

EXAMINING THE USE OF VERB TECHNIQUE IN IMPROVING PBI STUDENTS' ABILITY IN FEG CLASS OF THE FOURTH SEMESTER AT UIN ALAUDDIN MAKASSAR

TRI MANDALA PUTRA
Universitas Islam Negeri Alauddin Makassar
20400115075@uin-alauddin.ac.id

Wahyuddin Naro
Universitas Islam Negeri Alauddin Makassar
wahyuddin.naro@uin-alauddin.ac.id

Nur Aliyah Nur
Universitas Islam Negeri Alauddin Makassar
nuraliyahnur@uin-alauddin.ac.id

ABSTRACT

There were many students, especially in university, have difficulty in FEG (Functional English Grammar) class where students learn structure most used in TOEFL section 2, which is structure and written expression. The research aimed at giving a promising sight of students about using verb technique in improving students' ability in FEG. The research design was quasi experimental with non-equivalent design. It was conducted at the fourth semester of English Education Department at UIN Alauddin Makassar. The researcher chose 15 students as experimental class in PBI 1-2 and 15 students as controlled class in PBI 3-4. In the pre-test, the lowest score was only 350, which only had 11 correct answers. After the treatment, examining the use of verb technique, the score of experimental class increased significantly. It proved that the gap of the students' score of the experimental class between the Pre-test and Post-test was 109. The data illustrated that the treatments gave slightly increasing score in experimental class. Moreover, test of significant testing showed that the value of the t-test was higher than t-table. Therefore, using verb technique is effective in improving PBI students' ability in FEG class. Based on the fourth chapter, findings and conclusions, it was noted that the technique applied in this research was conceitedly proposed. The student who will learn structure most used in TOEFL section 2 at the third semester in FEG class was suggested to apply this technique for a better score and know the structure of a long sentence, especially in section 2 which had an important role in scoring the total score of TOEFL. Using verb technique is expected to be broaden. It was the trick which was needed in section 2.

Key Words: developing, inquiry learning model, 2013 curriculum, ADDIE model.

INRODUCTION

English is the first foreign language that must be learned and has been taught from Elementary school to University as a necessary subject in Indonesia. It is an international language where almost every country demands their students to learn English to improve human resources. As we know that every university in Indonesia, in the earlier semester, has a

general English subject. It shows that English is very important. For instance, in English Education Department especially in Alauddin State Islamic University of Makassar, learning English is started from the first semester to the last semester.

Aydogan (2014:2) states “In learning English, there are 4 macro-skills namely listening, reading, writing and speaking. This is contrast to the micro-skills, which are things like grammar, vocabulary, pronunciation and spelling”. Grammar itself becomes an important part in studying English. In English Education Department of Alauddin State Islamic University Makassar, Learning grammar is not a new thing in English. It is divided into three subjects, Grammar for basic competence at the first semester, Grammar for Intermediate level at the second semester and Grammar for advanced level at the third semester. Students at the third semester start learning structure most used in TOEFL section 2 which is structure and written expression. They are demanded to focus on learning grammar to produce a good writing, produce good speech, and to get a higher score in TOEFL section 2 which is structure and written expression.

Ellis (2006) explains that teaching grammar involves some instructional techniques that draw learners’ attention to some specific grammatical forms in such a way that helps them either to understand it meta-linguistically or process it in comprehension or production so that they can internalize it. From the explanation, it infers that teaching grammar is not easy. In short, grammar teachers should be able to choose the best ways to make grammar more engaging and understandable.

In some cases, students who have good speaking skill may have poor grammar. Speaking can be improved by regular speaking practices such as conversation, presentation, and so on. Some people even think that speaking with bad English structure is not such a big deal, provided that the message is conveyed to others. On the other hand, Grammar can be mastered if students understand the language structure. When students are speaking, they don’t pay attention to the rules of grammar. For instance, in daily life, the researcher often heard some students said “*He go to the campus*”. The sentence is grammatically incorrect. Based on structure, if the subject is he, she, it, or plural noun, then *s/es* must be added at the end of the verb.

As known that structure and written expression in section 2 is an element which is taught in FEG (Functional English Grammar) Class at the third semester of English Education Department. It is fundamental because TOEFL is one of the requirements for students of English Education Department to earn their bachelor degree. After observing students’ TOEFL test result, the researcher found that all students scored below 500, especially 400 at average,

especially in TOEFL section 2. It indicates that there are difficulties that students face. Based on the researcher's interview to the students (A.A., et.al) of English Education in 2018 at Alauddin State Islamic University Makassar, after finishing Functional English Grammar Class, not all students of English Education Department can understand Grammar. It's not what is expected. One of the common difficulties faced by the students is that they think the sentence is longer than usual so they do not know which one is the subject and which one is the verb. Another difficulty is lack of vocabulary. In other words, it is similar to the first one. In addition, students have no basic skills in answering TOEFL section 2.

