

IMPROVING STUDENTS INTEREST IN LEARNING SIMPLE PRESENT TENSE BY USING JUMBLE WORDS MEDIA AT THE EIGHT GRADERS OF MTS AR RISALAH KEPIL WONOSOBO

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ABSTRACT

The lack of student enthusiasm in learning English, particularly when it comes to simple present tense material, is a challenge that teachers frequently face. This phenomena motivates scholars to investigate and discover the optimal way to solve these challenges. In this study, eighth-grade students from MTs Ar Risalah Kepil Wonosobo served as subjects. This study employed the three-cycle classroom action research methodology. Several methods, including tests (pre-test and post-test), observation, questionnaires, and interviews, were used to collect data for the study. Researchers employed a pre-test, a post-test, and observations to establish the amount of the impact or influence of employing jumble word media as a medium for learning. Based on the results of the pre-test, post-test I, post-test II, and post-test III, there was a rise in the average student's interest in studying English, particularly in the simple present tense material. Pre-cycle 48.3, cycle I 64.6, cycle II 69.7, and cycle III 72.0. In addition, students become more engaged in the learning process, indicating that the use of jumbled words as a learning tool can increase student interest in learning, hence influencing learning outcomes.

Keywords: Simple present tense; learning media; jumble word

1. INTRODUCTION

Communication requires the use of a very important tool of language. Almost everyone in the world uses English as a connecting language to communicate effectively, as is common knowledge. This is due to the fact that English is a global language. According to Brown that grammar competence as a major component of communication has an important position and tense (Ira Wati, 2020). In a tense, someone who learns a language, especially in terms of writing, must combine and pay attention to several aspects of grammar such as subject, adverbs, articles, auxiliary verbs, objects, adjective verbs, conjunctions and many more. It's because grammar is an important part of learning English. In a tense, someone who learns a language, especially in terms of writing, must combine and pay attention to several aspects of grammar such as subject, adverbs, articles, auxiliary verbs, objects, adjective verbs, conjunctions and many more.

In addition to the lack of learning media used by teachers, the existence of the covid-19 pandemic has also had an impact on the quality of students. During the pandemic, learning was carried out online, which had the effect of reducing their understanding of the material provided. Moreover, another visible impact is that there is no two-way interaction that occurs in the classroom. In other words, students become more passive and do not follow the lesson well. They tend to make noise in class. Some of them even did not take notes on the material that had been given and instead chatted with their classmates. This is because they think that English is a subject that is difficult to understand and boring.

To overcome this, the teacher must be able to realize the importance of using instructional media to support the learning process in the classroom in order to achieve the goals of learning English. Which is expected to increase students interest in learning so that it influences student learning outcomes. In the process of delivering material at the time of learning, learning media can stimulate students' interest or motivation to learn. In addition, the use of learning media can encourage students to pay closer attention, participate actively, and interact with their peers during instruction. Thus, students become more active and foster a pleasant environment. So that students can comprehend the given material more easily. The researcher also reviewed the journal entitled "Teaching Simple Present Tense to the Fifth Year Students of SD Negeri 12 Palu through Jumbled Words" by (Suardani, 2019). This research aims at proving whether or not the use of jumbled word technique is effective in teaching simple present tense.

Learning that innovates is learning implemented in the classroom as part of the renewal of the educational process; innovation can be a learning medium. In essence, students learn more than just the material and teaching materials delivered in class by the teacher. The entire school environment, interactions between students and teachers, school culture, and even where students live all significantly impact the learning process. If an innovation positively impacts students' learning processes, it is considered successful (Miladiah, 2020). Numerous media can be used as learning media, such as watching movies, using flashcards, listening to music, using PowerPoint presentations, etc. The author will provide simple present tense material using the Jumble Word Media as a resource in this study.

Students in second graders at MTs Ar Risalah said that they were not interested in learning tenses. They think that it is too complicated, and they feel bored if they just listen and then do the task from the teacher. It can be seen from the pre-cycle score before the researcher used jumble word media, which was an average score of 48,3. So it can be concluded that just explaining the material without using learning media is not effective in attracting students' interest in learning tenses. Because there is no interaction between teacher and students. Based on the problems explain above, the researcher will concentrate on the students' issues and how to increase students' interest in learning the simple present tense through Jumble Word Media. Furthermore, the researcher wanted to see if using Jumble Words Media could increase students' interest in learning the simple present tense.

2. METHOD

2.1. Research Design

The type of research used is Classroom Action Research (CAR). Classroom Action research is research that describes the cause and effect of the treatment, as well as what occurs when the treatment is administered, as well as the entire process from the beginning of administering the treatment to its effect Suharsimi in (Herawati et al., 2014). It can be concluded that classroom action research is a form of research that describes both the methodology and the outcomes of classroom action research conducted to enhance the quality of education.

