

**IMPROVING STUDENTS' UNDERSTANDING ON SIMPLE PRESENT
TENSE THROUGH AUCTION GRAMMAR GAME AT THE EIGHTH
GRADE STUDENTS OF SMP KATOLIK BELIBIS MAKASSAR**

Adriani Jihad

(adriani_jihad@yahoo.com)

Sekolah Tinggi Keguruan dan Ilmu Pendidikan
Yayasan Pendidikan Ujung Pandang
Makassar

ABSTRACT

This research aimed to find out the Auction Grammar Game in improving students' understanding on simple present tense. This research used pre-experimental method. The population of this research was the whole eighth grade students of SMP Katolik Belibis Makassar which consists of 29 students. By using total sampling technique, this class was taken as a sample which consists of 29 students. Sample of this research was the same with the population because there was only one class for the eighth-grade students of SMP Katolik Belibis Makassar. The data were analyzed by using SPSS Program. The result of this research found that students' understanding on simple present tense was improved significantly. It can be seen in the result of the students' mean score in post-test that was higher than pre-test ($78.79 > 35.52$). In addition, t-test value was higher than t-table ($20.657 > 2.048$). It can be concluded that the Auction grammar game improves students' understanding on simple present tense.

Keywords: Auction Grammar Game, Simple Present Tense

INTRODUCTION

English has become an international language, which is used by most communities in the world. Many countries use English as their second language such as in India, Singapore, Philippines, etc. In Indonesia, English not consider as a second language but English is a foreign language. Therefore, the students are hoped to increase their ability in English. Increasing the students' ability in master English the teachers have to think how to make students master in English. The difficulties of learning English are not only at junior high school students but also at the senior high school students and even at the university, because the process of learning English as foreign language is the same as the process of how children learnt to talk for the first time.

Students need another language component such as grammar in learning English. It is hard to understand a language if we do not understand about grammar. In mastering grammar, we can communicate with each other well and avoid in making mistakes use English. In fact, students often find problems in learning grammatical. So, it needs more teacher's attention to make the transfer of the grammar process easier to grasp and more fun to learn. To do this hard job, teachers are hoped to have ingenuity in teaching by use any kind of teaching aids that already exist in their environment. One of those aids use games. Deesri, (2000) stated that games increase learners' proficiency in practising grammar communicatively. By the help of grammar games, students can develop their ability in using language as they were given a chance to use language in the situations which have a purpose. Teaching grammar in senior high school also concluded by Susanto (2017) he elaborated the use of communicative language learning (CLT) to teaching grammar in senior high school.

In this research, the researcher chooses games to improve students' ability in Simple Present Tense because games can help and encouraged many students to sustain their interest. To know how more students understand about grammar, Simple Present Tense is one of the ways. Realizing the importance of Simple Present, teachers must take an effort to build up students' ability. Simple Present Tense is the most important factor in compiling simple sentences to express daily

activities or habits. In this research, the researcher do this research in SMP Katolik Belibis Makassar. The researcher had interviewed the English teacher of SMP Katolik Belibis Makassar. She said that the students in their school still need additional knowledge in understanding Simple Present Tense. The game that the researcher's mean is Grammar Auction. Grammar Auction is used to buy the correct sentences as much as possible from the auction.

RESEARCH METHOD

In this research the researcher used pre-experimental method with one group. The aim of this method is going to find out the use of Auction Grammar game to improve students' understanding on Simple Present Tense. This research was called quantitative research because it used numbers or statistics. According to Ary (2010), "quantitative research is inquiry employing operational definitions to generate numeric data to answer predetermined hypotheses or questions". This research was pre-experimental design with one group pre-test and post-test. The design above means that the researcher gave them pre-test before using games then gave them post-test after teaching several times using games.

The students were given pre-test to find out their basic performance on Simple Present Tense. The researcher gave the students treatment, as a medium to show the mistakes found in the pre-test and those made during the simulation performance. It used to enable the students to improve and reduce the mistakes which made during the activities in pre-test. The students were finally given the post-test to measure whether or not they got progress to understand the Simple Present Tense.

In this research, the population was the whole Eighth grade students of SMP Katolik Belibis Makassar. In SMP Katolik Belibis Makassar, there was only one class for the Eighth grade. The total numbers of population were 29 students. That means this research was the total sampling technique. The researcher used the total Sampling technique because the researcher chose to examine the entire population. So, the sample of this research consisted of 29 students in class VIII.

