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THE THIRD INTERNATIONAL MULTIDISCIPLINARY CONFERENCE ON SOCIAL SCIENCES

5 - 7 JUNE 2015

BANDAR LAMPUNG UNIVERSITY INDONESIA

PROCEEDINGS

Hosted by:

- Faculty of Teacher Training and Education
- Faculty of Economics and Business
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3rd IMCoSS 2015

THE THIRD INTERNATIONAL MULTIDISCIPLINARY CONFERENCE ON SOCIAL SCIENCES

5, 6 June 2015 Bandar Lampung University (UBL) Lampung, Indonesia

PROCEEDINGS

Organized by:



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PREFACE

The Activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the **The Third International Multidisciplinary Conference on Social Sciences (The 3rd IMCoSS) 2015** organizing committee, we are very pleased with the very good response especially from the keynote speaker and from the participans. It is noteworthy to point out that about 112 technical papers were received for this conference.

I would like to express my deepest gratitude to the International Advisory Board members, sponsor and also to all keynote speakers and all participants. I am also gratefull to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who give us endless support to these activities, so that the conference can be administrated on time

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Table Of Content

Pr	efaceeface	ii
Int	ternational Advisory Board	iii
Ste	eering Committee	iv
0r	ganizing Committee	vi
Та	ble of Content	viii
Ke	ynote Speaker :	
1.	Cultural Tourism and Trade in Indigenous People's Art and Craft: A Gap Analysis of International Legal Treatise and National Legislation – Ida Madieha bt. Abdul Ghani Azmi	I-1
2.	Contrasting Islamic Leadership Styles (An Empirical Study Of Muslim Majority And Minority Countries) - Khaliq Ahmad	I-10
Pa	per Presenter :	
EC	CONOMICS:	
1.	An Analysis of The Influence of Aggregate Expenditure Regional Gross Domestic Product Growth In The Lampung Province – H.M.A. Subing	II-1
2.	Effect on The Quality of Passenger Satisfaction (Study in Radin Inten II Airport South Lampung) – Ardansyah and Stefanny Ellena Rushlan	II-7
3.	Factors That Affect Longevity Of Business Relationships – Margaretha Pink Berlianto and Innocentius Bernarto	II-12
4.	Millennials Green Culture: The Opportunity And Challenge (A Case Study Of Higher Education Student) - Ika Suhartanti Darmo	II-21
5.	Preferences Prospective Students In Choosing The Study Program (University X In Bandar Lampung) - Indriati Agustina Gultom and Wahyu Pamungkas	II-29
6.	The Effect Of Growth, Profitability And Liquidity To Bond Rating Of The Banking Firms Listed On The Indonesian Stock Exchange (Period 2009-2013) - Syamsu Rizal and Winda Sutanti	II-34
7.	The Influences Of Investment On Regional Gross Domestic Product (RGDP) In Lampung - Habiburrahman	II-42
8.	The Influences Of Bank Product Socialization And Electronic Payment System Quality On Intention To Use E-Money In Indonesia - Cynthia Jonathan, Rina Erlanda and Zainal Arifin Hidayat	II-46
9.	The Influence Of Inflation, GDP Growth, Size, Leverage, And Profitability Towards Stock Price On Property And Real Estate Companies Listed In	