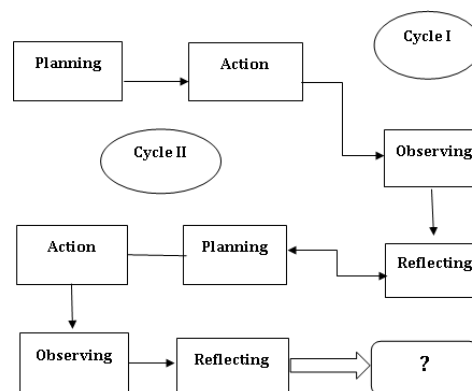


Figure 1. The Cycle of Classroom Action research (Suharsimi, 2006: 16)



- a. whatches b. watches c. watch d. watching
6. She badminton every week.
a. play b. played c. plays d. playing
7. Mark doesn't in the evening.
a. work b. worked c. working d. works
8. you like to travel by train?
a. did b. does c. do d. don't
9. Winter spicy food.
a. don't like b. didn't like c. isn't liking d. doesn't like
10. One of my friends always me chocolate every day.
a. give b. giving c. gives d. gave

Test Cycle II and cycle III

A. Choose the best answer!

1. Dadang ... his room once a week.
a. To clean b. Clean c. Cleans d. Cleaning
2. Raga ... library every Friday.
a. Goes b. Go c. Gone d. Went
3. Do they... a movie together?
a. Watch b. Watches c. Watches d. Watching
4. Sucipto and Puguh ... to market every morning.
a. Gone b. Went c. Goes d. Go
5. Farhan ... in Busan.
a. working b. Work c. Worked d. Works
6. Hendery...football every saturday with his friend.
a. Plays b. Playing c. Played d. Play
7. The train to Busan ... at 18.30 this evening.
a. Leave b. Leaving c. Leaves d. Leaved
8. Nugroho ... a song every night.
a. Sings b. Sing c. Singing d. Singer
9. We ... soccer match.
a. Watches b. Watch c. Watching d. Watched
10. Muti is a student. She ... at school.
a. Studying b. Studies c. Study d. Studied

B. Correct the sentence bellow!

1. Christopher... (drive/dives) a car.
2. We ... (have/has) some cookies.
3. I ... (Love/loves) to run.
4. She ...(have/has) many friends.
5. I ... (don't/doesn't) eat watermelon.
6. They ... (work/works) at a bank.
7. Xiaojun ... (speak/speaks) English very well.
8. Ryuji... (make/makes) delicious cookies.
9. Leo ... (want/wants) to be a singer.
10. Winwin and Lucas ... (lives/live) in Singapore

b. Questionnaire

Researchers have a role as an instrument of data collection . In this data collection is also used by assistive devices. Assistive Devices used is an questionnaire . In this case,the researcher conducted questionnaire with representatives of eight graders students of MTs Ar risalah Kepil Wonosobo. The questionnaire instruments used are as follows:

Student Response Questionnaire on Learning Using Jumble Word Media on Simple Present Tense Material

Name :

Class :

Instructions: Put a tick (√) on the answer that best suits you.

Number	Statements	Answer	
		Agree	Disagree
1	I like English lessons		
2	I am interested in learning things related to grammar		
3	Learning Simple Present Tense using jumble words is a new experience for me		
4	The use of jumble words as learning media makes me more motivated in learning		
5	Learning using jumble words is very interesting and fun		
6	This kind of learning is in accordance with the learning that I want		
7	Learning using jumble words motivates me to get maximum learning results		
8	Learning using jumble words encourages me to actively ask the teacher about things that are still unclear to me		
9	Learning using Jumble words makes the class atmosphere lively		
10	Learning using Jumble words is suitable for learning Simple Present Tense		

c. Observation

Observations were made aiming to find out the implementation of actions with plans that had been prepared. how the process that occurs can run as expected (Ahyyar & Juliana Sukmana, 2020). In this observation used student observation sheets in learning.

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation		
2	Giving respond		
3	Making Notes		
4	Following Teacher Instruction		
5	Doing the task		

2.5. Data Analysis

After collecting the next data is to analyze the data that has been obtained. Related to the title, the researcher intends to find out whether the increase after students are taught to use jumble word media or not.

- a. The researcher looked at the teacher's English score before using jumble word media in learning simple present tense.
- b. The researcher analyzed the results of the observation that had been conducted.
- c. After the jumble word media was implemented in teaching simple present tense, the researcher held a post-test to find out whether there was an increase in changes in student interest in learning simple present tense.

