

## **The Effectiveness of Arranging Word Game in Teaching Grammar: An Evidence From VIII Grade Students of SMPN 2 Simpang Alahan Mati, Indonesia**

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### **Abstract**

The aims of this research were to know how the students' ability in arranging words into a sentence of simple present tense and to investigate effectiveness of that Arranging Word Game in teaching simple present tense at VIII Grade Students of SMPN 2 Simpang Alahan Mati. The researcher found some problems that related to arranging word game which was used by English teacher. The first problem was English teacher has been applied and used Arranging Word Game in teaching simple present tense, but some students still had difficulties in arranging word into a sentence. The second problem was some students often forgot with the structure of the sentence which was taught before such as the structure of simple present tense and the students' mark was somewhat varied which 65% of the students were considered to have poor achievement. The third problem was some students still could not make sentence such as arranging word into a good sentence and could not understand the material well. This research used a descriptive quantitative research. The population of this research was all students at VIII Grade of SMP N 2 Simpang Alahan Mati where it consisted of two classes which were VIII.1 and VIII.2. In this research, the researcher used total sampling as a sampling technique and the total of sample was 65 students of VIII Grade students. The instruments that were used in this research were test and questionnaire. It was concluded that students' ability in mastering simple present tense at VIII Grade Students of SMPN 2 Simpang Alahan Mati was very good category. It was gotten from the mean of students' test result was 88,06 on the rating scale 80-100 which was on the very good category. Furthermore, Arranging Word game was effective to be used in teaching simple present tense at VIII Grade Student of SMPN 2 SIMPANG ALAHAN MATI. It was gotten from the mean data percentage of students' questionnaire result which was 77,06% on the percentage of rating scale on 72-89% which it was effective on rating quality.

**Keywords:** *Arranging word game, Teaching grammar, Simple present tense*



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### **INTRODUCTION**

Grammar is one component that is very important in learning English because it supports four skills in English such as reading, writing, speaking, and listening. Grammar is also one aspect which explains about the way or the rule how to make a sentence. According to Nunan (2003), grammar is the description of the structure of language where words and phrases can change their forms to be other forms and can be combined into a sentence in language. Thus, grammar describes the formulation of sentence where words and phrases which can be combined into a good sentence.

Moreover, grammar is one of the basic languages that should be mastered by students. Most of students think that grammar is a difficult subject in English. In other words, grammar rules are the point of students' difficulties in the learning process. During learning grammar, the students usually feel stress because they learn about grammar rules or sentences formulation that are boring activity in the classroom. Besides that the students have low motivation in learning English especially grammar.

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One of the most important things in learning English grammar is tense. Sam (2005) mentioned that tense is one of important parts of structure in teaching English. Furthermore, tense is a grammar category that emphasizes on usage of the verb and time. One of tenses that are learnt by students in junior high school is simple present tense. Simple present tense is a form of tense which is used to express the daily activities and habits. According to Hinkel (2002), simple present tense is tense denoting an action happening in this time. This tense is used to talk about things in general. This statement means that simple present tense is a tense that used to talk actions and events that happening in this time or this present time.

A good teacher should be able to find a good way in teaching learning process where it makes students enjoyed and interested in learning English grammar especially simple present tense. One of the strategies that can be used by the teacher to achieve the goal of teaching and learning simple present tense is by using Game. According to Saricoban and Metin (2000), the learners can practice and internalize vocabulary, grammar and structure extensively through well-planned games. It means that game provides playing and competition that can enhance students' motivation and also can reduce students' stress.

One of games that have been applied and used by teacher in classroom especially in teaching grammar is Arranging Word Game. According to Hadfield, arranging word game is also called as sequencing or ordering game where a game which ask players to acquire information and action on it in order to arrange the items in a specific. Furthermore, Mustaan (2015) stated that Arranging Word Game is a game that uses words or sentences where it is jumbled or disordered, and then teacher asks students to arrange the jumble word into a correct sentence as much as possible. It means that Arranging Word Game is one of the games which use words or sentences incorrect form or the jumble word, so students must arrange it into correct sentence. In addition, Millan in Hanisa (2017) stated that by using Arranging word game can helps students to learn grammar especially simple present tense. This game can make students to understand the material which is given by teacher easily.

Moreover, Arranging Word Game has been used by teacher after giving material or each part of lesson to the students. This game is the way to make the students more active and attracted in the classroom. Beside that it helps the students to think and find the grammatical feature quickly. It also guides the students how to arrange the words into a good sentence. In addition, Arranging Word Game has some advantages in teaching grammar especially simple present tense. Firstly, Arranging Word Game can increase the students' motivation in learning grammar especially simple present tense. Secondly, it encourages the students to explore their ability in simple present tense. Thirdly, the students will be easy to understand structure of sentence.

