

THE APPLICATION OF QUIZ TEAM TECHNIQUE TO IMPROVE STUDENTS' UNDERSTANDING ON SIMPLE PRESENT TENSE AT GRADE SEVEN AT SMPN 26 BANDAR LAMPUNG

Rosdawati

English Language Education Study Program, Faculty of Teacher Training and Education, Bandar Lampung University

*Corresponding author e-mail: rosdawati.11611014@student.ubl.ac.id

ABSTRACT - This research is based on students' low participation and understanding on grammar especially in simple present tense by using Quiz Team Technique. It can make the learning process fun and not threatening. The quiz competition helps develop the students' responsibility in mastering the materials individually or group. The purpose of this thesis is to find out the improvement of the students' understanding by using Quiz Team Technique. Result of the study shows that the application of Quiz Team Technique in teaching simple present tense at SMPN 26 Bandar Lampung can be improved and get good responses. It can be seen that there is significant improvement from pre test to post test mean of experiment class (39.4 to 63.05). The other result using t-Test, t-value is greater than p-value. In the other words, 5.07 is greater than 2.71 and 2.02. The result indicated that there was a improvement of students' understanding on Simple Present Tense by using Quiz Team Technique.

keywords: Quiz Team Technique and Simple PresentTense.

1. INTRODUCTION

Grammar has become one important part which has to be learnt because without a good knowledge of grammar, learners will be constrained to develop their language competence. It is stated that "The study of grammar has had a long and important role in the history of second language and foreign language teaching (James E.Purpura, 2004)." When people start learning a new language like English, they need to study grammar. Because to understand English language, we can not neglect to learning grammar.

There are some problems in learning grammar. The researcher finds that there are still many students do not understand grammar. They assume that grammar is difficult to learn, because in teaching grammar, teacher only explains and gives some notes of the formula which will be used in learning grammar. On the other hand, the students have low motivation to study grammar, because the teacher only asks them to memorize the formula.

We also know that in the context of EFL, teaching grammar has been dominated by traditional method. It is Grammar Translation Method (GTM). The students have to translate the target language into the native language. They focus to translate that language where the target language and the native language have different grammatical rules. So, the difficulties of learning English are also caused by the grammatical system which is different from that of Indonesia language.

Learning grammar is as one of the English learning process. According to Paradis, Kirova, and Dachyshyn (2009: 2), children gradually move from memorized sentences to original, productive and spontaneous English conversation. When young children learning English can engage in conversational English, this does not mean that they have mastered the English language. In fact, their English often has errors in pronunciation, vocabulary and grammar, and these errors may last a long time Learning grammar relates with language acquisition and language learning.

There are the distinction between language acquisition and language learning. The result of language acquisition is subconscious. We are generally not consciously aware of the rules of the languages we have acquired. Instead, we have a 'feel' for the correctness. Grammatical sentences 'sound' right, or 'feel' right, and errors feel wrong, even if we do not consciously know what rule was violated (Krashen, 1982:10). 'Learning' henceforth to refer to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. In nontechnical terms, learning is 'knowing about' a language, known to most people as 'grammar' or 'rules' (Krashen 1982: 10).

According to Richards, Platt, and Weber in Nunan (2005:2) grammar is a description of a language and the way in which units such as words and phrases are combined to produce sentences in the language. Without grammar knowledge, it is difficult for students to make sentence or send message though they have a lot of vocabularies and fix expressions.

Grammar is now viewed as one of the components of communicative competence (Canale and Swain 1980; Hymes 1972). It can help to avoid misunderstanding between teacher and the students while teaching learning process. Grammar also gives many influence on the four skills. It is very important in speaking, because mastering grammar can help the students to speak good English without any fear.

The students who do not understand grammar give more difficulty in constructing a sentence. Long and Richards (1987) add that it cannot be ignored that grammar plays a central role in the four language skills and vocabulary to establish communicative tasks.

According to Anita K. Barry (2002: 1), another reason people sometimes give for studying the grammar of English is to find out what is "correct". Speakers of English are sensitive to the social judgments that accompany variations in structure, vocabulary, and pronunciation. We are aware that not everyone speaks

the same way and more importantly, we are acutely aware that some forms of English have higher social value than others and bring respect to their users.

Simple present tense as one of the basic rule for students to learn relates to the sentences consisting of daily activities. The use of simple present tense is to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something which often happens. It is also used to express a statement, an opinion or a fact at present time. The simple present tense can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future. We are not only thinking about now, but it is used to say something is true in general (Krohn : 1971).

