Effect of Grammar Racing Game on Learning Simple Present Tense to Improve Achievement of Elementary Education Students at Palangka Raya University

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Abstract : This study is aim to find out the significant effect of using grammar racing game to the students' grammar score (simple present tense) and the students' interest toward grammar racing as media in teaching grammar for the Students of Elementary School Education Teacher Program In University of Palangka Raya. The study includes in Quantitative Paradigm with Experimental Design. The researcher designed the Lesson Plan, conducted the treatment and observed the students' score by pretest and posttest. The population of study was at the first semester students which consisted of three classes. The researcher chose 1A as sample. The sample was determined using purposive sampling technique. After getting the data that were from pretest and posttest, the researcher analyzed the data using t_{test} formula to test the hypothesis stated based on the result of analysis, it was found that the value of $t_{observed} = 8.677$ and the $t_{table} = 2.03$. It showed that the $t_{observed}$ was higher than the t_{table} and to answer the second alternative hypotheses research used questionnaire there are 94 % of 43 students of 1A was interest toward grammar racing game as media in teaching grammar. The result of testing hypothesis determined that the Alternative Hypothesis (Ha) stating that there was significant effect of using grammar racing game toward student's grammar score of Elementary School Education Teacher Program was accepted and Ho stating that there was no significant effect of using grammar racing toward student's grammar score was rejected. It meant that there was significant effect of using grammar racing toward student's grammar score at Elementary School Education Teacher Program in University of Palangka Raya.

Keywords: Elementary Education; Grammar Racing Game; Language Learning; Simple Present Tense; Student Achievement.

1. INTRODUCTION

English cannot disown that it has important role in globalization era currently. Therefore, English subject in school must be promoted; its aim is not only for getting the good score in exam but also in other that students may utilize the international language to oral and written communicating. In learning English, there are four language skills which should be mastered by students. They are listening, speaking, reading and writing. To reach those skills, it is very significant for students to master the component of linguistics. One of that is grammar, because grammar is the study of how a sentence has arranged.

Most learners somehow accept that the sounds of foreign language are going to be different from those of their mother tongue. More difficult to accept is that the grammar of the new language is also spectacularly different from the way the mother tongue works.

Grammar racing is competition to arrange words from words card that prepared and it will be formed best sentence grammatically correct. Grammar racing is a game in learning grammar. Actually, this game adopts word and sentence game that often practice on out bond activity and game in combine sentences. This game is competition between groups to arrange

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sentence of random words that prepared. It has two purposes; they are academic and life skill purpose. In academic purpose to reinforce students' comprehend about grammar that has taught. In life skill purpose to increase their cooperation, trains students to make decision quickly, make healthy competition grow, self-conscious, appreciate people's excess and opinion.

The use of grammar racing in grammar teaching is expected to create the lesson interested for students. The researcher trusts that by using grammar racing in grammar learning will increase their comprehension and score on simple present tense and other grammar, and also it will create student's confident-self.

In this research, the effect of grammar racing game in learning simple present tense to improve the achievement of the students of elementary school education teacher program in university of Palangka Raya was conducted.

2. RESEARCH METHOD

In this study, the researcher used a pre-experimental design: the one group pretest-posttest. The one group pretest-posttest design can be represented as:

Table 1. The Model of Design Experiment.

Group	Pretest	Treatment	Posttest
Experiment Group	O1	X	O2

O$_1$: pretest

X   : treatment

O$_2$: posttest

Donald Ary explained that: "The one-group pretest–posttest design usually involves three steps: (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment X to the subjects; and (3) administering a posttest, again measuring the dependent variable. Differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and posttest scores." Based on the explanation, in this study, the researcher uses pre-experimental one-group pretest-posttest design and this approach of this study is quantitative.

Table 2. The Number Of The First Semester Students of
Elementary School Education Teacher Program
In University of Palangka Raya.

No	Classes	Number of Students
1)	1A	43
2)	1B	44
3)	1C	45
Total Number		132

To determine the students as experimental group, the researcher uses purposive sample to get detail of the specific data related to the study. The criteria of the sample will be depending on the students' achievement. The study was conducted at University of Palangka Raya from the first semester students of elementary school education teacher study program.

3. RESULT AND DISCUSSION

The result of the students' obtained score of English grammar mastery test from the experiment group that was taught English grammar using grammar racing game. The researcher also analysis the data used "t" test for examined the true or the false of hypothesis that declared in one mean sample. It is proved by the mean score of the students who was taught using grammar racing game got 8,677.

The findings interpreted that the alternative hypothesis stating that teaching English grammar used grammar racing games gives effect on the students' score in grammar (simple present tense) of the students of elementary school education teacher program in university of palangka raya was accepted and the null hypothesis stating that teaching English grammar used grammar racing games does not give effect on the students' score in grammar (simple present tense) of the students of elementary school education teacher program in university of palangka raya was rejected.

4. CONCLUSION

Based on the result of data analysis from the students' obtained score of English grammar (simple present tense) mastery test from the experiment group was taught English grammar using grammar racing game was significant.

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Furthermore, the result from the calculation from the researcher to test the hypothesis of the study, the researcher uses t-test calculation with the interpretation of ttest result from manual calculation. It can be seen from the table above that the tobserved was 8,667. It was also higher than ttable at 5% (2, 03) level of significance. it could be interpreted that Ha stating that teaching grammar (simple present tense) using grammar racing game gives effect to the students' grammar (simple present tense) score of the students of first semester elementary school education teacher program in university of palangka raya was accepted and Ho stating that teaching grammar (simple present tense) using grammar racing game does not gives effect to the students' grammar (simple present tense) score of first semester students of elementary school education teacher study program was rejected at 5% level of significance.

The interpretation above answer the problem of the study that teaching English grammar racing game gives significant effect on students' English grammar (simple present tense) score at Elementary School Education Teacher Program in University of Palangka Raya.

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