

TEACHING SIMPLE PRESENT TENSE TO THE FIFTH YEAR STUDENTS OF SD NEGERI 12 PALU THROUGH JUMBLED WORDS

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Abstract

This research aims at proving whether or not the use of jumbled word technique is effective in teaching simple present tense. The population of this research was the fifth year students of SD Negeri 12 Palu. The sample of this research was selected by using total sampling. The number of the sample was 23 students. This research applied a pretest – posttest one group design. It involved one group only. To get the data, the group was tested before and after the treatment by giving pretest and posttest. The data were analyzed by using statistical analysis to know the significant difference of the students in pretest and posttest. Based on the result of statistical computation, the researcher found that the value of the t-counted is 4.49. Consulting to the t-value by applying 37 degree of freedom (df) of $23-1 = 22$ of 0.05 of critical value, the researcher found that the t-table value is 2,07. This shows that the hypothesis of the research is accepted. Therefore, it could be concluded that the use of jumbled words technique was effective in improving students' ability in constructing simple present tense.

Keywords: Simple Present Tense, Jumbled words, teaching.

BACKGROUND

English grammar is a body of rules specifying how phrases and sentence are constructed in the English grammar. It is quite difficult for the student especially the tense. Based on this fact, it becomes important to teach English tense to support the other skills in English such as speaking and writing which are both productive skills. Tense means verb form that showed the time of the action or even. The tenses can give us further information about some event or action that done at the present, past, or future.

Nowadays English has been taught to almost all educational levels in Indonesia. It starts from elementary school to university. The main purpose of teaching English is to enable the learners or students to communicate both oral and written form and understand texts in English. In

elementary school it supposes to make the students know about English especially for things around them or their environment. Based on the researcher preliminary research, He found that many students were confused in placing their vocabulary stock in sentences even though they had already studied and memorized the vocabulary a lot.

Although students hardly ever know how to arrange words into sentences but teachers teaching in elementary schools must introduce the tense to them, because it is very important for them to move up to the next level.

Sentences are one of the ways used by almost everyone in the world to have a conversation with one another. Therefore students who have word stock can use it in a sentence to make it easier for them to

communicate with others. So they must have basic knowledge of sentence structure to support their sentences grammatically. In addition, grammatical sentences can make listeners understand about these sentences in communication.

Actually, there are some techniques could be used by the teacher that can create good class atmosphere and guide the students' attention to the material. Such as substitution, transforming, games, passage, etc. Gerlach, Ely, and Melnick (1980:187) state that: "the effective teacher has a multitude of techniques and must be prepared to select the ones which will be most efficient in leading the learner to desire terminal behavior".

To overcome the students' problem in learning simple present tense, the researcher chose a jumbled word technique to apply. Jumbled words can be applied to stimulate student interest in the learning process. The reason the researcher chose this technique was based on her observations that the teacher had introduced the simple present tense to the fifth grade students, but they did not master how to arrange words into good sentences, many students were unable to place their words in grammatical sentences. And also they do not know how to place the subject, predicate, and object properly, so the researcher tries to solve the problem by using mixed word techniques.

Grammar and English Tenses

Grammar in general is sometimes defined as the way words are put together to make correct sentence (Ur, 2006:75). This is, as we will see now, an over-simplification, but let it be the starting point (and could be an easy way to explain the term especially to beginners). Thus in English *I am a post officer* is grammatical, *I a post officer*, and *I are a post officer* are not.

A specific instance of grammar is usually called a structure (Ur, 1996:75). Example of structure would be the present tense, noun plurals, phrases, and so on.

There are no languages, of course, have the same structures. Every sentence has its own structure on the situation where it is used and the time when it is used. The term of structure is used when we apply an instance of grammar into a sentence. One of the English structures is tense which is always applied wherever we want to construct a sentence.

