MAGIC ROUND: TEACHING MEDIA FOR COMPILING NEGATIVE SENTENCES

Tri Agustini Solihati
*English Education Department, Faculty of Education and Teacher Training,
Universitas Perjuangan Tasikmalaya, Indonesia*
E-mail: try_leocps@yahoo.co.id

Gea Aristi
*Informatics Engineering Department, Faculty of Engineering,
Universitas Perjuangan Tasikmalaya, Indonesia*
E-mail: geaaristi@gmail.com

Abstract: Learning English is much harder for Indonesian students because of various aspects. Yet, the obstacles are able to overcome with any methods, strategies or media to achieve the goals of the teaching and learning process (Manan, 2017). This research focuses on developing teaching media, named Magic Round for teaching negative sentences. It was made to facilitate students in compiling grammatically correct sentences. This research was carried out by applying Research and Development (R&D) which consists of several steps, including; preliminary studies, research planning, product design, product validation, product trial, and producing final product. The trial result in limited scale gained 81.67% from technology expert and 86.67% from material expert. Besides, the assessment of its usefulness, feasibility, and students' responses toward the media reached 86.38%, 88.64%, and 87.18%, respectively. It means that Magic Round is valid and can be used without revision. In conclusion, Magic Round is appropriate to use in teaching English negative sentences.

Keywords: *magic round; negative sentences; research and development; teaching media; tenses.*

INTRODUCTION

Compiling various types of sentence including the use of correct grammar becomes an essential part in communication. The way someone expresses the sentence will determine the intended message or information delivered. It happens in both oral and written communication. The most influential aspects to writing are vocabulary and grammar (Soviyah & Etikaningsih, 2018). Therefore, grammar needs to be not only memorized but also comprehended by students (Haryudin, & Argawati, 2018).

Moreover, students also face the obstacles on language gap between English and Bahasa Indonesia. The gap then leads to students' mistakes in writing. They often mix the grammar blindly and translate the words or phrases directly. In fact, English and Bahasa Indonesia are different in term of structural, grammatical, terms, and styles (Soviyah & Etikaningsih, 2018). Yet, the obstacle in English teaching and learning can be overcome by using an appropriate method, strategy, or media (Manan, 2017). One of the teaching media that can be used is Magic Round. As confirmed by Solihati (2017), Magic Round is an appropriate teaching media that can be used in understanding affirmative sentences including the right tenses.

Some of the strengths of using Magic Round for teaching English sentences are; 1) it provides joyful learning, 2) it gives the opportunity to autonomous learning, 3) it is completed by verbs' translation in Bahasa Indonesia, and 4) it is quiet easy to play and learn along it. These strengths are in line

with the characteristics of teaching media which are; 1) able to clarify the message, 2) able to overcome the limitation of time, space, and energy, 3) having more direction between student and teacher, 4) enabling students to learn independently, and 5) able to fulfill five components in learning process; teacher, material, media, student, and learning goals (Daryanto, 2016).

As it is implied in its name, Magic Round Negative focuses on negative sentences. It is about how to learn simple negative sentences. Here, the type of sentences will be limited to verbal sentence. Thus, the predicate in the sentences should be in the form of verb and the verbs themselves are irregular verbs. However,

mastering the verbs form is very challenging for most students. They usually tried to predict and guess as they want. As result, they are confused to differ between regular and irregular verbs. They sometimes consider regular verbs as irregular or vice versa.

Negative sentences were sentences that have "no" or "not". That is what almost all students know. So, the common mistakes appear while making sentences are putting "no" or "not" wherever they want without applying the appropriate formula. Here is the pattern that students should know to arrange good sentences with full consideration on tenses.

