

UNDERSTAND BASIC ENGLISH FOR STUDENTS IN SMA PLUMPANG 1 BY USING SEMUT

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ABSTRACT

This study aims to determine the results of the development of the media SEMUT (Verb Muter Tenses) with a series of learning media ERTE MAP (Preparation of Verb Words and Tenses) and a module entitled "Learn Basic English (Tenses and Verb): Simple Present Tense, Simple Past Tense, Present Continuous Tense "that is to improve the English language skills of students and know students' responses to the use of the media. The research method used was one group pre-test post-test design. This method is carried out by giving students pre-test and post-test questions, as a qualitative method is carried out by interviewing several students who have participated in the implementation of the SEMUT Learning Media program (Verb Muter Tenses). The pre-test and post-test were distributed to 31 students of Plumpang 1 State High School, Tuban to find out the values before and after the implementation of the SEMUT media. Meanwhile, the interview was conducted to determine the students' interest of SEMUT media.

Keywords: *Learning Media, Tenses and Verb.*

Innovative Learning is learning designed by teacher that is new and unusual in nature in order to facilitate students in the learning process. Innovative learning can be supported by using innovative learning media as well. The purpose of the learning media is as an intermediary for students to more easily understand the learning material taught. Referred to as innovative learning media "cause the media created has never been before and has never been used before". Types of learning media commonly used are

media that utilize conventional technology and media. However, it is not uncommon for rural schools to only use conventional learning media that are commonly used in schools, for example conventional media that utilize paper materials that are formed in such a way that they become media that can be used as an intermediary to understand a material. Just like what happened at Plumpang 1 Public Middle School, Tuban, based on the results of interviews with one of the English teachers at Plumpang 1 Junior

High School, in learning English teachers prefer to use paper media as a learning medium rather than media that uses technology, due to ease use, age of teacher in 1 Plumpang Middle School and time factor.

After observation, based on the results of the questionnaire that has been given to students, and discussions with the teacher, it can be concluded that students have difficulty learning the rules of use in English words (tenses) and recognize and recall vocabulary in English. This is also due to the lack of interest of students in learning English because of the mindset of students who think that English is a difficult lesson to understand. The results of the interview stated that, the majority of students at Plumpang Middle School 1 had a lack of interest in learning English, a minority interested in learning English only students who had sufficient background in English knowledge while attending elementary school education. This being said, as it is apparent that motivation is one of the important factors in language learning. Motivated students will have a higher chance to master vocabularies than those with low motivation. Therefore, to improve students' ability to learn vocabularies or vocabulary in English, they must be motivated to solve a problem with fun activities such as playing games (Moon, *Children learning English*, 2000). In addition, Padmono (2011: 141) states that, the method of play is a way of presenting learning materials through various forms of play.

Many researches had investigated the effectiveness of using games media to enhance students' achievement and interest in learning English. Saefudin, Ahmed (2012), in his research, he implemented vocabulary card games in learning English. The results of his research show that the use of vocabulary card game methods can improve

students' learning outcomes in English and also student activity. In addition, other studies conducted by Solis, Catalina and Plaza, Diana (2011) show that students will pay more attention in the learning process and are not easily bored in learning English, simple present tense, using fun activities such as flashcard games, roulette and bingo.

From this explanation, this study aims to determine the effectiveness of the ANTS media (Verb Muter Tenses) in improving basic understanding of English (Tenses and Verb) for students of Plumpang 1 Middle School, Tuban.

THEORITICAL REVIEW

According to Arsyad (2009), learning media as a medium that carries messages or information aimed at instructional or contains the purpose of teaching. Learning media according to Sumantri and Permana (citing Briggs's opinion, 1970) are all physical tools that can present messages and stimulants for students to learn. Quoted from Borman Rumumpu (1988) media is every tool both hardware and software used as a communication media whose purpose is to improve the effectiveness of the teaching and learning process. Based on the opinions of several experts above, it can be concluded that learning media are various kinds of tools that can be used as a source of information and communication to improve effectiveness and stimulate the involvement of students in the teaching and learning process in schools.