According to Pachler, (2002: 94), people use grammar when they modify words and when they relate the words to another to express widely applicable concept, such as tense. It is clear that tenses one of the concepts is grammar which is applied when we change words or joined words together to create meaningful sentences. Tenses play an important role in English. They are used to relate between the time of an even and the time of the speech. In other words, we may say that tense show whether an event occurs in the past, present, or future. It is shown by the form of the verbs.

Simple Present Tense and its Verb in English

Regarding the tense in English, the simple present tense is the most basic tense to be understood and used in everyday activities, interaction and communication. It is one of the most important tenses used in spoken and written English. The students must know about the rules of simple present tense to make correct sentence about their daily activity. According to Azar (1989:11), simple present tense is used to express habitual or everyday activity and something was true in the past, is true in the present and will be true in the future. It is used for general statement or fact, for examples: *The world is around, I lean English every Wednesday*. Brewton (1963:25) also agrees that "simple present tense is used to show regular activities and it is also used to state a general truth".

The best way to understand sentence structure patterns is to refer to the smaller units of the sentence, such as the subject,

verb and object or complements or adverbs and know the rules or formulas of the tense. Students will find it easy to compose sentences if they master these points.

Every tense have formula to compose a sentence in English such as, the formula of simple present:

- S + to be (am, is, are) +
- S + Verb 1 s/es +

- Example :
- I am a Pharmacist
 - She is the drugstore
 - They are happy
 - Sam plays soccer every Sunday
 - They read fairy tale book

Many students still confused to change a verb in simple present when they compose a sentence, because they don't understand about the rules in simple present. As suggested by Blanchard and Root (1998:26-27), "There are four important points in English verb of simple present, they are: (1) Almost all verb add – s in third person singular, for example: *work, make, cook, jump* become *works, makes, cooks, jumps*. (2) A few verbs add – es in the third person singular. They are verbs that end in s, z, sh, ch, or x such as: *fix, relax, wash, teach and toss*, (3) If a verb ends in a consonant and – y change the y to I before adding – es. If the verb ends in a vowel and y, simply add s such as: *try, study, play, buy* become *tries, studies, plays, buys*. (4) The verb "have" is irregular. The third person singular form is "has". Example: *She has a comic book, They have a short story book*.

As we know, sentence transformation basically consists of positive, negative, and interrogative sentences. In this study, the researcher applied not only positive sentences but also negative and interrogative sentences. So that students understand better how to use the simple present tense in their lives. This transformation sentence can help students

to master English grammar well, especially in the simple present tense. These following are the transformation form of Simple Present Tense: a) Positive/affirmative Sentence. The researcher focused on the nominal and verbal sentence. Here, the students have to understand how to use nominal and verbal in simple present tense. For example:

Sentence form	Nominal Sentence	Verbal Sentence
Positive	- I am an elementary school student	- I study at junior high school
	- She is a Student Nurse	- Jemmy plays football on Sunday
Negative	- I am not pharmacist student	- I do not study at senior high school
	- She is not an elementary school student	- Jemmy does not play football on Monday
Interrogative	- Are you an elementary school student?	- Do you study at junior high school?
	- Is she a student nurse?	- Does he play football on Sunday?

Definition of Jumbled Words

Jumbled word is a game that randomly scrambles the words of phrases/sentence it's similar with scrambled sentences or words. In this the teacher gives some scrambled sentences, and then the students arrange it into the correct sentence. Sihotang (2018) states that "Jumble words is one of puzzle game technique that divides a sentence to be some words or phrases randomly while students are asked to arrange the words to bring the sentence back". A simple example would be the set of letters 'lbujme' which can then be rearranged to 'jumbled'.

