

USING JUMBLE WORD GAME IN TEACHING SIMPLE PRESENT TENSE AT THE SEVENTH GRADE STUDENTS

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Abstract

Tenses is very curcial thing in learning English. It may be impossible, everyone can use English written or oral well, if they do not know and understand about tenses. The most of the seventh grade students still difficulties in understanding tenses, especially simple present tense. The difficultise are they still confuse the additional use of s/es, do/does, change positive sentence into negative sentence and change negative sentence into introgative sentence. It can be seen from the students' score who still have some reached the KKM or Standard Minimum Score and using general learning method makes students feel bored quickly, therefore cannot achieve learning objectives well. The purpose of the study was to describe how is the implementation of jumble word game on simple present tense, know what extent jumble word game can improve students' simple present tense, and describe how students' motivation in learning simple present tense using jumble word game. By using classroom action research, the researcher gets the data from test, observation and questionnaire. The findings describe the result of teaching and learning simple present tense using jumble word game.

Keywords: Tenses, Simple Present Tense, Jumble Word, Game

INTRODUCTION

The teaching simple present tense in the seventh grade have to use interest learning method. Therefore, the researchers choose and use game as a learning method that have not been used previously by English teacher in the class. According to Lee (1995) in Aliningsih (2016), using games will also provide wider opportunity for students to develop and improve their language skills as it creates a

meaningful context for language use. As Schultz & Fisher (1988) in Tuan & Doan (2010), games can stimulate and encourage students to participate in the activity since naturally they want to beat the other teams And the benefits of teaching English using game itself are motivate students, promote students' interaction, improve students' language acquisition, and increase students'

achievement. According to review of previous studies, in teaching simple present tense, teacher have to use new learning method in order to the students can motivate and do not feel bored quickly in teaching learning process.

Arba'in (2011) conducted a classroom action research about Task-Based Approach which is applied in learning simple present tense. The result of the research showed that there was the improvement of students' simple present tense mastery. It could be shown from the result of pre-test and post-test were improved.

Rouf (2015) conducted a classroom action research about auction grammar game which is applied in understanding simple present tense. The result of the research showed that auction grammar game can improve students' understanding on simple present tense and the game can create a new atmosphere for classroom activity as well as make students enjoying fun study.

Dewifartina (2011) conducted a classroom action research about substitution drills which is applied in teaching learning simple present tense. The result of the research showed that there was improvement of students' ability of the simple present tense. There was positive response from the students and the English teacher about implementing the action.

Izza (2010) conducted a classroom action research about Teams-Games-Tournaments which is applied in understanding on simple present tense. The result of this research showed that Teams-Games-Tournaments can be an alternative way to teach the language learner, also it can motivate language teacher to use TGT in teaching English in the classroom.

Muslimah (2016) conducted an experimental research about using drilling in teaching simple present tense. The result of the study revealed tat the post-test scores were better than pre-test scores. It means that there is effectiveness of drilling to the students' ability in teaching learning simple present tense.

Qomariyah (2010) conducted an experimental research about card game which is applied to effectiveness of teaching simple present tense. The result of this research showed using card game effectived and got positive effect in improving students' understanding on simple present tense. Considering all of the studies above, I will use Jumble Word Game for teaching simple present tense. This jumble word game was chosen based on Aliningsih's research (2016), there were several games can apply in teaching English, they are: hidden words, crosswords puzzle, scrabble, who am I?, jumbled word, thematic dominoes, and snakes & ladders.

According to Bungсуди & Faliyanti (2016), jumble word is one of puzzle game technique that divides a sentence to be some words or phrases randomly while students are asked to arrange the words to bring the sentence back. Their reviews of jumble word game in the previous study, the result shows that jumble word game can increase the students' grammar mastery. It caused that the jumble word game is not monotonous learning system which only explain material to the students, but it is combined by jumble words or game arrange the words becoming correct sentence. Through the previous study about jumble word game have been done by some researchers, there is not yet a research about simple present tense. This study set out to describe and know what extent jumble word

game can improve students' simple present tense.

