THE IMPLEMENTATION OF WEEKLY QUIZZES ON STUDENTS' GRAMMAR ACHIEVMENT IN MAN 1 MAKASSAR

FAUZIA SEHUDDIN

Universitas Negeri Makassar (UNM)
Jalan A.P. Pettarani Makassar, Kode pos. 90222
Telp. (0411) 865 677

ABSTRACT

Based on the research findings and discussion in the previous chapter, it can be concluded that the use of weekly quizzes improves the grammar achievement of the eleventh year students of MAN 1 Makassar in academic year 2017/2018. It can be seen from the significant difference score between pretest and posttest after giving the treatment.

A. Background

English as a language deals with four language skills and four language elements. Language skills deal with reading, writing, listening, and speaking. Language elements deal with vocabulary, pronunciation, spelling and grammar. All these skills and elements in English learning were important. One of the most important one, was grammar. If you wanted to speak and write with the confidence remember that the rules of grammar, rhetoric and composition applied to both writing and speaking. John (1962:18) declared that structure helps us feel confidence when we speak and write.

Grammar was the most difficult one because it is a system of language. Crystal (2004) states that, grammar is structural foundation of our ability to express ourselves. The more we are aware of how it works, we can control the meaning and the effectiveness of the communication with language. From Crystal's opinion, the writer conclude if grammar is very important, for support English skills because ability to write and speak needs a special skills and process in organizing language material by using learners' own words or learners' vocabulary and ideas to make a good composition.

One part of English Grammar is Tenses. The English tenses are very important in writing and speaking because every sentence deals with a tense. Hamra (2016:2) the concept of tense in English is a method that we use to refer to time – past, present and future. Many languages use tenses to talk about time. Other language have not concept of tense at all, but course they can still talk about time, using different methods. Most of the students in their opinions' hate tenses and think it is the most boring part of learning a foreign or second language. Whatever opinion they have, however they cannot escape from tenses. They always meet with tenses in every sentence they read or write, and speak or hear. We need the rules every time when we want to write and speak. If there is no rules, we will not be able to make a good communication with other people. From these statement, the researcher can conclude that languages need a rules every time when we want to speak or write.

Tenses divided into three parts, they are present, past and future. Every types of tenses divided into three forms, namely simple tense, continuous tense, and perfect tense. In this case, the researcher will take one of English tense form. It is simple tense that divided in simple present tense, simple past tense, and simple future tense.

Based on the observation on the students of MAN 1 Makassar, there were some difficulties faced by students in grammar (tenses) especially in simple tense. They did not understand what their teacher have teach about tense and how to use them. It is still difficult for them. They fill so boring to study about grammar. For all these reasons

was made the students' achievement in grammar especially for tenses is low. From the observations of the researcher in location, the researcher finds that the students lack of exercises in their learning style. It makes the students do not enough practice using simple tense.

There are many strategies and activities that teachers can employ and use to improve the students' grammar achievement, such as playing game, giving motivation and more practice. But in this research, the researcher will use the weekly quizzes to improve the students' grammar achievement. Nunan (2004) states that TBL emphasises on learners to communicate through interaction in the target language, introduces authentic texts into the classroom, learners focus not only on language but the learning process itself and TBL makes the learners' own personal experiences important contributing factors to the classroom. From this statement, the researcher can conclude that more tasks for the students can improve their achievement especially in grammar achievement.

Based on the statement above, the researcher interests to conduct a research with topic: "THE IMPLEMENTATION OF WEEKLY QUIZZEZ ON STUDENTS' GRAMMAR ACHIEVEMENT'.

B. Researcher Problem

Based on the background above, the researcher identifies that the students of MAN 1 Makassar have problem to study grammar (tenses) and it makes their achievement is low.

By this research, the researcher will apply weekly quizzes to solve the problem. The research formulated the question significantly:

Can the use of weekly quizzes improve the eleventh year students' English grammar achievement in MAN 1 Makassar?

C. Objective Of The Research

In relation to the problem statement above, the objective of this research is to find out whether or not the use of weekly quizes can improve the eleventh year students' grammar achievement in MAN 1 Makassar.