This research used one kind of instrument, namely Simple Present test. The test consisted of pre-test and post-test. The pre-test purposed that to identify

the students' basic performance in their Simple Present Tense. While the post-test purposed to know the students' understanding on Simple Present Tense through Auction Grammar Game. The tests were multiple choices. In this test the researcher gave twenty questions about Simple Present Tense for the students.

In collecting data, the researcher used three steps: there were pre-test, treatment, and post-test. Before did the treatment, the researcher gave the pre-test that used to see the students' prior ability in Simple Present Tense. After did the pre-test, the researcher gave treatment to the students in four meetings and distributed posttest at last. Two meetings used for pre-test and post-test. It purposed to see the mistakes that found in the pre-test during the simulation performance. The researcher conducted the research for 6 times meeting. The first, the researcher wrote the sentences on the board. Explained that they auctioned the sentences, and then explained that each team had RP 1000 that they need to buy the correct sentences. In their teams, learners discussed which sentences they thought correct and decided which ones to buy and for how much. The second, auctioned each sentence to the team who offered the most money. When all the sentences had been sold. The researcher and the students reviewed each sentence to identify which one was correct and which one was incorrect. The third, the researcher asked the students to correct the mistakes. The team that bought the most correct sentences and had most money left would be the winner.

The researcher used SPSS technique to find out whether the mean score differences between pre-test and post-test were significant or not. The data collected from pre-test and post-test of pre-experimental group.

FINDINGS AND DISCUSSION

The discussion deals with the interpretation of the findings delivered from the data analysis. The description of the data collected through Simple Present test showed that the students' understanding on Simple Present Tense was improved. It was supported by the result of frequency and the rate percentage of the students pre-test and post-test. The students score after gave treatment in teaching Simple Present by using Auction Grammar Game was better than before gave the treatment.

Before the researcher gave the students treatment by using Auction Grammar Game, the researcher gave pre-test to the students. It is aimed to know the students' prior knowledge in Simple Present Tense. After that the students were taught by Auction Grammar Game expected to improve the students' knowledge in Simple Present Tense. The last step of this research, the researcher gave the post-test. It is aimed to find out the students' achievement in Simple Present after been taught using Auction Grammar Game.

In pre-test, when the researcher came to their class to do the pre-test, the students' expressed as if they rejected the attendance of the researcher. It was described by their mimic, facial, gestural and responses. Their English teacher let the researcher introduced herself and the aim of her attendance to their class then their English teacher left the researcher in the class. Before distributed the test in pre-test, the researcher asked all students about their understanding on Simple Present Tense and the students said that Simple Present Tense was easy. Then, researcher provides the questions to the students. During the test, the researcher monitored the students in finishing the test.

The researcher found that the students got hard in answering the questions. They did not understand the questions and always asked to the researcher about the meaning of some words that they did not know such as train, attend, coach, office, around, enough, etc. They could not distinguish between verbal and nominal sentence and they did not understand about the form of Simple Present Tense. The most of students still chose the word in -ING and -ED form that actually they could not be used in Simple Present Tense. They also confused the word that must be add by -S/ES. Most of them were seriously in doing pre-test but the others were not. In pre-test, the researcher found that some students had some difficulties in answering the question provided. Consequently, the students' score in pre-test was very low.

From the analyzes the students' result of pre-test there were two students who got poor score, eighteen students who got less score, nine students who got fair score, and there was none student who got good and excellent score. To know the presentation of students' score based on score classification is by sorting data

from the smallest score up to the largest score. Then researcher is going to identify it easily. It was found that the smallest score of students in pre-test is fifteen and it consists of two students of total sample and the highest score is fifty-five. The total of the students' score in pre-test was 1030. The mean score of students' pre-test was 35,52.

By looking at the students result of rate percentage above on the students' score of pre-test, the students score were categorized into poor, less, and fair. It can be concluded that most students have classified as fair. It means that the students have low concentration in understanding Simple Present Tense, and they feel bored when they learn about grammar especially in Simple Present Tense and also the students need a long time to finish the test because the students difficult to answer the question that the researcher gave.