Table 1. *Pattern and tenses for negative sentence*

	Present	Past	Future	Past Future
Simple	S+Do/does not+V1	S+Did not+V2	S+will+not+V1	S+would+not+V1
Continuous	S+am/are/is+not+Ving	S+was/were+not+v.ing	S+will+not+be+Ving	S+would+not+be+V.ing
Perfect	S+have/has+not+V3	S+had not+V3	S+will+not+have+V3	S+would+not+have+V3
Perfect Continuous	S+have/has+not+been+Ving	S+had+not+been+Ving	S+will+not+have+been+Ving	S+would+not+have+been+V.ing

After using Magic Round Negative, students are expected to be able to comprehend the 16 (sixteen) tenses, including simple present tenses, simple past tense, simple future tense, simple past future tenses, present continuous tense, past continuous tense, future continuous tenses, past future continuous tense, present perfect tense, past perfect tense, future perfect tense, past future perfect tense, present perfect continuous tense, past perfect continuous tense, future perfect continuous tense, and past future perfect continuous tense. Yet, the first thing that students should master is their names which can be done by memorizing by only 4 (four) cores of time, which are present, past, future, and past future. After that, they can easily combine them to the complete names by mixing "Secoperpeci".
.

This is an abbreviation of Se (Simple), Co (continuous), Per (Perfect), and Peci (Perfcet Continuous). *Secoperpeci* is very familiar term for Indonesian.

METHOD
This study was conducted at State Islamic Senior High School 2 (Madrasah Aliyah Negeri 2) Tasikmalaya, exactly in XI-IIK 1 class which consists of 38 students. This study applied Research and Development (R&D) that consists of 6 (six) steps, namely preliminary study, planning, product design, product validation, product trial, and final product. The modification of the model is presented in Table 2 and the description of the instrument used to collect data is shown in Table 3.

Table 2. *Research model*

Step 1: Preliminary Study	1. Finding references
	2. Field Observation
	3. Problem Identification
	4. Needs Identification
Step 2: Planning	1. Identifying general goal in learning process
	2. Analyzing learning process to develop the media
	3. Formulating learning objective
	4. Developing learning strategy
	5. Developing or selecting the appropriate material
	6. Developing test
	7. Developing learning outcome instrument
	8. Developing instrument for product validation
Step 3: Product Design	1. Product design; Magic Round Negative
	2. Guidance book
	3. Lesson plan
Step 4: Product Validation	1. Technology expert
	2. Material expert
	3. Teacher
	4. Observer
	5. Students/Users
Step 5: Product Trial	1. Individual scale
	2. Product revision part 1
	3. Small scale
	4. Product revision part 2
	5. Limited scale
	6. Product revision part 3
Step 6: Final Product	1. Magic Round Negative
	2. Guidance book
	3. Lesson plan

Table 3. *Research instrument*

Assessed Aspects	Instruments	Observed Data	Respondent
The accuracy of teaching media (*Magic Round*)	Validation questionnaire of teaching media (*Magic Round*)	Validation questionnaire of teaching media (*Magic Round*) and teacher's guide book	Technology expert and material expert
The usefulness and the feasibility of teaching media (*Magic Round*)	Observation sheet of teaching media usefulness (*Magic Round*)	Learning activity using teaching media (*Magic Round*) and teacher's guide book	Observer
	Teacher's response questionnaire	Response and teacher's opinion toward feasibility of teaching media (*Magic Round*)	Teacher
The effectiveness of teaching media (*Magic Round*)	Students' responses in using teaching media (*Magic Round*)	Students' responses after studying with teaching media (*Magic Round*)	Students
	Test of students' achievement	The result of the test	Students

For analysing the accuracy of teaching media, the questionnaire consists of 15 (fifteen) indicators, 33 (thirty three) indicators to examine the usefulness of magic round negative, and 15 (fifteen) indicators in students' questionnaire. On the other hand, the test consists of 35 (thirty five) questions in both pre-test and post-test. Each questionnaire consists of four scale 1 to 4 in which the numbers indicated the level of agreement; less agree, agree enough, agree, and strongly agree. The analysis results of

the instruments were then interpreted by using the criteria adopted from Widoyoko (2012) as shown in Table 4.

