

IMPROVING THE STUDENTS' ABILITY IN CONSTRUCTING SIMPLE SENTENCES THROUGH COMPLETION DRILL OF THE GRADE VII STUDENTS AT SMPN 9 PALU

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Abstract

The objective of this research is to prove that using completion drill can improve the ability of the grade VII students of SMPN 9 Palu in constructing simple sentences by using *be* (is,am,are). The research design is pre-experimental research. The population of this research was the grade VII students at SMPN 9 Palu and the sample was class VII E. The number of the sample was 24 students. The instrument of the data collection that was used in this research was test. The data of the research were collected through a pre-test before the treatment and post-test after the treatment. The data were analyzed by using statically analysis. to find out the significant difference of the students achievement in pre-test and post-test. After analyzing the data, the researcher found that there is a significant difference between pre-test and post-test results. The result of data analysis shows that the mean score of post test was (83.33) is greater than pre-test (55.33). Further analysis reveals that t-counted (19.20) is greater than t-table (1.174). It means that the hypothesis of this research is accepted. In other words, the use of completion drill is effective to improve the students' ability in constructing simple sentences by using *be* (is,am,are).

Keywords: *Improving, simple sentence, completion drill.*

Tujuan dari penelitian ini adalah untuk membuktikan bahwa menggunakan completion drill dapat meningkatkan kemampuan siswa di kelas tujuh SMP Negeri 9 Palu dalam membangun kalimat sederhana menggunakan be (is,am,are). Penelitian ini menggunakan model penelitian pre-experimental. Populasi dalam penelitian adalah kelas tujuh SMP Negeri 9 Palu dan sampel penelitian ini adalah VII E. Jumlah siswa dalam penelitian ini adalah 24 siswa. Alat yang digunakan dalam mengumpulkan data dalam penelitian ini yaitu test. Data dari penelitian ini didapatkan dengan memberikan sebuah pre-test sebelum treatment dan post-test sesudah treatment. Data dianalisa menggunakan analisis statistik untuk mengetahui perbedaan pencapaian yang signifikan pada pretest and post-test. Setelah menganalisis data tersebut. Peneliti menemukan bahwa ada perbedaan yang signifikan antara hasil dari pretest dan post-test. Hasil dari analisis data dengan memberikan post-test menunjukkan bahwa nilai rata rata post-test (83.33) lebih besar dari pre-test (55.33). Untuk analisa lebih lanjut, data menunjukkan bahwa t-counted

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(19.20) lebih besar dibandingkan dengan *t-table* (1.174) . Dapat disimpulkan bahwa hipotesis dalam penelitian ini diterima. Dengan kata lain, penggunaan *completion drill* dapat meningkatkan kemampuan siswa di kelas dalam membangun kalimat sederhana menggunakan *be* (*is,am,are*).

Kata kunci :*memperbaiki, kalimat sederhana, completion drill*

INTRODUCTION

In Indonesia, English is taught either formally or informally from elementary school level up to university level in order that students can apply their knowledge of the language in both oral and written form. English is a global language which used as a foreign language in Indonesia. To be able to use all language skills, the learners should have the knowledge of language components; vocabulary, pronunciation and grammar.

Grammar is one of the language components that is taught at school. This component should be learned by students to facilitate the students to communicate their idea in English.

KTSP English curriculum (2006:ix) states:

Ditinjau dari segi tujuan atau kompetensi yang ingin dicapai, maka pelajaran bahasa Inggris ini menekankan pada aspek keterampilan berbahasa yang meliputi keterampilan berbahasa lisan dan tulis baik respektif maupun produktif. Penerapan konsep dalam pengajaran bahasa Inggris menyiratkan bahwa (1) unsur – unsur bahasa Inggris yaitu tata bahasa, kosa kata, ejaan, dan lafal hendaknya disajikan dalam lingkup kebahasaan dan lingkup situasi, sehingga makna di maksudjelas. (2) pembelajaran unsur-unsur bahasa ditujukan untuk mendukung penguasaan dan pengembangan empat keterampilan berbahasa Inggris yang mencakup mendengar, berbicara, membaca dan menulis, dan bukan untuk penguasaan unsur – unsur bahasa itu sendiri.

Statement above clearly explains that teaching vocabulary, pronunciation, and grammar is important. Therefore, students' ability in language skills will be applicable if the teachers at school also integrate them with language components in learning. When language skills cannot be applied well at school, it is probably because the students do not master the three language components as well as the language skills.

