

USING RUNNING DICTATION GAME TO IMPROVE GRADE TEN STUDENTS' UNDERSTANDING ON SIMPLE PRESENT TENSE IN SMA NEGERI 2 PEMATANG SIANTAR

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui pengaruh penggunaan Running Dictation Game pada Simple Present Tense SMA Negeri 2 Pematang Siantar pada tahun pelajaran 2022/2023. Melalui penggunaan desain eksperimen semu, penelitian ini menggunakan metode kuantitatif. Ini memiliki dua kelas, yaitu kelas eksperimen dan kelas kontrol yang digunakan dalam penelitian. Populasi penelitian ini adalah 353 siswa kelas sepuluh SMA Negeri 2 Pematang Siantar. Siswa kelas X-2 (kelas eksperimen) dan X-1 (kelas kontrol), yang memilih menggunakan teknik purposive sampling dan dijadikan sampel untuk penelitian ini. Terdapat 10 soal pilihan ganda dan 10 esai pada instrumen penelitian, termasuk pre dan post test yang digunakan peneliti untuk menilai data. Peneliti menggunakan rumus uji-t untuk menilai data. Hasil data menunjukkan bahwa rata-rata nilai pre-test pada kelas eksperimen adalah 74,5, sedangkan rata-rata nilai post-test adalah 92,7. Pada kelas kontrol, rata-rata pre-test sebesar 63,2 dan rata-rata post-test sebesar 79,4. Setelah dihitung rerata skor kedua kelompok dan menggunakan rumus uji-t diperoleh hasil bahwa uji-t mempunyai taraf signifikansi paling tinggi pada t-tabel dengan taraf signifikansi 5% ($1,807 > 1,667$). Jadi, penggunaan permainan dikte lari untuk meningkatkan kemampuan siswa di kelas sepuluh mempunyai pengaruh yang signifikan terhadap kinerja siswa.

Kata kunci: Menjalankan Game Dikte; Pengertian; Simple Present Tense

Abstract

This objective of this research is to find out the effect of using Running Dictation Game on Simple Present Tense SMA Negeri 2 Pematang Siantar in the academic year 2022/2023. Through the uses of a quasi-experimental design, this research uses a quantitative method. It has two classes, such as experimental class and control class which use in the research. 353 students in grade ten at SMA Negeri 2 Pematang Siantar make up the population of this research. Students from classes X-2 (experimental class) and X-1 (control class), who choose using the purposive sampling technique and make up the sample for this research. There are 10 multiple-choice questions and 10 essay on the research instrument, including a pre- and post-test that the researcher uses to assess the data. The researcher uses the t-test formula to assess the data. The result of this data shows that the mean score of pre-test in experimental class score is 74.5, while the mean post-test score is 92.7. In the control class, the pre-test mean is 63.2, and the post-test mean is 79.4. After calculating the mean score for both groups and using the t-test formula, the results show that the t-test has the highest significance level in the t-table with 5% level significance ($1.807 > 1.667$). So, using running dictation game to improve grade ten has significant effect to the students'.

Keywords: Running Dictation Game; Understanding; Simple Present Tense

INTRODUCTION

English is one of the international languages, which used by many people to communicate in the world. English is not only taught 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 (Silalahi, Rafli, & Rasyid, 2018). English has four skills, namely, reading, listening, speaking and writing and two components such as grammar and vocabulary (Cahyati, Parmawati, & Atmawidjaja, 2019). These skills and components are taught in every level of high school in Indonesia. Students need another language component such as grammar in learning English. It is hard to understand a language if we do not understand grammar. Also, grammar is not taught in the specific times, but it is integrated to the four skills that the students learn in the classroom.

In mastering grammar, we can communicate with each other well and avoid making mistakes use English. In fact, students often find problems in learning grammatical. Brown (2002) stated that in learning English, the learners are able to apply language components such as vocabulary, grammar and pronunciation. Unconsciously we use grammar when we are listening, speaking, reading or writing all the time. Grammar is one of the essential components of language. So, it needs more teachers' attention to make the transfer of the grammar process easier to grasp and more fun to learn (Anabel & Simanjuntak, 2022).