Table 4. *Data interpretation*

No.	Percentage	Description
1.	86% - 100%	Quiet valid and practical, can be used without revision
2.	71% - 85%	Valid and practical enough, can be used with a little revision
3.	56% - 70 %	Less valid and practical, need much revision
4.	41% - 55%	Not valid and practical, cannot be used
5.	26% - 40%	Not valid at all, cannot be used

RESULTS AND DISCUSSION

Magic Round Negative had been developed by using Corel Draw Application. It was shaped round and being dominated by red colour. Its diameter was 24 cm. It had 4 (four) layers with different content for each layer. The first layer had sentences pattern for each kind of tenses. On the right side, there was sentences pattern for simple type and directed to green box for simple form. On the left, there was sentences pattern for perfect type and directed to aquamarine box for participle form. Then, in the middle side, there was sentences pattern for continuous and perfect continuous and also directed to yellow box for *-ing* form. The first layer was also decorated by several balloons that put the abbreviations of "not", such as hadn't, hasn't, weren't, don't, doesn't, aren't, wouldn't, didn't, haven't, won't, isn't, wasn't, and wouldn't.
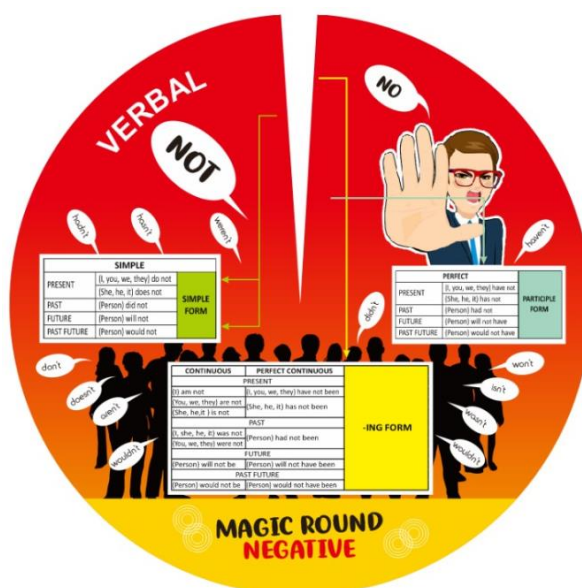

Figure 1. *Layer 1 (one)*

In the second and third layer, magic round negative was completed by irregular verbs that were put alphabetically and their meanings in Bahasa Indonesia. The amount of verbs themselves were 99 (ninety nine), which were separated into 49 (forty nine) and 50 (fifty). Thus, every time the students/users want to get certain verbs, they only need to spin the media. Of course, the most essential thing is choosing the intended kind of tenses. It will differentiate the pattern of the sentences. Table 5 shows the list of irregular verbs.

Table 5. *Irregular verbs*

No	Simple form	Participle form	-ing form	Meaning
1	Arise	Arisen	Arising	Muncul
2	Awake	Awoken	Awaking	Bangun
3	Bear	Borne	Bearing	Membawa
4	Become	Become	Becoming	Menjadi
5	Begin	Begun	Beginning	Memulai
6	Beseech	Besought	Beseeching	Menegaskan
7	Bind	Bound	Binding	Mengikat
8	Bite	Bitten	Biting	Menggigit
9	Bleed	Bled	Bleeding	Berdarah
10	Blow	Blown	Blowing	Meniupkan
11	Break	Broken	Breaking	Merusak
12	Breed	Bred	Breeding	Ternak
13	Bring	Brought	Bringing	Membawa
14	Build	Built	Building	Membangun
15	Burn	Burnt	Burning	Membakar
16	Buy	Bought	Buying	Membeli
17	Catch	Caught	Catching	Menangkap
18	Choose	Chosen	Choosing	Memilih
19	Come	Come	Coming	Datang
20	Creep	Crept	Creeping	Merayap
21	Cut	Cut	Cutting	Memotong
22	Deal	Dealt	Dealing	Menyetujui
23	Dig	Dug	Digging	Menggali
24	Do	Done	Doing	Melakukan
25	Draw	Drawn	Drawing	Menggambar
26	Dream	Dreamt	Dreaming	Memimpikan
27	Drink	Drunk	Drinking	Minum
28	Drive	Driven	Driving	Mengendarai
29	Dwell	Dwelt	Dwelling	Menetap
30	Eat	Eaten	Eating	Makan
31	Fall	Fallen	Falling	Jatuh
32	Feel	Felt	Feeling	Merasa
33	Fight	Fought	Fighting	Berjuang
34	Find	Found	Finding	Menemukan
35	Fly	Flown	Flying	Terbang
36	Forbid	Forbidden	Forbidding	Melarang
37	Forecast	Forecast	Forecasting	Memperkirakan
38	Forget	Forgotten	Forgetting	Melupakan
39	Forgive	Forgiven	Forgiving	Memaafkan
40	Forsake	Forsaken	Forsaking	Menyerah
41	Freeze	Frozen	Freezing	Membeku
42	Get	Got	Getting	Memperoleh
43	Give	Given	Giving	Memberikan
44	Go	Gone	Going	Pergi
45	Grind	Ground	Grinding	Menggerinda
46	Grow	Grown	Growing	Tumbuh
47	Hang	Hung	Hanging	Menggantungkan
48	Have	Had	Having	Memiliki
49	Hear	Heard	Hearing	Mendengarkan
50	Hide	Hidden	Hiding	Bersembunyi
51	Hit	Hit	Hitting	Memukul
52	Hold	Held	Holding	Memegang
53	Hurt	Hurt	Hurting	Menyakiti
54	Keep	Kept	Keeping	Menjaga
55	Kneel	Knelt	Kneeling	Berlutut
56	Know	Known	Knowing	Mengetahui
57	Lay	Laid	Laying	Meletakkan
58	Lead	Led	Leading	Memimpin