Related to the explanation above, however, to understand and to master the language components, it is not as easy as the language skills. Many students have good confidence in language skill, for example speaking and writing, but they still have many problems in producing sentences. They do not understand how to use the language components to support their ability in language skills both in oral and in written expression correctly.

Grammar becomes important to be understood by the students at school because of its position in the study of language. Greenbaum and Nelson (2002:6) inform:

Grammar takes a role by occupying a central position in the study of language. To emphasize the study of grammar, there is also a practical reason, for example it is easy to use dictionaries by yourself to find the pronunciation, spelling, or meaning of words.

The previous statement clearly explains that grammar is as important as the other components to be learnt by students. It has a meaning as the process of constructing some words to be a good sentence. It is supported by Ur (1996:75), “Grammar is sometimes defined as the words which are put together to make the correct sentence.” Based on the statement above, consequently, the teaching of grammar is needed to enable students to make comprehensible sentence in orally or in written. Furthermore, grammar is more than just a set of rules that someone has to memorize and to produce in sentences. On the other hand, learning grammar is learning to understand of how language works, how the words are structured, and how meaning is made up.

English has *be* consisted of : am, is, are, was, were, being and been. *Be* in simple present tense consist of (am, is, are). *Am* for the first person singular, *is* for the third person singular and *are* for the second person singular and plural. For example: “I am a teacher, He is a pilot, They are in the classroom”.

Simple present tense is a kind of English tense that is taught for students of junior high school. Many students do not know how to construct some sentences by using the correct English forms. Simple present tense is used to express habitual action or everyday activities, general statements, fact and timeless truths. Examples: The world is round, The leave is green, Reading is my hobby. In order to make students able to use English as a language and use it properly based on the function, *be* needs to be taught. In teaching *be* we can use various fun and effective methods and techniques to attract students’ interest. One of the techniques that can be used known as completion drill. Many researchers’ findings suggest that completion drill is an effective technique in teaching *be*.

Based on the pre-observation in SMP N 9 Palu, the researcher found out that the students did not understand properly how to use *be*. By asking the teacher, the researcher found that the students have unsatisfied result in *be* which is caused by the lack of students’

interest in learning English. The students also could not remember how to use *be* which matches to subject.

There are some techniques that can be used in teaching *be*. One of them is teaching *be* by using completion drill. Completion drill is a technique in which the students fill missing part of the words in sentences by using appropriate *be*. Completion drill is important in teaching *be* because in completion drill, students will be able to know how to complete sentences. They will be able to know how to construct simple sentences using *be* (is, am, are). Somehow, in completion drill students are able to learn using English in easier way. Using completion drill gives the students chance to be more familiar to construct the sentences contained of *be*.

Based on the statement above, the researcher formulates a research question as follows “*Can the use of completion drill improve the ability of grade VII students of SMP N 9 Palu in using be (is, am, are)?*”.

METHOD

In this research, the researcher applied pre-experimental research design. It means that there was only one class as the sample of the research. By using this design, the researcher administered pre-test before giving treatment and post-test after it. The design of this research was take from Creswell (2009:160) as follows:

O1 X O2

Where:

O1 : pre-test

X : treatment

O2 : post-test

This design involves three steps: 1) giving a pre-test to measure the students’ prior knowledge. 2) Applying the experimental treatment (x) to the subject. 3) administering a post-test to measure the students’ achievement after having treatment. In analyzing the data, the researcher calculated the difference between pre-test and post-test.

Marczyk, (2005:18) states population is all individuals of interest to the researcher. The population of these students research is the seventh grade students of SMP Negeri 9 Palu. It is divided into ten parallel classes, from VIIA up to VIIIJ. The total number of population is 215 students.

Sample is the subset of the population that is researched, Marczyk(2005:18). The researcher will choose one of the ten parallel classes of the seventh grade students of SMP Negeri 9 Palu by using cluster sampling method. First, the researcher will prepare ten papers. Second, she will fold them and put them in a glass. Third, she will shake the glass and the paper which fall the first becomes the sample of this research. As the result, the class VII E was chosen as the sample.

There are two kinds of variables. They are independent and dependent variables. The first will be considered as the cause and the second one is regarded as the effect. Thus, the researcher will indicate causes and effect. Based on the title, independent variable is the use of completion drill and the dependent variable is the ability of the grade VII students of SMPN 9 Palu in constructing simple sentence.