Based on preliminary research at VIII Grade Students of SMP N 2 SIMPANG ALAHAN MATI, by doing interview with Lismaneli, S.Pd as English teacher, the researcher found some problems about teaching grammar. The first, the teacher has been applied and used arranging word game in teaching grammar simple present tense, but some students still had difficulties in arranging word into a sentence. Beside that the researcher also got the information from English teacher who stated that some students often forgot with the structure of the sentence which was taught before such as the structure of simple present tense and the students' mark was somewhat varied which 65% of the students were considered to have poor achievement. In addition, students also did not know the meaning of word, so they felt difficulties to understand sentence. Moreover, by doing interview with some students, the students stated that the teacher has used arranging word in teaching simple present tense, but they still could not make sentence such as arranging word into a good

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sentence and could not understand the material well because they were confused to differentiating the form sentence of simple present tense.

Based on problem above, the researcher was interested to conduct a research about teaching grammar especially using Arranging word game and the researcher wants to know whether Arranging Word Game is effective in teaching grammar especially simple present tense. This research is entitled **“The Effectiveness of Arranging Word Game in Teaching Grammar at VIII Grade Students of SMP N 2 SIMPANG ALAHAN MATI”**

## **LITERATURE REVIEW**

### **Teaching Grammar**

A way of teaching grammar to students which is more useful than the traditional method of pattern practice is the one that is harmonious with the assumption that linguistic accuracy is essentially part of communication. Generally, the teaching of grammar should not focus on forms/ structure alone. Larsen-Freeman (1991) stated that “in dealing with the complexity of grammar, there are three dimensions: the form or structure themselves, their semantic or meaning, and the pragmatic conditions governing their use”. By using Larsen-Freeman’s three dimensions, the teaching grammar should be directed to the use of the forms/ structures accurately, meaningfully, and appropriately.

Furthermore, the approaches of teaching grammar have always been improved based on how is the position of grammar teaching in language learning and teaching. Since grammar is usually considered as least interesting component in language teaching grammar, the classroom environment needs to be set as fun as possible. There are several possibilities how to teach grammar. According to Harmer (2007), the grammatical information can be given to students in two major ways; extremely covert and extremely overt. Covert grammar teaching means that the students learn grammar implicitly. Students may be asked to do any activity where a new grammar is presented or introduced. Meanwhile overt grammar teaching means that the teacher actually provides the students grammatical rules and explanations.

Indeed, grammar teaching is must in language classrooms and adopting the most appropriate way to teach in the classroom according to student profile is considered an important issue. Folse (2004) stated that the teachers play an important role in determining how much grammar instruction they need, which grammar point to teach, and what kinds of grammar activities are best for them since no one knows the subject matter and the class situation better the teachers themselves. Moreover, techniques that can be used by teachers in presenting grammar in language teaching and learning are divided into discovery and practice technique. In this research, the researcher used a game as practice technique. Game provides fun activity for students and it also has rules to achieve learning outcome in teaching grammar.

According to Hadfield (1987), a game is an activity which has rules, a goal and an element of fun. Furthermore, Andrew, David, and Buckby state that game is an activity where it is entertaining, engaging, and challenging to the students because the students learn, play, and also interact directly with others. Thus, games are very useful for grammar work. Students are given a new grammatical item through the game, which is exactly the most natural way especially for children. There are some types of games such as individual games and group game which can be used by the teacher in teaching learning process. Hadfield (1990) stated that games are divided into two types. The first is competitive games, in which players or teams race to be the first to reach the goal. The second is co-operative games, in which players or teams work together toward a common goal. Based on explanation above, it means that the teacher can provide the games in the form a

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group, teams, or individual and group work game, so the students get opportunities to practice in using language when they play the game together with their group.

**Arranging Word Game**

Arranging Word Game is a game which uses the words or sentences in disorder or incorrect form, so the players must arrange the words or sentences into correct sentence form. According to Hadfield (1990), Arranging Word Game is also called as sequencing or ordering game where there are games which ask players to acquire information and action on it in order to arrange the items in a specific. Beside that the items that can be used in this game is picture card, word card, or events in a narrative text and another. Furthermore, Mustaan (2015) stated that Arranging Word Game is a game that uses words or sentences where it is jumbled or disordered, and then teacher asks students to arrange the jumble word into a correct sentence as much as possible.

According to Millan in Hanisa (2017), there are some advantages of Arranging Word Game in teaching grammar. First, by using this game, students will have more motivation to learning Grammar and they can explore their grammar. Second, by doing this game, students will learn from the mistake that they made in playing this game, so the students can remind the way or the formula automatically. Third, the students will be easy to learn and to understand structure of sentences. However, there are some disadvantages of Arranging Word Game. First, the class will be noisy during students playing this game. Second, this game can waste time the class hour.

Based explanation above, it can be concluded that one of the game that can be used in teaching grammar is Arranging Word Game. Arranging Word Game is a game that uses and provides the jumble words or the words or sentences in disorder or incorrect form, so the students must arrange the jumble word or sentence into correct sentence form. Beside that this game is the way to learn grammatical usage by students because the students work in their group to arrange the words into a good sentence. Additionally, it is interested game that can increase the students' enthusiastic in learning grammar especially learning simple present tense.