|			
59	Lean	Leant	Leaning	Cenderung
60	Learn	Learnt	Learning	Mempelajari
61	Leave	Left	Leaving	Meninggalkan
62	Lend	Lent	Lending	Meminjamkan
63	Let	Let	Letting	Membiarkan
64	Lose	Lost	Losing	Kehilangan
65	Make	Made	Making	Membuat
66	Mean	Meant	Meaning	Bermaksud
67	Meet	Met	Meeting	Bertemu
68	Seek	Sought	Seeking	Mencari
69	Sell	Sold	Selling	Menjual
70	Send	Sent	Sending	Mengirim
71	Set	Set	Setting	Mengatur
72	Sew	Sewn	Sewing	Menjahit
73	Shine	Shone	Shining	Bersinar
74	Shut	Shut	Shutting	Menutup
75	Sing	Sung	Singing	Bernyanyi
76	Sink	Sunk	Sinking	Tenggelam
77	Sleep	Slept	Sleeping	Tidur
78	Slide	Slid	Sliding	Meluncur
79	Smell	Smelt	Smelling	Membau
80	Speak	Spoken	Speaking	Berbicara
81	Spell	Spelt	Spelling	Mengeja
82	Spread	Spread	Spreading	Menyebarkan
83	Stand	Stood	Standing	Berdiri
84	Steal	Stolen	Stealing	Mencuri
85	Swear	Sworn	Swearing	Bersumpah
86	Sweep	Swept	Sweeping	Menyapu
87	Swim	Swum	Swimming	Berenang
88	Take	Taken	Taking	Mengambil
89	Teach	Taught	Teaching	Mengajar
90	Tell	Told	Telling	Menceritakan
91	Think	Thought	Thinking	Berfikir
92	Throw	Thrown	Throwing	Melempar
93	Thrust	Thrust	Thrusting	Mendorong
94	Tread	Trodden	Treading	Menapaki
95	Undergo	Undergone	Undergoing	Menjalani
96	Underwrite	Underwritten	Underwriting	Menanggung
97	Withdraw	Withdrawn	Withdrawing	Menarik
98	Wring	Wrung	Wringing	Memeras
99	Write	Written	Writing	Menulis
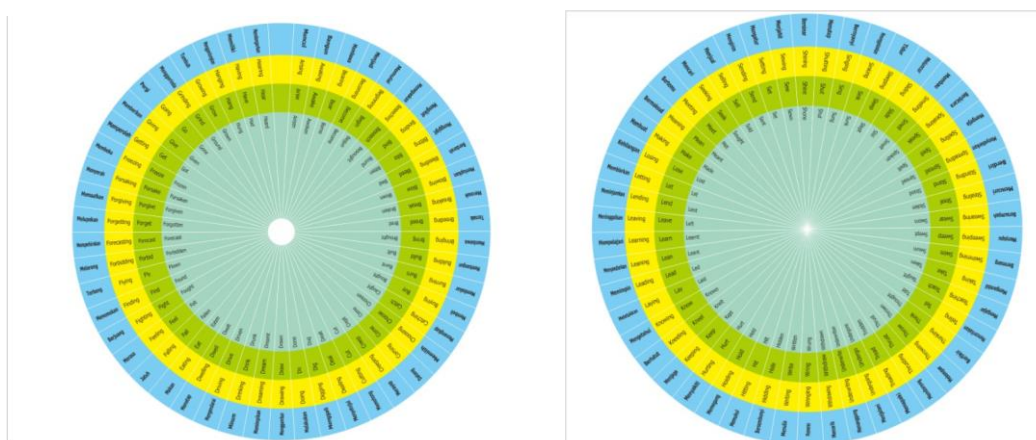
Figure 2. *Layer 2 (two) and 3 (three)*

