The Use of Scramble Game in Improving Students' Grammar Achievement

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Abstract

Grammar has been a problem for the EFL learners around the world. It encourages researcher to conduct this research. This action research project aims to see the students' grammar achievement by using scramble game. The design of this research was Classroom Action Research. This research ran the four steps: Planning the action, implementing, observing, and reflecting the action. The research was conducted in SMP Negeri 2 located in the cities of Kolaka, Southeast Sulawesi. The data of the study were obtained from the result of observation sheet and from the grammar test, which were taken during the implementation of the action. The data have been analyzed descriptively after collection. Two kinds of data were obtained, namely qualitative and quantitative data. At the end of cycle (post-test) quantity data were obtained from the tests. Qualitative data were taken from observation sheets and surveys conducted during the treatment cycle. The researchers found in the preliminary study that the grammar achievement of the students was low. The researcher applied two cycles, in the first cycle showed that 62.5 % students got the average value above 70, while 37.5 % students got the average value below 70. Minimum completeness criteria in this subject were 75% students got 70 or more. While in the second cycle, the results of the research in cycle II were 83 % students got the average value above 70, while 17 % students got the average value below 70. The results of the research concluded that, the implementation of scramble game in teaching grammar could improve the students' achievement.

Keywords: Scramble game, grammar, achievement.

1. Introduction

There is no doubt that English plays a major role in the world, including Indonesia. In nearly all aspects of life, English is applied. It is necessary for international transactions, job searches, abroad, etc. In addition, in many schools such as RSBI and SBI School in Indonesia, the language is used to pass on knowledge. English proficiency is one of the indicators of the skilled person at this time. It can therefore be said that English is necessary for all.

The goal of English learning in school is to enable students to communicate by using English. English is one of the compulsory subjects here in Indonesia for high-school students. Grammar is an area often investigated because grammar is one of the language elements that students should master to develop accuracy and creativity in communication language use. It is important to learn the proper grammar because it is the language that allows us to speak about language effectively. Grammar names words and word groups that compose sentences in almost all languages and not only in English. As humans, even as children, we can make sentences together, so that mastering grammar rules, students can easily express and get ideas in both receptive and productive skills (speaking and writing).

When you learn a language you learn the sounds used in that language, the basics unit of meaning, such as words, and the rules to combine these to form new sentence. The elements and rules to constitute the grammar of a language, the grammar, then, is what we know; it represents our linguistic competence. To understand the nature of language we must understand the nature of this internalized, unconscious set of rules which is part of every grammar of every language (Fromkin and Rodman, 1978). English grammar is very broad in scope. In fact, many teachers use a classical grammar that is related to parts of language but the structural grammar based on a phrase structure concept also uses speech teaching. This demonstrates how certain words are in a sentence together and some do not (Cook, 1991).

Grammar Practice Activities was first published in 1988 and is classical language learning. It combines proven and tested activity with updated content including a CD-ROM. This book is for a teacher who wishes to combine grammar instruction with a broad communication method, this is an invaluable resource. It proves that all the students, especially those in the academic field, should learn grammar because as Cook (1991) said language has patterns and regularities which are used to convey meaning, some of which make up its grammar. By fitting together the parts in more and more complex ways, grammar describes the sentence. In line with Cook, Debata (2013) said that the word grammar means different things to different people. English has its rules and its grammar. In addition correct English use is grammar. This involves knowledge of punctuation regulations. It includes understanding the difference between a plural and a possessive substantive. There was a mistake. Therefore, you might hate English (Amber Peckham: 2016).

According to Paul Bress in his article, there are seven ways to help students to enjoy grammar: 1) Provide a context, get the students interested in the grammar. 2) Help students to say the target language. 3) Provide a written record. 4) Personalize the target language. 5) Help students to guess the grammar rules of the target language. 6) Help students to understand the communicative importance of grammar. 7) Help students to understand the importance of grammatical accuracy. The Scramble game for English grammar is supporting this opinion through how it works and the results that will be obtained.

Grammar is important because it offers reader understanding information. It is the structure that transmits from the writer to the audience precise meaning. Eliminate your written grammatical errors and reward your readers with clear communication. Even if some believe that it is confusing or dull, grammar is the basis for university readiness, clear verbal communication, career success, academic trust and potentially secondary fluctuations. That is why Right English for all students is an important step forward.

Several previous studies focused on scrambled vocabulary games. Researchers have not discovered scramble research that focuses on student grammar improvement. Arafah (2010) conducted a research about scramble game to know students' achievement in vocabulary at the first year of SMP Negeri 1 Latambaga, and found that the scramble game could improve the students' achievement in vocabulary. In line with Arafah, Umasugi (2018) found that the use of scramble game in teaching vocabulary improved the students' vocabulary and it can be concluded that the using of scramble game is effective to be implemented in improving the students' vocabulary, and students' interested to learning vocabulary through scramble game.

