



The Efficacy of Using Quizzing Collaborative Learning Strategy in Teaching Grammar to Senior High School Students

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Abstract

This research aims at finding out the efficacy of using Quizzing Collaborative Learning Strategy in teaching grammar especially conditional sentences to Indonesian English as Foreign Language (EFL) students. The main question of this research: Is the use of Quizzing Collaborative Learning Strategy effective in teaching grammar to Indonesian EFL students?. The research can be an addition to the persisting teaching grammar of English particularly the use of Quizzing Collaborative Learning Strategy. This research was conducted at the tenth-grade students at SMA Kristen Mercusuar, Kupang, an Indonesian High School. The total number of samples was 25 students. The research used a pre-experimental method with a pre-test and post-test design. The pre-test was given to find out the basic ability of the students in reading and the post-test given to find out the students' improvement in grammar especially passive voice after giving the treatment by using Quizzing Collaborative Learning Strategy. The findings show that using the Quizzing Collaborative Learning Strategy is effective in teaching grammar to Indonesian EFL students. It is supported by the result of the significance test through SPSS 20 program that the P was 0.00. Therefore, it is recommended to use the Quizzing Collaborative Learning Strategy in developing students' competence in grammar class of Indonesian EFL students.

Keywords: *Indonesian EFL students; Quizzing Collaborative Learning Strategy; teaching grammar*

Introduction

Grammar is one of materials which are difficult for the students. Especially the students of senior high school. So, many kinds' materials in grammar that student gets in the high school as tenses, conjunction, preposition, causative, and many others. One of the materials in grammar that always we find in daily life is conditional. Students of senior high school get conditional sentence in the second grade. As the writer knows, conditional sentence is always found in daily speaking, in writing, in fact in reading. In grammar, conditional sentences are sentences discussing factual implications or hypothetical situations and their consequences languages use a variety of conditional constructions and verb forms (such as the conditional mood) to form these kinds of sentences. In addition, Conditional sentences or if sentences are sentences in English that explain that a thing depends on other things or a sentence that is conditional.

When the writer did observation in SMA Kristen Mercusuar Kupang, he found that some of the students do not know the use of conditional sentence in daily life and she found that the students still didn't understand about the material. Even though the students always learn it before the writer did observation there, they still confused about it.

To solve these problems, the English teacher try to apply various teaching techniques, or the teacher has to create class atmosphere of how to encourage student's grammar ability. A teacher plays an important role in teaching and learning process in classroom activities. He or she is responsible to determine the aim of teaching and has to create favorable situation in motivation the students to study. To teach successfully, an English teacher has to use certain strategies to make the students understand the lesson. one of the techniques that can be used by a teacher in teaching conditional sentences namely Quizzing Collaborative Learning Strategy.

Silberman (1996), mentions that Quizzing Collaborative Learning Strategy is one of many strategies or techniques that could be applied in the class to create an active learning environment. Silberman (1996) explains that in this model of learning, the students are divided into three teams. Each team discusses, gives instruction, does asking and giving questions about the material to each other which will be presented. Silberman (1996) also writes that each student on the team respond for preparing a short answering quiz and others team check their notes. By doing this process, the academics" competition is started.

Basically, Quizzing Collaborative Learning Strategy is a strategy which is almost similar to Team Games Tournament (TGT) and related to peer learning technique. It is said so because the implementation Team Quiz strategy takes advantages of tournaments as in TGT. The competitive atmosphere could be built well inside the classroom by having tournaments. On the other hand, the active helping among peers as in peer learning strategy is possible to

be found in this strategy. Furthermore, the “best” students exist in this strategy. They help the other members to tackle the material.

However, in order to motivate the students to overcome the material of conditional sentence both individually and as a group, the researcher in this research modify the rules of the tournament. The researcher provided 3 sessions for each tournament. In the first session, all of the participants should answer written test individually. This session was meant to maximize the contribution from each member of the team. Each answer sheet was given score by the presenters. In the end of this session, the presenters counted the average score of each team. Meanwhile, in the second session, the tournament was done in groups. In this session each group was given three minutes to answer three questions. The questions were answered by the representative of the group after the group had discussed it. The last session, the tournament was also done in groups. In this session, the presenters threw three questions to be answered by a team which ever knew the answer first. In this session, each correct answer was given score 20, an incorrect answer was given score -10, while the team which didn't answers the question was given score 0. By applying this rule, the researcher aimed to create an enjoyable learning process for the students.

Team Quizzing Collaborative Learning Strategy is a technique which has many advantages. One of the advantages is that this technique gives an opportunity to work in groups. According to Altman, et al. (1985), “Group is a collection of two or more interdependent and interactive individuals who are seeking to attain common objectives” (p. 209). As well as, Rizkyana (2013) states that Team Quiz strategy encourages students to work together and to actively ask questions, give instructions, opinions, and information to the whole group members. As a result, having discussion sessions help people to negotiate in solving common problems.