Quiz Team is kind of active learning models which is developed by Mel Silberman. This technique is an enjoyable and non-threatening way to increase the participants' accountability for what they are learning from a lecture or a presentation (Silberman, 1996: p. 130). The word "Quiz" comes from English, which means, "playing of riddles". Here the tutors usually give some prize, reward or gift. Quiz Team Technique gives good motivation because it consists of giving and answering questions and provides a reward or gift for the winner. The word "Quiz" means a test of knowledge, especially as a competition between individuals or teams as a form of entertainment.

In Quiz Team Technique, each team will present certain topics and play a competition. First, the students are divided into several teams (team A, B, C, and D). Each team will be given a certain topic. Then, each team has to discuss the topic and prepare to present the topic. When team A presents its topic, team A also has to prepare several questions to be given to other teams. The other teams should check their notes of team A's presentation and try to answer those questions to get score and become a winner. So the competition starts by answering several questions correctly.

2. METHOD

This research was experimental research. It used two group design. There were two variables of the research. They were independent and dependent variables. The independent variable is Quiz Team Technique (X), and the dependent variable is the students' understanding on simple present tense (Y). The population of this research is the students at grade seven in the second semester at SMPN 26 Bandar Lampung. The number of the population was 225 students. It was divided into nine classes (VIIA, VIIB, VII C, VII D, VII E, VII F, VII G, VII H, VII I). Each class consisted of more or less 25 students. Two classes were taken to be experimental class and the control class. In this writing, the class is also considered of group.

The sample of the research was determined by cluster sampling technique because it was the most appropriate technique to take the sample. It was chosen based on no factors as long as all probabilities had an equal chance of being selected. The nine

classes were shuffled to choose two classes consisted of one class as the experimental group and the other class as the control group. Each class consisted of more or less 25 students. Class VII H and VII I were found as the classes to be investigated. The experimental group was class VII I which was taught by using Quiz Team Technique and the control group was class VII H which was taught by using traditional teaching. In this study, traditional teaching means the researcher only gives explanation and exercises in the teaching learning process without a certain technique and method.

To get the data in this research, the researcher applied test. There were two kinds of test, they were pre-test and post-test. In the pre-test, two pre-tests were administered in order to find out the students' current understanding on simple present tense before the treatment. In the test, the students' were given test and they have to answer 35 questions. The test was on their understanding of simple present tense.

The treatments were conducted twice a week. Each meeting was held in 90 minutes. In that treatment, understanding on simple present tense was taught using Quiz Team Technique in the experimental class, and traditional teaching in control class.

Two post-tests were conducted after the treatment. In this test, the students were given a test again. The test was the same as in the post-test. Then the result of the test was calculated to find out the improvement of using Quiz Team Technique on students' understanding on simple present tense. And the last, the result of the research was reported.

The process of evaluating data using analytical and logical reasoning to examine each component of the data provided using statistics. Evaluating the data taken through pre-test and post-test was done. The result of tests of the experimental group and the control group statically was analyzed using t-test for two group design in order to find out if there was a significant difference between the means of the two groups

3. FINDINGS AND DISCUSSION

Based on the score, it was shown that the total number of students were 20 students. The average score of pre-test was 39.4 and the average score of post-test was 63.05. The highest score of pre-test was 59 and the lowest score was 23. Meanwhile, the highest score of post-test was 77 and the lowest score was 48 . The total ($\sum y_1$) of pre-test score was 788 and the total ($\sum y_2$) of post-test score was 1261. Meanwhile, the deviation (y) was 473. It was acquired from the result of post-test subtracted by the result of pre-test. Therefore, the total ($\sum y^2$) was 13517. To calculate the mean score (My), the deviation was divided by the number of the students. Then the result was found 23.65. The function of the mean score for experimental class was to calculate t-value. After calculating the mean score of experimental class, the researcher calculated $\sum Y^2$.

The degree of deviation was found by calculating of the total ($\sum y^2$) subtracted by the total ($\sum y$)² divided

by the total number of the students of experimental group. It was 2330.55.

Based on the score of control class, it was shown that the total number of students were 20 students. The average score of pre-test was 42.05 and the average score of post-test was 52. The highest score of pre-test was 54 and the lowest score was 32. Meanwhile, the highest score of post-test was 63 and the lowest score was 40. The total ($\sum x_1$) of pre-test score was 841 and the total ($\sum x_2$) of post-test score was 1040. Meanwhile, the deviation (x) was 199. It was acquired from the result of post-test subtracted by the result of pre-test. Therefore, the total ($\sum x^2$) was 2419. To calculate the mean score (Mx), the deviation was divided by the number of the students. Then the result was found 9.95. The function of the mean score for control class was to calculate t-value. After calculating the mean score of control class, the researcher calculated $\sum X^2$. The degree of deviation was found by calculating of the total ($\sum y^2$) subtracted by the total ($\sum y$)² divided by the total number of the students of control group. It was 439.9.

