

# THE USE OF TWENTY QUESTIONS GAME TO TEACH YES/NO QUESTIONS IN SIMPLE PRESENT TENSE

**Rosalia Jennie A. Silaban, Sudarsono, Luwandi Suhartono**

English Language Education Study Program, Languages and Arts Education  
Department, Teacher Training and Education Faculty, Tanjungpura University,  
Pontianak

Email: [rosaliajennie@yahoo.co.id](mailto:rosaliajennie@yahoo.co.id)

**Abstract:** This research aims to investigate how effective Twenty Questions Game is to teach yes/no questions in simple present tense to Year-7 students of "SMP Negeri 10 Pontianak" in Academic Year 2014/2015. This research was one of pre-experimental design, namely one group pre-test and post-test design. The sample was a cluster. They were Year-7 Class F, which consisted of 28 students. The tool used for collecting the data was pre-test and post-test. The test was an objective test with multiple choice items. The research findings indicate that the students' mean score in post-test is 94.05 higher than their mean score in pre-test which is 68.92. The effect size of the treatment is categorized as strong, with 1.92 that is larger than 1.00. Therefore, it can be concluded that the use of Twenty Questions Game to teach Yes/No questions in Simple Present Tense to Year-7 students of "SMP Negeri 10 Pontianak" Academic Year 2014/2015 was effective.

**Keywords:** Twenty Questions Game, Yes/No Questions

**Abstrak:** Penelitian ini bertujuan untuk mengetahui seberapa efektif *Twenty Questions Game* untuk mengajar *Yes/No Questions* dalam *simple present tense* pada siswa kelas 7 di SMP Negeri 10 Pontianak Tahun Akademik 2014/2015. Penelitian ini menggunakan pra-eksperimental, yaitu dalam bentuk *one group pre-test post-test*. Sampel dari penelitian ini adalah sebuah kelompok. Mereka adalah siswa kelas 7F yang terdiri dari 28 siswa. Alat yang digunakan untuk mengumpulkan data adalah *pre-test* dan *post-test*. Test tersebut berupa objektif test dengan item pilihan berganda. Hasil dari penelitian, ini mengindikasikan bahwa nilai rata-rata siswa pada *post-test* sebesar 94.05 lebih tinggi dibandingkan nilai rata-rata siswa pada *pre-test* yang mana sebesar 68.92. *Effect size* dari perlakuan dikategorikan sebagai "kuat", dengan 1.92 lebih besar dari 1.00. Oleh karena itu, dapat disimpulkan bahwa penggunaan *Twenty Questions Game* untuk mengajar *Yes/No Questions* dalam *simple present tense* pada siswa kelas 7 di SMP Negeri 10 Pontianak Tahun Akademik 2014/2015 adalah efektif.

**Kata kunci:** Twenty Questions Game, Yes/No Questions

English is an international language. It is spoken and learned throughout the world. In Indonesia English is taught as a foreign language in schools. For some schools English is taught even in lower primary classes either as the main subject or additional subject. The purpose is to make the students familiar with English in their early ages and they are able to use English in oral or written form.

In learning languages like English there are four skills that students need to learn and master. They are listening, speaking, reading and writing. In addition to mastering the language skills, the students also need to have a good knowledge of grammar.

Richard and Renandya (2002:145) claim, "Without a good knowledge of grammar, learner's language development will be severely constrained." Speaking and writing, for examples, would be meaningless by having only vocabulary without the correct grammar. Having a good knowledge of grammar which underlies the notion of communicative competence will make ones get the clearer message in the communication.

English grammar is carrying out with the English itself. So, students need to study it. Furthermore, grammar plays such a big role of knowing the language as it is one of the main components of the language. Grammar contents have a lot of aspects, but this research will focus on simple present tense.

One of the learning materials that Year- 7 students need to master is how to ask and answer questions in simple present tense. They need to master how to make questions in simple present tense in order to describe a person, an animal, and a thing.