Researchers use jumbled words in teaching simple present tense as a technique because it can help students place their

vocabulary stock in the right order, and can arrange randomized words into correct sentences based on simple present tense patterns. It is supported by Agoestiyowati (2007:125) by stating, "Jumbled words are similar to arranging words by overcome some English sentences". The activity is similar to arranging words; in this you need some English sentences. After choosing from an English text book, dictate the words in a jumbled order, these activities can be used to review any grammatical point. For example:

1. *favorite – my – mother - meal – cooks my (my mother cooks my favorite meal)*
2. *Play - evening – they – football – playground – in – the – every (they play football in the playground every evening).*

The above statement explains that jumbled words can make it easier for students to make correct sentences in the form of simple present tenses such as; daily activities, professions, and others. It can also help them create structured sentences by placing their stock vocabulary in the correct order.

By applying the jumbled words technique, teachers get many advantages in teaching English, especially for elementary school students. Some of the advantages are; jumbled words can measure the effectiveness of the tests given by the teacher, and can help students easily arrange words into sentences. Dahm (2001) argued that; 1. By using this technique, the teacher can measure the effectiveness of test case; 2. Jumbled words are set of unit tests and mutation tests for modified classes; 3. It can make learners interested in arranging it.

Based on the advantages described, the researcher believes that the jumbled words technique can guide students' interest in learning English, especially simple present tense.

METHOD OF THE RESEARCH

In doing this research, the researcher used pre-experimental research design that was one group pretest-posttest design. In this design there was only one group, that was, experimental group. This group was given a pretest before the treatment and the posttest after the treatment. The treatment aimed at helping students to learn simple present tense through jumbled word technique. The design that was chosen by the researcher was adopted from Arikunto (2007:85)

O1 x O2

Where : O1 : Pre-test

X : Treatment

O2 : Post-test

The research was held at SD Negeri 12 Palu. This school is under supervision of Pemerintah Kota Palu. The subjects of the research were the fifth year. The number of the population is 23 students. Because the number of the students as the population of this research was small; twenty-three students, so they were all taken as the sample of the research.

In conducting this research, researchers used two kinds of non-test and test instruments. The non-test is observation while the test is pretest and posttest. Observations were made to obtain information about the classroom situation, instructional media and teacher techniques applied in learning English. While the test is used to determine the students' ability to master the simple present tense. There were two types of test; they were multiple choices and jumbled words. Pretest was given to the students before treatment. It was given to identify the students' ability in composing sentence in simple present tense before doing the experimental teaching. The researcher gave the treatment 8 times with 2x35 minutes each meeting. After

completing the treatment, the researcher gave a posttest at the end of the treatment. It aims at measuring and determining the students' ability in composing simple present tense sentences whether the treatment was successful or not.

In analyzing the data, the researcher computed the individual score by using formula as proposed by Sutomo (1985:23)

$$\text{Score} = \frac{\text{Obtain score}}{\text{Maximum score}} \times 10$$

Having the individual score of students helps the researcher to compute the numbers needed to do hypothesis testing.

FINDINGS AND DISCUSSION

Observations are made before other activities in order to obtain information and to find out the actual conditions of the class. The result of observation shows that the teaching learning process in the class was divided into three parts; pre-activity, while-activity, post-activity. When observing, the researcher observed that the teacher has prepared a lesson plan that would be discussed. Before teaching, the teacher checked students' attendance stimulates them with questions related to the topic and presents material. The teacher used English and Indonesian, and guided them the meaning of words through translation. However, the teacher only focuses on English text books / books only. During the teacher's explanation, the researcher saw that students were very enthusiastic about responding to the teacher. Students become active in the teaching and learning process if the teacher begins with several questions related to the theme to stimulate student abilities. After explaining the topic, she gave some practice instead of discussing it with students. Finally he gave them homework. But in explaining topics to students, teachers do not use special

techniques that can support student understanding.