One of the important elements of English grammar which needed to learn is tenses. In the context of language grammar, tenses is the form of verb which shows the time of action or state that occur in the present, past or in the future situation. According ro Richard, Platt and Platt (1992) describe grammar as description of the structure of a language and the way in which linguistic units such words and phrases are combined to produce sentence in language (Guerberof Arenas & Moorkens, 2019). There are many kinds of tenses that must be taught to the students, such as simple present tense, simple past tense, simple future tense, and etc. However, there are so many tenses that are taught to the students. Based on the researcher's experience during teaching practice at SMA Negeri 2 Kota Pematang Siantar on October 2022, there are some problems that the researcher found in their grammar especially at grade ten. First, students do not understand the Simple Present Tense forms and used (Popel et al., 2020).

Second, they do not know how to arrange the rules into sentences and also they do not master in using verb one into verb two such the word "go" they still make go in verb two with different adverb of time students used present not past. Last, the researcher found out that students are passive in learning process (Birnie, Hundert, Lalloo, Nguyen, & Stinson, 2019). Based on the problem above, it can be concluded that learning English grammar in field of simple present tense is relatively not easy for most of students including for the students at SMA Negeri 2 Pematang Siantar.

To rectify this issue, a multitude of strategies, techniques, and methods can be employed in the teaching of grammar on simple present tense. One of the creative approaches in teaching English grammar is games. Saricoban and Metin (2000) stated that through well-planned games, learners can practice and internalize vocabulary, grammar and structure extensively. Play and competition that are provided by games enhance the motivation of the students and reduce their stress. This will help them to acquire certain essential language skills. One game that can be applied in classroom is running dictation game. In this research, to solve the problems above, the

researcher chooses games to improve students' ability in Simple Present Tense because games can help and encouraged many students to sustain their interest. Games of teaching is needed by the teacher in teaching learning process in order to make the students interested in the material given (Cristy, Lubis, & Chunliu, 2023). By using games, the researcher is able to perform well so that the result of teaching learning is satisfactory. Running dictation expect to be useful to facilitate the students in developing their writing achievement (Arivazhagan et al., 2019).

Running dictation is a type of dictation. Running dictation is a short dictation text typed in a large font post on the wall outside the classroom (Purba, Malau, Siahaan, & Napitupulu, 2022). Students work in pairs or 4 groups. It means that running dictation as an appropriate technique in teaching learning writing. In addition, by using running dictation, all of the students worked in a group and they worked with each group members to finish their task (Rahmawati, Haryanti, & Laila, 2022). Start from the beginning until the last in teaching-learning writing process and all of the students were active in learning writing (Simaremare, Silalahi, Sihombing, & Sinaga, 2021).

According to the previous researcher, Deesri, (2000) stated that games increase learners' proficiency in practicing 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 sit (Mirza Suzani, 2019). Based on the above statements, the researcher formulates the tittle of the reseacher conducted entitled "Using running dictation game to improve grade ten students' understanding on simple present tense at SMA Negeri 2 Pematang Siantar.

METHOD

Research design is the framework of research methods and techniques chosen by a researcher to conduct a study. In this research, the researcher will be design quantitative research method and a quasi-experimental design. According to Ary, et al. (2014), quantitative research is research that gathers numeric data through control procedures and analyses to answer predetermined questions or test hypothesis. In addition, Gay (2012) defined a quasi-experimental design as one in which all groups receive all treatments in a different setting, the number of groups equals the number of treatments, and all groups are examined after each treatment (Tarigan & Stevani, 2022). We could applied the pretest and posttest design approach to a quasi-experimental design. The writer assigns intact groups the experimental and control treatments, administers a pretest to both groups, conducts experimental treatment activities with the experimental group only, and then administers a posttest to assess the differences between the two 2 groups.

Consequently, in quasi experimental design the writer used the pretest and posttest design approach. The writer used pretest and posttest to the both of class roup to know the differences between the two groups and only conducted the experimental treatment in experimental class.

This research was conducted at SMA Negeri 2 Pematang Siantar at grade ten, which is located at Jl. Pattimura No.1, Pahlawan, Kecamatan Siantar Timur, city Pematang Siantar in the academic year 2023/2024. The subjects of this research are student of classes X-1 and X-2.

A Population and sample is the research process to decide the subjects or students of the school to be observed. Ary (2010) defines population as all individuals who belong to a certain class of individuals, events, or objects. In this research, the students on grade ten of SMA Negeri 2 Pematang Siantar are the population chosen by the researcher. It consists of 10 classes. Each class has an average number of 36 students. The total number of students in grade eleven is 353 students (Somani, Chaudhary, Srivastava, & Shekhawat, 2022).

