

USING WORDS JUMP GAME TO IMPROVE GRAMMAR

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ABSTRACT

Successful teaching and learning process depends on strategy used by the teacher. The more interesting the strategy is used, the more effective of teaching and learning process will be. This study proposed a teaching strategy using game called WJG (WJG) to help the seventh-grade students of SMP Negeri 4 Kupang Tengah master the knowledge of English while improving their writing ability related to the learning topics. The use of WJG focused on improving students' knowledge of tenses especially Simple Present Tense and improving students' descriptive writing ability using simple present tense. This study intended to know how WJG improves students' knowledge of simple present tense and to know whether this WJG is effective in improving students' descriptive writing ability. By using observation checklist and triangulation as the qualitative data, the study revealed that students' achievement in learning was increased significantly, and also by using one group pre-test and post-test design as the quantitative data, it revealed that WJG strategy was effective. It was supported by data analysis using t-test to measure the effectiveness of WJG, where t-value is $9.52 > t$ -table is 2.05.

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INTRODUCTION

The expansion of period and technology nowadays forces many things to change (social, economy, technology, and education, including language capability) and of course this situation requires humans to develop in all aspects of life. The impact of globalization also forces Indonesia to survive by producing best quality people and best quality products in order to compete with other countries. Those factors cause English becomes very prominent besides Indonesian language and being learned and taught as a foreign language (EFL) to enable students understand reference or text books written in English. In addition, the learning of English is also aimed at assisting Indonesia workforce to deal with modern technology and globalization era (Bire, 2016). However, it cannot be denied that quality of learning English today is still low. In classes, students are passive in learning while the teacher is active in speaking without any attempts of creating or making the class interesting and fun.

For the sake of research investigation, the writer investigated the case which is occurred in reality of English teaching and learning process in classroom, so she chose seventh grade students of SMP Negeri 4 Kupang Tengah as the object of this research. Based on pre-observation activity, the writer found that seventh grade students of SMP Negeri 4

Kupang are learners of English who are classified as beginners who do not have any knowledge of English at all despite the fact that they have learnt some English at Elementary School. While the main tense being learned by the students was still about the Simple Present Tense, which was learned contextually through such topics as Greetings, Describing Ourselves, Daily Activity, My Family, and Describing Objects. The writer presumed that the students are inevitably treated as if they were pure beginners by teacher's lengthy talk. Teacher dominates the class with an expectation that students are able to know the grammar of English and able to fulfill the curriculum demand (K13) by acquiring the indicators of achievement.

As a result, students have less concentration in learning and also there were still some numbers of indicators that had not been reached. The writer investigated students' writing and she found that there were still some errors appeared in almost whole of students' work related to their learning topic. They did not concern on verb position based on the subject in simple present tense sentence, *i.e.*, 'my brother one *go* to school at 7 o'clock' (it must be 'my first brother *goes* to school at 7 o'clock'), etc.

Another case which existed in students' pretest is that students used an inappropriate pronoun in sentence, for example students tended to put first singular form '*I*' as the subject in sentence without concerned on the real subject of it. The writer presumed that problems occurred because of students' lack of knowledge of simple present tense.

To overcome the problem, the strategy of learning should be paid attention by the teacher in order to create a successful teaching and learning process. As Rubin (1975) defined strategies as "the techniques or devices, which a learner may use to acquire knowledge", and Syah (1995) also said that a good selection strategy might cause the selection of learning methods occur and it can make an effective classroom management, so here the writer used *Words Jump* game (WJG) as a teaching strategy to help students overcome their learning problems. Game is an activity where a child does spontaneously and feeling joy, an activity that has no extrinsic purpose and involves active role of a child (Mujib & Rahmawati, 2012:19), so this WJG activity involves students as players who will jump from word to word provided in the game. The words provided are written in such a card, a picture is also provided to be described, so students would choose the words to describe the picture.