**The Procedure of Arranging Word Game**

According to Agoestyowati (2009), Arranging Word Game can be applied as the following steps below:

- 1) Cut colourful cartoon paper in the shape of a rectangle or octagon.
- 2) Use one colour for one sentence which consists of ten words where sentences can be taken from any English book. For example: I like the city but I don't like the pollution.
- 3) Write down it on the red cutting paper:

Pollution	the	the	I	I	like	like	but	city	don't
-----------	-----	-----	---	---	------	------	-----	------	-------

- 4) Teacher can prepare it in several paper colours where it depends on how many groups.
- 5) All groups must swap with other group. The groups will be given only three minutes to arrange the sentence into correct order, before the teacher gives the signal to swap sentence with another group.

Moreover, Agung Prihantoro (2014) stated that there are seven steps of Arranging Word Game:

- 1) Teacher prepares the sentences which can be taken from any English book that will be arranged by students.
- 2) Teacher jumbles the words until students do not know the correct sentence.
- 3) Teacher divides students to some groups where each of group consists of 3-5 students.
- 4) Teacher divides the words which are jumbled to the students.

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- 5) Then, teacher asks students to arrange the words into the correct sentences and to understand the meaning of each of words and sentence.
- 6) Teacher asks students to write every sentence which has been arranged on the whiteboard and to explain the meaning of the sentence.
- 7) Teacher corrects and discusses that sentences and meaning which is arranged by students.

### **Review of Previous Study**

To support this research, the researcher explains some researches that have been conducted and discussed Arranging Word Game in teaching grammar. The first research was conducted by Mustaan (2015) with the title of the research "The effectiveness of Using Arrange Word Game technique on the students' mastery on passive voice of simple present tense *at the First Grade of SMK As-Su'udiyah Ciputat.*" The aim of this research was to know the effectiveness of using Arrange Word Game technique on the students' mastery on passive voice of simple present tense. The methodology of this research was experimental design and the sample that was chosen by doing a simple random sampling technique. The instrument which was used in this research was test. This research showed that using Arrange Word Game on the passive voice of simple present tense is effective. Arranging word game is not only effective to lead the students to feel more interested and enjoy doing activity in the class, but also it can give the students the opportunities to be active in learning passive voice of simple present tense.

The second research was conducted by Hanisa (2017) with the title of research "The influence of using arranging word game towards student simple past tense at the second semester of the eight grade of SMPN 01 Gunung Terang Tulang Bawang Barat". The objective of the research was to find out whether there was influence of using arranging word game towards student simple past tense mastery. The design of this research was quasi experimental research. The instrument that was used is multiple choice questions of simple past tense. The result of this research showed that there was influence of arranging word game towards student simple present tense. Beside that arranging word game helped students to remember of formula of simple present tense easily. Based on the research above, Arranging Word Game had been research in grammar mastery and teaching grammar such as simple present tense on passive voice and simple past tense. It could improve students' ability in learning grammar. Beside that there are similarity and differences between the previous of research and this research. The similarity of the previous research and this research was same using game where it was Arranging Word Game in teaching and learning grammar. Meanwhile, the differences of the previous research and this research were the materials and subject.

## **RESEARCH METHOD**

### **Design of the Research**

In this research, the researcher used descriptive quantitative research. The researcher wanted to get information, to find out, or to know how the students' ability in arranging word into a sentence of simple present tense at VIII Grade Students of SMPN 2 SIMPANG ALAHAN MATI and to know how the effectiveness of Arranging Word Game in teaching simple present tense at VIII Grade Students of SMPN 2 SIMPANG ALAHAN MATI.

### **Population and sample**

#### **1. Population**

Population was the totality subjects of the research. According to Margono, Population was the whole data which become our focus in the certain time and place. The population in this research was all students at VIII Grade of SMP N 2 SIMPANG ALAHAN MATI.

**Table 1: The population of the Eight Grade Students of SMP N 2 SIMPANG ALAHAN MATI**

No	Classes	Total of the population
1.	VIII. 1	33
2.	VIII. 2	32
<b>Total</b>		65

Source: *English teacher SMPN 2 SIMPATI*

From the table above, the population of this research was 65 students who were the totality of the students in the second grade of SMP N 2 SIMPANG ALAHAN MATI.

## 2. Sample

Sample was the part of population. As stated by Sugiyono, a sample was a part of the total and the characteristics that exist in population. In this research, the technique was used to determine as sample was total sampling technique where the researcher used all of population as sample in this research. Sugiyono stated that total sampling was sample that represents the total population where it was usually done if the total population was considered small or less than 100, so all population was used as sample in the research.

## Instrument of the Research

The instrument which would be used in this research was test and questionnaire.