	Indonesia Stock Exchange Period 2005-2013 - Herry Gunawan Soedarsa and Prita Rizky Arika	II-50
10.	The Influence Of Investment Opportunity Set (IOS) And Profitability Towards Stock Return On Property And Real Estate Firms In Indonesia Stock Exchange - Grace Ruth Benedicta, Herlina Lusmeida	II-57
11.	The Influence Of Prosperity And Finacial Performance With Respect To Equalization Funds Of The Government District/City In All Southern Sumatra Regions - Rosmiati Tarmizi, Khairudin and Felisya Fransisca	II-66
26.	The Influence of The Financial Performance and Macroeconomic Factors To Stock Return - Angrita Denziana, Haninun, and Hepiana Patmarina	II-73
27.	The Economical Analysis Of Mechanization In Land Preparation For Plantation - M.C. Tri Atmodjo	II-81
28.	The Performance of Undiversified Portfolio In Indonesia Stock Exchange - Budi Frensidy	II-84
29.	An Analysis of Fast Improvement Program of Human Resources for Employee Satisfaction of PT. PLN (Persero), Bandar Lampung Power Sector - Sapmaya Wulan and Kiki Keshia	II-89
30.	Engineering Model of Economic Institution Insugarcane Agribusiness Partnership (Case Study on Sugar Cane Agribusiness Partnership between Farmers Cooperative and Sugar Factory in Way Kanan Regency of Lampung Province-Indonesia) – Syahril Daud and Adrina Yustitia	II-97
LA	W :	
1.	Analysis Of Convict's Rights In Judicial Review Of Narcotics Criminal Case - Yulianto	III-1
2.	Comparison Of Authority Of The Conditional Court In India And Thailand In Judicial Review – Indah Satria	III-4
3.	Criminal Law Policy As An Effort Of Overcoming Crime Towards Protected Animals - Benny Karya Limantara and Bambang Hartono	III-9
4.	Decentralization Evaluation in Indonesia : The Dynamics of Relation Central Government and Local Government - Dewi Nurhalimah	III-15
5.	Denial Of Labor Rights By Liberal Legal Regime In The Outsourcing System - Cornelius C.G, Desi Rohayati and Ricco Andreas	III-20
6.	Design Of The Special / Special For Inclusion In The System Of The Republic Of Indonesia By Constitution Of The Republic Of Indonesia 1945 - Baharudin	III-22
7.	Dilemma of State Sovereignty Protecting the Homeland Indonesia (Studies Agrarian Constitution) - FX. Sumarja	III-27
8.	From State Sovereignty To People Sovereignty: The Development of State Control Doctrine in Indonesia Constitutional Court Decision - Utia Meylina	III-32

9.	Law Function As Instrument To Build a Stability of Moral Economy in Globalization Era - Hieronymus Soerjatisnanta and M Farid Al-Rianto	III-36
10.	The Analysis Of Criminal Liability For Crimes Perpetrators Of The Crime Of Human Trafficking – Dharma Saputra	III-45
11.	The Death Penalty: Pancasila, With Efforts To Eradicated Drugs - Anggun Ariena R. and Ade Oktariatas Ky	III-48
12.	The Existence of Government Regulation in Liew of Law or Peraturan Pemerintah Pengganti Undang-Undang (Perppu) in Legal Systems of the Republic of Indonesia - Rifandy Ritonga	III-53
13.	The Fulfilment Of The Right To Health Services Through Control Of Ombudsman Functions In The Region - Agus Triono	III-57
14.	The Tort Of Multimodal TransportatioAgreement - Dio Adewastia Fajaranu	III-64
15.	Uprising Of Village Democracy: Challenge And Opportunities For Village - James Reinaldo Rumpia	III-70
16.	Comparative Law of Cartels between Indonesia and Japan (Review of Act No. 5 of 1999 concerning Prohibition of Monopolistic Practices and Unfair Business Competition and the Act Concerning Prohibition of Private Monopoly and Maintenance of Fair Trade" (Act No. 54 of 14 April 1947)) - Recca Ayu Hapsari	III-77
17.	The Role Of Adat Community As The Part Of Normative Systems In Paser - Melisa Safitri	III-83
so	CIAL SCIENCE :	
1.	An Using E-CRM To Improve Market Value Companies (Research Study at EF Bandar Lampung) - Ruri Koesliandana, Arnes Y. Vandika, and Dina Ika Wahyuningsih	IV-1
2.	Analysis Of The Quality Of Public Health Field – Siti Masitoh	
3.	Charges Of Indonesia Labor / Workers Against Proper Living Needs That Can Meet The Minimum Wage – Agustuti Handayani	IV-13
4.	Community Response On Changes Regional Head Election System (Study On Environmental Public Housing Way Kandis Bandar Lampung) - Wawan Hernawan and Mutia Ravenska	IV-16
5.	Compensation Policy Implementation Of Fuel Oil, In The District Konawe, Southeast Sulawesi Province (Study on Implementation of Direct Cash Assistance) – Malik and Noning Verawati	IV-21
6.	Crowd Funding, Social Entrepreneurship and Sustainable Development - Hery Wibowo	IV-29
7.	Euphoria and Social Media Related to Organizational Effectiveness, Based on Gangnam Style Case - Astadi Pangarso and Cut Irna Setiawati	IV-32