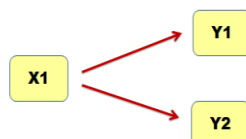
This WJG is inspired by the similar activity called *sight words* that frequently used to teach vocabulary. However, in this study, WJG's focus is changed a bit to teach tenses. This study intended to know how WJG improves students' knowledge of simple present tense and to know whether this WJG is effective in improving students' descriptive writing ability. The hypothesis of this study is that 'the use of WJG as the teaching strategy does improve the seventh-grade students' ability in using Simple Present Tense in descriptive writing'. The scope of this study is limited in how the WJG strategy affected students' knowledge of Simple Present Tense (positive and negative forms paradigm) and students are able to implement their improving knowledge of simple present tense in describing things/people correctly and contextually.

METHOD

Based on the phenomenon described above, the writer decided to use mix method (Qualitative and Quantitative). Those methods could be used together if the methods were used to observe the difference purposes in the same object (Sugiyono:2016). Qualitative was

used to look deep down into students' progress as long as *WJG* given by noting all students' achievement in participating in game through observation checklist and triangulation to strength the data, while quantitative was used to measure the effectiveness of *WJG* through *one group pretest-posttest design*, with the seventh-grade students of SMP Negeri 4 Kupang Tengah as the population of this research and class VIIA students as the sample.

In this study, there were three variables used to be learned to gain information and conclusion about it (Sugiyono, 2016:38). The variable is described in the following:



- X = Teaching Strategy using 'words jump' game
 - Y1 = Students' knowledge of simple present tense
 - Y2 = Students' ability to use simple present tense in descriptive writing
- Sugiyono (2016 : 45)

In order to be more systematic, the research activity was done in some stages of research procedures:

1. Pre-study Activity

This activity was done to gain early information about problems occurred in SMP Negeri 4 Kupang Tengah related to what the writer wanted to overcome;

2. Treatment Activity

This activity was done to get accurate data through Test (*pre-test* to measure students' first ability and *post-test* to measure students' final ability after applying *WJG*), then Classroom Observation which *treatment of WJG* is held and it is noted in observation checklist to gain the data, and Triangulation which as the strengthen data to support the classroom observation and test.

3. Post-test Activity

All information gathered from treatment activity (observation, test and triangulation) was sorted, analyzed and elaborated to measure the effectiveness of *WJG*.

To support the study, instrument of research was used as tools to collect the data so the process will be easier and more accurate to be analyzed (Arikunto:2006). In this research, the writer used observation checklist and test as in the following:

Table 1
Rubric of Observation Sheet

NO	ASPECTS BEING OBSERVED	SCORE					ADDITING NOTE
		1	2	3	4	5	
A	COGNITIVE						
1	Students are active and enthusiastic in asking questions related to material						
2	Students are active in giving ideas about the material						
3	Students have high motivation in solving problem related to material given in applying the 'words jump' game						
4	Students are correctly answering the questions						

	in learning process when applying 'words jump' game							
B	AFFECTIVE							
1	Students are active to note the important things related to the material							
2	Students focus on the material given (especially when they apply WJG)							
3	Students clearly work in team as long as learning process (especially when they apply 'words jump' game)							
4	Students are respecting each other when they apply 'words jump' game in learning process							
C	PSYCHOMOTORIC							
1	Students do the task in the 'words jump' game based on teacher's instruction							
2	Students accomplish the challenges or problems in the task on time							

1 : Never 3 : Sometimes 5 : Always
 2 : Seldom 4 : Often

Source : <https://www.scribd.com/doc/131965935/Rubrik-Penilaian-Lembar-Observasi-Aktivitas-Siswa>

Table 2
Rubric of the Descriptive Writing Assessment (Test)