Meanwhile, Bilen and Tavit (2015) state “a child first learns new information through interaction with others on a social level” (p. 152). Bukatko (2008) supports the previous theory by saying “adolescents share problems, solutions to those problems, and private feelings with their friends” (p. 562). Moreover, Altman, et al. (1985) states “formal groups develop and grow, they go through four distinctive phases: (1) mutual acceptance, (2) communication and decision making, (3) growth and productivity, and (4) control and organization” (p. 230). Furthermore, Burke (2011) mentions five strengths of having work group which are; (1) groups have more information than a single individual, (2) groups stimulate creativity, (3) people remember group discussions better, (4) decisions that students help make yield greater satisfaction, (5) students gain a better understanding of themselves. In other words, it is obvious that students

could be easily get satisfied with their education after interacting more with their peers.

Another advantage of having Quizzing Collaborative Learning Strategy is that students will be able to experience problem-solving activity. Silberman (1996) explains that in Team Quiz strategy, each team asks and gives questions about the material. Based on those rules, students need to do more than just listen to teacher's explanation during the learning process. By applying Team Quiz strategy, students are demanded to answer correctly the questions that other group has prepared by sharing knowledge to their group and confirming their knowledge in learning the material. However, Gagne (1977) convinces "in order to solve a problem, the learner must be able to recall relevant rules that have been previously learned" (p. 162). However, there are still many advantages that Team Quiz strategy offers. Anggraeni (2012, as cited in Sanjaya, 2008) clearly reveals four strengths of applying Quizzing Collaborative Learning Strategy in a classroom. First, students will be more independent so it will build the students' confidence and the students' ability to explore by themselves. Second, it will encourage students to find new ideas. Third, it will help students to be more active in responding other's idea. Fourth, it will encourage students to use the knowledge they know and implement the skill in real actions.

Based on the situation the researcher is interested in conducting a research under the topic "the efficacy of using pair work technique in teaching grammar especially the conditional sentences to Indonesian English as Foreign Language (EFL) students", as a result in real situation he does not find an adequate and appropriate strategy teaching conditional sentences in SMA Kristen Mercusuar Kupang, an Indonesian High School it may be caused by most English teachers still teach by using conventional method in teaching grammar. Therefore, it is very important to provide an alternative technique to improve student; it is assumed that using pair work technique might for improve the students' ability in mastering grammar especially conditional sentences.

From the background of the study, the researcher formulated the research questions such as below: Does the use Quizzing Collaborative Learning Strategy improve the ability in using conditional sentence of second year students of SMA Kristen Mercusuar Kupang?. Then, the researcher formulates the objective of the research as follows: To find out the effectiveness of using Quizzing Collaborative Learning Strategy in improving the ability in using conditional sentence at second year students of SMA Kristen Mercusuar Kupang.

This research is expected to e useful information for teacher and the students about teaching conditional sentence by the students through pairs group. Also it expected to be a reference for the next researcher who wants to do a research about conditional sentences. The scope of the research is to know what teaching conditional sentence of SMA Kristen Mercusuar Kupang at the second-year students through pair group. Then it is limited for knowing the factor hamper the students in understanding conditional sentence in three patterns. They are future conditional, present conditional, and past conditional.

So based on the previous studies above, the writer chooses pair work technique to improve students 'ability in mastering conditional sentences. By using the technique the students will be able to learn effectively. It is because they can work cooperatively to complete task that is given by teacher

Method

In this research, the researcher applied a pre-experimental method. Pre-experimental design used pre-test and post-test where pre-test was held before treatment and post-test after treatment.

The design of the research is as follow:

$O_1 \quad X \quad O_2$

Where:

O_1 = pre-test

X= treatment

O_2 = post-test

(Best 1997:103)

The population of this research was the tenth-grade students at SMA Kristen Mercusuar Kupang, an Indonesian High School. In determining the sample of this research. The researcher took 24 students as sample of this research. The writer used grammar test to measure the students' ability in mastering grammar. Before and after giving treatment involves

The data was collected by using the procedure below:

1. Giving Pre-test

Firstly, the researcher introduced himself to the students and explained purpose of his coming in their class. The researcher gave pre-test to the students to measure the skill of the students before giving treatment.

2. Giving Treatment

The researcher conducted the treatment to the students for sixth meetings by quizzing in teaching grammar. the steps as follows: In this teaching process, the researcher took 2 lotteries to decided 2 teams who had to be the presenters of the quizzes. The lotteries showed that group 1 should be the first presenter and then group 4 that would be the second presenter. After the results of the lotteries had announced, the researcher asked the first presenter group to work fast. The researcher asked 3 members to handle the first session of the quiz in which the contestants of the quiz should answer thequiz individually. 1 Member had to operate the computer that showed the questions of the first session. This session was written test and was done in 10 minutes. After that the presenter group would count the average score of each group. While the contestants answered the written test, the researcher explained what the first presenter group should do in the session 2 and 3. After the session 1 had done, the researcher then asked the one who operated the computer in the first session to write scores in session 2and 3. Meanwhile, 3 students who handled the written test had to check the contestants' answers and wrote it down in a scoring forms. The other 5 members of this presenter group were assigned as2 people as the ones who read the questions, 3 people as the judges, 1 person as a watchman who monitor the contestants. Last activity, the teacher gives reflection about the material that has been given in this meeting

3. Giving Post-test

The students were given the same activity in the pre-test after the treatment. The researcher gave reading test and asked the students to answer. It aimed at finding out the students'ability in reading skill after giving treatment.