Halim and Ardiningtyas (2018) states that the main problems in answering English proficiency test is that the test takers have no basic skills in English. Respondents demonstrated low capabilities in understanding English grammar. Indeed, the materials should be started from the very basic level such as a subject pronoun, object pronoun, verb forms, etc. The problems existed since, in the TOEFL materials, the students were expected to know more about more complicated problems such as subject and verb agreements, parallel structures, etc.

Besides, one of the components that includes on Test of English as Foreign Language (TOEFL) is grammar. TOEFL is a test which is really difficult for many people, especially for most students. Based on Collins English Dictionary, TOEFL is an English language examination which is often taken by foreign students who want to study at universities in English-speaking countries. It has three sections, which are listening, structure and written expression, and reading. Especially structure and written skills, the researcher focuses on knowing more theories and productive skills which is necessary for students. Therefore, it makes the researcher take the structure as the focus on this research.

Rodgers (2001:114) states "There are two possible approaches to section 2 problems: analytical approach and intuitive approach. A test-taker who uses the analytical approach quickly analyses the grammar of the sentence to see what element is missing or which element is incorrect. Someone who uses the second approach simply prefers to choose the answer that "sounds right" or the one that "sound wrong". The research gives priority to the first approach. But the second is able to be useful too, especially for the people who learn English basically by listening and speaking rather than by studying grammar. As a result, the section 2 is easily answered by applying an appropriated approach.

Philips (2000: 97) argues "The test-taker has to be sure to leave adequate time for the written expression questions. In section 2, there are 40 questions for the standard form. All of the questions have to be answered in only 25 minutes. The test-taker is able to spend an average of about thirty second for each item". It is better if the test taker works on items that have

possibility to get correct. However, there are some tricks and strategies to maximize the minutes for 40 questions in highly correct answer percentage. In this research, the researcher explains a technique related to the section 2 which covers 40 questions in 25 minutes that has higher percentage of correct answers than other elements.

Lastly, according to Rodgers (2001), section 2 is important. It is the best chance to improve the score on TOEFL in a short time by maximizing the section 2. With the result, it really influences the total score of the TOEFL. Although wide range of grammar points are tested, there are certain points that appear repeatedly, and it is able to be mastered by practicing in text-book provided. Also, there are fewer items in this part than other parts. Hence, each item that answers correctly will add more to the total score as a comparison to the others, notice these data. Section 1 consists of 50 questions with total score 680. Section 2 has 40 questions with 680 as the total score. And section 3 has only 670 for 50 questions (Philips, 2000: 394). Section 2 might seem less stressful than two other sections. Test-takers do not have to divided their attention between tape and text book and also it is easily done to all items before the time is called (near of the limited time).

According to As'ad's thesis (2013), there is a technique that can improve TOEFL score in section 2, namely Verb Technique. He states that by using the technique, students will answer the questions in a shorter time and will get a higher score. For this reason, the researcher chooses this research in the university to examine whether the use of Verb Technique is effective.

RESEARCH METHOD

The design which used in this research was quasi-experimental design with non-equivalent control group design. There were two types of quasi-experimental design, namely Post-test Only Nonequivalent Groups Design and Pre-test and Post-test Nonequivalent Groups design. The researcher selected Pre-test and Post-test Nonequivalent Groups Design because the steps in this research design were facilitative to examine the use of Verb Technique.

Experimental Group:	01 X_E	02
Controlled Group:	03 X_K	04

Figure 1 Experimental Design (Sugiyono, 2010: 79)

The sample of the research was taken from two classes of the fourth semester. The researcher used purposive sampling to determine sample that took 15 students from PBI 1-2 class as the experimental class and 15 students from PBI 3-4 as controlled class. The researcher just took 15 students for each class because other students scored at least 500 score and more. Therefore, the researcher purposively chose samples who scored less than 500 and the samples need some treatments to improve their score. The researcher chose both of class PBI 1-2 and PBI 3-4 from English lecturer's recommendation because both had the same subject and got same material in Functional English Grammar class.

The researcher collected data by test as research instrument. There were two tests, which were pre-test and post-test. The test was adopted from TOEFL section 2 in Longman book, which were structure and written expression. The researcher gave the same test for both of experimental class and controlled class.