The result of the Test

The main purpose of conducting pretest and posttest in this research was to find out whether or not the use of jumbled words technique in teaching simple present tense to the fifth year students of SDN 12 Palu is effective. The pretest was done before treatment given to the students. It is aimed to measure the students' ability in composing the sentence especially the sentence of simple present. Based on the score of pretest, it can be concluded that the students' ability in composing words in simple present tense was still low. The result of pretest are presented in the table below

Table 1. Students' score in the pretest

No	INITIAL	RAW SCORE	STANDARD SCORE
1	SAN	17	4.2
2	FAR	19	4.7
3	QUR	14	3.5
4	MUF	20	5
5	MUS	20	5
6	NOV	20	5
7	ZAR	20	5
8	NUR	21	5.2
9	ANN	20	5
10	SIT	24	6
11	RIV	22	5.5
12	FIK	21	5.2
13	AND	22	5.5
14	PUT	24	6
15	DZA	21	5.2
16	ABD	22	5.5
17	FAD	26	6.5
18	ASR	18	4.5
19	SAI	17	4.2
20	DEW	16	4
21	YUL	16	4
22	FAJ	15	3.7
23	FUA	14	3.5
TOTAL		449	111.9

Based on the table above, the researcher computed the mean score by using the formula as follows:

$$\begin{aligned}
 M &= \frac{\sum x}{N} \\
 &= \frac{111.9}{23} \\
 &= 4.9
 \end{aligned}$$

The computation above shows that the mean of the students' score of the pretest is 4.9.

In conducting the treatment, the researcher did not explain the simple present tense pattern but discussed the tense by giving as many examples as possible. This can attract students' understanding of the simple present tense. She took sentences from reading books or students' daily activities. She gave examples about the subject, predicate and object as much as possible. Then, she asked the student to model the same sentence using other subjects, predicates and objects. As an example; *I read comics, you read newspapers, he read fairy tales, they read English books.* After that explanation, the teacher asks them to change the sentence by using other pronouns such as; *Ana, my friends and I, students, my sister, and others.* At first the students were confused in making sentences, so the researcher explained how to arrange them by providing more examples. After they understood it well, the researcher did the technique of jumbled words. He introduced the technique by providing several examples. She mixed up the words from the sentences and directed them to arrange them in the correct order.

To measure students' English scores after treatment, the researcher gave a posttest. This aims to determine whether the treatment is effective in teaching simple present tense or not. The result of the posttest is presented in the following table.

Table 2. Students' Score in Posttest

No	INITIAL	RAW SCORE	STANDARD SCORE
1	SAN	28	7
2	FAR	27	6.7
3	QUR	24	6
4	MUF	32	8
5	MUS	30	7.5
6	NOV	30	7.5
7	ZAR	30	7.5
8	NUR	31	7.7
9	ANN	34	8.5
10	SIT	31	7.7
11	RIV	30	7.5
12	FIK	32	8
13	AND	30	7.5
14	PUT	27	6.7
15	DZA	29	7.2
16	ABD	38	9.5
17	FAD	28	7
18	ASR	27	6.7
19	SAI	24	6
20	DEW	32	8
21	YUL	24	6
22	FAJ	26	6.5
23	FUA	22	5.5
TOTAL		666	162.2

After getting the standard score, the researcher then computed the mean score of the posttest by using the formula as follows:

$$\begin{aligned}
 M &= \frac{\sum x}{N} \\
 &= \frac{162.2}{23} \\
 &= 7.2
 \end{aligned}$$

The computation above shows that the mean score of the students in the posttest is 7.2.

After computing the score of the students in pretest and posttest, the researcher further analyzed the data. Firstly she computed the difference between the result of the pretest and posttest. So, she computed the deviation of pretest and posttest shown in the table below.