Padmono (2011: 141) states that, the game method is a way of presenting learning materials through various forms of play. Arisnawati (2009: 13) defines that, the method of play is the method used by the teacher in presenting lessons by creating a pleasant atmospheres, serious but relaxed, by not ignoring the purpose of the lesson to be achieved. In addition, Permana (2009)

defines that, the method of play is a way of teaching that is carried out in the game. From the above opinion it can be concluded that the method of play is the method used by teachers by utilizing innovative learning media based on games to create a pleasant classroom atmosphere and involve student activity. This conclusion is reinforced by the opinion expressed by Padmono (2011: 142) which states that, the advantages of the game method can be used to provide interesting experiences for students in understanding a concept, can strengthen concepts that have been understood, and can develop intrinsic motivation.

METHOD

The research method used in this study is the method of one group pretest-posttest design. In the method of one group pretest-posttest design, only one group was given learning using the game with the learning media SEMUT (Verb Muter Tenses). The steps in this method are:

- 1) The initial meeting of students who will be studied is given a pre-test to measure the basic mastery of English in the students before being given learning using the media SEMUT (Verb Muter Tenses)
- 2) After being given a pre-test the students were given learning using the learning media SEMUT (Verb Muter Tenses).
- 3) At the end of the meeting they were given a post-test to find out the mastery of English, especially tenses and verbs after being given learning using SEMUT learning media.

The population of this study is the eighth grade students of SMP Negeri 1 Plumpang, Tuban which consists of 10 classes, namely VIII-A, VIII-B, VIII-C, VIII-D, VIII-E, VIII-F, VIII-G, VIII-H, VIII-I, VIII-J. From this population, this study used a random technique to take samples that

is taken from one class VIII and obtained class VIII-A as a sample of 31 students.

The data collection techniques that we do are through:

1. Questionnaire

Questionnaire about students' motivation in learning English was distributed to 31 students before the media was implemented to find out the interests and motivations of students in learning English. After implementation, students were given a questionnaire about motivation to learn English.

2. Pre-test and Post-test

Before carrying out the implementation, the validated pre-test was distributed to students to find out the initial abilities of students before using the SEMUT media. After being implemented several times, the post-test was disseminated to determine students' abilities after using the SEMUT media.

3. Interview

Of the 31 students, several students were taken to be interviewed about their opinions about the use of media SEMUT (Verb Muter Tenses) in learning tenses. Questions include the interest of students in the media, interest in learning English after using the media SEMUT (Verb Muter Tenses).

This study uses the method of one group pre-test post-test design. In the one group pre-test post-test design method, only one group was given learning using the SEMUT (Verb Muter Tenses) media with ERTE MAP media series (Verb Tenses Word Preparation).

The steps for implementing the research are as follows:

1. Class Selection

In this study, a random technique was used to select the selected sample and

sample, namely class VIII-A, which amounted to 31 students from the total population of 10 class VIII in Plumpang 1 Public Middle School, Tuban.

<< | 58 2. Implementation of Research

a. First Activity

1) Socialization

In this socialization activity, we inform our partners that we will introduce teaching aids or learning media that we have created that can make it easier for students to learn English, especially basic English (tenses and verbs), namely SEMUT (Verb Muter Tenses). In addition, we also announce the activities that we will do next.

2) Video Playback

We do this Video Screening to increase the motivation of students to always be passionate and try to deal with something.

b. Second Activity

1) Giving Motivation to Learn English

Giving motivation aims to increase interest in learning English and there are many ways that students can learn to learn English, namely through films, songs, and so on.

2) Game

The game that we implemented is a game to train the concentration of students, for example the Simon game said. If the game inspector says "Simon said hold the head", then the student must follow what the game inspector says. However, if the inspector only says "hold the head", then the participant is not allowed to follow what the inspector says. If there are students

who do it, then he is told to come forward to lead the game.

3) Pre test

The purpose of this pre-test is to find out students' understanding of tenses and verbs. We did this pre-test before implementing the SEMUT media.

c. Third Activity

1) Explain Tenses and Verb Materials

There are three types of tenses which are explained by the PKM SEMUT Team namely, Simple Present Tense, Simple Past Tense, and Simple Present Continuous Tense. We explain the explanation of these tenses and verbs to review the material for the tenses that have been explained by the English teacher.

