

# TECHNIQUE IN TEACHING GRAMMAR FOR THE FIRST GRADE OF JUNIOR HIGH SCHOOL STUDENT THROUGH GAMES

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## **Abstract**

*The purpose of this study is to find out the contribution of games in improving grammar acquisition of the Yoannes Junior High School students. In teaching Grammar, teachers should apply the appropriate technique and method. In this study, games are chosen to be used. Participants are divided into treatment group, the experimental group and the control group. The experimental group is taught by using games and the control group is taught by using the memorizing method. Each group is assigned to do the same test, containing sections which involved grammar items. They attended the course, once a week for eight weeks. Each meeting lasted forty five minutes. The material is taken from textbook that applied at school. Pre- test is given before the experiment and post- test is held immediately after the experiment is over. The Null hypothesis of no significant differences are constructed and tested, and then one- tailed T- test is used to compare the score of the games and memorizing groups and to analyze the hypothesis. The alpha level is set. Teaching the arbitrary rules of grammar to students who cannot speak, understand of use the English language is an absolute waste of time, effort and money and is downright foolish. The practice is about as rational as teaching advanced race car skid control to someone who does not know how to drive. In English conversation, get them talking, get them comfortable using the language, then teach them by using rules of grammar once they understand the language.*

**Key words: grammar, method, games**

## **INTRODUCTION**

Learning a language cannot be separated from grammar, since it contributes much in the development of speaking and writing. Learning about grammar has about the same effect on the ability to read and write as learning about leg muscles has on the ability to run. By studying grammar, students would learn the make up of the language and so be able to apply what they learned as better speakers, writers, and readers.

Language teachers hear the word grammar as a set of word forms and rules of usage that govern how we speak and write. They teach grammar by explaining the forms and rules and then drilling students on them. Some teachers tend to focus on these rules and forms in their classroom, believing that their students learn best through rote memorization. This is not

an effective method of teaching grammar. It tends to result in a classroom full of bored and uninterested students who know how to produce excellent results in exercises and on tests, but fail badly at using the language in contextual situations.

Creating an informal and friendly situations in the process of teaching learning for Junior High School students, games can be applied, since it's fun and enjoyable. Grammar games help students not only gain knowledge but be able to apply and use that learning. Grammar Games help and encourage many learners to sustain their interest in work. Games also help the teacher to create contexts in which language is useful and meaningful. Additionally, games have the advantage of allowing the students to practice and internalize vocabulary, grammar and structures extensively.

To know the contribution of games in teaching grammar, in this case for the first grade of Junior High School students, the study will be carried out. The grammar is chosen as one of the dependent variable because it is a very important part in learning a language.

## **SCOPE OF THE STUDY**

The study is held in YoannesXXIII Junior High School Semarang, that located on JIDrWahidin 110 Semarang. The subject is the first grade students. Class VII C and class VII Dare chosen for the study. Class VII C is considered to be the experimental group, and class VII D is considered to be the control group. Each class has thirty students. All of the students in each class are to be the subjects of the study, and 't-test' formula which is used for the computation of the data. In acquiring the sample, 'Cluster random sampling' is used.

## **DEFINITION OF THE TERMS USED**

### **1. Grammar**

The term ' Grammar' stated by Hartmann and Stork (1972: 98) :

“In its widest sense, the term grammar refers to generalized statements of the regularities and irregularities found in language. For the Greeks, grammar was a branch of philosophy concerned with the ‘art of writing’. By the Middle Ages grammar had come to be regarded as set of rules, usually in the form of a textbook, dictating’ correct’ usage.”

### **2. Method**

A method is the practical realization of an approach.A way of approaching, observing, analyzing and explaining a particular phenomenon. Methods include various procedures

and techniques as part of their standard fare. When methods have fixed procedures, informed by a clearly articulated approach, they are easy to describe.