In every ESL/EFL teaching classroom, grammar plays a key part. The important question to answer is: how do I teach grammatical studies? In other words, how can I help students to learn the necessary grammar? ESL students' teaching of grammar is quite difficult as English grammar rules are not predictable and systemic. More teachers aiming

to communicatively approach in today's ESL classroom. Prior to the grammar skills of the students, teachers must rethink the plan for grammar lessons.

2. Method

The first step is to choose exactly what to study in any research study. As personal and professional experience is so important to the research of action initiated by the teacher, possible research topics could be anything that you are curious about, pick up your interest. In this case, the researcher picked the way of students learning English grammar by using scramble game and shows the changes of the students' achievement.

Students were directed to work together in group. This can reduce stress in learning. Group objectives are important for classrooms to be put into practice when learning activities, so that students can take care of each other as much as they care about their own learning. There have been many studies that show the great benefits that can be obtained by students if they are willing to interact with other people. They must believe that they are able to achieve the group's goals only if his other friends are also able to achieve that goal (Huda, 2011). When students are able to work together in groups, it is believed that they can also solve learning problems that exist in themselves. However, in the end of teaching and learning process the students will be tested individually.

The researcher applied Classroom Action Research (CAR) method. Action research involves a systemic inquiry by teachers or other stakeholders in the teaching-learning environment to gather information on the way teachers work and the students learn (Gay, 2006) in other words classroom research is a way for student learning to learn what works best in the own classroom. Knowledge about teaching is improved in many ways. Many teachers reflect personal on teaching, others study teaching and learning empirically formally. The advantage of action research creates knowledge based on research in a particular and often practical environment. The aim of action research as previously explained is to learn by means of actions that lead to personal or professional development.

A cyclical plan, action and monitoring process take the form of action-based research (Kemmis and Taggart, 1988). In this action research, teachers examine their own practice systemically and carefully with the use of research methods. Teachers develop a question about research, gather year-round information, analyze what they learned and write about their findings. The project usually has two or more cycles. The researcher used the simple tense and continuous tense present as the main focus of the study for two cycles and problem-based investigations.
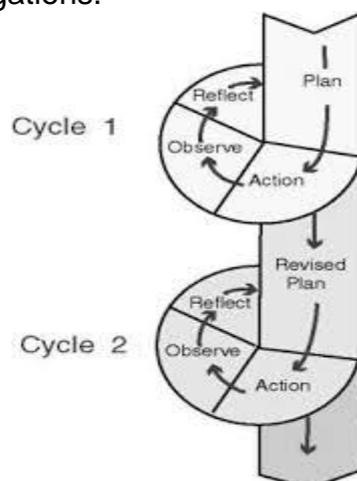

Figure 1. Cycles CAR

The figure above shows the cycles to be performed in this study. Preliminary data on the skills of students in building single sentences were obtained at the beginning of the pre-cycle. In this case, the student was given a pre-test to be answered. A questionnaire on English education, in particular grammar by its teachers, was also provided to them.

The results are used to support Cycle 1 design after the pre-cycle in which the reflection is reached. The research involved planning, action, observation and reflection. Cycle 1 results are the following cycle (Cycle 2). If round 1 is not satisfactory according to the minimum mastery criteria. Then the researcher would complete the second cycle. In addition, the next cycle is considered necessary if the second cycle results are still unsatisfactory. Teachers' journal and questionnaire were also used as a means of data collection in study, teaching and learning scenarios.

The data have been analyzed descriptively after collection. Two kinds of data were obtained, namely qualitative and quantitative data. At the end of cycle (post-test) quantity data were obtained from the tests. Qualitative data were taken from observation sheets and surveys conducted during the treatment cycle.

The focus in classroom action research is how researcher as a teacher, students learns and how the teachers and students interact while observing in class study is focused on how students learn. How do they learn English grammar? This research will show us the way of the scramble game in the classroom to improve students' grammar achievement as EFL students. The strategy implemented to the first year of SMP Negeri 2 Kolaka in academic year 2010/2011.

3. Results

A four stage procedure was briefly established to implement the general process of action research. These four phases are: 1) the planning stage 2) the acting stage 3) the observing stage and 4) the reflecting stage. After the first cycle, the problem or the previous unfinished problems have probably already been identified. Consequently, in line with the same concept in the first cycle, it is necessary to continue to the second cycle. The researcher followed the same phases on the basis of the experience of the first cycle, as the best cycle usually takes place over two cycles. However, at this stage it is critical to start examining the particular steps involved in conducting an action research study.

The students' performances were examined preliminarily in order to obtain preliminary data from the present sentences before treatment, applying the simple present and simple present continuous tension concepts. In the pre-test construction; the pre-testing consisted of 25 items of various options, consisting of twelve items relating to the use of simple present and continuous present. The result of this test is seen as a reference in the conduct of research.

The questionnaires were especially designed to allow students to learn their views, concerns and conduct in the field of simple current circumstances regarding English teaching. The questionnaire has been submitted. The surveys consisted of seven items to be honestly answered by the students. 68.75% of students admitted that they have difficulty understanding grammar, especially the use of tenses, even though they are often used in teaching English. In this test, the average students' score was 56.25 % indicating poor score criteria. The student average score shows that it was difficult for students to construct a sentence in simple present tense and simple present continuous tense.