Based on the explanation above, the researcher conducted to apply the Auction Grammar Game in teaching Simple Present Tense. After gave the pre-test, the researcher gave treatments to the students. In teaching Simple Present Tense in the treatment, the researcher applied the Auction Grammar Game. The researcher gave the treatment to the students for four meetings. In each meeting the researcher prepared the sentence of Simple Present and prepared the coin money as a media to applied the Auction Grammar Game which different topic for each meeting.

At the first treatment, the researcher explained what the purposes of her research. After that, the researcher explained to the students what they would do. It was started by the researcher greeted the students and ask them to pray, and the researcher checked their attendance list, after that the researcher explained how important of English grammar mastery in learning English. The next was, the researcher explained about the students' problem in did the pre-test. Before came to the main activities the researcher divided them into six groups, and gave the six sentences to the students, asked the students to discuss what sentences that they thought were correct. In the first treatment, the researcher applied six sentences to the students. Two of the sentences were correct and the four sentences were incorrect. The researcher gave direction to the students to choose which sentences

were correct. From the six groups, the two groups chose the same sentence. These two groups did the auction to buy the sentences. The groups which had the highest bid would be the winner and got the sentences. After that, the researcher asked the group to explain why they chose the sentence as the correct sentence. The researcher also asked the other groups to give their opinion about the sentence that the winning group had chosen. In the last, the researcher discusses together with the students about the sentence. In fact, all the sentences that they choose was incorrect. All the groups cannot find the correct sentences in the first treatment.

At the second treatment the researcher applied the game again. The main activity in second treatment was the same with the treatment before. The researcher provided the sentences in Simple Present Tense then the students chose which sentences were in correct grammatically. The topic in the second treatment was different with the treatment before. In the second treatment, the students had progress in identified the sentences. There were three groups which chose the same sentence. The sentence that they chose was correct and the other three groups still confused. They chose the incorrect sentence. Here, some students had improved their understanding on Simple Present Tense.

In the third treatment, the researcher did the same activities as in the second treatment, but the researcher gave the sentence with different topic. Almost the group had succussed in recognize the correct grammatical sentences. They could explain the error of the sentences well. In learning process the students answer the question actively.

As in the meetings before, the fourth treatment was the same. The researcher gave the sentences to the students with different topic and applied the game. In treatment fourth, the students be able to explain more about what is the Simple Present Tense, the form, the function of Simple Present Tense and recognized the error grammatical of the sentences and how to solve the problems. After doing the treatment, the researcher concluded the material that they had discussed during the treatment and tell them to prepare their self for the next meeting.

In treatment, the researcher did the same activities and applied the same procedures of those method. During applied this game, the researcher found that many students who made noisy in the class could concentrate and focused in the game. They were participating on the game by competed with each other to raise their hand and answer the questions. They discussed and worked together actively, individual or in team. They were very motivated in learning English by using this game. It could be shown when the students still wanted to learning English even the time was over. It concluded that the students enjoyed the learning process when the researcher using Auction Grammar Game in teaching Simple Present Tense.

The treatment used by the researcher in this research was improving students' understanding on Simple Present Tense through Auction Grammar Game. It was supported by the result of frequency and rate percentage of the students pre-test and post-test. The students score after presenting material by Using Auction Grammar Game was better than before treatment that given to them.

In post-test the researcher gave the students some questions about Simple Present Tense which consist of 20 numbers of multiple choices which was different questions from the pre-test. This test was given which aimed to know the students' improvement in understanding on Simple Present Tense after taught by using Auction Grammar Game. In conducted the post-test, the students seemed quieter and more enjoyed in answering the question. In the post-test, no students cheated on one another or even asked the researcher about things they did not understand from the questions given such as at the pre-test. The time needed to answer the questions in post-test was not as long as at the pre-test. In the pre-test, the time needed by students to complete all the questions was 80 minutes, in the post-test, students only needed about 45 minutes in answering the questions and there were even some students completed all the questions given in 30 minutes. The students had done the test in post-test faster than the test in the pre-test.

In post-test, there was none student who got poor, less and fair score, nineteenth students who got good score, and ten students who got excellent score.

