

THE IRREGULAR VERB FORMS MASTERY OF JUNIOR HIGH STUDENTS USING RUBIK'S CUBE

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ABSTRACT

This paper aims to describe a concept how to help students master the irregular verb forms. While there are so many students who are getting difficulties in mastering them. It is proposed to be applied for junior high school students. Meanwhile, there are some students like playing Rubik's cube. Rubik's is a kind of scramble game that was discovered by Prof. Erno Rubik in 1974 from Hungaria. The writer would like to use the students' hobby in order to help them master the irregular verb forms. It is assumed that by using their hobby can help them master the forms while enjoying the game. This paper uses experimental research by a control class. The students would be given pre-test before getting treatment and post-test after being treated. The control class students are not able to play Rubik's cube and the treatment class students are able to play it. The problem of applying this concept is a researcher need to work twice for students who are not able to play Rubik's cube.

Keywords: *irregular verb, mastery, rubik's cube*

INTRODUCTION

Background of the Research

By the time English has become popular and important in our country, English is needed more and more by our nation to connect to other countries. It makes English become the International language so that English as like the third language in Indonesia. It is shown as English taught in every school from Kindergarten to collage, however in a formal and informal learning. Meanwhile, it focuses on the first.

Recently, the government uses English as one of the point target of National Final Examination in every junior and senior high school. It means that every student must master English to graduate from their school.

Every teacher, especially the English teachers think how to make their students understand well and master English. They may do many exercises and additional course to get the main purpose, mastering English. (Harmer, 2001:3). It means that learning model which enhances the students' competence of mastering language must be a learning process focussing on students (students centered learning). Naturally, English focusses on speaking, writing, listening, and reading. Based on fact, although a little the students must understand about grammar to master English. Then, a part of English that still difficult for beginning students or junior high students is mastering irregular verb. In fact there are many students still get

difficulties in mastering it because they must memorize them.

There are many students' get difficulties in memorizing. It means that the students need a better, enjoyable and easier technique which can help them to memorize well. On the other hand, recently there are many students also like to enjoy games, one of them is Rubik's cube, to fill their spare time since the cube has become famous in Indonesia. The teacher can use teaching media to make students productively. Media can provide attractive in learning English and the students will have more fun in learning English. According to Alfredo Fernando: 2010 "*rubik's cube adalah suatu permainan, rubik terlahir bukan secara biologis melainkan melalui suatu penemuan dan penelitian yang jenius dari seorang profesor bernama Erno Rubik*".

In playing Rubik's cube students need real concentration and thought little bit hard to solve the cube. "*rubik's cube akan melatih daya ingat ketika si pemain melakukan memorisasi pola-pola tertentu*" (Alfredo ,2010). How if the way of playing Rubik's cube is applied in studying? Beginning From the case, the author expects that Rubik's cube is as an enjoyable scramble game which can help the players to memorize the irregular verb forms. In conducting this learning process.

DISCUSSION

Irregular Verb Forms Mastery

Irregular verb form is the forms of verb that cannot be made by adding -ed/-d in the end of verbs as same as in the regular verb forms. That is to master the verb forms needs to memorize them. Then, irregular verb forms mastery is a way to master the irregular verbs form, here is specific on the memorizing.

The Development

There are many ways to memorize the irregular verb forms. The mostly used one is natural memorizing. It means that someone memorizes them as natural or common way by seeing, reading, then memorizing the verb forms. Sometimes, (s)he memorizes it by practicing, singing a song, sending sms, etc. In this case, the author wants to develop the way of memorizing it by using Rubik's cube. It is assumed that it will help the students to do it more enjoyable and easier.

Rubik's cube

Rubik's is a kind of scramble game that was discovered by Prof. Erno Rubik in 1974 from Hungaria. Rubik's is a kind of game that has a target and needs thought a little bit hard and concentration to solve it. Then, Rubik's cube is one kind of which is in cube shape. In the other hand, some solvers can solve the cube without using their eyes which is called BLD solving technique. It means that the solvers must memorize the whole colors and the algorithms so that they can solve the cube, and it shows that the solver has good thought, concentration and memorizing.

The use of Rubik's Cube

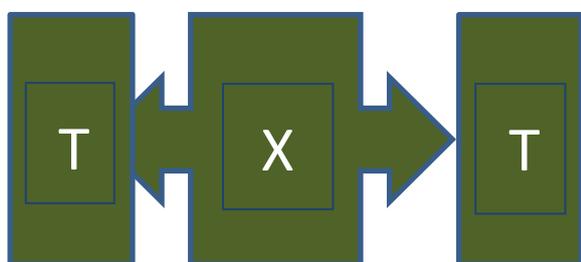
As like the explanation above that Rubik's cube is included in a kind of scramble game which needs thought and concentration. It means that when students solve the cube, they also think and memorize the way to solve it. Rubik's cube is also known as a game that is good which can exercise the *motorik* and thought can increase memorizing, and make the solver enjoy also. So, this cube is assumed that by using the cube in memorizing can help the students feel more enjoy in memorizing and easier while playing the game.

