

USING WORDGRAM TO IMPROVE STUDENT'S ABILITY IN MAKING SENTENCE

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Abstract

English is important in globalization era as a means of communication. It is almost impossible to communicate with other country if someone could not speak English. Being the most spoken languages across the world makes it important for students to learn it well. To be able to use English properly student should understand English grammar. This research conducted in order to find the effectiveness of media that researcher invented. Wordgram was expected to be able to help student understanding English grammar better than before.

This study is a quantitative that using pre-test and post-test to gather data. The study conducted in University PGRI of Yogyakarta and English Education students academic year 2017-2018 were used as research subjects. Students divided into two groups and one of which was treated using Wordgram. The mean score of post-test results were compared using t-test to find out the significant difference before and after treatment. This significance determined the effectiveness of Wordgram in improving the student's ability in making grammatical sentence.

The result of this research proven that Wordgram is effective in improving the student's ability in making grammatical sentences. During treatment, researcher observed that there is no significant difficulty in using Wordgram since students' enthusiasm towards Wordgram is more than researcher expected to be. Students were curious and challenged by the game mechanic who makes them interested more and more about Wordgram. This enthusiasm itself reassures researcher that in the future Wordgram can be a good medium in teaching grammar structures especially in making grammatical sentences.

Keywords: *Wordgram, English Grammar, Student's ability, grammatical sentence*

1. Introduction

The basic rule in making a sentence in English is the sentence must have at least a "subject" and a "verb". It is quite simple, but since English is not Indonesian first language, Indonesian has major issues for that.

The first problem is the difficulties in distinguish the word classes in English. For people who use English as their first language, distinguishing word classes is simple because they use it since young age. Students who recently start to learn English having difficulties because the different form of English from their mother language. Which means one simple misstep in constructing sentence will result in disaster. This is important because a single mistake in the sentence's structure will ruin the meaning of the sentence.

The other problem is tenses. Indonesian uses different form of tenses in Indonesia Bahasa. Transfer is a general term for a process where language learners use their previous language experience in learning new language. While positive transfer would help learner to learn second language, a negative transfer would interferes the language learning/acquisition process. Bahasa has different word phrases. In English, adjective located before the noun while in Bahasa adjective follows the noun. This difference made students confused in using English. Another one is overgeneralization. A common mistake that occurred on Indonesian students was over generalize regular past-tense endings (-ed form) as applicable to all past-tense form (goed, eated, teached) even though students already taught about irregular verbs.

In English it is very important to pay attention on verb forms. Verb has different form for each tense. For example, English use verb in past form for past tense and base form for present tense. This complexity reduces students' willingness to learning English. It is also causes a mental block for several students who "refuse" to learn English due to its difficulties and differences from their mother language. Furthermore, even some students directly refuse to learn English because they feel that they do not need it. In some situation their reasons are acceptable, but in the future they will regret it. It was true that researcher born and live in Indonesia. Indonesian uses Bahasa as their national language, but they need to realize that the border line that separated them from outside world that also known as language is gradually fading.

Based on mentioned situation, researcher had invented a game that help student in understanding grammar. It called "Wordgram". It's an anagram of "Word" and "Grammar". This game based on quartet card game where the players have to collect a series of cards to win the game. Researcher believes that students are able to improve their ability in English through this game.

The purpose of this research is to find out the effectiveness of "Wordgram" in teaching Grammar for first year English Education students. Researcher focused only on student's ability in making a sentence that follows the rules of grammar. Researcher believes that this invention would help students learning English easier and better.

2. Wordgram

Wordgram is a media that researcher invented. "Word" stands for words, it refer to a single unit of language which means something, can be spoken or written, while "gram" stands for anagram which means a word or phrase that is made by arranging the letters of another word or phrase in a different order. It consists of 51 cards. Every card has its own word class such as noun, adjective, article, pronoun and other classes. The goal of this game is to form a sentence from random card that shuffled before played.