### **3. Game**

Hadfield (1990:5) states that a game is an activity with rules, a goal and an element of fun. Gibb (1978) in Rixon (1981:3) states that a game is an activity carried out by cooperating or competing decision makers, seeking to achieve, within a set of rules, their objectives.

## **LITERATURE REVIEW**

### **General Concept of Grammar**

Grammar is field or linguistics that involves all the various things that make up the rules of language. Subfield of linguistics that are considered a part of grammar include syntax, phonetic, morphology and semantics. Grammar is also used as a term to refer to the prescriptive rules of a given languages, whit may changes over time or be open to debate.

The term ‘grammar’ can also be used to describe the rules that govern the linguistic behavior of a group of speakers. Michael Swan (2005:19), linguists, who are more likely to pay attention to native British English ( British English) grammar defined as follows: “ The rule that show how words are combined, arranged or changed to show certain kinds of meaning”.

Learning English grammar is important. Understanding grammar will give us better communications and thinking skills, making us a better listener, speaker, reader, and writer. Understanding grammar will also allow us to develop our own unique personal style of communicating, which can lead to a rewarding career as a speaker or writer. Knowledge of grammar will enable us to communicate effectively in any situation, allowing us to form more and meaningful relationships with friends and family. Indeed, learning grammar can improve our life and make us better person in several ways

### **Games**

Games is a structured playing, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements. Many games help develop practical skills, serve as a form of exercise, or otherwise perform an educational, simulational, or psychological role. Game is one way to facilitate students capture and use expressions in the English language.

## RESEARCH FINDINGS AND DISCUSSION

After finishing the whole experiment for eight weeks, the post test was conducted, which had the same materials as the pre-test. These could be done by finding out the average means, the standard deviations of the two groups and also the 't-test'.

From the computation of the mean score of the experimental group and the control group, it was found out that the mean score of the experimental group was 70.1, while the mean score of the control group was 61.06.

It was also found that the standard deviation of the grammar scores of the experimental group was 5.29 and its variance was 28.02, while the standard deviation of the grammar scores of the control group was 5.04 and its variance was 25.43.

From the data above, it can be seen that the mean score of the experimental group was higher than the control group ( $70.1 > 61.06$ ), so the standard deviation of the experimental group was also higher than the control group ( $5.29 > 5.04$ ).

Therefore it was concluded that games can give the contribution to the students' mastery of grammar, since the students who taught by using games got higher scores than the students who taught by traditional method.

In this study, the number of subjects in both groups is 60 (30+30). The degree of freedom (df) is 58 (obtained by the formula  $N_1 + N_2 - 2$ ). So, the critical value at 5 per cent (.5) alpha level of significance with the degree of freedom of 58 is 1.70.

With reference to the above calculation concerning the obtained 't-test' of both groups for the students' grammar scores, it could be seen that t value is 7.146 while t distribution is 1.70. It means that the experimental group which was enriched with the use of games in the teaching learning process performed significantly better than the control group in the grammar class. The results of this study supported to the use of games in grammar class, since the games group's scores were significantly higher than the control group. The fact shows that the 't-value' obtained is bigger than the significance limit ( $7.146 > 1.70$ ). It can be concluded that the difference is statistically significant.

## CONCLUSION

The primary aim of this study was to explore the effectiveness of using games in teaching grammar to the junior high school students. As the findings of this study show, games are an important and necessary part of English language teaching and learning in the context of

primary schools' English lessons. Games are one of the best ways to direct young learners' energy into language learning because young learners like to be physically active; moreover, they are imaginative and creative and they learn subconsciously.

## **SUGGESTIONS**

In teaching Grammar, there are several things that must be considered, those are:

1. The teacher can apply the technique of teaching grammar and active in teaching learning process.
2. Grammar teacher must be able to use real objects teaching and learning process in classroom, so that the students will be interested in learning grammar.
3. The teacher should improve his knowledge in teaching grammar to overcome the problems of teaching grammar.
4. The teacher should help students answer their own questions about grammar and they should show the student that there many reason to answer some problem in grammar.

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