Table 3. The Deviation of the Students Score

No	Initial	English Tense Score		Deviation (d)	(d ²)
		Pretest	Post test		
1	SAN	4.2	7	2.8	7.84
2	FAR	4.7	6.7	2	4
3	QUR	3.5	6	2.5	6.25
4	MUF	5	8	3	9
5	MUS	5	7.5	2.5	6.25
6	NOV	5	7.5	2.5	6.25
7	ZAR	5	7.5	2.5	6.25
8	NUR	5.2	7.7	2.5	6.25
9	ANN	5	8.5	3.5	12.25
10	SIT	6	7.7	1.5	2.25
11	RIV	5.5	7.5	2	4
12	FIK	5.2	8	2.8	7.84
13	AND	5.5	7.5	2	4
14	PUT	6	6.7	0.7	0.49
15	DZA	5.2	7.2	2	4
16	ABD	5.5	9.5	4	16
17	FAD	6.5	7	1.5	2.25
18	ASR	4.5	6.7	2.2	4.84
19	SAI	4.2	6	1.8	3.24
20	DEW	4	8	4	16
21	YUL	4	6	2	4
22	FAJ	3.7	6.5	2.8	7.84
23	FUA	3.5	5.5	2	4
TOTAL		111.9	162.2	55.1	145.09

The mean deviation of pretest and posttest score was computed by using the formula as follows:

$$\begin{aligned}
 M &= \frac{\sum x}{N} \\
 &= \frac{55.1}{23} \\
 &= 2.4
 \end{aligned}$$

The result of the computation above shows that the mean deviation of pretest and posttest is 2.4.

After computing the mean deviation of the pretest-posttest score, the researcher computed the $\sum x^2d$ by using the following formula:

$$\begin{aligned}
 \frac{\sum x^2d}{N} &= \frac{\sum d^2}{N} \\
 &= \frac{145.09 - (55.1)^2}{23} \\
 &= \frac{145.09 - 3.036}{23} \\
 &= \frac{145.09 - 0.132}{23} \\
 &= 144.9
 \end{aligned}$$

The computation result shows that $\sum x^2d$ is 144.9. After doing the computation, the researcher analyzed the result statistically; the result of deviation divided by the result of d^2 and the result is 4.49.

Based on the result of statistical computation, the researcher found that the value of the t-counted is 4.49. Consulting it to the t-table by applying 22 degree of freedom (df) or 23-1 and 0.05 of critical value, the researcher found that the value of the t-table is 2.07. It shows that the t-counted value (4.49) is higher than t-table value (2.07). This shows that the hypothesis of the research is accepted. Therefore, it could be concluded that the use of jumbled words technique was effective in teaching simple present tense to the students.

Looking at the results of the pretest and posttest, it is clear that the posttest results are higher than the pretest because when doing the treatment the researcher uses the jumbled words technique to make it easier for students to arrange words in the simple present tense. This is because the teacher provides more examples in learning the simple present tense so that students understand well about the sentence. As a result, by giving more examples students do more exercises to compose jumbled words so that students are able to compose objects, predicates, and objects in the correct order without having to memorize the simple present tense pattern. Not only making up words, this technique also makes them feel happy and more motivated in learning English without realizing that they are learning.

CONCLUSION AND SUGGESTION

Conclusion

After doing the researcher and analyzing the data, the researcher concluded that the use of jumbled words technique were effective to improve the students' ability in constructing simple present tense. The effectiveness can be proved by the result of the students' achievement in the posttest. The total mean of the students in the posttest (7.2) is higher than pretest (4.9) before the treatment given. This indicated that there was a great improvement toward the students' ability in constructing simple present tense.

Suggestion

In relation to the conclusion, the researcher gives several suggestions for the improvement of English teaching and learning as follows:

1. Elementary school students need knowledge of tenses because it can help them to put their vocabulary stock in the correct sentences so that they can move up to the next level with a good understanding, because this level is the basic foundation that every student must go through.
2. The teacher should try to use the jumble word technique in teaching the simple present tense as well as other tenses.
3. Teachers should use appropriate techniques in teaching English related to the topic being taught, because it will really help students to understand each topic of discussion.
4. In teaching tenses, the teacher should provide many relevant and contextual examples that can improve student understanding.

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