In conducting this research, the researcher used an instrument. The instrument was test, consisting of pre-test and post-test. Pre-test was given before the treatment and post-test after the treatment. The type of the test is written test. The number of items in the test is 25 numbers in which has one score of each as presented as follows:

Table 1: The Scoring Systems of Test

No.	Kinds of Test	Number of Items	Score of each Correct Answer	Maximum Score
1	Multiple choice	15	1	15
2	Completion	10	1	10
Total		25	2	25

After giving pre-test, the researcher will apply the treatment for eight meetings including the pre-test and post-test. Firstly, she will give some examples in sentences by using *be*, and then the students identify the use of *be* in the sentence. Then, she will teach *be* in affirmative, negative, and interrogative sentences through completion drill. The post-test consisted of the same test in the pre-test.

After giving the post-test, the researcher analyzed the data statistically. First, the researcher computed the individual score by using formula proposed by Arikunto (2006:276). Having computed the individual scores, the researcher calculated the mean

score of students in each test. Then the researcher computed the mean deviation between pre-test and post-test. She employed the formula proposed by Arikunto (2006 : 307).

FINDINGS

In collecting data, the researcher administered the test to the students before and after the treatment. The pre-test was given before the treatment and the post-test was applied to measure the improvement after the treatment. The post-test was administered to find out the improvement of students' ability in constructing simple sentences through completion drill.

After getting the pre-test score, the researcher analyzed the mean score of the students by applying statistically analysis. The students' mean score was obtained by adding all the standard score and divided by the number of students. The result of the computation are presented as follows:

Table 2: The Result of Pre-Test

No	Initial	Score of each items of the test		Obtained score (0—25)	Maximum score (25)	Standard score (0-100)
		Multiple Choice	Completion			
1	ALT	10	6	16	25	64
2	GMK	6	5	11	25	44
3	WPA	4	0	4	25	16
4	AF	10	5	15	25	60
5	GMO	8	8	16	25	64
6	MSR	7	8	15	25	60
7	BTS	10	9	19	25	76
8	ISA	14	9	23	25	92
9	GFN	9	1	10	25	40
10	MA	7	8	15	25	60
11	LEA	10	8	18	25	72
12	DA	8	8	16	25	64
13	SPL	6	1	7	25	28
14	RCI	8	4	12	25	48
15	RAS	6	3	9	25	36
16	RJB	10	6	16	25	64
17	MLN	10	7	17	25	68
18	MTF	8	4	12	25	48
19	ISL	8	7	15	25	60
20	BKL	8	0	8	25	32
21	RY	5	5	10	25	40
22	CNY	9	5	14	25	56
23	EAR	9	6	15	25	60
24	NJT	11	8	19	25	76
TOTAL				332		1328

Table 2 illustrates that the highest score is 23 and the lowest score is 4. After getting the total score of the students, the researcher computed the students' mean score which the

result is 55.33. It means that the students' ability in constructing simple sentences of the grade VII was very poor.

After giving the treatment, the researcher gave the post-test to the students to find out whether the application of completion drill can improve the students' ability in constructing simple sentences or not. The result of the post-test is presented in the table 3 below.

Table 3: The Result of Posttest

No	Initial	Score of each items of the test		Obtained score (0—25)	Maximum score (25)	Standard score (0-100)
		Multiple Choice	Completion			
1	ALT	15	9	24	25	96
2	GMK	12	8	20	25	80
3	WPA	8	6	14	25	56
4	AF	11	9	20	25	80
5	GMO	15	9	24	25	96
6	MSR	11	9	20	25	80
7	BTS	14	10	24	25	96
8	ISA	15	10	25	25	100
9	GFN	7	8	15	25	60
10	MA	10	8	18	25	72
11	LEA	13	8	21	25	84
12	DA	14	9	23	25	92
13	SPL	5	5	10	25	40
14	RCI	15	10	25	25	100
15	RAS	8	9	17	25	68
16	RJB	15	10	25	25	100
17	MLN	15	9	24	25	96
18	MTF	14	6	20	25	80
19	ISL	15	10	25	25	100
20	BKL	10	6	16	25	64
21	RY	15	9	24	25	96
22	CNY	13	9	22	25	88
23	EAR	13	9	22	25	88
24	NJT	13	9	22	25	88
TOTAL				500		2000

Table 3 shows that the highest score of the post-test was 25 and the lowest score was 14. The researcher then calculated the mean score. The students' mean score of post-test

is 83.33. It showed that there were differences between the students' mean score in pre-test and post test. The students' mean score in post-test (83.33) is higher than students mean score in pre-test (55.33). It means that students' achievement is increased after the treatment.

After getting the mean score of pre-test and post-test, the researcher continued to count the mean deviation and square deviation. The result is 28. Having computed the sum of square deviation of the group, the researcher needs to analyze the data statistically in order to know the significant difference of the pre-test and post-test by using t-test formula which the result is 3352.