2) Media Implementation

The first media implementation activity is that we as the creators of the SEMUT media and ERTE MAP first practice the SEMUT media so that students first understand how to use the SEMUT media before implementing it. After the PKM Team, two representatives from the class came forward to practice the EARTH and ERTE media.

d. Fourth to Seventh Activities

1) Media Implementation

Students are formed into seven groups before playing the media. In each media implementation activity, there are two advanced groups. Each group member progresses one by one to play the first and second rounds to play the SEMUT media. If they succeed in the first and second rounds, they are entitled to a star. But if they fail, they get the opportunity three

times to play the SEMUT media, but to get stars only at the first opportunity. In the third round, all members come forward and the PKM Team that guides the activity plays the SEMUT media to determine the verb image and tenses that will be used to compile the sentence on the ERTE MAP. When composing sentences on ERTE MAP, we make concepts like competitions, so the fastest group that can find the words on the ERTE MAP card then arrange them on ERTE MAP, then all the members who will get a star.

e. Activity Eighth

1) English Learning Games

The game that we did in this eighth activity is the style guessing game. This game uses the SEMUT media to determine what movements will be practiced by representatives of one of the students. Students who want to answer the style that has been practiced are encouraged to raise their hands first before answering. Students must mention V1, V2, V3, and V-ing from the verb image that has been practiced. If students succeed, they will get stars as a form of appreciation.

2) Post Test

The purpose of this post-test is to find out students' understanding of tenses and verbs. We did this post-test after implementing the SEMUT media so that we knew the development of students in understanding the tenses material that we have explained through the implementation of the SEMUT media.

f. Ninth Activity

1) Discussion of Post Test

The purpose of this post-test discussion is to provide explanations to students regarding the post test questions that have been given to students at the previous meeting.

g. Tenth Ninth

1) Forming a New Community (Mujabar Baris: Learning Community with Basic English Language) Plumpang 1 Public Middle School actually already has an English community, namely ECC. But the ECC is for students who have more ability to understand English. In addition, to participate in this community, first selection is also needed so that students whose English language skills have not yet had the opportunity to join the ECC. Unlike the ECC, Mujabar this line is intended for all students of class VII and VIII who intend to learn English. Before forming the Mujabar Baris, we first discussed it with Mrs. Vera as the English teacher and ECC coach. Mrs. Vera gave a positive response regarding this new community and thanked her for providing a forum for students who want to learn English.

2) Recruitment of Online Mujabar Baris Members

The recruitment of our members is done online by pamphlets that we spread in schools and those who are interested in joining can contact the contacts that are available. Mujabar Baris does not do a system of selection because

we accept all students who want to join in the Mujabar Baris.

h. Eleventh Activity

1) Agree on Mujabar Baris RPP

After forming a new community and recruiting members, we held the first gathering of members of the Row Mujabar along with ECC members to agree on the RPP (Learning Process Plan) that had been prepared by the PKM Team. This RPP contains the agenda of activities to be carried out at each meeting.

i. Activities of the Twelve

1) First Training of Tent (ToT)

We conduct Training of Tent to ECC members who will take over Mujabar Baris (Basic Learning Community with English). In this First ToT, we first introduce the learning media that we have created, namely the SEMUT (Verb Muter Tenses) and the Erte Map. In addition, we also formed groups to determine which groups would fill in the first meeting. Each group is determined by a group leader and vice chairman to coordinate the group members before carrying out the first Mujabar Baris.

j. Thirteenth Activity

1) Second Training of Tent

In the second Training of Tent, the PKM Team informed the agenda of activities to be carried out at the first meeting, such as the introduction of ECC members who filled the first meeting, formation of organizational structures, and explained tenses. In this ToT activity the PKM Team delivered the activity

agenda and put it into practice, then alternated with the ECC members who advanced to practice it.

k. Fourteenth Activity

1) ECC Takes Control of Transfer to Guide Mujabar Baris

ECC members teach at the first Mujabar Baris meeting. The first meeting agenda is introduction, formation of organizational structure, and explanation of tenses.

To find out the learning outcomes, an assessment or evaluation is carried out through the tests given to students, namely the pre-test and post-test with the following assessment rules :

	<i>Pre Test</i>	<i>Post Test</i>
Point A	True x2	True x2
Point B	True x 4	True x 4
Point C	True x 5.5	True x 4
Final Value	Amount + 4	Amount + 8

$$NA = \frac{JSR}{TS + 8} \times 100$$

Information:

NA = Final Value

JSR = Number of Every Roman Score obtained by Students

TS = Total Score

After knowing the value obtained by students, the value is included in the assessment criteria applicable in Plumpang 1 Public Middle School as follow:

Value	Category
92 – 100	A
83 – 91	B
75 – 82	C
> 75	Not Completed

Table 3.1 Assessment Criteria at Plumpang 1 Public Middle School, Tuban

RESEARCH RESULTS AND DISCUSSION

In this study, the researchers took the results of 29 students from 31 students who were given the test, because 3 of the students did not do a post-test, so only data from 29 students were taken.

