiency to understand the present forms materials.

2.1 Review Steps

Table 1: The evaluation of the implementation of the training activity

Goal	Indicators	Measurement
The students recognize formula of Present forms	The students recognize formula of Present forms	The students know formula of Present forms
The students recognize to give simple sentence using Present forms	The students recognize to give simple sentence using Present forms	The students start to understand giving some simple sentence using Present forms
The students recognize to know different patterns of Present forms	The students recognize to know different patterns of Present forms	The students start to identify the different patterns of Present forms

2. 1.1 Pictures

The followings are the pictures taken duirng the community project in Islamic Boarding School Daarul Muti'ah, Kampung Ciputat, Ciledug, Kota Tangerang.

Picture 1 The Activities of Community Project

2.2 Continuity Project

The goal of the continuity project is to review English language materials about present forms (present tense, present continuous, present perfect) and to parctice it into simple dialogue or simple conversation and classroom language for daily use. It might be said that learning English material by practicing it will be easier in understanding them by the students in this Islamic Borading School. Also, the understanding the content of the text which is categorized into present text will add students' understanding for the grammar about Present forms. It is therefore, hopefully this community project will be continued for the next time because teh materials of Present forms are interconnected to each other.

3. FINDINGS AND DISCUSSION

The team of community project conduct the workshop of English material related to Present forms (present tense, present continuous and present perfect). It takes place in Islamic Boarding School Daarul Muti'ah which located in Kampung Ciputat RT 01 RW 05, Tajur, Ciledug, Kota Tangerang, Banten for about 1.5 months starting in the beginning of June until mid of July 2021. It is done with this duration because the team use their year-end school holiday.

As it was informed that the main activity for this community project is divided into three parts namely dong pre-test, doing workshop (teaching and learning process) and post-test. Delivering English material related to Present forms is also carried into some texts which is descriptive text and report text. It means that for the learning process (workshop), the material is also from these reading texts then analyzed into the grammar points related to Present forms. Furthermore, the team give the students guidance how to practice reading some texts well. It means that the students not only learn about grammar points related to Present forms but also practice their reading skill from the content of the text. In this occasion, the team also know how to revise their incorrect pronunciation and analysis through these reading text. From this activity, it is obviously seen that how the students recognize the material of Present forms which embedded into some texts.

Other main activity related to this program is workshop or teaching and learning process. This activity is hardly important for the team as the teacher and the students as the audience. In this process, the teacher transfers knowledge which is about the materials of Present forms that involve formula, concept and the examples of them. Here, the students receive the knowledge through their own understanding about the material given. In this occasion, the students start

to know waht is the formula and the sentences and tehir patterns for present tense, present continuous and present perfect.

Furthermore, to check students' skill, the team also classify the students into some groups. The goal of the classification is to make easy guidance in giving feedback after the materials given. It means that in this occasion, the team give an opportunity to the students to have better understanding material through the feedback because it becomes the media for both the teachers and the students on which materials can't be understood yet, still confused about or to confirm the correct and incorrect answer. It might be said that classifying students into some groups to measure students' ability as person to person.

Although the main activities such as teaching and learning process and giving feedback are done during this community project, there are some obstacles found. The students are found to have incorrect pronunciation to pronounce certain words or sentences particularly when they do reading some texts or practicing them individually. The students also sometimes look confuse to arrange the sentence patterns of Present forms whether it is present tense, present continuous tense and present perfect into the affirmative, negative or interrogative. In the other hand, despite the students face these obstacles during this community project, the students are trying hard to revise them as well and train them repeatedly because they have motivation to make their English skill better.

4. CONCLUSION

The community project which is held by the team from ITB Ahmad Dahlan Jakarta is an opportunity for both the team and the students to enlarge the knowledge particularly English language materials. The team can help and encourage the students to increase better quality in English language grammar which focuses on Present forms (present tense, present continuous, and present perfect). The students can improve their English skill by learning the materials of present forms and practice them in the daily use. During the series of this community project, the team are warm welcomed by the owner of Islamic Boarding School Daarul Muti'ah and the students. The students also show positive response for having this program from the very beginning until the end. They show enthusiasm to join this program and are actively involved for each series in this program.

5. SUGGESTION

After having the community project in Islamic Boarding School Daarul Muti'ah Tajur, Ciledug, it is obviously seen that the students of Daarul Muti'ah have lack of of understanding in using the formula of Present forms (present tense, present continuous, present perfect) and lack of practicing English language for daily communication or even for instructional in classroom language. As the suggestion, it is hardly important to increase English skill by reading and speaking in order to remember the formula of Present forms inside the reading text and practice frequently using English language for the simple conversation.

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