### 1. Test

The researcher used a test as instrument in this research. The test was used to answer research question 1 where it was also used to measure the students' ability. Beside that the test was grammar test especially simple present tense. The form of test which would be used by the researcher was multiple choices and essay where it consisted of 20 items. Moreover, the researcher would adapt the test which has been used by Ira Wati (2019) as other researcher before. Beside that the researcher also considered the validity and the reliability of test to measure the test which was used valid and reliable to use. In this research, to know whether the test was good or not and valid or not, the researcher has been consulted it with expert validity such as English lectures who was as validator. They were Ms. Merry Prima Dewi, M.Pd, Ms. Agseora Ediyen, M.Hum, and Ms. Leli Lismay, M.Pd. By consulting the test to the expert validity, the researcher would get more information about the test which would be used was valid or not.

### 2. Questionnaire

The researcher used close questionnaire as instrument of this research. The questionnaire was used to answer research question 2 which was to collect the data or information about the effectiveness of using Arranging Word Game in teaching simple present tense. In this research, the researcher decided to make questionnaire in Indonesia. Moreover, the questionnaire was used Likert scale (always, often, sometimes, seldom, never) which was completed rating scale (4-3-2-1-0).

**Table 2. The Likert Scale of Students' Response on Questionnaire**

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Likert Scale	Code
Always	SL
Often	SR
Sometimes	KD
Seldom	JR
Never	TP

*Source: Sugiyono*

The researcher made the questionnaire about the aspect would be measured where it consisted of 20 statements in this research. The researcher would do test validity of questionnaire items which purposed to measure the questionnaire which was used was valid. The researcher has been done valid this questionnaire to expert validity or judgment validity such as English lecture. They were Ms. Leli Lismay, M.Pd and Muthia Rahman, M. Pd.

**Technique of Data Collection**

In line with the design of research above, the data was taken by the researcher from test and questionnaire. It was as following below:

**1. Test**

In this research, the data would be collected through test where it is manual test that was given by the researcher on 20-23 October 2020 to sample of this research. There were some steps that have been done by researcher. Firstly, the researcher visited door to door the students' house because the student learnt at home during corona pandemic. Secondly, the students were asked to do test where the researcher gave 15 minutes or more than 15 minutes such as 20-25 minutes to the students to answer the test. Next, the researcher collected the test that has been finished by the students and gave score. Then, the score was tabulated. Lastly, the researcher got the students' test result.

**2. Questionnaire**

The researcher also used the questionnaire to collect the data where it is manual questionnaire that was given by the researcher on 23-26 October 2020. In this research, the questionnaire would be given to the students as sample in this research. There were some steps that have been done by researcher. The first, the researcher visited door to door the students' house because the student learnt at home during corona pandemic. The second, the researcher distributed the questionnaire to the students. Then, the researcher gave 10 minutes to the students to fill the questionnaire. Next, if the students finished to fill the questionnaire, the researcher collected it and accounted it into distribution table. Then, the score was tabulated. Lastly, the researcher got the students' questionnaire result.

**Technique of Data Analysis**

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The researcher would analyse the data of instrument that purposes to get the result of this research and answer research question. According to Arikunto (1998), the data analysis was meant by processing data obtained by using formulas or rules that were applicable to research or design approach taken. In this research, the researcher wanted to find out how the students' ability in mastering simple present tense at VIII Grade Students of SMPN 2 SIMPANG ALAHAN MATI and to describe whether the using of Arranging Word Game is effective or not in teaching Simple Present Tense at VIII Grade Students of SMP N 2 SIMPATI and. In this technique, the researcher would analyse the data by several steps:

### 1. Test

The data would be analysed by using the following steps. First, the researcher collected the students' simple present tense test scores after giving score by researcher. Then, the researcher analysed the students' scores by arranging scores from the lowest to highest. The researcher found the interval of the data by using the formula that suggested by Yousda (1993). It could be seen the following below:

$$I = \frac{R}{B}$$

$$R = (H-L) + 1$$

$$B = 1 + (3,3) \text{ Log } n \text{ (n= total sample)}$$

Where: I : Interval of the data

R : Highest Score- Lowest Score + 1

B : 1 + 3, 3 Log n (n= total sample)

After that, the researcher put the score into distribution table and found out the frequency of the data. The researcher determined the mean of the data. In finding mean of the data, the researcher used the formula which suggested by Sugiyono (2018). It could be used below:

$$X = \frac{\sum fx}{n}$$

Where: X : Mean

$\sum fx$  : The sum of midpoint

n : The amount of data

Next, the researcher arranged the mean of students' test result into the table of rating scale. In addition, the researcher used rating scale to arrange the level of students' ability. The researcher would give interpretation of the result by using table. It can be seen as below:

**Table 3. The interpretation of level students' ability**

Rating Scale	Category
80-100	Very good
66-79	Good



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56-65	Enough
40-55	Less
30-39	Fail

Source: adapted from Arikunto, 2006, p.245

Lastly, the researcher took conclusion based on the result of the rating scale of the mean of students' test result and what category of students' ability in arranging word into sentences of simple present tense. Beside that it could be seen how the students' ability in mastering simple present tense at VIII Grade Students of SMPN 2 SIMPANG ALAHAN MATI.