In the fourth layer, magic round negative was completed by tenses explanation and sentence examples. The explanation itself was delivered in Bahasa Indonesia to facilitate the students/users to comprehend the usage of tenses. Different tenses would be used in different situation. In contrast, the sentence examples were written in English in the form of simple sentences and it used the same verbs to easily differ the type of tenses. The following magic round was the final product after being examined and validated by both technology and material experts. As it was validated in 3 scale of trial, the result was shown in Table 6.

Figure 3. *Layer 4 (four)*

Table 6. *Validation from experts*

Technology Expert			Material Expert		
Individual Scale	Small Scale	Limited Scale	Individual Scale	Small Scale	Limited Scale
73,33	78,33	81,67	76,67	81,67	86,67
Valid and practical enough, can be used with a little revision			Valid and practical enough, can be used with a little revision		Quiet valid and practical, can be used without revision

The validation consisted of 15 (fifteen) indicators that had been assessed from 1-4. The above scores were calculated and converted to 100%. Little revision suggested by the experts were; 1) background should be modified by using animation in order to make it more interesting, 2) -ing form and simple form position should be changed, 3) convincing that font size was readable, 4) organize the irregular verbs alphabetically, and 5) choose the arrows' colour in contrast to avoid similar colour among verbs form.

The trial in individual scale was followed by 3 (three) students. Each of them had high, medium, and low cognitive level. These assessments were fulfilled by teacher, observer, and students. Students were evaluated both by responding to the questionnaire and doing the test.
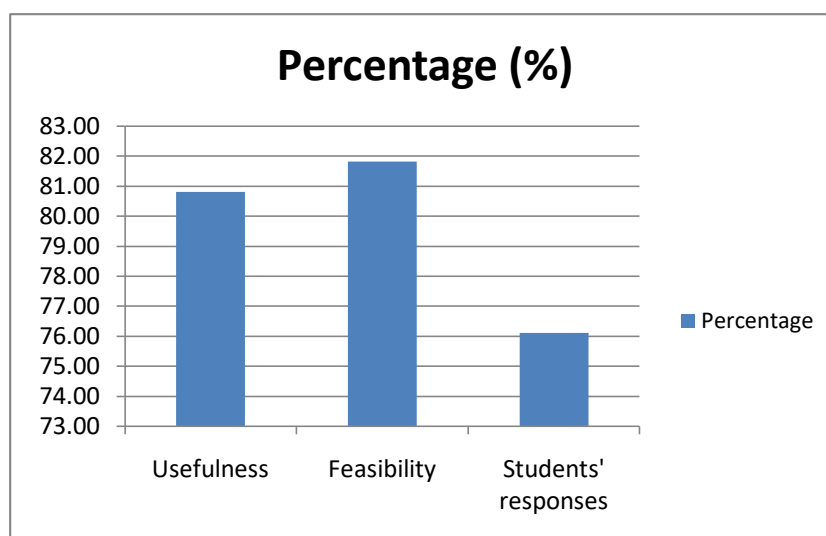
Diagram 1. *Usefulness, feasibility test, and students' responses in individual scale*

The diagram shows the score of questionnaire which evaluates magic round negative and teacher's guide book. It was done by both teacher and observer. The result was 80.30% and 81.82%. Meanwhile, students' responses regarding the effectiveness of teaching media reached 76.11%. Those scores proved that magic round negative was valid and practical, and can be used with little revision. Furthermore, the result of students' learning evaluation had passed the minimum standard score. It was 70.