Based on the pre-observation in SMP Negeri 10 Pontianak, the writer found that students had difficulty in making yes/no questions and answering them in simple present tense. When the teacher asked them some questions using yes/no questions in simple present tense, they were not able to answer correctly. The students have not mastered how to make and answer questions in simple present tense. The simple present tense is one of the tenses frequently used in daily English conversation.

In teaching learning process in the classroom the English teachers use some teaching techniques for instance, role playing, group discussions and individual project. However, the students sometimes get bored, so it is important for the teacher to have other enjoyable teaching technique.

This research will experiment teaching the students using a new technique. It is intended to involve students in successful learning process and enhance their progress especially in grammatical ability. One of the interesting and enjoyable ways in teaching young learners is game-like activities. Games stimulate learner's concentration and involve the element of fun. They are natural for children and simulate real-life situation; through games vocabulary and grammar can be practiced. Through game activity, young learners may learn a foreign language easier and quicker.

Interesting ways of teaching English like games may increase their attention to learn English. Ersöz (2000:1) states, "Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation." So, implementing games in teaching language also helps to activate students who may have been inactive before, due to lack of interest.

There are a lot of games which can help the students to improve their mastery in English. According to Wright, et.al (2006:143) one of the interesting games which may improve students' mastery in English grammar is called Twenty Questions Game.



The items consist of making questions with auxiliary “do” and “does”, making questions with be “am”, “is”, and “are”, answering questions with “yes” and answering questions with “no”. The test consists of 40 items with four options a, b, c and d. Pre test and post test are given with the same test. The test was written based on a table of specification to have its content validity as shown in Table 1.

A Table of Specifications allows the writer to construct a test which focuses on the key areas and weights those different areas based on their importance. A Table of Specifications provides the writer with evidence that a test has content validity, that it covers what should be covered. Fulcher and Davidson (2007:6) explain, “Content validity is defined as any attempt to show that the content of the test is a representative sample from the domain that is to be tested.”

**Table 1: Items of Specifications**

Type of Test Items		Test Item Number	
Making question with	I	5	
	Do	You	11
		We	9
		They	4
		People's names	10
	Does	She	3
		He	7
		It	12, 13
		People's name (woman)	6
		People's name (man)	8
		Am	I
	Is	she	14
		He	39
		it	40
People's name (woman)		1	
Are		We	35
	They	29	
Answering questions with the answer "Yes"	I	18	
	you	do	30
	we		21
	they		15
	she		25
	he	does	28
	it		22
	I	am	32
	she	is	33
	they	are	2, 17
Answering questions with the answer "No"	I	19	
	you		24
	we	do not	16
	they		27
	she		20
	he	does not	26, 31
	it		23
	she	is not	34
	we		37
	they	are not	36

## FINDINGS AND DISCUSSION

### Findings

Before computing the effect size to answer the research questions, the t-value (t) must be computed using t-test. Since to compute t-value requires MD (the mean of difference), the mean score of pre-test ( $M_1$ ) and the mean score of post-test ( $M_2$ ) are computed first. The detailed computation is as follows:

$$MD = M_2 - M_1$$

$$M_1 = \frac{\Sigma X_1}{N}$$

$$M_2 = \frac{\Sigma X_2}{N}$$

$$M_1 = 68.92$$

$$M_2 = 94.05$$

$$MD = M_2 - M_1$$

$$MD = 25.13$$

$$t = \frac{MD}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$t = 11.31$$

The use of Twenty Questions Game is significant to increase the students' mastery in making and answering Yes/No questions in Simple Present Tense. It is identified by the t-value that is 11.31 higher than the t-table that is 2.052.

After having the t-value (t), the degree of the effectiveness of using Twenty Questions Game to teach Yes/No questions in Simple Present Tense can be computed.

