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THE EFFECTIVENESS OF TEACHING SIMPLE PAST TENSE BY

USING MATCHING GAME FOR EIGHTH GRADE STUDENTS OF

JUNIOR HIGH SCHOOL

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THE EFFECTIVENESS OF TEACHING SIMPLE PAST TENSE BY USING MATCHING GAME FOR EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui efektivitas pengajaran simple past tense menggunakan matching game pada siswa sekolah menengah pertama. Peneliti menggunakaan desain kuasi eksperimental sebagai desain penelitian. Kelompok eksperimental diajarkan menggunakan matching game sedangkan kelompok kontrol diajarkan hanya dengan teks recount saja. Data dianalisis dengan menggunakan Independent Sample T- Test. Hasil dari analisis data dari kelompok eksperimental dan kontrol mengindikasikan hasil dari Sig. (2-tailed) 0.000 lebih rendah daripada nilai alfa 0.05. Hasil dari data Dapat disimpulkan bahwa yang hipotesis nol (H_o) ditolak, yang berarti alternatif hipotesis H_a) diterima. Terdapat perbedaan yang signifikan dalam penguasaan grammar antara siswa yang diajarkan menggunakan matching game dan yang diajar dengan teks recount saja. Nilai rata- rata dari kelompok yang diajar menggunakan matching game adalah 83.27 sedangkan nilai rata-rata kelompokm yang diajar menggunakan teks recount saja adalah 70.21 dengan selisih nilai rata-rata 13.06. Peneliti menyimpulkan bahwa pengajaran simple past tense menggunakan matching game pada untuk siswa kelas VIII sekolah menengah pertama adalah efektif.

Kata Kunci: Efektivitas, *Matching Game*, Penguasaan Grammar Siswa.

ABSTRACT

The objective of this research is to know the effectiveness of teaching simple past tense by using matching game for junior high school students. The researcher used quasi experimental design. The experimental group was taught by using matching game while the control group was taught by using recount text only. Pretest and posttest were kinds of instrument used in this research. The data were analyzed by using Independent Sample T- test. The result of analyzing the data from the experimental and control groups indicated The result of Sig. (2- tailed) 0.000 is lower than alpha value 0.05. It can be concluded that the null hypothesis (H_o) is rejected, which means the alternative hypothesis (H_a) is accepted. There is significant difference in grammar mastery between group of students taught by using matching game and not taught by using matching game. The mean of group which is taught by using matching game is 83.27 while the mean of group which is taught by using text only is 70.21. with the mean difference of both groups is 13.06. The researcher concluded that teaching simple past tense by using matching game for eighth grade students is effective.

Keywords: Effectiveness, *Matching Game*, Students' Grammar Mastery.

INTRODUCTION

Students need to understand Grammar. Swan (2005:XIX) stated that grammar has an important role in showing how words are combined, arranged or changed to show certain kind of meaning. Through grammar, students can also understand the meaning of texts in english like recount text, narrative text, etc. Nowadays, there are strategies to give progress in learning process, one of them is game. The researcher choose game because it has many benefits for the students. Game is highly motivating and entertaining, and they can give shy learners more opportunity to express their opinions or feeling (luu, 2010:70).

One of kind of game is matching game using flash card as media. The researcher used flash card because it is simple and practical. Matching game is one of methods in cooperative study which uses two cards to be matched by learners in learning process. Those two cards are Question card and Answer card. Students in question card must match students in answer card.

Based on the statement above this research investigated students who were taught by using matching game have better grammar mastery than those who were taught without using matching game, thus, this research was aimed to know whether there is any difference in grammar mastery between students taught by using matching game and not taught by using matching game. The method that was used in this research is quasi experimental research design.

REVIEW OF RELATED LITERATURE

Study of the grammar of the target language, students would become more familiar with the grammar itself. Learning about foreign language would help the students grow intellectually. Actually there has been many definitions stated be experts concerning to it as swan (2005:XIX) had defined that grammar is rules that show how words are combined, arranged or changed to show certain kind of meaning. Gerot and Wignel (1994;2) had defined that "grammar is a theory of language, of how language puts together and how it works". Scott Thornburry defined (1999:13) that grammar as A description of the rules for forming sentences, including an account of the the meanings that these forms convey.

Based on the explanation above the meaning of message conveyed by language has to be converted into words put together according to grammatical rules, and these words are conveyed by sound. It is hoped that the rule of grammar helps the readers, listeners, and the viewers to catch the main means of sentences or utterances that the writer or speaker produces. In short, grammar means the basic signals by which a language transmits its meanings. So learning grammar is a must when students are expected to acquire a language.