Performance Criteria	Exceeds Expectations (10 – 8)	Meets Expectations (7 – 4)	Below Expectations (3 – 1)
1. Content	All major topics thoroughly supported by specific, accurate and relevant data.	Major topics covered but supporting details somewhat lacking in specificity, accuracy, and relevance	Little or no supporting data or data presented was not relevant, specific or accurate.
2. Organization	Exceptionally clear sense of unity and order, logical transitions, highly effective opening and closing	Adequate sense of unity and order, most transitions effective, clear opening and closing	Lack sense of unity and order, ineffective/lack of transitions, ineffective opening and closing
3. Style	Consistently effective word choice	Generally appropriate word choice	Generally ineffective word choice
Grammar and Mechanics	Few, if any errors throughout in use of standard English rules of grammar (especially Simple Present Tense), spelling, punctuation, and capitalization.	Not more than a few errors per paragraph in use of standard English rules of grammar (especially Simple Present Tense), spelling, punctuation, and capitalization.	More than a few errors per paragraph in use of standard English rules of grammar (especially Simple Present Tense), spelling, punctuation, and capitalization that make the paragraph unclear or difficult to read

Source: Joseph S. Anderson & Lawrence C. Mohrweis (2008)

After all data was gained, as it is stated in post-study activity, the writer sorted the data and then analyzed. Data from observation sheet were calculated by the writer using the assessment rubric as below:

$$\text{Final Score} = \frac{\Sigma (ABC)}{N} \times 100\%$$

$\Sigma (ABC)$: score
 n : total score

By the score gained, the writer used standard measurement of effectiveness from Litbang Depdagri (1991).

< 40,00	:	Very ineffective
41,00 – 59,99	:	Ineffective
60,00 – 79,99	:	Effective
80,00 – 100	:	Very effective

Source: Litbang Depdagri (1991) in Yuniastari (2015)

The writer also used triangulation by collecting some students' and teacher's opinion about this *WJG*.

In the next section, the writer looked at students' achievement in test and gave them score for the test as in the following:

$$\text{Students' Final Score} = \frac{\text{number of score gained}}{\text{number of criteria being assessed}} \times 10$$

Because of the writer used one group pretest-posttest design, so the writer used paired sample t-test to emphasize the impact on the hypothesis and to examine whether H_1 (the use of word jump game as the teaching strategy does improve the seventh-grade students' ability in using Simple Present Tense in descriptive writing) was accepted or not. The formula of t-test is described below :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

s_1^2 = Variance of Sample 1 (Post-Test Data)

s_2^2 = Variance of Sample 2 (Pre-Test Data)

r = Correlation between sample 1 and sample 2

\bar{x}_1 = Average of Sample 1

\bar{x}_2 = Average of Sample 2

s_1 = Standard Deviation of Sample 1

s_2 = Standard Deviation of Sample 2

Sugiyono (2016 : 307)

FINDINGS AND DISCUSSION

This part will be divided into: treatment activity, findings, data analysis and discussion.

Treatment Activity

This treatment activity was allotted into three main parts :

- a. Opening

Such a generally lesson opening activities, the class opened by checking on students' presence, then stimulation about topic of learning before, and giving of little explanation as a review to remain students.

b. Core Activities

After students got the figure of simple present tense, then the writer began to tell students how to use good sentence of simple present tense in descriptive writing by using *WJG* strategy. The writer divided students into six groups which each group consisted of five students and instructed them the way to play *WJG*.

Each group got picture (things around people's daily life like classroom, school, chair, table, doll, bag, etc.) to be described with some clues of it to make them easier to describe. After that, the writer put cards of words on the floor and asked students to jump from word to word they considered as the right word to describe the picture given.

Every group had five minutes time to work together to write descriptive sentence on the blackboard in turn and had to compete to collect descriptive sentences as much as they can. Groups who successfully wrote most sentences became the winner.

As long as the game took place, some unexpected circumstances occurred in the first trial, such as students' were influenced by noise from the other groups because of turn taking division which was not managed well. In addition, unfamiliar game and limitation of vocabulary made students felt hard in playing game. Some groups even spent their whole time to think and wrote only three sentences.