By using the formula $NA = JSR / TS + 8 \times 100$, the pre-rest and post-test values of each student are obtained. These values can be seen in the table below:

Student number	Value
1	12
2	12
3	10
4	22
5	16
6	0
7	8
8	14
9	22
10	46
11	24
12	12
13	0
14	16
15	24
16	42
17	30
18	10
19	8
20	16
21	24
22	8
23	20
24	18
25	0
26	0
27	26
28	14
29	0

Tabel 4.1 *Pre-test* Student Value

The table above shows that the highest score obtained by students is 46, while the lowest value is 0. The average value of students is 15.62. Percentage of calculation results based on the assessment criteria in Plumpang 1 Public Middle School, Tuban, can be seen in the table below:

Value	Category	Total (F)	Percent age
92 – 100	A	-	-
83 – 91	B	-	-
75 – 82	C	-	-
> 75	Not complete	29	100%
		29	100%

Table 4.2 Percentage of Pre Test Results

Table 4.2 above shows the value of students in basic learning of English at the pretest and it can be concluded that, there are 29 students (100%) with a predicate not complete.

The following is the table of post-test scores of students after being given treatment, namely the media game SEMUT (Verb Muter Tenses).

Student number	Value
1	38
2	40
3	34
4	48
5	28
6	38
7	22
8	60
9	34
10	80
11	52
12	38
13	28

Student number	Value
14	44
15	40
16	68
17	48
18	36
19	52
20	60
21	62
22	28
23	52
24	26
25	62
26	44
27	28
28	58
29	50

Table 4.3 Student Post Test Values

Based on the table above it can be seen that the highest value of students is 80, while the lowest value is 26. The average post-test score of students is 44.76.

Value	Category	Total (F)	Percentage
92 - 100	A	-	-
83 - 91	B	-	-
75 - 82	C	1	3,4%
> 75	Not complete	28	96,6%
		29	100%

Table 4.4 Percentage of Post Test Results

Table 4.4 above shows the value of students in basic learning of English in the post test and it can be concluded that, there is 1 student (3.4%) with a predicate C and 28 students (96.6%) with a predicate not complete.

From the data obtained from the value of the pre-test and post-test, it can be concluded that there is an increase in the

achievement of learning outcomes of students after using the media SEMUT (Verb Muter Tenses). Based on the results of interviews with several students, they claimed to be happy when learning English using the media SEMUT (Verb Muter Tenses) and they felt they were playing without them knowing that they were also learning English, besides they claimed to be interested in learning English.

Based on the results of the pre-test and post-test obtained there was an increase in student achievement. Based on the results of the comparison of the pre-test and post-test, it is very noticeable that the difference in value obtained by students, with a comparison between the average value of the pre-test and post-test is 15,62 : 44,76.

Based on the results of interviews from several students related to learning media using SEMUT media (Verb Muter Tenses), students claimed to love learning English and were interested in learning English, because they felt they were playing and also learning, so the learning process was not boring and the material delivered can be easily understood. This can be a suggestion for English teachers to export fun learning activities, one of which is by using innovative learning media so as to attract the attention and interest of students to learn.

CONCLUSION

Based on the research that has been done, it can be concluded that through the application of the SEMUT learning media game (Verb Muter Tenses) in class VIII at Plumpang 1 Public Middle School, Tuban, it has an influence on the achievement of learning outcomes and student interest in English subjects. This can be seen in the difference in value obtained by students, with a comparison between the average

values of the pre-test and post-test, which is 15.26: 42.19. In addition, initially students lacked interest in learning English. After the application of the SEMUT learning media, through interviews, students stated that they felt they were playing while learning and were not bored with the media. It is therefore, English teacher should explore

varieties of activities such as games in teaching English to attract the students' interest. In addition, teachers are also advised to explore innovative learning media.

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