Design of the Research

Suryabrata (2003:96), in doing research, the author can use various methodes and designs of research depending on the purpose of the research, the characteristic of

the subject, and the possible alternative design can be used. Thus, the design used is experimental research uses One Group Pre Test Post Test Design. There will be in one group students being treated in the experiment of the irregular verb forms mastery by using Rubik's cube so that is called quasi experiment. The basic purpose is to find out information as the prediction of the true experiment using manipulation of relevance variable.

Picture 3.1: Single Group Design (pre-test and post-test)



In the research, the students will be tested before and after getting the treatment to know the English mastery of the students. The pretest also is used to determine students which one is upper student and which one is the lower. The treatment will be given 5 times per treatment and it is for 15 minutes only to get empirical result the author wants. It also follows several plans. After The treatment, the students will be tested to see the final result of all. To make the reach more accurate and details, the author also conducts observation during the teaching. The design is formulated by Arikunto (1990:279) as follow: Picture 3.1: The Design of Formulated by Arikunto

Pre test	treatment	post test
O ₁	X	O ₂

Note : O₁ : Pre test
X : Treatment

O₂ : Post test

The experimental research is applied to the eighth grade students of junior high to explore the result of their English mastery before and after being taught by using Rubik's cube. Firstly, the students is given a pre test, then continued by implementation of using Rubik's cube in memorizing the irregular verb forms and the last stage giving them post test.

There are two variables; independent variable and dependent one. An independent variable is the conditions influencing the appearance of an indication or called treatment variable. In this research the independent variable is called X variable is using Rubik's cube. While dependent variable is called Y variable is the implementation of an experiment and also called effect variable. In this research Y variable is the mastery of English.

Subject of the Research

Population

Population is the numbers of subjects that would be researched. It has certain quantity and character which is chosen by the author being studied. Arikunto (1993: 120) says that the number of population members is in the accordance of the characteristic is ruled by the author. In this research, the population that is used is the eighth grade solver students junior high.

Sample

The scientific research can be said is almost always done for part of population which is called sample, Suryabrata (2003:35). The sample chosen is considerable for some efficiency of the time and cost, large number of population cannot be used as respondent, and the ability of the author in handling the research for the subject.

The numbers of the population that is used in this research is divided in two classes

(8A and 8B). The author does not use all the population but chooses a sample group as subject of the research. To take the sample, the sampling technique that is used in this research is random sampling. Arikunto (1993:126) states that random sampling method possibly gives the same opportunity of each population members being taken as the sample; as the technique basically as a sampling method which is done by lottery.

Table 3.2.2 Example population used in this research.

Class	Total
A	37
B	42
Total	79

According to that statement, lottery is applied to take the sample. First, make the class list in a piece of paper and put one of them. Then, to make the research gets more valid and available result, then taking only 30 students from the class as the sample. The name lists of presence students is made in a piece of paper and then put them in a box. Take the paper once at a time and write the name as the sample. In this research as the sample and give code for their name.

Instrument of the Research

Research instrument is one of the most important things in a research. A research should formulate the research instrument that appropriate to the problem for getting an accurate and details data result. Arikunto (1993: 149) says that the data is the centre point of research to answer problem of the research, to prove the hypothesis and to make the aims come true.

In order to get the data needed, Arikunto (1993:134) classifies instrument of gathering data. They are: questionnaire, checklist, interview, observation, test,

inventory, and scale. In this research the research focuses on the mastery of irregular verb forms of solver students. So, the author chooses questionnaire and observation using field notes during the treatment and test.

Test

In this research, the items test uses the irregular verb forms which are not common in use. Hence, use reference of the test taken from several relevant books and other relevant source. The number of the test is 50 items which consist of the irregular verb forms. The distinction of the test is made to help the author measure the real competence of the students in mastering Irregular verb forms using the most appropriate test.

The data description of the test students' score in mastering it can be divided into five criteria. According Arikunto (1993:355) categories the criteria of measuring the test student score as follow:

- 80-100 : excellent
- 66-79 : good
- 56-65 : sufficient
- 40-55 : low
- 30-39 : poor

In order to get the best data needed, the test which is administered must be reliable and valid.

