THE INFLUENCE OF CLUE GAME TOWARDS STUDENTS' GRAMMAR MASTERY AT THE SECOND SEMESTER OF THE EIGHTH CLASS OF MTs NEGERI KALIANDA LAMPUG SELATAN IN 2013/2014

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ABSTRACT

The objective of the research is to know whether there is the influence of clue game towards students' grammar mastery. The population sample of this research was 78 students; it consisted of 40 students in experimental class and 38 students in control class. The sampling technique is cluster random sampling technique. In collecting the data, the writer used objective test. The test consists of 40 items with four options. The subjective of teaching grammar mastery as enable students to communicate in English in real life situation and understand the meaning of English words. Based on the data analysis of data and hypothesis, the writer found that the average score of experimental class higher than the control class. Therefore, the writer would like to say that cooperative learning that can be used to improve students' grammar mastery. It can be concluded that $t_{test} > t_{table}$. T_{test} is = 4.002 and t_{table} is = 1.995 ($\alpha = 0.05$) and 2.65 ($\alpha = 0.01$). It means that there is positive influence of teaching grammar mastery through cooperative learning towards students' grammar mastery. There is significant Influence of "Clue Game" towards students' grammar mastery at the second semester of the eighth class of MTs Negeri Kalianda, Lampung Selatan. The average score of students' grammar mastery who are taught by using "Clue Game" is higher that students' grammar mastery who were not taught by using "Clue Game". It is proved by the average score of students' grammar mastery in experimental class was higher than control class (61.64 > 50.32). Based on the calculation above, the writer concluded that there is a positive Influence of "Clue Game" towards students' grammar mastery at the second semester of the eighth class of MTs Negeri Kalianda, Lampung Selatan in 2013/2014.

Keywords: Clue Game, Game, Grammar Mastery

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INTRODUCTION

English is an international language which is used by many people in this world. English is science language that must be mastered by people who want improve their knowledge. The Indonesia's government decides to apply English as one of the subject at school. English as a compulsory subject for Indonesian students. In learning English, the students should master the language skills; listening, speaking, reading and writing. Meanwhile, the language components; pronunciation, vocabulary and grammar are the tool for students in supporting their mastery of those four skills.

Many students get difficulties in learning English, especially in learning grammar. It is because the technique used, the way teacher present the material or other problems that are faced by students themselves. Sometimes students are bored in learning structure and also get confused and nervous in studying English. Therefore the English teacher should be creative in creating a new technique or in using media in order to make the students more interested in English especially in grammar. Game is one of the aids that can make students interested in studying grammar. People know that most of the students are interested in playing game, it can motivate the students in learning activity especially in teaching grammar. In playing game of clue game, it is hoped, it can increase the students' ability in learning English. According to Woodward (1997: 7), Clue game is an oral game in which one player selects a word or objects whose identity the other players attempt to guess by asking up to questions that can be answered with 'yes/no'. To play the clue game, the students thinks of person, noun, place and etc. The teacher chooses one student to come to the front of the class. This student will be given an identity and will give clues to the class. The class tries to guess the identity from the clues and can ask only yes/no question.

Among many techniques of guessing in teaching grammar, Clue Game can be applied in the teaching of grammar. The teacher can conclude that Clue Game give students more chance in formulating question. But people know that language classes are spent answering questions puts forth by the teacher or text book. Based on the explanation of problem above the writer is interested in solve the problem above, that is by using games in teaching grammar. According to Woodward (1997: 7), the procedure of this game as follow:

129

1. Choose one student to come to the front of the class. This student will be given an identity and will give clues to the class. The class tries to guess the identity from the clues and can ask only yes/no questions.
2. Before starting the game, discuss strategy with the class. Tell them that the student who is giving clues will give the most difficult clues first and the easiest last.
3. If the class guessing the identity, it wins. If the class cannot guess the identity after a preannounced number of clues (between 5 and 10), the students wins.

As variation we can also send one student out of the room. Give the class an identity for that student, discuss clue strategy, and go over possible clues. When the student returns, the class members begin giving clues. The student may ask only yes/no questions, or you limit his/her questions to identity questions (Am I a teacher?"). If the student guesses his/her identity, he/she wins. Otherwise, the class wins.Therefore, the writer proposed entitles: "The Influence of Clue Game towards Students' Grammar Mastery at The Second Semester of The Eighth Class of MTs Negeri Kalianda Lampung Selatan in 2013/2014". The objectives of the study are: to know the influence of Clue Game towards students' grammar mastery, to know and describe whether or not the average score of students' grammar mastery which is taught through Clue Game is higher than which is taught through explicit grammar teaching technique.

METHODOLOGY

In this research the writer used experimental method. It means that the writer did the treatment to know the influence of Clue Game towards students' grammar mastery. This research used two classes, one class is an experimental class where the writer taught grammar by using Clue Game and other class is control class where the writer taught grammar through English grammar teaching. In this research, the writer took two classes as the sample. The first class is as the experiment class where the writer taught grammar through Clue Game and the other class is as the control class where the writer taught grammar through explicit grammar teaching technique. The research was conducted at the second semester of the eighth class of MTs Negeri Kalianda Lampung Selatan in 2013/2014.

FINDING AND DISCUSSION

Based on the research using Clue Game towards students' Grammar Mastery at the second semester of the eighth class of MTs Negeri Kalianda, Lampung Selatan in 2013/2014, the writer would like to say that using Clue Game towards students' Grammar Mastery in teaching learning process is able to motivate students in learning English especially in grammar mastery.

Based on the data analysis the writer got t $_{test}$ = 4.002 and t $_{table}$ = 1.995 and 2.65. So, Ha is accepted and Ho is rejected. It means that teaching using Clue Game towards students' Grammar Mastery has positive influence. It can be known according the Experimental Class test result compared with the Control Class test result and the last, in equality of difference hypothesis two average it was found t $_{test}$ = 4.002 ≥ 1.995 and 2.65. It means that the students grammar mastery that was taught by using Clue Game was higher that tshe students who are taught without using Clue Game.

Paul (2003:50) states that "Games are one of the best ways of achieving this, but they are not the only one way". It means that the children more easily understood when they do something not with learn by thinking. According to Murcia (2001:251) that "Grammar is about form and one way to teach form is to give students rules; however, grammar is about much more than form, and its teaching is ill served if students are simply given rules. It means that, learn grammar, students can assist students in understanding the form and rules in English, but this is very difficult in learning English.

According to Woodward (1997: vii) "Games reinforce the grammar the students already know by providing realistic setting in which they may practice their knowledge. Included are of activities and games to satisfy all teaching styles". It means that in teaching and learning English by using "Clue Game", if the teacher can focus in grammar, makes the students more easily to understand the material.

CONCLUSION

Based on the research at MTs Negeri Kalianda Lampung Selatan the writer found that the students' grammar mastery needed to be improved. They found difficulties in understanding and applying grammar in to the read and correct sentence. So, the writer did a research by applying "Clue Game" game in teaching grammar.

Based on the result of the research, the writer gives the conclusion as follows:

1. There is significant influence of "Clue Game" game towards students' grammar mastery at the second semester of the eight class of SMP Bina Desa Tulang Bawang Tengah. The students who were learn through "Chain Work" as game and learning English especially in teaching grammar mastery. It is proved by the result of the data analysis that t_{ratio} > $t_{table.}$

2. The average score of the students who are taught by using Clue Game is higher than who are taught by using explicit grammar teaching technique. It is proved by the average score of students' grammar mastery in experimental class was higher than control class.

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