To know the presentation of students' score based on score classification is by sorting data from the smallest score up to the largest score. Then researcher is going to identify it easily. The result of post-test explained that the students classification score were good and excellent score. It could be seen that the students were easy to answer the questions although some of them have a little difference improve in their result score of post-test, but the most all of them have improve significantly. Almost all the students were able to improve their understanding on Simple Present Tense. It proved by the score which the students got after any treatment through Auction Grammar Game method. The minimum score of the students work in post-test was 65 score.

There were all the students who change on their work before and after gave the treatment. The maximum of the students' result in post-test was 95 and it was different with the score previously in pre-test. There was an improvement of the students' score in post-test. It means that using Auction Grammar Game was effective in improving students' understanding on Simple Present Tense. It was found that the smallest score of students in post-test is sixty-five (65) and it consists of fourth students of total sample and the highest score is ninety-five (95). The total of students' score in post-test was 2285. The mean score of students' post-test was 78,79.

The following is detail discussion of the students' result score in both pre-test and post-test. Referring to the data of both pre-test and post-test. It can be seen that the total score of pre-test ($\sum x_1$) was 1030 and the total score of post-test ($\sum x_2$) was 2285, Gain or difference between matched pairs ($\sum d$) was 1255, and square of gain $\sum d^2$ was 57.875. It can be concluded that the students' total score of post-test was higher than the students' total score of pre-test after they had been taught by using Auction Grammar Game method. After calculating the students' result score of post-test, the researcher found significances between their work in pre-test and post-test. Almost all students were able to understand about Simple Present Tense. It proved by the score which the students' got after any treatment through Auction Grammar Game.

The result of this research explained that the students were enjoy in Simple Present Test and were easy to answer the questions. They did not feel boring in learning Process. The students were active in answering the question. They competed each other to get the chance to answer the questions. They worked in groups well. It can be seen by how they motivated each other to speak and gave their opinion about the material that were discussed in the class. It means that using Auction Grammar Game was effective in improving students' understanding on Simple Present Tense. Theother case also shows the improvement of the students' understanding on Simple Present Tense was also proved by the value of T-test. The t-test of this research was 20.657 and the t-table 2.048. It explained that, the value of t-test was higher than the value of t-table, it was concluded that there was a significance between the students' result in pre-test and post-test.

The criteria used to reject or to accept the hypothesis said that the null hypothesis was rejected when the value of t-test is greater than the value of t-table. After understanding this criteria, the researcher concluded that the null hypothesis (H_0) of this research was rejected, while the alternative hypothesis (H_1) of this research was accepted because there was significance difference. It means that students' understanding on Simple Present Tense can be improved by using Auction Grammar Game.

The findings are supported by some theories. Rouf (2015) stated that Auction Grammar Game can improve students' understanding on Simple Present Tense because this method was effective in teaching and reviewing grammar especially Simple Present Tense.

Trainor (2015) stated that Grammar Auctionis quite effective for reviewing grammar point. This method is effective in reviewing grammar point without exception in teaching Simple Present Tense. So, students could understand about word structure in grammatically. The students who could not understand in grammatical especially in Simple Present Tense, they did not produce a good text and if the students do not know about structure they can not

making sentence truly. So, in learning English, learn grammatical especially Simple Present Tense is very important.

From the discussion above, it can be concluded that the eighth grade students of SMP Katolik Belibis Makassar have a significant understanding on Simple Present Tense after learning Simple Present through Auction Grammar Game. They have improved their understanding on Simple Present Tense through this method.

CONCLUSION AND SUGGESTION

Conclusion

Grammar is important skill in learning English. Grammar is needed even in communication. If the students want to speak English well, they have to understand about grammar and of course they also have to understand about Simple Present Tense because in Simple Present Tense they will learn about sentences structure, and if they understand about sentence structure, they will automatically be confident to speak in English. So, it is reasonable if the teachers' English invite the students to understand about Simple Present Tense in learning English. In teaching Simple Present Tense the teachers provided the material and the strategy. The strategy is used by the teachers to help the students to understand about Simple Present Tense. The researcher of this research has used one strategy that helped the students improving their understanding in Simple Present Tense. The strategy used of this research is Auction Grammar Game. It has been applied in the eighth grade students of SMP Katolik Belibis Makassar.

Based on the result of the findings in the previous chapter, the researcher concluded that, teaching Simple Present Tense by using Auction Grammar Game can be given positive effects on the students' understanding on simple present tense to the eighth grade students of SMP Katolik Belibis Makassar in academic year 2018/2019.