To overcome the problem occurred, the writer added clues to make students easier to describe picture. Moreover, all groups played this game in the same time to make them not too noisy and could concentrate.

As the result, students could produce more sentences in five minutes accurately and more focus.

c. Closing

In closing activity, the writer concluded the material being learnt by giving review about simple present tense (pattern, rule and meaning) and also how to use simple present tense to describe people or things accurately.

Findings

After the treatment implementation, some findings were founded as described below:

a. *Observation Result*

Students' progression as long as the game took place was noted on observation sheet. The observer was students' English teacher itself, in order to make the data more real and the writer could handle the teaching and learning process easily. This observation sheet was noted well in three times with ten aspects stated on it to see students' progression as long as they applied *WJG*. Those ten aspects were about students' enthusiasm, activeness, motivation, accuracy, focus, and cooperation to work in team.

Along with this *WJG* took place, the observer saw that students' motivation was increased bit by bit.

Students slowly but surely began to ask some simple questions, they often gave their idea about describing things through this *WJG*. Despite all challenges of the game were not properly accomplished by students because of their lack of vocabulary, at least students

often produced a correct answer related to topic given. In this game, students also acted as ‘teacher’ for their friends, they in group who categorized as the capable students helped their friends who have low capability to understand the material given, this occurred almost in the whole treatment activity.

Based on students’ progression showed in the treatment activity, the observer gave score in the observation sheet as in the following:

Table 3
Score of Students’ Progression in Observation Sheet

Aspect being observed		Score
COGNITIVE	Students are active and enthusiastic in asking questions related to material	4
	Students are active in giving ideas about the material	4
	Students have high motivation in solving problem related to material given in applying the ‘words jump’ game	5
	Students are correctly answering the questions in learning process when applying ‘words jump’ game	4
AFFECTIVE	Students are active to note the important things related to the material	4
	Students focus on the material given (especially when they apply WJG)	4
	Students clearly work in team as long as learning process (especially when they apply ‘words jump’ game)	5
	Students are respecting each other when they apply ‘words jump’ game in learning process	5
PSYCHO-MOTORIC	Students do the task in the ‘words jump’ game based on teacher’s instruction	5
	Students accomplish the challenges or problems in the task on time	5
SCORE		45

B

Based on the result above, the writer looked at the score gained and took the last day’s score in order to conclude and to measure the effectiveness of the game. The writer counted the score as bellow:

$$\begin{aligned} \text{Final Score} &= \frac{45}{50} \times 100\% \\ &= 90 \end{aligned}$$

It means, this WJG is effective according to Standard Measurement of Litbang Depdagri (1991).

b. Test Result

Based on data collection technique in this study, pre-test and post-test were used as the instrument to look at the difference between students’ progression before

applying and after applying WJG. The writer found that there was significant difference between students' result of pre-test and post-test

Table 4
Students' Result of Test

STUDENT	PRE-TEST SCORE	POST-TEST SCORE
1	45	60
2	30	72.5
3	52.5	72.5
4	57.5	70
5	40	62.5
6	60	77.5
7	52.5	67.5
8	62.5	77.5
9	47.5	70
10	47.5	72.5
11	52.5	40
12	57.5	80
13	35	62.5
14	65	80
15	55	70
16	35	40
17	55	62.5
18	40	50
19	42.5	67.5
20	35	80
21	52.5	60
22	55	80
23	57.5	75
24	50	65
25	52.5	67.5
26	50	70
27	50	62.5
28	55	80
29	57.5	80
30	55	80
AVERAGE	50.08	68.5

Discussion

The writer finished her research activity, and continued with the elaboration of data based on classroom observation activity and t-test. The writer elaborated how students' knowledge of simple present tense improved significantly.

a) Observation Activity

As long as *WJG* was held, students' advance was assessed according to several aspects, the result shows that:

Students' simple questions related to material given proved that *WJG* was succeeded to increase students' activeness and enthusiasm in asking questions related to material. Learning is said to be successful and qualified if all or at least most (75%) learners are actively involved, both physically, mentally and socially in the learning process, in addition to demonstrating a high learning enthusiasm, great learning spirit, and trust in

self (Mulyasa, 2009). Turn taking management also must be paid attention. This point had important role to make students focus on the material.