In the next cycle, teaching preparation has been done during this session. The action planning was to prepare the education strategy, develop the lesson plan, prepare the media and facilities and establish success criteria. The researchers have implemented and conducted the scramble game strategy for teaching grammar. The time allocated to

each meeting in the classroom was 80 minutes to 120 minutes. Three meetings were held in one cycle. The teaching and learning process refers to the lesson plans that have been prepared. Observation (observation) is carried out simultaneously with the implementation of teaching and learning. At the end of the teaching and learning process students are given a post test in order to find out students' grammar achievement.

The results of the research in cycle 1 were 62.5 % students got the average value above 70, while 37.5 % students got the average value below 70. Minimum completeness criteria in this subject were 75% students got 70 or more. The results in cycle I have not been satisfactory since they were not minimally successful, so the researchers have decided to continue cycle II. Observing was conducted during the implementation of the action in the class. It aimed to check and evaluate whether the strategy applied is suitable the planning or not.

Information was obtained from the following observations when implementing teaching and learning activities: Certain aspects, such as 1) the students' failure to remember the grammar rules they had learned before, caused the first cycle to fail. 2) They did not even understand the explanation of the teacher as a researcher. 3) The researcher must properly distribute the time by adding and making notes as necessary information. 4) Teachers need to be better skilled and more excited about motivating pupils to be more enthusiastic about students. 5) The main concern must be attention and guidance. All cycle I weaknesses are a reference for teacher as researcher to improve cycle II.

In the next cycle, phase of planning at this stage the researcher is preparing learning tools consisting of lesson plans 2, post-test questions 2, and educational tools to support the teaching and learning process. Strengthen teachers' competence as researchers, particularly with regard to scramble. The teaching and learning process refers to the lesson plan in accordance with the revision in cycle II to prevent cycle-II errors or shortcomings from recurring. In this section, the researcher held four meetings. This is done to ensure that all planned education and learning processes are properly implemented. Researcher as teacher then gave the examples to explain grammar. Then give the exercises and score them.

Observations are conducted in relation with teaching and learning. After the training and learning process students will be tested to know the success of the students' grammar achievement. The instrument used was the post test questions II. The result of the students' activities in the second cycle based on the analysis and the evaluation of the researcher showed a very significant improvement.

The results of the research in cycle II were 83 % students got the average value above 70, while 17 % students got the average value below 70. Minimum completeness criteria in this subject were 75% students got 70 or more. Based on the analysis of the teaching and learning process and the students' grammar achievement in this cycle, the implementation of grammar by scramble game was achieving the criteria of success.

The growth of learning results in cycle II is determined by the researcher focused in teaching grammar and applied it into the scramble game. Even some of the students still confused in learning grammar by using the scramble game technique but they were very interested to join the game. In this case the researcher gave the scramble game and the students had to rearrange the words into a good sentence. The researcher tries to apply the friend tutor way. It means that the students who did not really understand about the lesson could learn to his or her friends who understand yet about the lesson. In the other word they could do the scramble game collaboratively.

Effectiveness of the use of scramble game in improving students' grammar ability based on data above, in the first cycle was sufficient and incomplete in the first grade of

SMP Negeri 2 Kolaka. On the other hand, the second cycle data showed that the improvement was significant. This result showed that the use of scramble game in improving the students' grammar achievement has met of integrity in which the quality is good above 75%, namely 83 %. That the improvement is declared complete and the hypothesis of action accepted, namely the use of scramble game in improving students' grammar achievement is very efficient. This is showed in the improvement chart below:
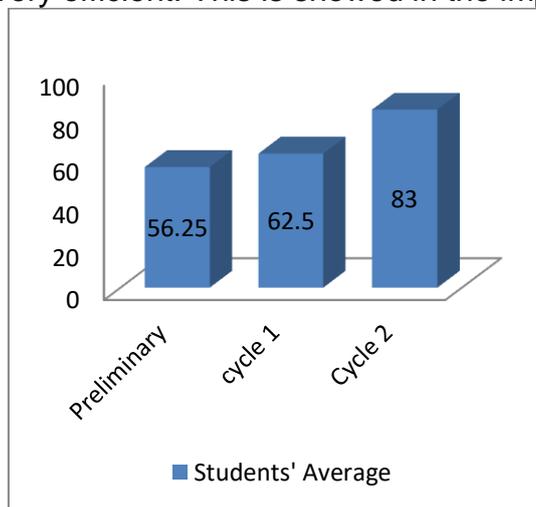
Figure 2. Average of Students' Score

4. Conclusion

The researcher concluded that learning grammar by using scramble game could improve the students; achievement at the first year of SMP Negeri 2 Kolaka as foreign learners. It could be seen in the average score of first cycle was 62.5 % and 83 % in the second cycle. The result of the research could help the teacher and the students in learning English especially in learning grammar by implementing the scramble game. For many reasons, action research has this positive impact. The most important thing, of course, is for the participants that action research always matters. Relevance is guaranteed because the researchers, who are also the primary consumers of the results, are the focal point of each research project.

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