8.	Financial Management In Public And Private Junior High Schools - Suwandi and SoewitoIV-	40
9.	Gender Mainstreaming In Glasses of Public Administration at Banten Province - Ipah Ema JumiatiIV-	47
10.	Impact From Social Media To Social Life - Eka Imama N, Ade Kurniawan, Yoga Dwi Goesty D.S, and Arnes Y. VandikaIV-	56
11.	Implementation of Public Private Partnership in The Management Market RAU (Rau Trade Center) In Serang City - Rahmawati	59
12.	The Values Of Democracy In The Implementation Local Political Agenda In Kendari - Jamal BakeIV-	67
13.	Evaluation Of Health Services Regional Public Hospital Besemah in Pagar Alam City of South Sumatra - Yuslainiwati, Budiman Rusli, Josy Adiwisastra, and Sinta NingrumIV-	77
14.	The Impact Of It Social Network Path In The Students Of Community - Arnes Yuli VandikaIV-	82
15.	The Development of Women's Participation in Political Life – Azima Dimyati	86
ED	UCATION:	
1.	An Analysis of Students' Gramatical Error in Using Passive Voice at Grade Ten of SMA Persada Bandar Lampung 2014 - Ildhias Pratiwi Putri	<i>7</i> -1
2.	An Error Analysis of Speaking Present Tense on English Conversation on Program of PRO 2 Radio Bandar Lampung – Maryana Pandawa	<i>7</i> -5
3.	Developing Students' Writing Skill by Diary Writing Habit - Fatima A. Putri, Bery Salatar, and Susanto	7-8
4.	Discourse Analysis Of Gettysburg Address -Yanuarius Yanu Darmawan V-	11
5.	Error Analysis of SMA Pangudi Luhur Bandar Lampung Students' Translation in Using Meaning-Based Translation. – Kefas Ajie Bhekti V-	18
6.	Improving Students Affective Domain Through Asian Parliamentary Debate Technique – Purwanto	24
7.	Online Authentic Materials For Learning English - AgniaMuti, Ezra Setiawan, and Ida OktavianiV-	36
8.	Politeness Strategies As Persuasive Tool In Magazine Advertisements Circulated In Lombok Tourism Spots – Lalu Abdul Khalik and Diah Supatmiwat	39
9.	Simple Past Tense Of The First Grade Students Of SMP Negeri 1 Seputih Banyak In Academic Year Of 2014/2015 - Qory Fahrunisa FirdausV-	47
10.	Supporting Learners' Autonomy Through Distance Language Learning - Dameria Magdalena S	51

11.	Teaching Poetry in ELT Classrooms: Some Challenges and Solutions - Bastian Sugandi and Husnaini	.V-54
12.	Teaching Vocabulary By Using Hypnoteaching To Second Semester Students Of Bandar Lampung University - Fransiska Anggun Arumsari	V-58
13.	The Application Of Brainstorming To Improve Student's Writing Skill - Ita Brasilia Nurhasanah, Ria Martin, and Rizky Amalia	V-65
14.	The Application Of Using Letter Land Technique Towards Students Vocabulary Mastery - Budianto, Elis Munawaroh, Fitri Anggraini, and Yuni Arifah	V-68
15.	The Application of Quiz Team Technique to Improve Students' Understanding on Simple Present Tense at Grade Seven at SMPN 26 Bandar Lampung – Rosdawati	V-71
16.	The Art Of Seduction Of Giacomo Casanova An Analysis Of "The Story Of My Life" - Helta Anggia	V-75
17.	The Effect Of The Application Of The News Presentation Towards Students' Speaking Ability Of Grade Eleven At SMK Negeri 1 Seputih Agung - Risdiana Yusuf	V-78
18.	The Effect Of The Teacher's Feedback Approach Towards Students' Descrptive Writing Skill At Grade Tenth Of SMK Bhakti Utama Bandar Lampung - Nila Kurnijanti	V-83
19.	The Improvement Of Students' Vocabulary Achievement By Using Direct Method Of SMP Wiyatama Bandar Lampung - Futri Nurhayani	V-85
20.	The Influence Of Lampungnese Ethnicity Accent On Dialect A To Lampungnese Students' Pronunciation Ability At English Education Study Program - Anggi Okta Dinata	V-88
21.	The Influence of Using Scrambled Pictures to Improve Students' Ability in Writing Narrative Text of Eleventh Grade Students of SMK Bhakti Utama Bandar Lampung - Novita Uswatun Khasanah	V-91
22.	The Use of Letterland Method in Teaching Reading at Early Year Level to Pre-School Students in an Informal Education in Bandar Lampung - Alfiana Rochmah	V-94
23.	TheInfluence of Using Short Video Towards the Students' Speaking Skill at Grade VII of SMPN 22 Bandar Lampung - Dita Oktapiana	7-101