Table 7. *Students' achievement result in individual scale*

No.	Name	Pre-Test	Post-Test	Information
1.	R-1	65	75	Completed
2.	R-2	50	85	Completed
3.	R-3	45	70	Completed

The trial in small scale was followed by 6 (six) students with different cognitive level. Those were high, medium, and low grade. After fulfilling the questionnaire for evaluating usefulness, feasibility, and students' responses, here was the result.
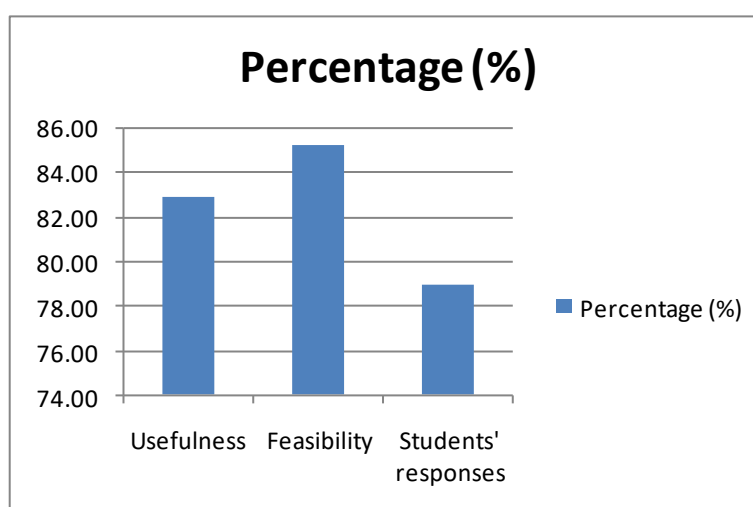

Diagram 2. *Usefulness, feasibility test, and students' responses in small scale*

By looking at the score above, it reached 82.85%, 85.23%, and 78.89%. Those scores showed that magic round negative was valid and practical enough, and can be used with a little revision. The result of achievement test passed the minimum standard score of 70 (seventy). It was shown in Table 9.

Table 9. *Students' achievement result in small scale*

No.	Name	Pre-Test	Post-Test	Information
1.	R-1	60	85	Completed
2.	R-2	70	85	Completed
3.	R-3	45	80	Completed
4.	R-4	50	75	Completed
5.	R-5	65	80	Completed
6.	R-6	60	80	Completed

The last product trial was in limited scale. It was followed by 29 (twenty nine) students. It consisted of various cognitive level; high, medium, and low levels.
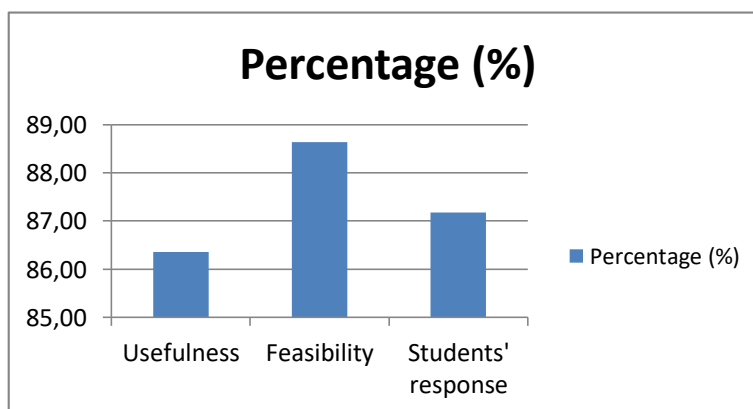

Diagram 3. *Usefulness, feasibility test, and students' responses in limited scale*

By observing the above diagram, the scores were 86.36%, 88.64%, and 87.18%. Those scores implied that magic round negative is a teaching media that is quiet valid and practical, and can be used without revision. Moreover, the achievements test that consists of 35 (thirty five) matching exercise had also passed the minimum standard of 70 (seventy). The students' score in the test is presented in Table 10.