In analyzing data, the researcher giving score to the students based on the result of their reading test in pretest and posttest. The last step of the data analysis was the hypothesis testing. The hypothesis was tested by using inferential statistics. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and posttest.

Results

From the result data analysis, shows that the mean score of the student's pretest

was 40 and the mean score of posttests was 75. It means that using reciprocal teaching technique in teaching reading can enhance the students' achievement especially for the students' grammar.

From the statistical analysis, the researcher concludes that there is a significant difference between pretest and posttest in enhancing the students' grammar ability through Quizzing Collaborative Learning Strategy as a way to deliver learning material. Quizzing Collaborative Learning Strategy is effective in enhancing the students' grammar ability. Based on the describing above, the researcher concludes that one of important point that teacher should accommodate he/she should give full the attention especially in reading skill. Therefore, in teaching reading one of technique that the teacher may use this technique in teaching, especially in grammar.

After calculating the result of the students' pretest, the mean score and standard deviation of both groups are presented in following table:

	Pretest	Posttest
Mean	40	75
Standard dev.	8.30	10.49
Max	43	64
Min	21	37

The data shows the mean score of the student's pretest was 40 and the mean score of posttests was 75. Standard deviation of pretest was 8.22 and the standard deviation of posttest was 11.27. It means that using Quizzing Collaborative Learning Strategy in teaching grammar can enhance the students' achievement in grammar.

The hypothesis was tested by using inferential statistics. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and posttest.

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N - 1, where N = 25, then the t-test is 10.81 P is 0.00

From the analysis, the researcher concluded that there was a significant difference between pretest and posttest in enhancing the students' grammar ability

through Quizzing Collaborative Learning Strategy as a way to deliver learning process. The result of statistical analysis for level of significance ($p=0.05$) with degree of freedom (df)= $N-1$, where (N) = 25, df = 24. The probability value was smaller than α ($0.00 < 0.05$). it indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that the use of Quizzing Collaborative Learning Strategy is effective in enhancing the students' grammar ability.

Discussion

Based on the result of data analysis, the researcher found out that the use of Quizzing Collaborative Learning Strategy is effective in developing students' competence in grammar at the tenth-grade students at SMA Kristen Mercusuar Kupang. Actually, there some techniques that we can use to teach grammar but the researcher using Quizzing Collaborative Learning Strategy, moreover the application of Quizzing Collaborative Learning Strategy gave good effect in enhancing the students' skill in grammar.

Based on the data collected, the use of Quizzing Collaborative Learning Strategy in teaching grammar can enhance the students' achievement. It was proved by students' score on the grammar test. All students' score was improved after conducting the treatment through the use of Digital Comics as media. The result of this research is supported by Harmer (2001:207) as cited in Mulya (2016:79) defines the use of Quizzing Collaborative Learning Strategy as a way of increasing students' participation and language use. This technique can be used in enormous number activities whether speaking, reading, or writing. The result of this research is Quizzing Collaborative Learning Strategy in grammar class is effective in teaching grammar where there are several previous researches that found the same results.

Team Quiz strategy is a technique which has many advantages. One of the advantages is that this technique gives an opportunity to work in groups. According to Altman, et al. (1985), "Group is a collection of two or more interdependent and interactive individuals who are seeking to attain common objectives" (p. 209). As well as, Rizkyana (2013) states that Team Quiz strategy encourages students to work together and to actively ask questions, give instructions, opinions, and information to the whole group members. As a result, having discussion sessions help people to negotiate in solving common problems.

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This research has shown that the use of Digital Comics as media can increase the students’ ability in mastering r. So, in teaching conditional sentence, the students should be in the use of Digital Comics as media that will be a useful situation where the students can share their knowledge and support their team in mastering reading in English.

Conclusion

The researcher concludes that the use of Quizzing Collaborative Learning Strategy is effective in developing students' competence in mastering grammar skill at the tenth-grade students at SMA Kristen Mercusuar Kupang, NTT. It was proven by there was a significant difference between the students' mean score of pretest and posttest. The result of statistical analysis for level of significance ($p=0.05$). The probability value was smaller than α ($0.00 < 0.05$). it indicated that there is significant differences between the result of pre-test and post-test after giving treatment in improving students' competence in mastering grammar through the use of Quizzing Collaborative Learning Strategy in grammar class to the tenth grade students at SMA Kristen Mercusuar Kupang NTT.

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