Reliability of the Test

To make sure that the test is reliable, try out first before using the test as the instrument to find the result of the research. Take thirty students of other of the decided class of grade eighth as the subject of try out test. The test reliability of a test is calculated by the formula as stated by Arikunto (1993:425-426) as follow:

$r_{xy} =$

$$\frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\} \{N\sum y^2 - (\sum y)^2\}}}$$

Note

r_{xy} : the correlation coefficient

x : the scores of the odd number

items

y : the scores of the even

numbers items

N : the number of population

The result of the computation then applied into the Spearman Brown formula to estimate the reliability of the whole test. The formula is:

$$r^{11} = \frac{2 \cdot r_{xy}}{1 + r_{xy}}$$

Note

r^{11} : coefficient of the reliability of the whole test

r_{xy} : coefficient of the correlation between odd and even numbers

According to M. Ali (1984: 105), to determine the validity of the correlation coefficient of the test uses the guiding principles as follows:

0, 00 up to 0.20 : the correlation coefficient test is not reliable

0, 21 up to 0.40 : the correlation coefficient test is low reliable

0, 41 up to 0, 60 : the correlation coefficient test is medium reliable

0, 61 up to 0, 80 : the correlation coefficient test is high reliable

0, 81 up to 1, 00 : the correlation coefficient test is perfect reliable

Validity of the Test

The test which is used has to fulfill the validity and reliability to get the accurate data. The validity of the test used in this test is valid. Its means that the test that will be used must be appropriate to the material the students study about. It means as the test fulfill the requirement, the test is valid.

Observation

The observation in this research means seeing, commenting, and nothing what is happening to the students in memorizing irregular verb forms by using Rubik's cube. The outline of the observation would be noted as below:

1. Materials; the material is the materials of English subject for the research which is designed due to the experiment.
2. Procedural Steps; the procedural steps are steps would be done by the author in the line of lesson plan.
3. The formula performed; the formula performed is using Rubik's cube to memorize irregular verb forms.
4. Students' Problem; the students' problem is the problem faced by students occurred.
5. Students' Achievement: the students' achievement is the increasing of students' ability in learning English, especially memorizing irregular verb forms.

Treatment

The treatment of this research will be a technique in memorizing irregular verb forms. This would be treated to master irregular verb forms. The treatment materials were designed by the author using reference of the test taken from several relevant books, dictionary and other relevant source. Here, the author will do the following

consideration: 1) relevancy with the Content standard of English teacher for the 8th grade Junior high school and 2) the students' potency of learning English as foreign language.

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The activities are conducted, moreover, has to be easy, interesting and fun so that the students like it. These consist of game because they respond well to be being asked to use their thought and imaginations; they may well be involved in scramble game activities, a making things, in drawing things, in games, in physical movement.

Procedure of Collecting Data

As stated above, research is a process which covers steps of collecting data, analyzing and drawing the data. Collecting data means a way of obtaining data seeing the document related. In this research, the author has concluded a test given to 30 students of the students of eighth grade. The test was given on the first week. In this research, the author needs some following steps:

1. Asking permission to the head master.
The author asks permission to the head master related to the research program before doing the research.
2. Giving pre-test
The author gave pre test to the decided class to find out the mastery of English lesson before being taught using Rubik's cube.
3. Doing the treatment
The author taught the decided eighth grade by using Rubik's cube. The author teaches the subjects of the research for eight meetings as the treatment. It done by using the cube that is put some irregular verb forms on each piece of the cube.
4. Giving post-test
The last meeting the author gives the subject post test to measure the final result of the treatment.

5. Doing Observation

The author makes notes himself helped by the partner to fulfill the data of observation in the Memorizing irregular verb forms treatment.

Technique of Analyzing Data

Based on the statement of the problem stated in the previous chapter, the data that should be analyzed as follow:

1. Analyzing score of pre-test before using Rubik's cube.
2. Based on pre-test, Classifying the students into upper and lower group in the accordance of median so get the same group number. According to Arikunto (1993:451), there are two ways to breakdown data into upper group and lower group, which are: based on mean and based on median.
3. Analyzing score of post-test after being taught by using Rubik's cube.
4. Analyzing the significance of the difference between of the mean before and after treatment by using t-test for dependent samples (d.f. = N-1)

To find out mean, median, modus, and standard deviation the writer uses the formula below:

$$\text{Mean} = \frac{\sum fx}{N}$$

$$\text{Median} = Md = B_{md} + i \left[\frac{N/2 - F}{f_{md}} \right]$$

$$\text{Modus} = Mo = B_{mo} + i \left[\frac{b_1}{b_2 + b_1} \right]$$

$$\text{Standard deviation} = SD = \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N} \right)^2}$$

Notes :

f = frequency

X = middle score of the interval class

N = the number of sample

F = sum of the frequency total before median interval minus one $(1/2N-1)$

Md = the median

I = interval

f_{md} = frequency of median interval

B_{md} = lower bound of the median interval $(1/2 N)$

M_o = the modus

B_{mo} = lower limit of the mode interval

The technique used to analyze the difference between the results of teaching English before and after using Rubik's cube is t-test technique for dependent sample (d.f = $N-1$) as the following formula noted by Arikunto (1993: 509):

$$T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Notes:

T = value of t-test

D = value of difference

\bar{D} = mean value of difference

N = Number of subject

5. Analyzing and interpreting the data of observation result.

CONCLUSION

Using Rubik's cube to teach students of junior high is expected as a nice technique that the students can enjoy. It helps students improve their English vocabulary mastery. While it need students who can play Rubik's cube or teaching the students how to solve it instead at first.

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