The computation of the effect size of the treatment can be seen as follows:

$$ES = t \sqrt{\frac{1}{N}}$$

$$ES = 1.92$$

Based on the above computation, the use of Twenty Questions Game to teach Yes/No questions in Simple Present Tense is categorized "strong". This is based on the finding that ES is 1.92; the score is higher than 1.00 (See Table 2). It has been proven that Twenty Questions Game can help the students in mastery their Yes/No questions in Simple Present Tense. The writer found out that the students actively played the game. The students had high interest to learn in fun and interesting way. They were motivated to learn because the game was amusing and challenging. Moreover, the game helped the students to be more active and creative in making and answering Yes/No questions in Simple Present Tense. Twenty Questions Game also helped the students to practice their mastery in making and answering Yes/No questions in Simple Present Tense since they were interested playing the game rather than merely study it.

**Table 2: The Categories of the Result of the Effect Size**

<b>Effect Size</b>	<b>Category</b>
0 – 0.20	Weak
0.21 – 0.50	Modest
0.51 – 1.00	Moderate
>1.00	Strong

(Cohen, et.al, 2007:521)

## **Discussion**

It is found out that Twenty Questions Game to teach Yes/No questions in Simple Present Tense was very effective. The writer conducted one meeting of treatment that focused on teaching Yes/No questions in Simple Present Tense using Twenty Questions Game.

In the beginning of the treatment, the writer explained the material about how to ask and answer a question using Yes/No questions in Simple Present Tense. After explained, the students were prepared to play the Twenty Questions Game. First, they were divided into 5 groups and each group consists of 5 students. Each group chose one of their members as the group leader and who became the answerer. The answerer sat in front of the class and thought of an item that had been discussed in their group before. Next, the other groups took turn to identify the secret object in twenty questions or less using Yes/No questions in Simple Present Tense. The answerers had to respond to every question using the correct grammatical structure of Yes/No questions in Simple Present Tense. They were not permitted to response with “somewhat” or “maybe”.

Having observed the activity done during the treatment, the writer found out that the students actively played the game. The students had high interest to learn in fun and interesting way. They were motivated to learn because the game was amusing and challenging. Moreover, the game helped the students to be more active and creative in making and answering Yes/No questions in Simple Present Tense. They were confident and challenged to ask many questions so that they could guess the answer correctly. According to Mubaslat (2012:5) when playing games, students are naturally trying to win or to beat other teams for themselves or on the behalf of their team. They are so competitive while playing because they want to have a turn to play, to score points and to win. For instance, Group 1 chose “a veil” as the secret object. The other groups took turns to ask questions in order to guess the object. They began to ask questions such as “Is it an animal?”, “Is it in our classroom?”, “Is it big?”, “Do we use it every day?”, and so on. They tried to narrow down the questions so they could easily guess the secret object. Although there were some students still making grammatical mistakes in questioning but it was getting better in each round.

In addition, Twenty Questions Game helped the students to practice their mastery in making and answering Yes/No questions in Simple Present Tense since they were interested playing the game rather than merely study it. According Dalton (2006:3) activities structured as games can provide concrete practice for learners, while reducing the tension and anxiety often encountered during the learning process. Mubaslat (2012:6) adds there is a high level of stress in the classroom because students have to face unfamiliar or unknown grammatical structures, words, texts and so forth. Therefore,

students often feel uncomfortable and insecure in class, which inevitably affects their ability to learn. As a result, games can help lower their anxiety, make them feel comfortable, and want to learn more. It is believed that when students play games, they relax and have fun.

In applying this technique in the classroom, the researcher found some problems. One of the problems faced when applying Twenty Questions Game was that the activity made the class noisy. It was difficult for the researcher to manage the situation in the first round of the game. Later, to overcome this problem, the researcher asked the students to raise their hand before they started to speak. If a student in a group did not raise their hand before asking a question, the group would lose their chance to ask questions. Their chance to ask questions would be given to other groups.