Table 10. *Students' achievement result in limited scale*

No.	Name	Pre-Test	Post-Test	Information
1.	R-1	70	90	Completed
2.	R-2	50	85	Completed
3.	R-3	45	85	Completed
4.	R-4	40	85	Completed
5.	R-5	45	80	Completed
6.	R-6	45	75	Completed
7.	R-7	55	90	Completed
8.	R-8	60	90	Completed
9.	R-9	50	75	Completed
10.	R-10	60	95	Completed
11.	R-11	45	85	Completed
12.	R-12	50	70	Completed
13.	R-13	80	95	Completed
14.	R-14	75	90	Completed
15.	R-15	65	95	Completed

16.	R-16	60	95	Completed
17.	R-17	55	90	Completed
18.	R-18	55	85	Completed
19.	R-19	45	95	Completed
20.	R-20	50	85	Completed
21.	R-21	45	75	Completed
22.	R-22	50	85	Completed
23.	R-23	70	95	Completed
24.	R-24	55	90	Completed
25.	R-25	60	90	Completed
26.	R-26	45	85	Completed
27.	R-27	45	85	Completed
28.	R-28	50	95	Completed
29.	R-29	65	80	Completed

From all scale in product trial, students' responses were quiet positive. They were very happy and motivated to learn, the material was more understandable so that the students engaged more in learning, learning activity was very interesting, interactive, and brought the students to be autonomous, the media was very beneficial, the students were able to be cooperative, the students did want the teachers to use the media while teaching, the font size and type were readable, and the media was colourful.

CONCLUSION

From the analysis, it can be concluded that magic round negative had been successfully developed to assist students in arranging negative sentences. The sentences were applied in 16 (sixteen) types of tenses. Besides, the students were also able to enrich their vocabulary mastery, especially for the irregular verbs because magic round negative is completed by 99 (ninety-nine) irregular verbs with their meaning in Bahasa Indonesia. Furthermore, magic round negative was also suitable to use not only for senior high school students, but also for the beginner. Thus, everyone who is interested in learning English can use magic round negative as learning media since it is able to lead the users to be autonomous learners and the material was completely developed with joyful way to play and practice. To sum up, magic round negative is a quiet valid and practical teaching media, and can be used without revision.

REFERENCES
Daryanto. (2016). *Media pembelajaran*. Yogyakarta: Gava Media.

Haryudin, A., & Argawati, N. O. (2018). Lesson study to improve student English grammar mastery using jigsaw technique to the third semester of IKIP Siliwangi. *Indonesia EFL Journal, 4*(1), 49-56. doi: 10.25134/ieflj.v4i1.798.

Manan, N. A. (2017) Whatsapp mobile tool in second language learning. *Indonesia EFL Journal, 3*(1), 87-92

Murphy, R. (1987). *English Grammar in use*. Great Britain: Cambridge University Press.

Solihati, *et al*. (2016). The effect of using smart wheel toward the skill of arranging simple sentences (Pengaruh penggunaan smart wheel terhadap keterampilan menyusun kalimat sederhana). *Jurnal Saung Guru, IX*(3).

Solihati, *et al*. (2017). *Pengembangan magic round pada pembelajaran tenses untuk penyusunan kalimat affirmative* (Unpublished paper). Tasikmalaya: Universitas Perjuangan.

Solihati, T. A., & Aristi, G. (2018). Akselerasi pemahaman tenses dalam menyusun kalimat negative dengan magic round. *Jurnal Sosial & Humaniora IKRA-ITH Humaniora, 2*(3), 126-132.

Soviyah, S., & Etikaningsih, D. R. (2018). Instagram use to enhance ability in writing descriptive

texts. *Indonesian EFL Journal, 4*(2), 32-38. doi: 10.25134/ieflj.v4i2.1373.

Sugiyono. (2010). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif, dan R&D.* Bandung: Alfabeta.

Widoyoko, S. E. P. (2012). *Teknik penyusunan instrumen penelitian.* Yogyakarta: Pustaka Pelajar.