## 2. Questionnaire

The questionnaires would be analysed as following steps. Firstly, the researcher would check (Respondents) or the students' answer in order to know about the data and the researcher would account the data and described it on the table. Then, the researcher would get students' score and put the score into distribution table. After that, the researcher found out the frequency of the data and the research wanted to find out the percentage of each items of questionnaire. The researcher used formula which is suggested by Sugiyono. It can be seen below:

$$P = \frac{F}{N} \times 100\%$$

Where: P: Percentage

F : Number of frequency

N: Number of students /sample

Next, the researcher wanted to know the index percentage or percentage of each items. The researcher used the formula which was suggested by Arikunto. It could be seen as following:

$$\text{Index percentage (\%)} = \frac{\text{total score per item}}{\text{maximum score}} \times 100$$

Then, the researcher found the mean of the data by using formula which was suggested by Subana, as following below:

$$Mx = \frac{\sum x}{N}$$

Where: Mx = Mean

$\sum x$  = Total of percentage

N = Amount of item

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After the researcher knew about the mean of students' questionnaire result, the researcher arranged it into percentage the table of rating scale. In addition, the researcher used the percentage of rating scale to arrange the level of effectiveness. The researcher would give interpretation of the result by using table. It could be seen as below:

**Table 4: The interpretation of the effectiveness percentage**

Percentage of Rating Scale	Rating Quality
90-100 %	Very effective
72-89%	Effective
54-71%	Sufficiently effective
36-53%	Not effective
18-35%	Less than effective
0-17%	Very not effective

Source: Suharsimi Arikunto

Lastly, the researcher took conclusion based on the result of the percentage of the mean of students' questionnaire result and what rating quality of using Arranging Word Game in teaching simple present tense. Beside that it could be seen whether arranging Word Game was effective or not in teaching simple present tense.

**FINDINGS AND DISCUSSION****FINDINGS**

In this part, the researcher described the finding and discussion of this research about how the students' ability in mastering simple present tense at VIII Grade Students of SMPN 2 SIMPANG ALAHAN MATI and the effectiveness of Arranging Word Game in Teaching simple present tense at VIII Grade Students of SMPN 2 SIMPANG ALAHAN MATI by analysing of students' test and students' questionnaire result.

**1. The description of the data**

The first, to answer research question 1 which was "How is the students' ability in mastering simple present tense at VIII Grade Students of SMPN 2 SIMPANG ALAHAN MATI?". The researcher wanted to collect the data which was test. The data was collected from the transcript score of students' test result on simple present tense score. The students' simple present tense score was gotten from 20 items of test that was given by the researcher. In scoring, the researcher gave 0 point for false answer and 5 for correct one answer. Furthermore, the finding of the data about the students' test result was described as the following table below:

**Table 5. The students' score from the lowest to highest both of class**

No	Name	Score

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1	Rafli Dwi Neldi	60
2	Tahta Raga Dewantara	60
3	Nur Syahara	65
4	Diana Faradia	65
5	Keysa Nabila Olenta	65
6	Mona Yunia Ferina	65
7	Nur Natasya	70
8	Raysa Aqila	70
9	Muhammad Ramdan	70
10	Fedel Azizki	75
11	Akhyal Ahda	75
12	Hilda Fadila	75
13	Fadhila aditya Fernando	75
14	Deni Pratama	80
15	Farel Ferdiansyah	80
16	M. Zaki Saputra	80
17	Muhammad Dio Meilano	80
18	Safina Gea Mukhti	80
19	Siti Aisyah	80
20	Arvia Zona	80
21	Fixel Ratuliu Adria	80
22	Hamdan Dino	80
23	Indah Cantikha Dewi	80
24	Nabila Agusti Anzuri	80
25	Siti Aisyah Putri	80
26	Adbil Ajiz	85

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27	Farda Lilhari Ramadhan	85
28	Muhammad Aiman	85
29	Mutia Amanda	85
30	Norhadira Purti Eriya	85
31	Nur Syahira	85
32	Refan Defrianto	85
33	Suci Rahmadhani Helnefi	85
34	Tassa Yulia Anggraini	85
35	Zilva Azazira	85
36	Afrizal Agustia Randa	85
37	Igo Azhari	85
38	Jival Zonnover	85
39	Melsi Putri	85
40	Rafli Nuzzul Isandar	85
41	Selvia	85
42	Tesa Wulandari	85
43	Trisna Yoga	85
44	Efi Intan Lestari	90
45	Fitria Rahanum	90
46	Muhammad Alfarizi	90
47	Puti Yuli Susanti	90
48	Ari Bima	90
49	Delza Fika	90
50	Muhammad Haiqal	90
51	Muhammad Iqbal	90
52	Radit Virdaus	90

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53	Raina Aulia Fauziah	90
54	Annisa Anurgrah	95
55	Haikal Tri Atma	95
56	Muhamnad Fazil	95
57	Nadia Safira	95
58	Rahmad Haikal	95
59	Silfani Putri	95
60	Sonya Dwinof Putri	95
61	Sela Safira	95
62	Helena Puteri Wahyuni	95
63	Intan Juita Utami	95
64	Muhammad Irsyan Junaidi	95
65	Tiara Rezki Ainanda	95