D. Significance of the research

If the objective above is reached, this research is expected to give significant contribution for the reader in both practical and theoretical. Theoretical, it can give good contribution about the impact of weekly quizzes on students' grammar achievement in learning English for English development as foreign language and support the research done before. Practically, this research is expected to be useful information for English teachers to improve their students' grammar achievement by using weekly quizzes. Furthermore, the students can improve their grammar achievement using weekly quizzes. For the future researcher, this study is expected to give the researcher a valuable experience which can be used for doing a better research in the future,

E. Scope of the research

By discipline, this research is related to language teaching, that is Applied linguistics. This study is intended to revel the Language Learning Strategies to improve the students grammar achievement of eleventh years students in MAN 1 Makassar. Where learning strategies consist of two types, (a) direct strategies, those are memory, cognitive, and compassion strategies, and (b) indirect strategies, those are metacognitive, affective, and social strategies.

By content, this research is restricted on students' grammar achievement covering simple present tense, simple past tense, and simple future tense through weekly quizzes, and the language learning strategies use by successful and unsuccessful students.

By activity, this research apply by using a quiz before teaching learning process every week. The activities cover in multiple choice in Pre-Test and Post-Test, and essay test in weekly quiz,

This research is focus on the use of weekly quizzes in improving the students' grammar achievement of the second year students of MAN 1 Makassar in academic year 2017/2018. It is focus on three types of grammar; they are simple present tense, simple past tense, and simple future tense   .

The findings of the research covered the description of the result of data analysis about implementation of weekly quizzes on students' grammar achievement in MAN 1 Makassar which was collected from 30 students by using multiple-choice test . These tests was given as pre-test and post-test as the researcher stated in chapter 3.

The researcher collected the data through pre-test that aimed to know the students' prior knowledge of their grammar mastery before giving treatment. The last meeting, the researcher gave students post-test in order to know the students' achievement of their grammar mastery after giving treatment.

Based on the research question in the chapter 1, the researcher found that weekly quizzes can improve the students' Grammar achievement of MAN 1 Makassar. It is supported by the findings such as mean score, standard deviation and significant difference that shows post- test score was higher than pre-test score.

1. **Frequency and Percentage Students' Pre-test and Post-test on Grammar Mastery**

Table 1

Criteria Grade		Score			
		Pre-test		Post-test	
		F	P	F	P
91-100	VERY GOOD	0	0%	0	0%
75-90	GOOD	1	3.2%	17	54.8%
61-74	FAIR	3	9.7%	13	41.9%
51-60	POOR	8	25.8%	0	0%
Less than 50	VERY POOR	18	58.1%	0	0%
Total		30	100.00%	30	100.00%

Table 1 above showed the frequency and percentage of the students' score in grammar achievement in pre-test and post-test , in pre-test no one of the students (0%) got very good score. There was 1 students (3.2%) got good score, 3 students (9.7%) got fair score, 8 students (25.8%) got poor score, and 18 (58.1%) got very poor score.

The frequency and percentage of the students' score in grammar achievement in post-test no one of students (0%) got very good score, there were

17 students (54.8%) got good score, 13 students (41.9%) got fair score, no one of students got poor and very poor score (0%)

2. Mean Score and Standard Deviation

The mean score and standard deviation of pre-test and post-test are presented in the following table:

Table 2

The Mean Score and Standard Deviation of the Student' Pre-test and Post-test

Report		
	Pre-Test	Post-Test
Mean	45.10	75.13
N	30	30
Std. Deviation	16.953	7.123

Table 2 above shows the statistical summary of the students' mean score and standard deviation on pre-test and post-test. It shows that the mean score of students' pre-test was 45.10, categorized as *fair,* and post-test was 75.13, categorized as *good.* It means that the mean score of the students' post-test was greater than the mean score of the students' pre-test. While the standard deviation of pre-test was 16.953 and the standard deviation of post-test was 7.123. It can be concluded that the standard deviation of post-test is higher than the standard deviation of pre-test.

3. Test of Significant Difference

In order to know whether or not the mean score is significantly different from the two variables, independent variable is the effect of weekly quizzes and dependent variable is the student's grammar achievement. After finding the mean score and standard deviation, the researcher calculated whether or not both groups are in statistically significant difference at level of significance (p) = 0.05. The only thing which is needed: degree of freedom (df) = 60, where N1+N2-2= 58; than the result of the t-test is presented in the following table:

Table 3

The probability Value of T-Test of the Students' Vocabulary Mastery on

Experimental and Control Group

Variable	P-Value	(α)	Remark
Pre-test of experimental and control Group	0.89	0.05	Not significant Different
Post-test of experimental and control group	0.00	0.05	Significant Different

Based on the result of data analysis as summarized in table 3 on pre-test of experimental and control group, the researcher found that the probability value (0.89) is higher than the level of significance at α (0.05) and the degree of freedom 58. It means that H1 was rejected. In other words, there was no significant difference between the students' vocabulary mastery both groups, experimental and control group before treatment. It is supported by Gay (2006:124) who states that when variables have equal interval, it is assumed that the difference between close score is essentially the same.