3. Method

3.1 Participant

The subject of this research is first year English Education student of University PGRI of Yogyakarta academic year 2017/2018. Since this research purpose is to find out the effectiveness of "Wordgram" and it still under development phase to improve its quality, researcher decided to use English Education students as the object of research to test this media. English Education student on their first year study still retain their English ability

on their high school level, this would make excellent subject to ascertain researcher hypothesis about “Wordgram”.

“Wordgram” designed as a playful method in learning English. It is not suited to regular teaching session since it not designed so. For this reason researcher decided to take the same class as object and divided it into two groups. Researcher took object using random sampling method. Students were given lottery and categorize them as control and experiment group based on lottery. Both groups would attend the regular teaching session and one group receives “Wordgram” as supplemental material.

3.2 Material and Instuments

There are two kinds of test (pre-test and post-test). Both groups did the test. The instrument tests are consisted of two parts. The first part is cloze test and the second part is jumbled words. The test focused on student’s ability in making sentence by assessing student’s ability to differ verb form based on sentence timeline (cloze test). Further student’s ability also tested in understanding English structure by using the jumbled words test on second part of test. Both test (pre-test and post-test) have 20 questions consisted of 10 questions in form of cloze test (first part) and 10 questions in form of jumbled words (second part), totally 20 questions for each test.

3.3 Procedure

The students would do the pre-test to determine their basic ability in grammar. Control group continues the regular English lesson while experiment group receives intervention in the form of supplement class in addition of regular lesson. Both groups do the post-test following the predetermined time table. Last step is comparing the pre-test and post-test result to determine the effectiveness of Wordgram.

4. Result and Discussion

Table 1 shows the differences between pre-test and post-test comparison for both groups.

Table 1. Control and Experimental Group Pre-Test and Post-test Comparison

| Control Group | | |
|---------------------------|-----------------|------------------|
| Data | Pre-Test | Post-Test |
| Number of students | 10 | 10 |
| Mean Scores | 43.00 | 47.50 |
| Experimental Group | | |
| Number of students | 10 | 10 |
| Mean Scores | 36.00 | 57.50 |

In order to determine if the mean scores between experimental group’s pre-test and post-test result were statistically significant or not, a paired t-test was employed. The result indicated there a significant improvement in experimental group.

Table 2. Post-Test t-test Result

Paired Samples Test

| | Paired Differences | | | | | T | df | Sig. (2-tailed) |
|-----------------------------|--------------------|----------|-----------------|---|--------|-------|----|-----------------|
| | Mean | Std. Dev | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| Pa Post-ir test – 1 pretest | 13.000 | 17.874 | 3.997 | 4.635 | 21.365 | 3.253 | 19 | .004 |

This research was conducted in order to find out whether Wordgram is effective in improving the student’s ability in making grammatical sentence or not. In order to help researcher cause, a series of test was deployed and resulting a significant result. The reading of t-table before indicates that there is a significant difference between experiment group and control group.

There is significant improvement in student’s mean score. The mean score of control group on pre-test was 43.00 while experiment group was 36.00. Compared to post-test score, there is significant improvement in student’s mean score for student who having Wordgram It can be seen from the mean score where experiment group mean score is higher than control group mean score ($57.50 > 47.50$). The difference in gained point also significant where experiment group gained more point than control group ($21.50 > 4.50$).

This research result also supported by the t-test result which shows the significance value is lower than alpha ($0.04 < 0.05$) and supported by t_{count} that higher than t_{table} ($3.253 > 1.734$).

5. Conclusion

This study conducted to find out the effectiveness of Wordgram on the student’s ability in making sentence. The results obtained showed there a statistically significant improvement for experimental group. It was supported by statistic reading that shows Wordgram significance in helping students learn grammar. During intervention, researcher encounters no significant difficulties since students’ enthusiasm towards Wordgram. Students were curious and challenged by the game mechanic who makes them interested more and more about Wordgram. This enthusiasm itself reassures researcher that in the future Wordgram can be a good medium in teaching grammar structures especially in making grammatical sentences.

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