To verify whether the hypothesis is accepted or rejected, the researcher needed to test it based on the result of the data analysis. Before conducting the test, the researcher stated the criteria of testing hypothesis (H_0) that if the t_{counted} is higher than the t_{table} ($t_{\text{counted}} > t_{\text{table}}$), it means that the hypothesis was accepted. However, the hypothesis is rejected if the t_{counted} is lower than the t_{table} ($t_{\text{counted}} < t_{\text{table}}$).

After analyzing the data of the test, the result of the data analysis showed that t_{counted} was 4.40. The results of the data analysis showed that there was a significant difference between the pre-test and post-test mean score. By applying 0.05 level of significant with 24 degree of freedom (df) or $24 - 1 = 23$, the researcher found that t_{counted} (19.20) was higher than t_{table} (1.174). In short, the research hypothesis was accepted. In other words, the use of completion drill was effective to improve the students' ability of the grade VII students of SMPN 9 Palu in constructing simple sentences by using *be* (is, am, are).

DISCUSSION

The objective of this research is to find out whether or not that the use of completion drill can improve the ability of the grade VII students of SMP N 9 Palu in using *be* (am, is, are).

Moreover, the scope of this research is focusing on the teaching of *be* (is, am, are) in simple sentence especially in nominal sentence. In order to verify the objective of this research, the researcher applied pre-experimental research design which only employed one

group. This group received tests which was given before and after conducting treatment by using completion drill.

Based on the result of the test and data analysis presented, it was found that students' faced several problems in how to construct simple sentences by using *be* (is,am,are). First, students were not interested and motivated in learning English. Second, The researcher found that some of the students were still confused when they must use the appropriate *be* with the subject in simple sentences. First, it was difficult for the students to choose the appropriate *be* in completing the simple sentence: for example: "*Mira and Jana.not waitress*". Many of the students completed the simple sentence with to be " is" instead of "are". Second, it was confusing for some students to differentiate between singular and plural subject with the appropriate *be*.

After conducting the treatment, the researcher gave post-test. The researcher found that by using completion drill as a media, the students could know about the application of *be* in simple sentence. There were 2 students who got the highest score. The student's mean score in post-test was 83.33. it means that their score increased from pre-test to post-test.

By comparing the result of pre-test and post-test, the researcher concluded that the use of completion drill as a media in teaching *be* was effective because there was a progress in student's score. There was also significant progress by comparing t_{table} and $t_{counted}$; from 1.174 to 19.20.

The researcher used completion drill to help the students to improve their ability in constructing simple sentences by using *be* (is,am,are). Completion drill is a technique that used in teaching and learning process especially in teaching English grammar. It is emphasized on the missing parts of the words to complete the sentences and the students do it repeatedly in regular training.

By using completion drill They will be able to know how to construct simple sentences using *be* (is, am, are). Somehow, in completion drill students are able to learn using English in easier way. Using completion drill gives the students chance to be more familiar to construct the sentences contained of *be*.

As the researcher has explained before that completion drill is a good technique in teaching *be* (am, is, are) because the students are trained to practice how to use *be* (am, is, are) in the sentences based on the appropriate rules in completion drill. "Am" for the first

person singular, “Is” for the third person singular and “are” for the second person singular and plural.

There are many steps that the teacher do in teaching *be* (am, is, are) through completion drill. First, the teacher showed some examples in sentences of using am, is, are. Second, the teacher asks the students to analyze the using of be in sentences and then if they had understood, the teacher gives them the exercises. At the end of the class, the teacher conclude the material about *be* in simple present tense especially am, is, are.

After giving the treatment to the students, the researcher expects that the students are able to know the use of *be* (am, is, are) in construct some sentences in the form. They are positive, negative and interrogative in order to make the students know well how to complete some sentences, the English teacher has to train them many times. They have present tense of *be* (am, is, are) in three forms repeatedly.

CONCLUSION

After analyzing the data, the researcher draws some conclusions based on the result of the data analysis. First, the use of completion drill is an effective way in improving the students’ ability in constructing simple sentence in present tense. It can be seen from the result of the data analysis, in the pre-test the result was 55.33 while in the post-test the result increased to 83.33. Obviously, indicated that the ability of the grade seventh students at SMP N 9 Palu in constructing simple sentence was improved after treatment. Second, there was a significant difference between the mean values of pre-test and post-test. It was proved since t_{counted} value 19.20 was higher than t_{table} value 1.174. it means that the research hypothesis was accepted.

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