- d. The researcher gave the students' final scores in learning simple present tense on the pre-test and post-test. Then students are given test to choose at multiply choice and fill the blank question in cycle I, cycle II, and cycle III. Student learning outcomes with the following qualifications mean score :

Table 1. Mean Score (Saputra, 2020)

Score	Grade	Qualification
91-100	A	Excellent
81-90	B	Very good
71-80	C	Good
61-71	D	Poor

To get the mean of students' writing score used the formula (Saputra, 2020) :

$$P = \frac{X}{N}$$

- P : Mean
 X : Individual score
 N : Number of students

Knowing development of the students' writing skill, the researcher used Percentage technique.

$$P = \frac{X_1 - X_2}{X} \times 100$$

Where:

- P : percentage of the students
 X1 : the first mean score
 X2 : the second mean score

- e. After that, the researcher compared the results of students' scores on the pre-test and post-test to find out the increase in students interest in learning simple present tense after gave treatment.
- f. The researcher examines individual students to find out whether the success criteria are or not. the researcher counted how many students passed the standard English lesson, then converted it in the form of a percentage.

Table 2. Converted in Percentage

level of success	Score
90-100%	Excellent
70-89%	Very good
60-79%	Good
50-69%	Poor
0-59%	Very poor

- g. **Criteria Success**
 The minimum completeness criterion that has been set at MTs Ar Risalah Kepil in the English subject is 70. Therefore, each student is said to have completed his learning if the student's acquisition score is ≥ 70 . Conversely, students are said to have not completed their studies if the student's acquisition score is < 70 . Final determination of improvement observed through cycles using the benchmark of Classical Completeness Criteria. The classical/class completeness criterion is said to have completed learning if in that class there are $\geq 75\%$ of students who have completed their studies. Depdikbud (in Hal et al., 2021).

2.6. Validity Test

Validity test is a test that serves to see whether a measuring instrument is valid or invalid. The measuring instrument in question is a questionnaire. Reliability test is a tool to measure a questionnaire that is an indicator of a variable or construct.



3. RESULT AND DISCUSSION

From data collection carried out by researcher through observation instruments of student activity and cycle test results can be declared valid. Because there has been an increase from Cycle I, Cycle II, and Cycle III. It can be seen on the mean score below.

Table. 3 The Result of Each Cycle

Cycle	Mean Score of Post-Test
Cycle I	64, 6
Cycle II	69, 7
Cycle III	72, 0

Based on the table above shows that, it could be concluded that there were score improvement. The improvement score could be seen on the mean score. It means that each cycle could improve the students mastery in simple present tense. The discussion of data after implementing the action consisted of three parts. Those are the discussion of cycle I, cycle II, and cycle III.

a. Cycle I

In this research, before doing the implementation, the researcher gave the students pre-test individually for the purpose to investigate the students' interest in learning simple present tense. After the researcher getting the pre-test score of the students mean just 48,3 and that was only 1 students could pass the test. so the researcher gave the treatment to the students in cycle I.

The treatment in the cycle I was conducted by teaching the students using the jumble word media. Furthermore, the researcher also gave the post-test in this cycle that was named post- test 1. Afterwards, by analyzing the result of the post-test 1, the researcher concluded that there were improving mean 64,6. It means that cycle I could improve the students mastery in simple present tense but it was not yet successful because the students did not passed yet to the indicator of success.

b. Cycle II

After analyzing the students' score in the post-test 1, the researcher had to conduct the next cycle because there are just a few students who has active in learning process. In this cycle, the researcher gave the treatment and then gave post-test 2. Furthermore, the researcher analyzed the result of post-test 2 and inferred that there were improved mean to 69,7.

From the result of the students' score from post-test 2, it could be concluded that there were score improvement. The improvement score could be seen on the mean score. It means that cycle II could improve the students mastery in simple present tense but it was not yet successful because the students did not passed yet to the indicator of success.

c. Cycle III

After analyzing the students' score in the post-test 2, the researcher had to conduct the next cycle because there are just a few students who has active in learning process. In this cycle, the researcher gave the treatment and then gave post-test 3. Furthermore, the researcher analyzed the result of post-test 3 and inferred that there were improved mean to 72,0.

From the result of the students' score from post-test 3, it could be concluded that there were score improvement. The improvement score could be seen on the mean score. It means that cycle III could improve the students mastery in simple present tense but it was not yet successful because the students did not passed yet to the indicator of success.

4. CONCLUSION

Using jumble word media can improve the learning activity, generally the condition in learning process was better than the previous cycle. It could be seen from the students who were ready to follow the lesson and students more enthusiastic to follow the lesson. Related to researcher performance, it's showed some progresses. It means the students more easily to

understand the explanation. In addition, it was expected to improve their understanding of simple present tense in which contained the definition, function and formula of simple present tense through used the jumble words media. To know the improvement of the students' interested in learning simple present tense, it can be seen at the test, the mean of pre-test was 48,3. In post-test I the mean score was 64,6 , in post-test II the mean score was 69,7 and in post-test III the mean score was 72,0 . By improving of the mean, it can be concluded that the use of jumble word media can improve the students' interest in learning simple present tense. Moreover, the implementation of jumble word media conveyed an alternative way in learning process to improve the students' interest in learning simple present tense.

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