FINDINGS AND DISCUSSION

Findings

The result of experimental and control class (pre-test)

The researcher obtained data pre-test from experimental and controlled class by bar chart which consists of 15 students of the fourth semester after conducting study.

Table 1. Pre-test of experimental and controlled class

TOEFL Level score	Fi of Experimental class	Fi of Controlled class
310-420	14	13
420-480	1	2
480-520	0	0
525-677	0	0
Total	15	0

From the data above, the number of interval class and the length interval were 4 classes. The table illustrated the students' score in experimental class of pre-test and controlled class. The lowest score of experimental class of pre-test was in class interval 310-420 earned by 14 students, the highest score was 420-480 achieved by only 1 student. For the calculating of statistical description, it can be seen in appendix.

The Frequency distribution of Experimental and Controlled class (Pre-test)

The tests were presented in frequency distribution of experimental and controlled class (pre-test) table which consist of maximum score, minimum score, mean, variance and standard deviation from the table below.

Table 2. Frequency distribution of experimental and controlled class (Pre-test)

Data	Experimental class	Controlled class
Maximum score	430	460
Minimum Score	350	310
Mean	370.66	376.33
Variance	785.66	1021.66
Standard Deviation	28.02	31.96

The result of experimental and controlled class (post-test)

The researcher obtained data post-test from experimental and controlled class which consist of 15 students at the fourth semester after conducting Functional English Grammar class.

Table 4.3 Post-test of experimental and controlled class

TOEFL level score	Fi of Experimental class	Fi of Controlled class
310-420	2	10
420-480	3	5
480-520	5	0
525-677	5	0
Total	15	15

Based on the explanation above, there were 4 numbers of class intervals. The table from post-test of experimental showed that the lowest score was in interval 310-420 earned by 2 students and the highest score was in interval 525-677 achieved by 5 students. Moving into

controlled group, the lowest score was in interval 310-420 earned by 10 students and the highest score was 470 achieved by only 1 student. For the calculating of statistical description, it can be seen in appendix.

The Frequency distribution of Experimental and Controlled class (post-test)

The tests were presented in frequency distribution of experimental and controlled class (post-test) table which consist of maximum score, minimum score, mean, variance and standard deviation from the table below.

Table 4.4 Frequency distribution of experimental and controlled class (Post-test)

Data	Experimental class	Controlled class
Maximum score	560	470
Minimum Score	410	360
Mean	523.33	393.33
Variance	6288.66	1680.66
Standard Deviation	79.33	40.99

Hypothesis of test

The researcher tested the statistical hypothesis. The table below provided information about statistical hypothesis test and this study was using t-test which significance $\alpha = 0.05$.

After calculating the data, the researcher tested his hypothesis based on statistical hypothesis test states:

Table 4.5 The Result of Experimental and Controlled Class (Post-test)

Statistic	Experimental class	Controlled class
Mean (X)	523.33	393.33
Variance (S^2)	6288.66	1680.66
S gab	7.75	
t-value	33.68	
t-table	2.01	
Conclusion	The mean score of experimental class was higher than the mean score of controlled class	

- a. If $t_{\text{value}} < t_{\text{table}}$, it means that H_0 is accepted and H_a is rejected.
- b. If $t_{\text{value}} > t_{\text{table}}$, it means that H_0 is rejected and H_a is accepted.

As the result of the researcher calculating, the researcher gained the t_{value} was 33.68 while t_{table} was 2.01. Moreover, it concluded that t_{value} (33.68) $>$ t_{table} (2.01) or H_0 is rejected and H_a is accepted. From the result, the gap score between t-value and t-table was about 30 which meant the effect of using verb technique very large. Therefore, there was a significant effect of using Verb Technique on improving PBI students' ability in Functional English Grammar class.

On the other hand, after the researcher found the result of t-test which proved that there was a significant effect of using Verb Technique on improving students' ability in Functional English Grammar class, the researcher used Statistic Calculator *The Effect Size (Cohen's d) Calculator for a Student t-Test* to know how large the effect of Verb Technique apply in Functional English Grammar class where students learn TOEFL. The result test of effect size (Cohen's d) by inputting mean score of experimental (523.33), mean score of controlled class (393.33) and standard deviation for both classes automatically showed that the total was 1.62. It means that the effect size was on large effect. Thus, Verb Technique was a large effect to be used in Functional English Grammar class.