To guide the exploration, we posed the following questions: (1) How is the implementation of Jumble Word Game on simple present tense?, (2) To what extent Jumble Word Game can improve students' simple present tense? and (3) How can Jumble Word Game motivate students' simple present tense. The benefits of this study are to describe how is the implementation of Jumble Word Game on simple present tense, to know what extent Jumble Word Game can improve students' simple present tense, and to describe how students' motivation in learning simple present tense using Jumble Word Game.

METHOD

The source of data is the subject where the data can be gained in detail. Those data are field data, they are data from teacher and data from students. The data gathered from the teacher are related to the teaching learning process in the previous time. The data includes students' name list, students' score, learning method used before, students' interest and students' weakness. Data from students, including: students' responses and motivation to application Jumble Word Game in simple present tense. In doing the research, the techniques of collecting data, the researcher uses quantitative data and qualitative data.

The quantitative data consists test (pre-test and post-test). Whereas, the qualitative data consists observation and questionnaire. The researchers use test to examine students' understanding of simple present tense. The test was conducted as a pre-test to determine their basic understanding about simple present tense and post-test to determine their improvement after being treated using jumble word game.

The observation is used to gather the data the teaching learning activity in preliminary study and during the implementation as how

class condition and students condition when teaching learning or during the study took place.

The researchers give the questionnaire to know the students' motivation and interest after implementing the treatment. The researchers distribute closed-ended

questionnaire to the students. The research was done for one month and two cycle in classroom action research. The subject of this research was the Seventh E Grade Students of MTs Abu Darrin Bojonegoro. This class consists 39 students and all of the students are female.

FINDINGS AND DISCUSSION

In doing the research, the techniques of collecting data, the researcher uses quantitative data and qualitative data.

The quantitative data consists test (pre-test and post-test). Whereas, the qualitative data consists observation and questionnaire. To obtain the quantitative data, the researcher uses test to examine students' understanding of simple present tense. The test was conducted as a pre-test to determine their basic understanding about simple present tense and post-test to determine their improvement after being treated using jumble word game. And also the quantitative data, researcher uses questionnaire to find out what percentage of students are motivated, responded and interested in implementation of jumble word game in understanding on simple present tense.

The qualitative data in this study were got from questionnaire and observation. The questionnaire to describe how the motivation, response, and interest of students in each item that has been presented by

the researcher. And observation to describe how class condition and students condition when teaching learning or during the study took place.

The implementation of Jumble Word Game on simple present tense. The observation was done to observe the students' activity during the treatments conducted in first and second cycle. The observation's explanation of each cycle during the classroom action research can be described as follows: the result of the observation in cycle I, the students were not too interested and otivated because they just did a pre-test. I tried to communicate and do something to refresh their mind and get their attention. When I begun explaining about the jumble word game and the implementation of jumble word game in understanding on simple present tense, they looked interesting because it was a new something for them. In the beginning of the teaching learning process, most of students were not active because of the first activity in this study was pre-test. The first cycle was started after pre-test. They looked

bored because they only dealt with the theory given. Some of them responded on my explanation by asking some questions to me. After introducing jumble word game as a new learning method in understanding on simple present tense, they actively asked some questions related to the material given. They were interested because it was the first time for them to know this method. The result of observation II, all of the students had great interest and motivation in this activity because they just introduced a new learning method in previous meeting. I had delivered and explained that how to arrange the jumble word and apply it in understanding on simple present tense. They were active to

participate and they looked active finding word and arranging into good sentence, sometimes they also opened their dictionary to know the meaning by each new word.

The improvement of Jumble Word Game on simple present tense. A pre-test was given at the first stage of this study. It was conducted on March 25th, 2018. There were 35 students joined the test. The total number of students in VII-E was 39 and 4 students was absent. In the pre-test, students were asked to do an exercise about their knowledge about basic simple present and the time allotment was thirty minutes. The result of pre-test were:

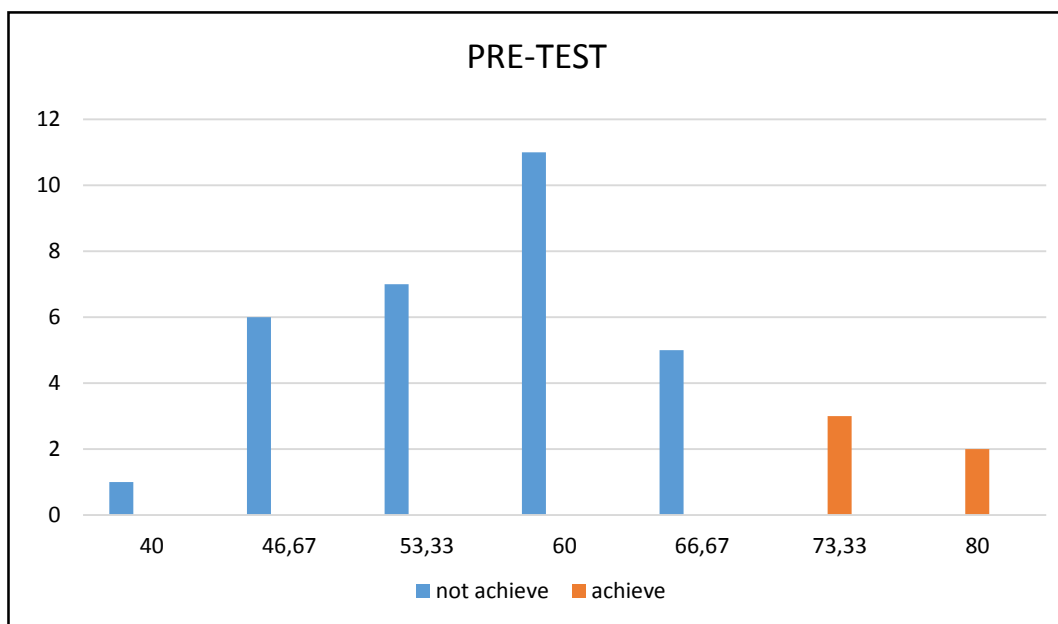


Figure 1. The Result of Pre-test

The result was poor. Only five students got score more than 70, that was 73,33 and 80.

From the analysis above, the average of students' pre-test result was 56,95.

It means that only five students assessed in the pre-test. Meanwhile, the students are considered could assess the lesson if they had score more or equal to minimum of criterion assessment was 70. The researcher concluded that most of students had not understood simple present tense. For that reason, the teaching learning process needed some improvement in order to improve the students' understanding on simple present tense. After

conducting two cycles and some treatments, the students' ability in understanding on simple present tense was once again measured by giving them a post-test. It was conducted on April 15th, 2018. In the previous meeting, I reminded them to be present because there would be a post-test and questionnaire in the end of my research. I checked the students' attendance and started the post-test. The result of post-test were:

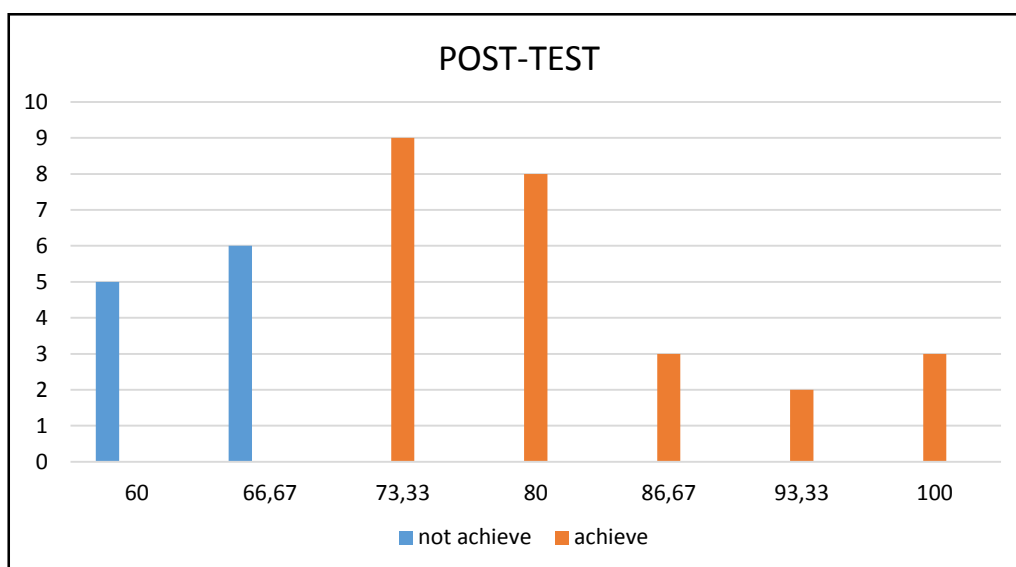


Figure 2. The Result of Post-test

From the analysis above, the average of the students' post test was 76,29. The score was higher than the pre-test that was only 56,95. From this fact, the researcher concluded that the students' achievement in understanding on simple present tense improved. The students' marks

The students' motivation in learning simple present tense using

increased from the pre-test, treatment in the second cycle and the post-test. It could be said that jumble word game was effective to help the students in improving their understanding on simple present tense.

Jumble Word Game. The researcher distributed the questionnaire on April

15th, 2018 and it was responded by 36 students. The students should answer ten items. They just checklist

answered “very agree”, “agree”, “disagree”, and “very disagree”. Here is the result of questionnaire:

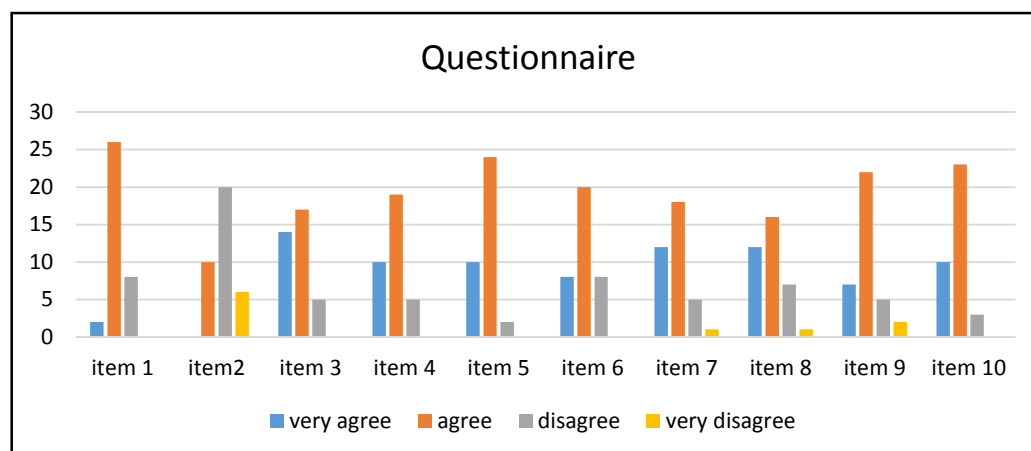


Figure 3. The Result of Questionnaire

Item number 1 based on the result, 5,56% respondents declare “very agree”, 72,22% “agree”, and 22,22% “disagree”. Thus, according to most of respondents declare that they agree if composing a sentence of simple present tense is difficult.

Item number 2 based on the result, 27,78% respondents declare “agree”, 55,56% “disagree”, and 16,66% “very disagree”. Thus, according to most of respondents declare that they disagree if before studying simple present tense using jumble word game, they can compose a sentence of simple present tense with the right answer.

Item number 3 based on the result, 38,89% respondents declare “very agree”, 47,22% “agree”, and 13,89% “disagree”. Thus, according to most of respondents declare that they agree if using jumble word game in the class can give a new

atmosphere in English lesson, especially simple present tense.

Item number 4 based on the result, 27,78% respondents declare “very agree”, 52,77% “agree”, 13,89% “disagree”, and 5,56% “very disagree”. Thus, according to most of respondents declare that they agree if using jumble word game in the class is fun.

Item number 5 based on the result, 27,78% respondents declare “very agree”, 66,66% “agree”, and 5,56% “disagree”. Thus, according to most of respondents declare that they agree if using jumble word game in the class motivate them to study in composing sentence of simple present tense.

Item number 6 based on the result, 27,78% respondents declare “very agree”, 52,77% “agree”, 13,89% “disagree”, and 5,56% “very disagree”. Thus, according to most of

respondents declare that they agree if using jumble word game can help them in composing sentence of simple present tense with right answer.