*Source: English teacher SMPN 2 SIMPATI*

Based on the table of students score above, there were 65 students at VIII grade. Beside that it could be seen that the score of 65 students were various where the highest score was 95 and the lowest score was 60. Furthermore, the researcher used the questionnaire as the data which was used to answer the research question number 2 where it was "How effective is Arranging Word Game in teaching Simple Present Tense at VIII Grade Students of SMPN 2 SIMPANG ALAHAN MATI?" The questionnaire was given by the researcher to the students (respondents) and then the researcher gave 10 minutes to answer and fill the questionnaire. After that the researcher collected it. The responses of students' questionnaire can be seen **on appendix 19**. There were 65 students as sample in this research. The result of students' questionnaire could be seen on the table below:

**Table 6. The Description of Data Frequency of Students' Questionnaire**

No	Statements	Responses	Amount of students	Percentage	Index Percentage
1	Teacher explains the material about simple present tense	Always	34	52%	88%
		Often	31	48%	
		Sometimes	0	0%	
		Seldom	0	0%	

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		Never	0	0%	
2	Teacher gives formula of simple present tense to make sentences in form (+) positive, (-) negative, and (?) interrogative	Always	33	51%	86%
		Often	27	42%	
		Sometimes	5	7%	
		Seldom	0	0%	
		Never	0	0%	
3	Teacher gives example of simple present tense in the form of arranging words into a sentence	Always	21	32%	77%
		Often	29	45%	
		Sometimes	15	23%	
		Seldom	0	0%	
		Never	0	0%	
4	Teacher asks students to make sentences about simple present tense	Always	16	25%	76%
		Often	35	54%	
		Sometimes	14	21%	
		Seldom	0	0%	
		Never	0	0%	
5	Teacher asks students to arrange jumble words into a good sentence of simple present tense	Always	5	8%	68%
		Often	36	55%	
		Sometimes	24	37%	
		Seldom	0	0%	
		Never	0	0%	
6	Teacher gives exercise of simple present tense to arrange words into a correct sentence	Always	9	14%	70%
		Often	34	52%	
		Sometimes	22	34%	
		Seldom	0	0%	
		Never	0	0%	

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7	Teacher provides and gives homework about to arrange jumbled word into a correct sentence	Always	13	20%	72%
		Often	32	49%	
		Sometimes	20	31%	
		Seldom	0	0%	
		Never	0	0%	
8	Teacher teaches simple present tense by using game	Always	16	25%	75%
		Often	32	49%	
		Sometimes	17	26%	
		Seldom	0	0%	
		Never	0	0%	
9	Teacher teaches simple present tense by using arranging word game	Always	20	31%	78%
		Often	32	49%	
		Sometimes	13	20%	
		Seldom	0	0%	
		Never	0	0%	
10	By using Arranging Word game can help me (student) in making sentences	Always	25	38%	79%
		Often	35	54%	
		Sometimes	5	8%	
		Seldom	0	0%	
		Never	0	0%	
11	By using arranging word game can help me (student) in connecting the material which have been studied by me on simple present tense	Always	16	24%	73%
		Often	29	44%	
		Sometimes	17	26%	
		Seldom	4	6%	
		Never	0	0%	
12		Always	18	28%	78%

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	By using Arranging word game can encourage me (student) to find the solution in making simple present tense	Often	36	55%	
		Sometimes	11	17%	
		Seldom	0	0%	
		Never	0	0%	
13	When teacher uses arranging word game in teaching simple present tense, I (student) can identify the structure sentence of simple present tense easily	Always	20	31%	79%
		Often	36	55%	
		Sometimes	9	14%	
		Seldom	0	0%	
		Never	0	0%	
14	When teacher uses arranging word game in teaching simple present tense, I (student) can make a sentence of simple present tense	Always	28	43%	77%
		Often	15	23%	
		Sometimes	22	34%	
		Seldom	0	0%	
		Never	0	0%	
15	When teacher uses arranging word game in teaching simple present tense, I (student) feel happy and comfortable in studying simple present tense	Always	20	31%	79%
		Often	36	55%	
		Sometimes	9	14%	
		Seldom	0	0%	
		Never	0	0%	
16	When teacher uses arranging word game in teaching simple present tense, I (student) understand more how to make sentences of simple present tense	Always	20	31%	78%
		Often	34	52%	
		Sometimes	11	17%	
		Seldom	0	0%	
		Never	0	0%	
<b>Total of Percentage</b>					<b>1233</b>

Based on the table above, it could be seen that there were 16 statements which were answered by 65 students as sample in this research. Beside that one statement consisted of 5 possible answered which were always, often, sometimes, seldom, and never.



The total of percentage was 1233 where it showed that the students' statements about Arranging Word Game in teaching simple present tense.