Sample is some elements of population that are used as object of the research. The data analyzed in the study are usually data from the results of the measurement obtained from the sample. Therefore in this chance the researcher chooses the X-1 class as the sample because based on the observation that the researcher has done when conducted preliminary analysis in practical teaching practice the researcher found that this class has lacked in grammar skill especially Simple Present tense. There are 35 students of the X-1 class and consist of 17 males and 18 females (Lin, Chen, & Lai, 2022).

A research instrument is a measurement device used to acquire quantitative data that includes both characteristic and objective variables. An instrument is a tool for measuring, observing, and documenting quantitative data (Creswell 2014). This researcher will use a cell phones camera recorder and test. The researcher used camera recorder when recording the process of collecting the data. The test that the researcher use consist a multiple choice related to simple present tense. The number of the test is 20 items that consist 10 multiple choice and 10 essay test. Data analysis will be carried out after all there required data has been collected completely. The research data obtained from the pre-test and post-test results were collected from both the experimental class and the control class.

RESUT AND DISCUSSION

The obtained data are analyzed in this chapter. This chapter consists of the description of data analysis, research findings, and discussion. It is based on theories mentioned before in the previous chapter.

Data Discussion

The data was gathered from students in grade tenth at SMA Negeri 2 Pematang Siantar. There were 70 students as the sample of the research. It was grade X-1 as the experimental class and X-2 as the control class. The data was gained through multiple choice and essay of simple present tense. It was taken after the researcher taught simple present tense by applying running dictation game to the experimental class and Lecture Method to the control class. Both of the classes were given the same test.

Data Description

The researcher collected data from both classes (experimental control class) before and after the tests. The pre-test and post-test both have 20 (twenty) items. All the questions are choosing the correct answer such as finding the correct to be based on the subject and essay test

with fill in the blanks. The students who answer correctly received 5 points. The sum of all items' score is then 100. The test results are listed in the table below.

Table 1. The students' score pre-test and post-test in experiment class

No	Students' initial name	Pre Test (Xa)	Experimental Class		
			Xa2	Post Test (xa)	xa2
1	ABB	70	4900	90	8100
2	AFS	85	7225	100	10000
3	AS	65	4225	85	7056
4	AMS	80	6400	95	9025
5	BM	75	5625	95	9025
6	BL	65	4225	90	8100
7	CM	80	6400	100	10000
8	CSN	80	6400	95	9025
9	DZM	75	5625	95	9025
10	EDF	65	4225	90	8100
11	EN	85	7225	100	10000
12	FCL	80	6400	100	10000
13	GS	80	6400	95	9025
14	IUS	60	3600	95	9025
15	JS	65	4225	95	9025
16	KG	60	3600	85	7225
17	KA	65	4225	95	9025
18	MS	85	7225	95	9025
19	HS	75	5625	90	8100
20	NP	65	4225	95	9025
21	PS	90	8100	100	10000
22	PP	85	7225	90	8100
23	RS	80	6400	90	8100
24	RP	70	4900	90	8100
25	SM	80	6400	90	8100
26	TD	80	6400	100	10000
27	ZF	85	7225	95	9025
28	YN	80	6400	90	8100
29	YA	80	6400	90	8100
30	CNT	70	4900	90	8100
31	JAP	80	6400	95	9025
32	ST	75	5625	90	8100
33	BEM	75	5625	85	7225

34	YN	80	6400	95	9025
35	ZA	40	1600	75	5625
		$\sum X_a =$	$\sum X_a^2 =$	$\sum x_a =$	$\sum x_a^2 =$
	Na = 35	2610	198000	3245	301656
		Mean = 74.5		Mean = 92.71	

The table showed that in experimental class, the highest score on the Pre-Test was 90 and the lowest score was 40. In Post-Test, the highest score was 100 and the lowest score was 85.

Analyzing the Data by Using T-Test Formula

The hypothesis test aims to find whether the use of running dictation game has a significant effect on students' reading comprehension ability of recount text. The research should present a null hypothesis and a competing hypothesis (H_a) to answer the question (H_0). However, in order to determine the outcome of the hypothesis test, the researcher must calculate the mean of the variable and the standard deviation for both the experimental and control class.