Item number 7 based on the result, 33,33% respondents declare “*very agree*”, 50% “*agree*”, 13,89% “*disagree*”, and 2,78% “*very disagree*”. Thus, according to most of respondents declare that they agree if using jumble word game can help them in composing positive, negative, and interrogative sentence in simple present tense.

Item number 8 based on the result, 33,33% respondents declare “*very agree*”, 44,44% “*agree*”, 19,45% “*disagree*”, and 2,78% “*very disagree*”. Thus, according to most of respondents declare that they agree if using jumble word game make them easier in composing sentence on simple present tense.

Item number 9 based on the result, 19,45% respondents declare “*very agree*”, 61,10% “*agree*”, 13,89% “*disagree*”, and 5,56% “*very disagree*”. Thus, according to most of respondents declare that they agree if jumble word game given by teacher is easy to understand.

Item number 10 based on the result, 27,78% respondents declare “*very agree*”, 63,89% “*agree*”, and 8,33% “*disagree*”. Thus, according to most of respondents declare that they agree if using jumble word game in the class motivate them to join participation in teaching learning process.

Based on the finding description above, there are several things that can be noted down. It will be arranged based on the findings of each research problem. For the first research problem, the finding showed that the implementation of teaching simple present tense for students with using jumble word game by the researcher is finished well. It is clarified by the learning method that given by the researcher received by the students.

For the second research problem, the finding showed that so far, jumble word game can improve students’ understanding on simple present tense. It is proven that there is an increase in the pre-test to the post-test score and it is proven that teaching simple present tense using game for learning method can improve students’ score. As Bungсуди & Faliyanti (2016) showed that jumble word game can increase the students’ grammar mastery. It caused that the jumble word game is not monotonous learning system which only explain material to the students, but it is combined by jumble words or game arrange the words becoming correct sentence.

For the third research problem, the finding showed that jumble word game can motivate students’ understanding on simple present tense. It is proven that the result of questionnaire. And it is proven that teaching simple present tense using game for learning method can improve students’ motivate. As

Rouf (2015) did a research using auction grammar game in teaching simple present tense can create a new atmosphere for classroom activity as well as make students enjoying fun study. As Izza (2010) did a research

CONCLUSION AND SUGGESTIONS

Based on the result in the previous chapter, the researcher that concluded the result of classroom action research progress during teaching simple present tense using jumble word game. The result of the students' test increased from pre-test to all. The average of students' test were: pre-test (56,95), test in second cycle (66,67), and post-test (76,29). It can be said that jumble word game was appropriate for them to maximize their ability in understanding their tense, especially simple present tense.

According to the result of the questionnaire, it indicated that application of jumble word game in improving students' understanding on simple present tense was appropriately applied. It was helpful for the students to increase their understanding on simple present tense. Jumble word game was a new something for the students, so they were motivated to study simple present tense and they were encouraged to learn more about that.

Their understanding of using s/es, do/does and changing positive/negative sentence to interrogative sentence was also improved after some treatments given

using Teams-Games-Tournaments in teaching simple present tense can be an alternative way to teach the language learner, also it can motivate language teacher in teaching English in the classroom.

in two cycles. It could be seen from the improving result of the students' test given (pre-test, test in second cycle, and post-test). Generally, the result can be confirmed with the comparison between pre-test and post-test. By applying jumble word game in learning simple present tense, the precentage of the students' improvement between pre-test and post-test was 19,34%.

It needs as an improvement in teaching English in school and improving the quality of English teaching in school, especially in teaching simple present tense. Headmaster can make this as an improvement in the quality of teachers in improving new learning methods so that teacher and students can also achieve learning goals. English teachers can apply this learning method in their teaching learning process since it was useful to motivate and help the students' progress in achieving English tenses, especially simple present tense. The students must have more practices to improve their achievement in understanding English tenses, especially simple present tense. They (the next researcher) can make this

study as references to conduct other research so that they can give contribution in developing our education. They (parents) can make

this study as a motivational tool for researcher to always struggle, be eager, try to get things done well.

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