Having known the definition of grammar, it is not hard for us to understand why grammar is useful and important. Besides, it seems impossible to learn a language without learning the grammar because it tells us how to use the language.

Grammar materials for junior high school students based on syllabus that refer to curriculum in Indonesia are Simple Present Tense, Present Continuous Tense, Simple Past Tense, Present Perfect Tense, Pronoun, Preposition, Countable

and Uncountable Noun, Question Tags and Conjunction. In this case, the researcher choose Simple Past Tense. It will be disscussed on the next theme.

Hornby (1987:617) defines that Tense is a form of a verb which determines: Time of action and the complete action at the time or something happened, past is beyond in time after. Simple Past tense is a tense which use past form or past verb in previous time. Besides that, Simple past tense has any functions, as follows:
a. To indicate that something happened at as specific time in the past.
b. To indicate the situations that exists for a period of time in the past.
c. To indicate past habit.

There is an important part in Verbal form of Simple Past Tense. It is the verb will be used. It will be discussed below :

Verb consists of two parts, there are:
a. Regular Verb

One types of verb is regular verb. Taken Richard (1985 :453) mention that Regular Verb is a verb which has the most typical forms in its language from grammatical categories, such as tense or person.
Regular verbs are forming the past tense (verb II) and the past participle (verb III) by adding – ed from the present infinitive (Verb I).
b. Irregular Verb

The other type is irregular verbs. The difference between a regular and irregular verb is formation of the simple past and past participle. Regular verbs are dependably consistent the simple past ends by –ed as does the past participle. Irregular verbs are a verb which does not have regular forms for tense, person, etc (Richard, 1985:453).

The characteristics of game are (Ramadhan, 2010: 2) :
1. Games always involve at least two people or two groups of people. In most cases, the game results in a win for one side of the game and a loss for the other.
2. Games must be voluntary.
3. Games always begin with certain set conditions, such as the dealing of cards or the placement of soldiers on a battlefield.
4. Games must have boundaries.
5. There is competition between the players.
6. Games must have uncertain outcome.
The benefits of using game in learning are (Diptoadi, 2009:72)
1. Games help the teacher create contexts in which the language is useful and meaningful.
2. Games help the teacher build better class relationship and encourage class participation.
3. Games provide language practice, review, and consolidation in the various skills; speaking, writing, listening, and reading.
4. Through games, students can interact with others.

Matching Game is a game with the rule find and match each cards. This game use flash card as media. The game is from Make A Match Method which is developed by Lorna Curran, Matching Game is one of methods in cooperative study. Cooperative study is based on the philosophy of *homo homini socius*, that

is the philosophy which emphasizes a human being as a social creature (Lie 2008:28) :

Whereas according to Ibrahim in Ramadhan's Blog (2010) about cooperative learning. The cooperative learning is a model of study, which helps the students to learn the content of the academic and the social relationship. The character of cooperative learning is positive independently to each other, personal responsibility, face to face communication and evaluation of process of group. Matching game is one of methods in cooperative study which uses two cards to be matched by learners in learning process. Those two cards are Question card and Answer card. Students in question card must match students in answer card. Matching game builds the positive interdependence when students are working together in determining their partner. They also care for their friend's learning. In the activity of finding the correct partner, it shows the individual accountability where by each student is responsible for finding the correct answer.

Teacher uses flash card as the media in teaching matching game, the flash card contains of Question card and Answer card, Students are required to match the card between Question card and Answer card in correct form. Based on Education Association (NEA) as cited by Asnawir and Usman (2002;11) stated that Media are things which can be manipulated, seen, heard, read, or spoken together their instrument that can be used well in teaching learning activity and can affect the effectiveness of instructional program.

Media enable students to acquire knowledge, skills, science, and attitude easily. There are many kinds of media to teach English. The researcher chooses flash card as media in this research because the flash card is clasified as visual aids. Visual aids is media that can be seen such as pictures, flash card or short card, newspaper, realia,map, etc. (Kasihani, 2007:103).

Matching game uses flash cards as media which contains of question card and answer card. The students are required to match the card between question card and answer card into correct form.