$$T_{\text{test}} = \frac{\bar{X}_e - \bar{X}_c}{SE(X^e - X^c)}$$

$$T_{\text{test}} = \frac{92.7 - 79.4}{7.36}$$

$$T_{\text{test}} = \frac{13.3}{7.36} = 1.807$$

Finding out the degree of freedom(df) as below:

$$df = (N_e + N_c) - 2$$

$$df = (35 + 35) - 2$$

$$df = 70 - 2 = 68$$

The degree of freedom (df) in calculating the two-tailed test is 68, as a result of the data analysis using the statistic of the t-test formula. "The *t-table*" is 1.668 at 5% significance. The null hypothesis is rejected if the t-test is greater than the t-table 1.807, according to the hypothesis formula. "The hypothesis" can "be constructed as follows:

t-test > t-table of 5%

$$1.807 > 1.668$$

Based on the calculation of hypothesis testing above, it is concluded that the value of t-test is higher than the value of t-table. Therefore, the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_0) is rejected. It can be concluded that using running dictation game to improve understanding students' on simple present has significant effect.

Research Findings

Based on the data analyze and description obtained results which one using running dictation game to improve grade ten students' understanding on simple present tense in SMA N 2 Pematang Siantar can to improve ability students'. Researcher found out some findings as follows:

1. There is significant effect on students' grammar skill on simple present tense
2. The mean pre-test experimental group score was 74.5, and the mean post-experimental group score was 92.7.
3. The researcher found out that the total standard deviation of the experimental class (dx) score was 5.32.
4. The mean of the pre-test in the control group score was 63.2, and the mean of the post-test in the control group score was 79.4.
5. The researcher found out that total standard deviation of control class was 17.1.
6. The standard error both of class experimental and control was 7.36.
7. Testing Hypothesis: The t-test was 1.807 , which is higher than the t-table of 1,668 at 5% level of significance. The alternative hypothesis (H_a) was accepted, and the null hypothesis (H_0) was rejected.

Discussions

The research discovered that students had a significant effect SMA N 2 Pematang Siantar after conducted research there. The learning simple present tense significantly improved through using running dictation game that was used (Huntul, Tamsir, Ahmadini, & Thottoli, 2022). To determine whether running dictation game had an improvement, the researcher conducted pre-and post-tests (Ifadloh, Warsono, & Faridi, 2021). However, step used running dictation game run and write make noise and maintain class, so researcher make rules before start the learning used the technique (Adel, Sabir, Rezazadeh, & Aldurayhim, 2022). In addition, researcher found the weakness and strengths of using Running Dictation Game, the researcher's disadvantage in using rning dictation game was the potential for possibly by students because could made noisy and undisciplined (Kaufmann & Haans, 2021). Giving students a time limit was carried out in order to compensate them for their weakness (Bui, 2021). The advantages of using running dictation game could produces students' spoken and write and to improve memorized by students'.

A sample of two classes each with 35 students was used in this research of the researcher. Running Dictation Game was used in one class that was chosen as the experimental group, the other class, defined as the control group, got a different treatment or were not given treatment whatever. The researcher provided the students a pre-test and post-test to see whether using Running Dictation Game can or cannot improve the students' ability writing students' on simple present tense (Zaabalawi & Gould, 2017). There were 10 multiple-choice questions and 10 essay tests about simple present tense (Carrington, 2021).

From the analysis of the data, the researcher found that the mean of pretest in experimental class was 74.5 and the mean of post-test in experimental class was 92.7 and the mean of pre-test in control class was 63.2 and the mean of post-test in control class was 79.4. Then, T- test was

higher than T-table ($1.807 > 1.668$) at the level of significant was 5% with $df = 70 - 2 = 68$, it means that there was significant effect to improves of using running dictation game on grade ten students' in simple present tense at SMA N 2 Pematang Siantar (Yamagata, Nakata, & Rogers, 2022). After apply running dictation game helped students to express writing and memory them.

CONCLUSION

The researcher concludes, there is significant effect using running dictation game to improve simple present. The following result demonstrates this: The degree of freedom (df) is 68 ($df = N_a + N_b - 2, 35 + 35 - 2 = 68$), and the t-table at 5% significance is 1,668 for a two-tailed test. The standard error from the experimental class and control class are 7.36, and the total standard deviation from the experimental class is 5.32 and the total standard deviation is 17.1. This means that using running dictation game give significant effect. Difference is demonstrated using t-test analysis. Upon analyzing the data from the previous point, the researcher unearthed a remarkable finding. The testing hypothesis has revealed that the t-test (1.807) exceeds the t-table (1,668) at a 5% level of significance. In light of this, the Alternative Hypothesis (H_a) is accepted while the Null Hypothesis (H_o) is rejected. Consequently, researcher can confidently assert that the running dictation game significant among grade tenth students of SMA Negeri 2 Pematang Siantar.

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