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Pr	efaceeface	ii
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5.	Denial Of Labor Rights By Liberal Legal Regime In The Outsourcing System - Cornelius C.G, Desi Rohayati and Ricco Andreas	III-20
6.	Design Of The Special / Special For Inclusion In The System Of The Republic Of Indonesia By Constitution Of The Republic Of Indonesia 1945 - Baharudin	III-22
7.	Dilemma of State Sovereignty Protecting the Homeland Indonesia (Studies Agrarian Constitution) - FX. Sumarja	III-27
8.	From State Sovereignty To People Sovereignty: The Development of State Control Doctrine in Indonesia Constitutional Court Decision - Utia Meylina	III-32

9.	Law Function As Instrument To Build a Stability of Moral Economy in Globalization Era - Hieronymus Soerjatisnanta and M Farid Al-Rianto	III-36
10.	The Analysis Of Criminal Liability For Crimes Perpetrators Of The Crime Of Human Trafficking – Dharma Saputra	III-45
11.	The Death Penalty: Pancasila, With Efforts To Eradicated Drugs - Anggun Ariena R. and Ade Oktariatas Ky	III-48
12.	The Existence of Government Regulation in Liew of Law or Peraturan Pemerintah Pengganti Undang-Undang (Perppu) in Legal Systems of the Republic of Indonesia - Rifandy Ritonga	III-53
13.	The Fulfilment Of The Right To Health Services Through Control Of Ombudsman Functions In The Region - Agus Triono	III-57
14.	The Tort Of Multimodal TransportatioAgreement - Dio Adewastia Fajaranu	III-64
15.	Uprising Of Village Democracy: Challenge And Opportunities For Village - James Reinaldo Rumpia	III-70
16.	Comparative Law of Cartels between Indonesia and Japan (Review of Act No. 5 of 1999 concerning Prohibition of Monopolistic Practices and Unfair Business Competition and the Act Concerning Prohibition of Private Monopoly and Maintenance of Fair Trade" (Act No. 54 of 14 April 1947)) - Recca Ayu Hapsari	III-77
17.	The Role Of Adat Community As The Part Of Normative Systems In Paser - Melisa Safitri	III-83
so	CIAL SCIENCE :	
1.	An Using E-CRM To Improve Market Value Companies (Research Study at EF Bandar Lampung) - Ruri Koesliandana, Arnes Y. Vandika, and Dina Ika Wahyuningsih	IV-1
2.	Analysis Of The Quality Of Public Health Field – Siti Masitoh	
3.	Charges Of Indonesia Labor / Workers Against Proper Living Needs That Can Meet The Minimum Wage – Agustuti Handayani	IV-13
4.	Community Response On Changes Regional Head Election System (Study On Environmental Public Housing Way Kandis Bandar Lampung) - Wawan Hernawan and Mutia Ravenska	IV-16
5.	Compensation Policy Implementation Of Fuel Oil, In The District Konawe, Southeast Sulawesi Province (Study on Implementation of Direct Cash Assistance) – Malik and Noning Verawati	IV-21
6.	Crowd Funding, Social Entrepreneurship and Sustainable Development - Hery Wibowo	IV-29
7.	Euphoria and Social Media Related to Organizational Effectiveness, Based on Gangnam Style Case - Astadi Pangarso and Cut Irna Setiawati	IV-32