Another problem was that some students still made grammatical mistakes when they composed Yes/No questions in Simple Present Tense. For instance, there were students who said "It is an animal?" instead of "Is it an animal?". In order to overcome this problem, the researcher corrected the mistakes later after the students did the game. Wright, et.al (2006:8) state, "Normally, don't interrupt a game in order to correct a mistake, but comment on it afterwards or just make a note for your-self to do more practice of that point at a future time. It is not the right time to correct mistakes of language during the game if that impedes the involvement of the students and the flow of the game."

In brief, Twenty Questions Game is one of the effective teaching techniques to teach Yes/No questions in Simple Present Tense. The writer found that Twenty Questions Game can help the students to master how to ask and answer Yes/No questions in Simple Present Tense.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

The writer puts forward some points to conclude about the use of Twenty Question Game to teach Yes/No questions in Simple Present Tense to Year-7 students of SMP Negeri 10 Pontianak in Academic Year 2014/2015. The conclusions of this research are: (1) The use of Twenty Questions Game in teaching Yes/No questions in Simple Present Tense increased students' achievement. It is shown by the students post-test is better than their score in pre-test before giving treatment. The mean score of pre-test is 68.92 and the mean score of post-test is 94.05. (2) The interval of increases students' achievement in pre-test and post-test is 25.13. (3) The different score of pre-test and post-test is highly significant. It can be proven by the result of computing the t-test. It is obtained that the t-test with 11.31 is higher than t-table with 2.052 for the degree of freedom of 27. It indicates that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. (4) The statistical hypothesis which stated "The effectiveness of Twenty Questions Game to teach Yes/No questions in Simple Present Tense is strong if the effect size is  $>1.00$ " is accepted. Hence, the Twenty Questions Game significantly increases students' mastery in Yes/No questions in Simple Present Tense. (5) The effect size of the use of Twenty Questions Game to teach Yes/No questions in Simple Present Tense to Year-7 students of SMP Negeri 10 Pontianak in class VII F is 1.92 ( $ES > 1.00$ ) which is categorized as strong. It means that the use of Twenty Questions Game is strongly effective to teach Yes/No questions in Simple Present Tense.



### **Suggestions**

Related to the result of this research, the writer would like to provide some suggestions as follows: (1) The teacher is suggested to use Twenty Questions Game as an effective teaching technique to teach Yes/No questions in Simple Present Tense. (2) In applying Twenty Questions Game, the classroom would be very noisy. In order to overcome this problem, the teacher is suggested to manage the situation by asking the students to raise their hand before they ask questions. (3) In applying Twenty Questions Game, the students might make some grammatical mistakes. If it is so, the teacher is suggested to correct the mistake later after the students done the game because if the teacher corrects the mistake right away it would impede the involvement of the students and the flow of the game.

## REFERENCES

- Cohen, L., Manion, L., and Morrison, K., (2007). *Research Methods in Education (6th ed.)* RoutledgeFalmer: London.
- Dalton, E. 2006. *Language Learning Games: Why, When, and How*. (online), (<http://www.doc-txt.com/games-for-learning-and-leaning-fromgames.pdf>, October 2015)
- Ersöz, A. (2000). *Six Games for the EFL/ESL Classroom*. The Internet TESL Journal, Vol. VI.
- Fulcher, G., and Davidson, F. (2007). *Language Testing and Assessment: An Advanced Resource Book*. Oxon: Routledge.
- Mubaslat, M. M. (2012). *The Effect of Using Educational Games on the Students' Achievement in English Language for the Primary Stage*. Amman-Jordan.
- Richard, J.C., and Renandya, W.A. (ed). (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Rini, P. D. M. (2013). *The Use of Twenty Questions Game and its Effectiveness in Improving Students' Speaking Ability*. Purworejo: English Education Study Program, Muhammadiyah Purworejo University.
- Sofiyatin. (2010). *The Implementation of Twenty Questions Game as a teaching Technique to Improve Students' Writing Descriptive Texts*. Semarang: Faculty of Tarbiyah.
- Wright, A., Batteridge, D., & Buckby, M. (2005). *Games for Language Learning(3rd ed.)*. New York: Cambridge University Press.