From the calculation of t-value, it was shown that the formula of t-Test for two group design is t equals (Mx) 9.95 subtracted by (My) 23.65 divided by the root from the bracket ($\sum x^2$) 439.95 added by ($\sum y^2$) 2330.55 divided by (Nx) 20 added by (Ny) 20 subtracted by 2 times in the bracket 1 divided by (Nx) 20 added by 1 divided by (Ny) 20. After that, 9.95 subtracted by 23.65 the result was 13.7 and in the bracket 439.95 added by 2330.55 divided by 20 plus 20 minus 2 and the result was 72.9. Therefore, 13.7 divided by the root from in the bracket 72.9 times 0.1 and the result was found 7.29. Then the result was 13.7 divided by the root of 7.29. Therefore, the root of 7.29 was 2.7. So, t equals 13.7 divided by 2.7 was 5.07.

To find out p-value, the researcher calculated degrees of freedom (df). After getting the degrees of freedom (df), the researcher found p-value. The function of p-value was to know which hypothesis was rejected and accepted.

Based on the calculation of t-value, it was found that t-value = 5.07 Therefore, $p < t$ 2.71 / 2.02 < 5.07. The data was analyzed by using t-Test formula. It indicated that p-value 1%=2.71, 5%=2.02 and t-value = 5.07. The result of the analysis showed that p-value was smaller than t-value. Based on the result, null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. Based on the findings of this study showed that there was an improvement of students' understanding on simple present tense by using Quiz Team Technique at grade seven at SMPN 26 Bandar Lampung

Based on the results, it was seen that there was no significant difference in pre-test score of the two classes. After the teacher gave the treatment for experimental class, it was seen that there was significant improvement from the average score of experimental class. The average score of experimental class was higher than control class in the post-test. It could be seen that 63.05 was higher than 52.

Meanwhile, the highest score of post-test was 63 and the lowest score was 40 in control group. Then the highest score of post-test was 77 and the lowest score was 48 in experimental group. It was concluded that there was a significant improvement of experimental group because the highest score of experimental group was higher than the highest score of control group. The result of t-Test was 5.07. Meanwhile, the score of p-value was 2.71 for 1% and the score of p-value was 2.02 for 5%. The result of the analysis showed that t-value was greater than p-value. It can be seen that 5.07 was greater than 2.71 and 2.02.

Based on the research findings, it was inferred that using Quiz Team Technique was better than without using Quiz Team Technique in learning simple present tense. It was proved by the t-value that is greater than p-value. It concluded that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. So, there was improvement of the application of Quiz Team Technique towards the students' understanding on simple present tense at grade seven at SMPN 26 Bandar Lampung.

4. CONCLUSION AND SUGGESTION

Based on the data, the researcher concluded that teaching simple present tense using Quiz Team Technique in junior high school could be applied to improve students' understanding on simple present tense. The Quiz Team Technique applied in simple present tense should be improved in the next application.

The students of experimental class were taught using Quiz Team Technique. Then the students of control class were taught without Quiz Team Technique. There was a significant improvement of the students' score of experimental class after the treatment of teaching by using Quiz Team Technique.

It was shown that the average score of experimental class was higher than control class. The score of experimental class was 63.05 and the score of control class was 52. Meanwhile, the highest score of post-test was 63 and the lowest score was 40 in control group. Then the highest score of post-test was 77 and the lowest score was 48 in experimental group. It was found that the highest score of experimental group was higher than the highest score of control group.

Based on the result of the analysis, t-Test was greater than p-value. The result of t-Test was 5.07. Meanwhile, the score of p-value was 2.71 for 1% and the score of p-value was 2.02 for 5%. Therefore, null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted.

Based on the findings of this study, it was found that there was an improvement of understanding on simple present tense by using Quiz Team Technique of students' at grade seven at SMPN 26 Bandar Lampung.

After applying Quiz Team Technique in improving students' understanding on simple present tense, the researcher would suggest in the last part of the paper

and it is hopefully useful for all readers, especially for teachers and students.

Grammar mostly known as difficult subject, the use of Quiz Team Technique in teaching learning is as interesting technique because it can attract students in teaching learning process. So the students are more fun and enthusiastic in the class. Therefore, English teacher should apply Quiz Team Technique as one of interesting technique which applied in teaching learning.

Grammar is an important subject to be learnt. But, most of students are difficult in learning grammar because there are some structure or grammatical such as some tenses in English and there are no tenses in Indonesia language system. Then to improve students' understanding on grammar, the students have to do many exercises to get a better achievement.

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