Through the observation sheet, the writer saw that students' activeness in giving ideas and their motivation in solving problems in WJG was sequentially increased by the addition of clues in describing picture. This made the writer easily to guide students' (good capability and mediocre capability) in choosing the correct words to make a good descriptive sentence. Students in group began autonomous to choose the correct words to put in sentences.

In addition, reminding students about simple present tense pattern repeatedly as long as the game took place, made students slowly comprehend how to write a good sentence of simple present tense.

On the other hand, this game provided a fun learning activity that caused students naturally focus on challenges they had to accomplish and because of this game forced student to describe thing or picture in team, students' cooperation and respecting was appeared in this game. This game was successfully enabled students to produce a larger number of task completions compared to individual work because the results gained is from the contribution of team members together (Smither, Houston, McIntire : 2016).

Furthermore, by the technique of triangulation the writer found that *WJG* provided activeness and enthusiasm which suitable for students especially for K13 class. Some questions about the pros and cons, challenges, comments and suggestions related to the implementation of *WJG* were asked to teacher and students. In general, students' answer regarding the implementation of *WJG* was that they felt happy and enjoyed to learn while playing a game. Through this game, they could be more confidence in doing English task, in writing a good English sentence.

Large number of new vocabularies that caused them felt hard in doing the game and unfamiliar game for the students make the writer got an input that this game must be supported by students' good understanding of vocabulary. Besides, the difficulties might occur if the class is big; it would need an extra management of time and class orderliness so all students could be able to apply this game. However, this game can be modified to teach other tenses, not only simple present tense, as teacher's answer in interview.

b) Test

In this part, the writer interprets findings of students' pre-test and post-test result and data analysis using t-test. It is clearly shown that students' knowledge of simple present tense is developed significantly.

Based on data taken, the lowest score of pre-tests was 30 and highest score was 65. There were 3 (three) students who got score about 30-40, 6 (six) students who got 40-45, 17 (seventeen) students who got 50-55, and only 2 (two) students who got 60-65. While after giving the treatment, students result in post-test is increased, the lowest score was 40 and the highest score was 80. There were only 2 (two) students who got score 40, only 1 (one) student who got score 50, 10 (ten) students who got 60-70, and 14 (fourteen) students who got 70-80. The number of students who got high score is increased.

So the writer assumed that *WJG* is useful and helpful for students in improving their knowledge of simple present tense. It was proven by the result of t-test, which after being compared to the t-table was $2.05 < t\text{-value}$ was 9.52.

CONCLUSION

Words jump game is one of many strategies that teacher can use in teaching. This game is a modification of the game *sight word* that usually used to improve learners' vocabulary. But in this study, the writer used this game for teaching simple present tense (positive and negative form) to seventh grade students of SMP Negeri 4 Kupang Tengah in academic year 2017/2018.

Based on quantitative data (t-test), it is showed that t-table was $2.05 < t\text{-value}$ was 9.52 and based on qualitative data, the score of observation sheet was 90 which is measured as an effective score according to Litbang Depdagri (1991), it can be concluded that WJG is effective to improve students' knowledge of simple present tense and also students' ability to use simple present tense in descriptive writing.

Moreover, this game can be one of recommended teaching strategy for English teacher to improve students' knowledge of tenses and can be a benchmark to conduct a new topic using these words jump game, or even to conduct a new teaching strategy using game to create an enjoyable and effective teaching and learning process.

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