Discussion

From the description above, the mean score of experimental class (pre-test) was 389 and it changed after given a treatment to be 498. The mean score of controlled class (pre-test) was 390 and it also changed after given a treatment to be 402 (post-test). Thus, the increased mean score in experimental score was 107 but controlled class was only 12. The gained of hypothesis of test using t-test with significant 0.05 showed that t_{value} (33.68) $>$ t_{table} (2.01). It concluded that there was a significant effect using Verb Technique on improving students' ability in Functional English Grammar class at the fourth semester of PBI UIN Alauddin Makassar. In addition, based on the effect size range of *Cohen's d* that found a large effect using Verb Technique on improving PBI students' ability in Functional English Grammar class.

According to the result above, Wijaya (2012) states that TOEFL questions, especially in section 2, are not needed to be translated. He states that the test-takers only need to find out the subject and verb at first. It means that verb is questionable and crucial to be found firstly when answering TOEFL section 2 which are structure and written expression. In addition to that, Kusumasetya (2012) conducts a research about the development of source study in TOEFL structure through Mind Mapping technique. In his study, Mind Mapping technique drew a

simple map focused on these aspects: progressive tenses and clauses. He found that the students' score increased after using the Mind Map technique as the source study. By focusing on progressive tense, it means that verb is a crucial element in answering TOEFL. And it was related to As'ad's thesis (2013) under the title "*The Effectiveness of Using Focusing on Verb Technique to Improve the second Year Students' Structure Skill on TOEFL in English Education Department at UIN Alauddin Makassar*". In his study, he found that verb technique could improve students' score in TOEFL section 2, which are structure and written expression. Furthermore, by using verb technique, he states that students can answer TOEFL section 2 quickly and will get most correct answers. It means that after students answer the TOEFL section 2, they can use their rest time to proofread their answers. Thus, after doing research, the researcher believes that verb technique is effective in improving PBI students' ability in FEG class where students learn structure most used in TOEFL section 2.

When learning TOEFL in Functional English Grammar class, students must know the structure of a sentence in TOEFL, be relaxed, manage the time well, and surely be motivated. Moreover, the students must have fun and the teacher should create a cheerful environment of the class.

In conclusion, from the description above, students earned higher score in experimental class (post-test) than in controlled class. Therefore, using Verb Technique is effective in improving PBI students' ability in FEG class of the fourth semester at UIN Alauddin Makassar.

CONCLUSSION AND SUGGESTION

Conclusion

The result of the statistical hypothesis on significance level $\alpha = 0.05$ that showed t_{value} was higher than t_{table} ($33.68 > 2.01$), thus H_0 (Null hypothesis) was rejected and H_a (Alternative hypothesis) was accepted. Besides, the main effect size to know the strength of using Verb Technique as a treatment in improving students' ability in Functional English Grammar class by statistical calculators *The Effect Size (Cohen' d) Calculator for a Student t-Test* was 1.62 from the category of the table that means large effect. Therefore, using Verb Technique is effective in improving PBI students' ability in FEG class of the fourth semester at UIN Alauddin Makassar.

Suggestion

Based on the result of the study, the researcher gives suggestions as follow:

- a. Verb Technique is suitable to be applied in the classroom especially in Functional English Grammar class where students learn TOEFL.

- b. Lecturer should be more creative, attractive, and confident during teaching and learning process. Moreover, the lecture should manage the material better in the class to make students focus and interested in the material in learning TOEFL in Functional English Grammar class.
- c. For other researchers, the result of the study can be used as reference or basic information to do the further investigation and can be applied this technique in the class.

REFERENCES

- Alderson, J. Charles, Clapham Caroline and Wall Dianne. (1995). *Language Test Construction and Evaluation*. New York: Cambridge University Press.
- Anthony, Edward. (1965). *Approach, Method and Technique in Teaching English As Second Language*. China: McGraw Hill
- Arikunto, Suharsimi. (1998). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. AnekaCipta.
- Artikata. (2013). Definisi 'structure'. Retrieved on July 17, 2013. From <http://www.artikata.com/arti-177912-structure.html>
- As'ad, Muh. Syihab. (2013). *The Effectiveness of Using Focusing on Verb Technique to Improve the Second Year Students' Structure Skill on TOEFL in English Education Department at UIN Alauddin Makassar*.
- Aydogan, Hakan. (2014). *The Four Basic Language Skills, Whole Language and Intergrated Skill Approach in Mainstream University Classroom in Turkey*. Volume 5, No. 9. May 2014.
- Brown, D.H. (2001). *Teaching by Principle*. Englewood Cliffs. N.J: Prentice Hall.
- Carson, J. E., Carrell, P. L., Silberstein, S., Kroll, B., & Kuehn, P. A. (1990). Reading writing relationships in first and second language. *TESOL Quarterly*, 24, 245–266.
- Celce-Murcia, Marianne and Larsen-Freeman, Diane. (1999). *The Grammar Book: An ESL/EFL Teacher's Course*. USA: Heinle&Heinle.
- Elfast. (2011). *TOEFL Grammar Flash*. Kediri.
- Flannelly, K. J., & Jankowski, K. R. B. (2014). Research designs and making causal inferences from healthcare studies. *Journal of Health Care Chaplaincy*, 20(1), 23–38.
- Gay, L.R. (2016). *Education Research: Competence for Analysis and Applications*, five edition ed. Charles E. Meril Publishing company, Columbus.