It can be seen from the total score of pre-test was 1030 while the total score of post-test was 2285. The mean score of post-test was 78,79 and the mean score of pre-test was 35,52. It means that the total score and mean score of post-

test was higher than the total score and mean score of pre-test, and at level t-test value was 20.657 while t-table was 2.048.

Suggestion

The English teachers are suggested to use auction grammar game as one of the alternative ways to improve students' understanding on Simple Present Tense because this method encourage the students to be more active in thinking and explore their idea, the English teachers should have various methods or techniques and use it in teaching learning process to avoid the monotonous in classroom activities, the technique or methods used should motivate the students in learning process, and in teaching grammar, the English teachers should provide the English learners more opportunities. So, the English learners will read as many as possible, For the students expected active in the following class and must be focused in learning process, For the other researcher, this research focuses on improving students' understanding on Simple Present Tense through auction grammar game at the Eighth-grade students of SMP Katolik Belibis Makassar. the researcher hopes that the finding of this research will be useful for the other researcher in the future research. However, this method needs more development and considering with the situation at the future.

BIBLIOGRAPHY

- Arsyad, Azhar. 2016. *Dasar-Dasar Penguasaan Bahasa Inggris*. Pustaka Pelajar
- Azar, Betty. S. & Hagen, Stacy A. 2009. *Understanding and Using English Grammar*. (-4th ed). Pearson: Longman.
- Brackin, Christopher. 2013. *Teaching Materials collection*. Kamagaya City BOE
- Brown, H. Douglass. 2004. *Language Assessment, Principle and Classroom Practices*. United States of America: Longman.
- Chun, Lee & Vickery, 2011. *Ubiquity and Specificity of Reinforcement Signals Throughout The Human Brain*.
<http://www.sciencedirect.com/science/article/pii/S089662731100732X>.
Accessed on October 8th 2020.
- Cross. 2000, in Yolageldili & Arikan. 2011. *Effectiveness of Using Games in Teaching Grammar to Young Learners*. Thesis STKIP YPUP.
- Devanti, Yeni Mardiana. 2016. *Improving Students' Simple Tenses Mastery by Using English Song at MA Nurut Taqwa Cerme*. Thesis STKIP YPUP.

- Dewifartina, *Ridhatul*, 2011. *Developing Students' Ability of the Simple Present Tense through Substitution Drills*. Thesis STKIP YPUP.
- Deesri, 2000. p.3 in Yoladelgili & Arikan. 2011. *Effectiveness of Using Games in Teaching Grammar to Young Learners*. Thesis STKIP YPUP.
- Hadfield, Jill. 2003. *Intermediate Grammar Games*. Longman.
- Trainor, Kevin. 2015. *Grammar Auction: A Fresh Look at An Old Game*. [Http://tesolau.com/grammar-auction/](http://tesolau.com/grammar-auction/). *Grammar Auction*. Accessed on October 8th 2020.
- Nurdiono. 2015. *The Function of Simple Present Tense*. [Https://www.nurdiono.com/the-function-of-simple-present-tense.html](https://www.nurdiono.com/the-function-of-simple-present-tense.html). Accessed on October 18th 2020.
- Rinvoluceri, Mario. 1995. *Grammar Games*. United Kingdom: Cambridge University Press.
- Rouf. 2015. *Improving Students' Understanding in Simple Present Tense through Auction Grammar Game*.
- Suryadi, and Junaida. 2007. *Complete English Grammar*. Yogyakarta: Pustaka Pelajar.
- Suryabrata, Sumadi. 2014, p.102. *Metodologi penelitian*. Jakarta: PT Raja Grafindo Persada.
- Kusumawardhani, R., & Susanto, D. A. (2017). *The Profile Of Teaching Grammar Using Communicative Language Teaching (Clt) For The Students Of Senior High Schools In Semarang*.
- Taslim, Fadila. 2016. *Improving Students' Mastery on Simple Present Tense through Climbing Grammar Mountain Game*. Thesis STKIP YPUP.
- Ulum, Rifqi Fahmil. 2009. *The Effect of Using Headless Sentences Game on Students Grammar Mastery*. Thesis STKIP YPUP.