

TEACHING SIMPLE PRESENT TENSE BY USING CROSSWORD PUZZLE AT EIGHT GRADE OF SMPN 2 SUMBERGEMPOL

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Abstract: Education Unit Level Curriculum of SMPN 2 Sumbergempol (KTSP) states that learning English aims to develop students' communicative competence in English orally and written. It refers to the competence of mastering grammar. The observation on students' ability in mastering grammar before the research shows that students find difficulties to understand the function and the formula. The student from class C shows that their English ability especially in simple present is still low. The researcher got this data from the teacher note and observation list, given to the students before the researcher did this research. The researcher found some conclusions from the data, they are: 1) Students' vocabularies is limited, 2) Students' structure in making simple present is also bad, 3) students are still confused about the function and the formula of simple present. Based on the problem, the researcher intends to develop the strategy of encouraging students to understand simple present. This study is a Classroom Action Research. From all of the process in cycle I and II, the improvement of the students' score from cycle I to cycle II was 62%. Based on the result, the students' achievement after using crossword puzzle game is improved. By observing the students' process in learning simple present from cycle 1 until cycle 2 there are some developments in the teaching and learning process. Reviewing at the result of the study, researcher concluded that an increase in the students' ability on simple present had happened after being taught by crossword puzzle game.

Keywords: *Crossword Puzzle in Teaching Simple Present Tense*

In learning English as a foreign language, it is very important to know the rules of tenses as part of grammar. By knowing the rules of tenses, the students are believed to be able to construct good sentences in English communication. In other words, it is believed that by mastering the tenses as one aspect in English grammatical structure, the students will be able to communicate in English correctly.

Teaching grammar involves the teaching of tenses. Simple Present Tense is one of the subjects taught for SMP students. It is the first tense that is introduced to the students of junior high school because this tense is commonly used in daily conversation. In English in Focus, Students' guidance book for junior high school by Wardiman (2008:112) there are two functions of simple present tense, they are: Simple present tense is used to talk about habits and also about general truth.

Using games is the most effective way in teaching grammar since it is able to reduce the students stress. The learning process is much effective when the students are relaxed so that they can gain knowledge maximally. Shanahan et al (2006:13) identify five key characteristics, based on research, of effective in class games. These include the game must relate to the learning outcomes; teacher and students must quickly understand how to play the game; the game must not become more important than the learning; the game must motivate students to perform better; and finally students must be able to provide feedback to the teacher on the game.

In general, crossword puzzle is a word game that consists of black and white squares. Webster's New World College Dictionary defines crossword puzzle as an arrangement of numbered squares to be filled in with words. A letter appearing in a word that is horizontally is usually a part of word that is place vertically. Crossword puzzle has clues which can be given in the form of numbers or synonyms or definitions.

In conclusion a puzzle is a kind of games which is the activity filling in the blank form with letters forming words which is readable horizontally and vertically from the numbered clues related to the question provided. This kind of game is one of the techniques that can be used a teacher to teach Grammar in order to train students' Simple present Tense mastery.

METHOD

Based on the problem, the researcher intends to develop the strategy of encouraging students to understand simple present. In conducting the classroom action research, the researcher used Kemmis and Mc Teggart's model (Mc Niff, 1988:27). This study is a Classroom Action Research starts from describing the planned strategy, followed with implementing the planned strategy, observing the implementation of the planned strategy, and reflecting or evaluating the effectiveness of the implementation. The strategy will be revised if the evaluation shows that the implemented strategy does not achieve a better result.

The classroom action research was conducted for 1 month in the second semester of the academic year 2012/2013 that was in January 2013. The study was conducted at class VIII C of SMPN 2 Sumbergempol , Tulungagung. There were 26 students as the subjects of study. The class had 10 males and 16 females.

The result showed that learning process run more joyful and by using crossword puzzle game helped the students to dig up their ideas and construct the text-type more easily both in-groups and individually. The students' understanding were higher when the game was used in teaching learning process and those game could make the students focused their attention on the instructions given by the researcher.

From all of the process in cycle 1 from meeting 1 until meeting 3, it can be concluded that there were 9 students or 34% of the total students who could get the score ≥ 70 . It did not yet meet with the predetermined criteria for success that was 75%. So the researcher continued to the second cycle. From cycle II from meeting 1 until meeting 3, there were 25 students or 96% of the total students who could get the score ≥ 70 . The improvement of the students' score

from cycle I to cycle II was 62%. Some weaknesses found in the first circle, which had been revised, could improve the students' ability to use simple present in the meetings in cycle 2.

Based on the result, the students' achievement after using crossword puzzle game is improved. By observing the students' process in learning simple present from cycle 1 until cycle 2 there are some developments in the teaching and learning process.