## 2. The analysis of the data

In the analysis of the data, the researcher needed to analyse the data of students' test result that purposed to get the mean of the students' test result. The mean of students' test result was used to find out how the students' ability in mastering simple present tense at VIII Grade Students of SMPN 2 SIMPANG ALAHAN MATI. To get the mean of students' test result, the researcher needed to find the range, amount of class, and interval of the data. The data would be analysed by the researcher as following below:

The researcher analysed the students' scores by arranging scores from the lowest to highest both of class which were VIII.1 and VIII.2. Where the totally of students both of class was 65 students. Based on the table 4.1 on the description of the data above, it could be seen that the students' score where highest score was 95 and the lowest score was 60. Furthermore, the researcher found the range (R), amount of class (B), and interval of the data (I). To get the interval of the data, the researcher must find the range and amount of class first. It could be seen as following formula below:

Where: 
$$I = \frac{R}{B}$$

I = Interval of the data

R= Range

B = Amount of class

Where already knew that the sample of this research was 65 students (n=65), the highest score was 95 and the lowest score was 60, so it could be counted as following below:

$$\begin{aligned} \text{Range (R)} &= (H - L) + 1 \\ &= (95 - 60) + 1 \\ &= 35 + 1 \\ \mathbf{R} &= \mathbf{36} \end{aligned}$$

$$\begin{aligned} \text{Amount of Class (B)} &= 1 + (3,3) \text{ Log } n \\ &= 1 + (3,3) \text{ Log } 65 \\ &= 1 + (3,3) 1,8129 \\ &= 1 + 5,982 \\ &= 6,982 \\ \mathbf{B} &= \mathbf{7} \end{aligned}$$

$$\text{Interval (I)} = \frac{R}{B}$$

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$$= \frac{36}{7}$$

$$= \underline{\underline{5,14}}$$

$$I = \underline{\underline{5}}$$

Based on the result of calculated above, it could be seen that the range (R) of the data was 36, the amount of class was 7, and the interval of the data was 5. After that it was calculated into the distribution frequency table. It could be seen as below:

**Table 7. The Distribution Table of Simple Present Tense Test Result**

Interval class (score)	<i>F</i>	<i>x</i> (Mind point)	<i>f. x</i>
95-99	12	97	1.164
90-94	10	92	920
85-89	18	87	1.740
80-84	12	82	984
75-79	4	77	308
70-74	3	72	216
65-69	4	67	268
60-64	2	62	124
	N= 65		$\sum_{fx} = 5724$

Based on the table above, the researcher has arranged the data into the distribution table, then the researcher has got the sum of midpoint ( $\sum_{fx}$ ) = 5.724 and the amount of data ( $n$ ) = 65. After that the researcher found out the mean of the data or the mean of the students' simple present tense score. It can be seen as following:

$$\begin{aligned} \text{Mean (X)} &= \frac{\sum_{fx}}{n} \\ &= \frac{5.724}{65} \end{aligned}$$

$$\text{(X)} = \underline{\underline{88,06}}$$

Based on the result of calculated above, it could be seen that the mean (X) of the data was **88,06**.

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Furthermore, based on the calculated of mean the data above, it was gotten that the mean ( $\bar{X}$ ) of the data was 88,06. Moreover, the result of the students' mean test result was arranged into the rating scale table where the rating scale table was used to arrange the level of the students' ability category on the arranging word into simple present tense. Beside that this rating scale in this research was used by purposing to know and to find out the students' ability in mastering simple present tense at VIII Grade Students of SMPN 2 SIMPANG ALAHAN MATI. In addition, the researcher gave interpretation of result by using rating scale table. It could be seen as following below:

**Table 8. The Interpretation of Level of students' ability category in mastering simple present tense**

Rating Scale	The students' ability (students' mean score)	Category	Frequency (F)
80-100	88,06	Very good	52
66-79		Good	7
56-65		Enough	6
40-55		Less	0
30-39		Fail	0
			N= 65

Based on the table above, it showed that the percentage mean score of students' test result or the students' ability was 88,06 where it was on the rating scale 80-100 that was on very good category. Beside that there were 52 students on the very good category, 7 students on the good category, and 6 students on enough categories. Thus, based on the result of the students' ability categories above, it could be concluded that the students' ability was 88,06 on the rating scale 80-100 which was on the very good category. It means that the students' ability in mastering simple present tense at VIII Grade Students of SMPN 2 SIMPANG ALAHAN MATI was very good category.

Furthermore, the researcher also needed to analyse the data of students' questionnaire result that purposed to get the mean of the students' score of the questionnaire which was used to find out how effective is arranging word game in teaching simple present tense at VIII Grade Students of SMPN 2 SIMPANG ALAHAN MATI. Based on the description of data frequency of students' questionnaire on the description of the data above, the amount of items of questionnaire was 16 statements and has been known that the total percentage of the items was 1233. To know the mean of students score of the questionnaire, the researcher calculated it into formula which was suggested by Subana. It could be seen as following below:

$$\begin{aligned} \mathbf{Mx} &= \frac{\sum x}{N} \\ &= \frac{1233}{16} \end{aligned}$$

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= 77,06

Based on the result of calculated above, it could be seen that the mean of percentage of students' questionnaire result ( $M_x$ ) was **77,06%**.