While the data on post-test of experimental and control group showed that the probability value was smaller than α (0.00<0,05). It indicated that the alternative hypothesis (H1) was accepted. It means that the using of sentence race game can improve the first year students' English vocabulary mastery of SMA Negeri 3 Makassar. This means that the data of post-test as the final result gave a significant improvement. It was concluded that the using of sentence race game was able to greater contribution in teaching vocabulary.

A. Discussion

The discussion section deals with experimental group and control group that discuss about how the researcher conducted the test, treatments, and the interpretation of the findings.

1. Experimental Group

a) Pre-test

The test was multiple choice test that consisted of 30 numbers of question. There were 10 questions about simple present tense, 10 questions about simple past tense, and 10 questions about simple future tense .

In this research, the researcher found that the students had some difficulties to comprehend abouth grammar especially about how to make a simple sentence or simple tense. They were still low when they should using present, past, and future tense in making sentence. For example in some of the students did not understand how to use "to be" in their sentence. For example, they did not put '"to be" before noun, adjective, and adverb. For example they said "She student". They did not say "She is student". Another problem for verb is some of the students seem confused how to decide a word of verb based on the tenses of the sentence. For example, the students used "buy" for present tense in simple past tense. The last problem, they did not understand how make a negative sentence in past tense. Sometime, they used verb2 in negative sentence. For example "She did not bought this book".

Based on the students' problem in grammar mastery that had been appeared in pre-test, the researcher conducted the treatment in six meetings.

b) **Treatment**

The researcher conducted the first treatment until the sixth treatment by using Weekly Quizzes. The researcher taught about grammar especially for simple present, past, and future tense.

In the first meeting, the researcher explained about Simple Present Tense, how to make a it by giving a formula of simple present tense, and when the simple present tense used. After that, the researcher told the students to find out one word and she gave exercise to make simple sentence using it word. After that, the researcher gave a comment about the simple sentence that had students write down in their paper. After that, the researcher gave quiz for students. In the last section, the researcher told the students that every week she would give a weekly quizzes to improve their grammar achievement. So, the students should prepare their selves.

In the second meeting, the researcher gave a weekly quizzes about simple present tense. After gave a weekly quiz, the researcher started to explain the next material that taking about Simple Past Tense. In this meeting, the researcher try to make a different teaching style where she invited students to play a game. It is race game, where the students, one by one would write down the example of simple past tense on the white board. So, the students would prepared one sentence. After playing game, gave a quiz again about past tense, and told the students that next week she would gave a weekly quiz again about simple past tense.

In the third meeting, the students had understood how to use simple present tense, and simple past tense. In this meeting, the researcher focused on the simple future tense. Before started the material, the researcher doing the third second

treatment, it was second weekly quiz. She gave a question that the students should to change the sentence from simple present tense into past tense. When they were working the weekly quiz, the researcher asked every student to work by their selves. After giving a weekly quiz, the researcher started to explain the last material that taking about simple future tense. After explain the material, she gave the students to make a sentence about simple future tense. The last, before back to home, she asked the students that next week they met with the last weekly quiz about simple future tense.

In the last treatment, the researcher gave the last weekly quiz. It was about simple future tense. After students finished working their weekly quiz, the researcher called each student one by one to given a feedback about the result of their weekly quiz.

Post-test

The test was multiple choice test that consisted of 30 numbers of question. There were 10 questions about simple present tense, 10 questions about simple past tense, and 10 questions about simple future tense.

The researcher found that after the researcher gave the post-test to the students understood about grammatical use of simple present, past, and future tense. They undersood when they should put "to be" and how made a sentence after the researcher gave the treatments for the students in six times. It can be seen that the most significant improvement of the students achievement after giving the post-test are the question that included simple present, past, and future tense, because most

of them got the correct answer in this part of the test, the student had understood how to use these tense and did not get the wrong answer in the same question of the test. Also, the result of the post-test that the score in the post-test higher than in the pre-test.

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