Applying matching game is : 1. Material. The mateial of this game is deck of card that is written on each in different types, question card and answer card. Those cards are fifty two cards. 2. Dynamic. Whole class in group works, the students will work in pair, every pair will be on a grup. 3. Time. This game takes 30 minutes to play. 4. Procedure. Prepare flash cards. The cards are divided into two types: one type consists of the questions, and the other consists of answer. The cards are 52 cards. The cards are spread to the students. Each student gets one card, the question card or the answer card, some cards are conditioned not to have a partner. Each of student is given a time to determine the answers or questions from their own card. Students are asked to match the cards with their appropriate pairs. Each of students must be able to match and find their cards on time because there is a punishment if can not find and match cards. After the first session, the card is shuffled so that the students will get the different card in the next session. Together with the students make a conclusion from the material given clearly.

RESEARCH METHOD

This research used quasi experimental design which consisted of two groups, experimental and control group. Creswell (2009: 160) states that in quasi-experiments, the experimental group and the control group are selected without random assignment. Both groups are given pretest and posttest but, only the experimental group is given the treatment. The treatment in this research is teaching simple past tense by using matching game. The researcher divided cards in the class of experimental group. There were 52 cards which is divided into 2 parts of card. They were question card and answer card.

The population of this study was all students of SMPI Miftahul Khoir while the sample was eighth grade students.

There are two classes of eighth grade students. VIII-A consists of 26 students while VIII-B consists of 24 students. The researcher gave the pretest to V- A and V- B classes. The pretest was given before the treatment to the experimental and control groups, to know how far is students' grammar mastery before the treatment and also to know the homogeneity of the groups. The result of homogeneity test is as follow:

Test of Homogeneity of Variance

Pretest

		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	.463	1	47	.500
	Based on Median	.216	1	47	.644
	Based on Median and with adjusted df	.216	1	46.831	.644
	Based on trimmed mean	.490	1	47	.487

The table shows that the Sig. value of based of mean homogeneity test is 0.500 which is higher than the alpha value 0.05. It means that both of the classes are homogeneous and can be used as the subject of the research.

There are two types of variable in this research, independent variable and dependent variable. Independent variable is variable that the experimenter expects to influence the other. Dependent variable is the variable upon which the independent variable is acting (Nunan, 1992:25). The independent variable of this research is teaching simple past tense by using matching game, and the dependent variable of this research is the students' grammar mastery.

Research instrument will help the researcher in conducting the study especially in data collection. It makes the researcher's work become easier and helps him to get better, complete and systematic result in order to make the data easy to process (Arikunto, 2006: 101). The researcher used test as the instrument to collect the data in the form of students' score. Pretest and posttest were kinds of test used in this research. The questions in pretest and posttest ware different.

Before the instrument is used to collect data for the research, the researcher should assure that instrument is valid and reliable. The validity and reliability of instrument is important because it could influence the data and the result of the

research. It is in line with Ary, et al (2010: 225) who states that validity is the most important consideration in developing and evaluating measuring instruments. The validities applied in this research are construct validity, content validity and criterion related validity.

RESEARCH FINDING AND DISCUSSION

The objective of this research is to know whether there is any difference in grammar mastery between students taught by using matching game and not taught by using matching game. The researcher conducted the analysis to test the null hypothesis (H_o) whether it is rejected or cannot be rejected. The researcher gave posttest to experimental group and control group in the end of meeting. The purpose of posttest is to know the students grammar mastery after the treatment.

Before the researcher decided which statistical test to use, the researcher did the normality and homogeneity test.

After knowing the posttest score of experimental and control group, the researcher conducted the normality test in posttest score by using SPSS 16.0 program for windows. If the Sig. value is above the alpha value, in which $\alpha= 0.05$, the groups have normal distribution. In the contrary, if the Sig. value is below the alpha value, the groups do not have normal distribution.

The result of the normality test is as follow:

Tests of Normality

		Kolmogorov-Smirnov[a]				Shapiro-Wilk	
	Group	Statistic	df			Statistic	df
Posttest	Experimental	.197	26	Posttest	Experimental	.197	26
	Control	.150	24		Control	.150	24

a. Lilliefors Significance Correction

Referring to table 4.3 in Shapiro-Wilk table the Sig. value in experimental group is 0.059 which is above alpha 0.05. it means that the data in experimental group is normally distributed, while Sig. value in control group is 0.321 which is above alpha 0.05. it means that the data in control group is also normally distributed.