After the researcher got the mean of percentage of students' questionnaire result, the researcher arranged it into the rating scale table. In addition, the result of the students' mean score of percentage was arranged into the percentage of rating scale table where the percentage rating scale table was used to arrange the level of the effectiveness. Beside that this percentage of rating scale in this research was used by purposing to know and to find out the effectiveness of Arranging Word Game in teaching simple present tense at VIII Grade Student of SMPN 2 SIMPANG ALAHAN MATI. In addition, the researcher gave interpretation of result by using rating scale table. It could be seen as following below:

**Table 9. The interpretation of the effectiveness percentage rating scale of using Arranging Word game in teaching Simple Present Tense**

Percentage of Rating Scale	Percentage (Mean of the data)	Rating Quality
90-100 %		Very effective
72-89%	<b>77,06%</b>	Effective
54-71%		Sufficiently effective
36-53%		Not effective
18-35%		Less than effective
0-17%		Very not effective

Based on the table above, it showed that the percentage mean score of students' questionnaire result was **77,06%** where it was on the percentage of rating scale 72-89%. Thus, it could be concluded that the using Arranging Word Game in Teaching Simple Present Tense at VIII Grade Students of SMPN 2 SIMPANG ALAHAN MATI was effective on the rating quality.

## DISCUSSION

Based on the finding of the research above, it was concluded that the students' ability in mastering simple present tense at VIII Grade Students of SMPN 2 SIMPANG ALAHAN MATI was very good category. It was gotten from the mean students' test result which was 88,06. It was on the rating scale 80-100 which was on very good category. Beside that there were 52 students who have very good ability in simple present tense. Furthermore, Arranging Word Game was effective to be used in teaching simple present tense at VIII Grade Students of SMPN 2 SIMPANG ALAHAN MATI. It was gotten from the mean data percentage of students' questionnaire result which was 77,06%. It was placed on the effectiveness percentage of rating scale on 72-89% which it was effective on rating quality. Beside that most of students think that using Arranging word game helped them to

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learn simple present tense easily and they can comprehend the formulation of simple present tense quickly.

This finding supports the theories from Agoestyowati, Agung Prihantoro, Hadfield, and Mustaan that create and elaborate the Arranging Word Game for teaching English especially teaching grammar. As stated by Mustaan, Arranging Word Game was a game that uses words or sentences where it is jumbled or disordered, and then teacher asks students to arrange the jumble word into a correct sentence as much as possible. Moreover, Agung Prihantoro stated that the purpose of arranging word game is the students can arrange words which were scrambled into a good sentence. Beside that as stated by Milan arranging word game has some advantages such as the students can explore their grammar and they were also easy to learn and to understand sentences in simple present tense. Moreover, arranging word game has been applied and done by the teacher where it has been described in the previous chapter. The application of arranging word game has applied and used well where the teacher has applied and used arranging word game as the right procedures. This game also helps the students to comprehend the structure of sentence easily. Then, arranging word game can be used by teacher as strategy in teaching grammar and it can also be applied to other teaching learning English.

## **CONCLUSION**

Based on the finding and discussion above, the researcher concluded that the students' ability in mastering simple present tense at VIII Grade Students of SMPN 2 SIMPANG ALAHAN MATI was very good category based on the mean students' test result. Where there were 52 students in very good category, it was 88,06 the mean of students ability on the rating scale 80-100 which was on the very good category. In brief, it showed that students' ability in mastering simple present tense at VIII Grade Students of SMPN 2 SIMPANG ALAHAN MATI was very good category. Beside that the researcher also concluded that the use of Arranging Word Game in teaching simple present tense was effective based on the mean data percentage of students' result which was 77,06%. The rating scale showed that 77,06% lies on the percentage of rating scale on 72-89% which it was effective on rating quality. Thus, it could be concluded that the use Arranging Word Game in teaching simple present tense at VIII Grade Students of SMPN 2 SIMPANG ALAHAN MATI was effective.

## **LIMITATION & FURTHER RESEARCH**

Based on the problem and focus of the research above, the researcher limits the scope of problem to be known how is the students' ability in mastering simple present tense at VIII Grade Students of SMPN 2 SIMPANG ALAHAN MATI and how effective is Arranging Word Game in teaching Simple Present Tense at VIII Grade Students of SMPN 2 SIMPANG ALAHAN MATI. Beside that based on the result of this research, the researcher gave some suggestions; 1) it was important for the students to know that this Arranging Word Game can be used by students in learning English especially learning simple present tense which purposed to improve and to increase their ability in grammar, 2) It was suggested that English teacher still needed to improve and to use the other strategy or technique in teaching simple present tense in order to get the better result although the use Arranging Word Game in teaching simple present tense was effective, and 3) It was suggested that the next researcher who would like to conduct any research that was related to teaching grammar or arranging word game to use a different approach, design of the research, or media in order to find more accurate data.

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