Reviewing at the result of the study, researcher concluded that an increase in the students' ability on simple present had happened after being taught by crossword puzzle game. The result can be concluded as follows: a) teacher had more preparation before conducting research, b) the researcher introduced the lesson plan to the students before guiding them to the implementation of crossword puzzle, c) the researcher always support them by giving them motivation and suggestion, d) by using crossword puzzle game, students' ability on simple present in the class could be improved.

Finally, some suggestions that can be given to improve the quality of teaching and learning process related to the students writing ability are; the teacher must always support and give students many motivations, teachers can consider of using crossword puzzle game to encourage students to be active, participated, competitive, and brave. It gives more joyful to have new impressions or experiences. To analyze the result of the test, the researcher used the formula of the percentage of success.

FINDINGS

To know the students' achievement of simple present tense, the researcher gave pre-test and post test in order to know their simple present tense mastery before and after teaching English simple present tense by using crossword puzzle game. As mentioned before, the researcher used the test as the instrument in collecting data. It was given to eight year class students of SMPN 2 Sumbergempol.

This study was conducted by interviewing the English teacher and the students of SMPN 2 Sumbergempol Tulungagung about the problem and difficulties in teaching learning activity especially simple present. In this study, the researcher found that the students' achievement on simple present is quite weak. They found some difficulties when they are given a writing test. The students found difficulties in determining the verb(s/es) and the auxiliaries.

From all of the process from meeting 1 until meeting 3, it can be concluded that there were 6 students or 34% of the total students who could get the score ≥ 70 . It did not yet meet with the predetermined criteria for success that was 75%.

After the researcher gave students to do them individually, for Each student needed different time to finish their individual work. They also thought that the time allotment is not enough. It was because each student had difference ability in English. The result of the test Cycle 1 can be seen as follows:

Table 1. The Test Score of Cycle 1

No.	Students' name	Score
1	R	60
2	SN	70
3	SNLA	75
4	SNAL	65
5	WA	85
6	WF	70
7	YS	65
8	YA	60
9	YRDA	75
10	MNI	50
11	AF	55
12	ANP	60
13	AMS	75
14	AS	60
15	A	70
16	A	75
17	AW	50
18	BBP	60
19	BNA	60
20	DIM	85
21	FRAS	50
22	HM	60
23	IWM	50
24	IS	60
25	KWS	65
26	KY	50

From all of the process of cycle II from meeting 1 until meeting 3, it can be concluded that there were 25 students or 96% of the total students who could get the score ≥ 70 . The improvement of the students' score from cycle I to cycle II was 62%. Some weaknesses found in the first circle, which had been revised, could improve the students' ability to use simple present in the meetings in cycle. The result of assessment in the cycle 2 can be seen as follows:

Table 2. The Test Score of Cycle 2

No.	Students' name	The Result of Cycle 2
1	R	85
2	SN	80
3	SNLA	90
4	SNAL	90
5	WA	70
6	WF	85
7	YS	90
8	YA	90
9	YRDA	95
10	MNI	90
11	AF	90
12	ANP	85
13	AMS	90
14	AS	85
15	A	90
16	A	90
17	AW	90
18	BBP	80
19	BNA	90
20	DIM	75
21	FRAS	90
22	HM	70
23	IWM	90
24	IS	70
25	KWS	85
26	KY	65

DISCUSSION

The result of the students' achievement showed that crosswords puzzle game in teaching-learning English, could improve students' ability on simple present significantly. The result of the students' test that was conducted from cycle I to cycle II were satisfactory. It indicated that the teaching-learning process was successful. This condition is in accordance with Isabel and Francisco (2011:4) incorporating crossword puzzles as a learning activity can help to make

the subject more fun and to increase students' engagement with the course material.

When the teacher presented the materials through crosswords puzzle game, the game works well, the students could understand what they had learned from the lessons. This could be seen from the result of the students' tests. In line with Hong (2007: 2), explains that not all games are going to work to teach the students language skills. If the game is simply for fun and not linked to educational goals it may not be the best use of time.

The result of the students' score from preliminary test until second test in the second cycle improved significantly. In preliminary test, the students who could reach the score equal to or more than 70 was only 5 students or 19%. In the first cycle the total of the students who passed the minimum score was 9 students or 35%, and in the second cycle it improved into 25 students 96 %. Their progress was not only could be seen from their writing score, it also could be seen from their motivations during the process of teaching and learning.

CONCLUSION AND SUGGESTIONS

Reviewing at the result of the study, researcher concluded that an increase in the students' ability on simple present had happened after being taught by crossword puzzle game. It was proven by the comparison between the result of preliminary test and the last test on cycle II in which the result test in the second cycle (96%) was higher than the result in the preliminary test (19%). It shows us, the use of self crossword puzzle game could improve the students' ability on simple present tense.

Based on the above conclusion, it is suggested that the English teachers, especially in Junior high school, to avoid the students' boredoms, the method can be presented in the form of game activities, it is suggested that the teacher gives various game to be used in the teaching and learning process and selects which game matched with the topic and the students' interest and It is better to use simple game in order not to make the students confused and feel difficult in learning process.

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