After finding out the normality of the data, the researcher found out the homogeneity of the data in experimental and control group. If the result of the homogeneity test of variance is more than alpha 0.05, it means that both of groups were equal. The result of the homogeneity test is as follow:

Test of Homogeneity of Variances

Posttest

		Levene Statistic	df1	df2	Sig.
POSTTEST	Based on Mean	7.997	1	48	.007
	Based on Median	6.710	1	48	.013
	Based on Median and with adjusted df	6.710	1	47.815	.013
	Based on trimmed mean	8.036	1	48	.007

The table above shows that the Sig. value of based on mean homogeneity test is 0.007. The Sig. value is lower than alpha 0.05. It means that the experimental and control group are not equal.

Based on the result of normality test both of the groups have normal distributions, while in the result of homogeneity test reveals that the data in both of the groups are not homogeneous. Considering the result of normality and homogeneity tests, the researcher used Independent Sample T- test to test the hypothesis. The result of Independent Sample T-test is as follow.

Descriptive Statistics of posttest

	Group	N	Mean	Std. Deviation	Std. Error Mean
Postest	Experimental	26	83.27	7.993	1.568
	Control	24	70.21	12.466	2.545

Based on table above the mean of experimental group is 83.27 (N= 26) with the standard deviation 7.993 while the mean of control group is 70.21 (N=24) with standard deviation 12.466. It indicates that the mean of experimental group scores which is taught simple past tense by using matching game is higher than the control group which is taught simple past tense not using matching game. The mean difference of both groups is 13.06.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.			F	Sig.			Upper
POSTTEST	Equal variances assumed	7.997	.007	POST-TEST	Equal variances assumed	7.997	.007	POST-TEST	Equal variances assumed	7.997
	Equal variances not assumed				Equal variances not assumed				Equal variances not assumed	

Based on table Independent Samples Test equal variances not assumed, the result shows that Sig. (2- tailed) is 0.000. The result of Sig. (2- tailed) 0.000 is lower than alpha value 0.05. It can be concluded that the null hypothesis (H_o) is rejected, which means there is significant difference in grammar mastery between students taught by using matching game and not taught by using matching game. Overall, it can be concluded that teaching simple past tense by using matching game for eighth grade students is effective.

After analyzing the data, the researcher discussed the result of data analysis by relating the findings with the theories used in this research. The goals of teaching simple past tense by using matching game are in line with Luu (2010:70). Game is highly motivating and entertaining, and they can give shy learners more opportunity to express their opinions or feeling. And also in line with Ibrahim in Ramadhan's Blog (2010) about cooperative learning :
 "The cooperative learning is a model of study, which helps the students to learn the content of the academic and the social relationship. The character of cooperative learning is positive independently to each other, personal responsibility, face to face communication and evaluation of process of group".

Matching game is a part of cooperative study. It builds the positive interdependence when students are working together in determining their partner. They also care for their friend's learning. In the activity of finding the correct partner, it shows the individual accountability where by each student is responsible for finding the correct answer.

Matching Game is a game with the rule find and match each cards. this game is from Make A Match Method which is developed by Lorna Curran. Therefore, In teaching simple past tense by using matching game the researcher did some activities, they are : made flash cards. Flash cards are divided into two types: one

type consists of the questions, and the other consists of answer. The cards are 52 cards. The cards are spread to the students. Each student gets one card, the question card or the answer card, some cards are conditioned not to have a partner.

The result of this research based on the statistical analysis by using Independent sample T- test shows that there is significant difference in grammar mastery between students taught by using matching and not taught by using matching game. It was taken from the result of the data previously which shows. Sig. (2-tailed) is 0.000 lower than alpha value 0.05. It means that the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. Additionally, the descriptive statistics of posttest also informs that the mean of experimental group, which is taught by using word wall media, is higher 13.06 points than the mean of control group, which is not taught by using matching game. So, the researcher concluded that teaching simple past tense by using matching game for eighth grade students of junior high school is effective.

CONCLUSION

Referring to the result of data analysis on the previous chapter, the answer of problem of the study is there is difference in grammar mastery between students taught by using matching game and not taught by using matching game. The result of Sig. (2- tailed) 0.000 is lower than alpha value 0.05. It can be concluded the null hypothesis (H_o) is rejected, which means the alternative hypothesis (H_a) was accepted. In final conclusion, there is significant difference in grammar mastery between students which is taught reading simple past tense by using matching game and students which is taught not by using matching game (using text only). The mean of experimental group (VIII-A class) was 83.27 while the mean of control group (VIII-B class) was 70.21 with the mean difference of both groups is 13.06. The researcher concluded that teaching simple past tense by using matching game for junior high school students was effective.

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