8.	Financial Management In Public And Private Junior High Schools - Suwandi and SoewitoIV-	40
9.	Gender Mainstreaming In Glasses of Public Administration at Banten Province - Ipah Ema JumiatiIV-	47
10.	Impact From Social Media To Social Life - Eka Imama N, Ade Kurniawan, Yoga Dwi Goesty D.S, and Arnes Y. VandikaIV-	56
11.	Implementation of Public Private Partnership in The Management Market RAU (Rau Trade Center) In Serang City - Rahmawati	59
12.	The Values Of Democracy In The Implementation Local Political Agenda In Kendari - Jamal BakeIV-	67
13.	Evaluation Of Health Services Regional Public Hospital Besemah in Pagar Alam City of South Sumatra - Yuslainiwati, Budiman Rusli, Josy Adiwisastra, and Sinta NingrumIV-	77
14.	The Impact Of It Social Network Path In The Students Of Community - Arnes Yuli VandikaIV-	82
15.	The Development of Women's Participation in Political Life – Azima Dimyati	86
ED	UCATION:	
1.	An Analysis of Students' Gramatical Error in Using Passive Voice at Grade Ten of SMA Persada Bandar Lampung 2014 - Ildhias Pratiwi Putri	<i>7</i> -1
2.	An Error Analysis of Speaking Present Tense on English Conversation on Program of PRO 2 Radio Bandar Lampung – Maryana Pandawa	<i>7</i> -5
3.	Developing Students' Writing Skill by Diary Writing Habit - Fatima A. Putri, Bery Salatar, and Susanto	7-8
4.	Discourse Analysis Of Gettysburg Address -Yanuarius Yanu Darmawan V-	11
5.	Error Analysis of SMA Pangudi Luhur Bandar Lampung Students' Translation in Using Meaning-Based Translation. – Kefas Ajie Bhekti V-	18
6.	Improving Students Affective Domain Through Asian Parliamentary Debate Technique – Purwanto	24
7.	Online Authentic Materials For Learning English - AgniaMuti, Ezra Setiawan, and Ida OktavianiV-	36
8.	Politeness Strategies As Persuasive Tool In Magazine Advertisements Circulated In Lombok Tourism Spots – Lalu Abdul Khalik and Diah Supatmiwat	39
9.	Simple Past Tense Of The First Grade Students Of SMP Negeri 1 Seputih Banyak In Academic Year Of 2014/2015 - Qory Fahrunisa FirdausV-	47
10.	Supporting Learners' Autonomy Through Distance Language Learning - Dameria Magdalena S	51

11.	Teaching Poetry in ELT Classrooms: Some Challenges and Solutions - Bastian Sugandi and Husnaini	.V-54
12.	Teaching Vocabulary By Using Hypnoteaching To Second Semester Students Of Bandar Lampung University - Fransiska Anggun Arumsari	V-58
13.	The Application Of Brainstorming To Improve Student's Writing Skill - Ita Brasilia Nurhasanah, Ria Martin, and Rizky Amalia	V-65
14.	The Application Of Using Letter Land Technique Towards Students Vocabulary Mastery - Budianto, Elis Munawaroh, Fitri Anggraini, and Yuni Arifah	V-68
15.	The Application of Quiz Team Technique to Improve Students' Understanding on Simple Present Tense at Grade Seven at SMPN 26 Bandar Lampung – Rosdawati	V-71
16.	The Art Of Seduction Of Giacomo Casanova An Analysis Of "The Story Of My Life" - Helta Anggia	V-75
17.	The Effect Of The Application Of The News Presentation Towards Students' Speaking Ability Of Grade Eleven At SMK Negeri 1 Seputih Agung - Risdiana Yusuf	V-78
18.	The Effect Of The Teacher's Feedback Approach Towards Students' Descrptive Writing Skill At Grade Tenth Of SMK Bhakti Utama Bandar Lampung - Nila Kurnijanti	V-83
19.	The Improvement Of Students' Vocabulary Achievement By Using Direct Method Of SMP Wiyatama Bandar Lampung - Futri Nurhayani	V-85
20.	The Influence Of Lampungnese Ethnicity Accent On Dialect A To Lampungnese Students' Pronunciation Ability At English Education Study Program - Anggi Okta Dinata	V-88
21.	The Influence of Using Scrambled Pictures to Improve Students' Ability in Writing Narrative Text of Eleventh Grade Students of SMK Bhakti Utama Bandar Lampung - Novita Uswatun Khasanah	V-91
22.	The Use of Letterland Method in Teaching Reading at Early Year Level to Pre-School Students in an Informal Education in Bandar Lampung - Alfiana Rochmah	V-94
23.	TheInfluence of Using Short Video Towards the Students' Speaking Skill at Grade VII of SMPN 22 Bandar Lampung - Dita Oktapiana	7-101

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

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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 timeLearning 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 talkabout 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 Silbermen. 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 (Silbermen, 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 checktheir 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 sevent 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 substracted 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 $(\sum y^2)$ substracted by the total $(\sum y)^2$ devided

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 substracted 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 $(\sum y^2)$ substracted by the total $(\sum y)^2$ devided 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 substracted 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 substracted by 2 times in the bracket 1 divided by (Nx) 20 added by 1 divided by (Ny) 20. After that, 9.95 substracted by 23.65 the result was 13.7 and in the bracket 439.95 added by 2330.55 devided 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_a) 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. In 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-v alue that is greater than p-value. It concluded that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. So, there was improvement of the application of Quiz Team Technique towards the students' understanding on simple present tense at grade sevent 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_o) 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 leaning 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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