- Gear, Jolene. (2011). *Cambridge Preparation for the TOEFL Test*. Cambridge: Cambridge University Press.
- Halim, Nurfitriyah. (2014). Cultural Bias in TOEFL Encountered by Native Indonesian Speakers. *Renaissance Journal of English Education, Literature and Linguistics*. Volume 1, No. 1, 97-111.
- Halim, Nurfitriyah., and Ardiningtyas, Sri Yulianti. 2018. *Difficulties Faced by Students in Answering TOEFL Test Questions*. STKIP YPUP Makassar: Volume 4, Number 2, December 2018
- Harris, D.R (1988). *Testing English as A Second*. New York: McGraw-Hill Book Company.
- Hornby, A. S. (1995). *Oxford Advanced Learners Dictionary*. London: Oxford University Press.
- Kadir. (2010). *Statistika Untuk Penelitian Ilmu-ilmu Sosial*. Jakarta:
- Rosemata Sempurna Kusumasetya. (2012). Pengembangan Sumber Belajar TOEFL Structure Menggunakan Mind Map Retrieved on August 28, 2013. From <http://karya-ilmiah.um.ac.id/index.php/TE/article/view/23382>
- Kerlinger, Fred, N. (1981). *Foundation of Behavioral Research*. Holt, Rinehart.
- Longheed, Lin. (2008). *Barron's IELST (International English Language Testing System)* Tangerang: BinarupaAksara Publishing.
- Mahmud, Murni. (2014). The EFL Students' Problems in Answering the Test of English as a Foreign Language (TOEFL). *Theory and Practice in Language Studies*, Vol. 4, No. 12, pp. 2581-2587, December 2014. Finland: Academy Publisher.
- Muijis, Daniel. (2004). *Doing Quantitative Research in Education*. London: Sage Publications.
- Murphy, R. & Smalzer, W.R. (2002). *Basic Grammar in Use*. UK: Cambridge University Press.
- Nelson, Thomas and Sons Ltd. (1989). *Building Skill for the TOEFL Second Edition*. Hong Kong: Nelson Press.
- Oxford dictionary. (2013). Definition of structure in English. Retrieved on July 17, 2013. From <http://oxforddictionaries.com/definition/english/structure?q=structure.html>
- Philips, Deborah. (2000). *Longman Preparation Course for the TOEFL Test Skill and Strategies*. Jakarta: Prenhalindo.
- Pyle, Michael and Munoz, Page Mary-Ellen. (2002). *Cliffs TOEFL Preparation Guide*. Delhi: Nice Printing Press.
- Rodgers, Bruce. (2001). *TOEFL CBT Success*. USA: Thomson Corporation.
- Sudjono, Anas. (2012). *Pengantar Statistik Pendidikan*. Jakarta: PT. Raja Grafindo Persada.

Sugiyono. (2010). *Metode Penelitian Bisnis*. Bandung: Alfabeta

Sujana, I Made. (2013). Profisiensi Bahasa Inggris Mahasiswa S1 Program Studi Bahasa Inggris Fkip Universitas Mataram Dalam “*Test of English as a Foreign language*”(Toefl). Retrived on August 28, 2013. From http://www.imadesujana.com/index.php?option=com_content&view=article&id=71:toeflprofile&catid=36:tfl&Itemid=56

Teguh.(2010). Perbedaan Grammar and Structure. Retrived on July 17, 2013. From <http://teguhcampuraduk.blogspot.com/2010/07/perbedaan-grammar-and-structure.html>

Wijaya. (2012). Pembahasan Soal-Soal TOEFL. Retrived on August 28, 2013. From <http://pembahasan-soal-soal-toefl.blogspot.com/>