

## **THE EFFECTIVENESS OF MEMORY TRICKS GAME IN TEACHING GRAMMAR**

**Cicilia Ningsi<sup>(1)</sup>, Taufik Suadiyatno<sup>(2)</sup>, K. Dedy Sandiarsa S.<sup>(3)</sup>**  
([cicilianingsi@gmail.com](mailto:cicilianingsi@gmail.com)<sup>(1)</sup>, [taufiksuadiyatno@ikipmataram.ac.id](mailto:taufiksuadiyatno@ikipmataram.ac.id)<sup>(2)</sup>,  
[dedysandiarsa@gmail.com](mailto:dedysandiarsa@gmail.com)<sup>(3)</sup>)

Faculty of Education for Language and Art  
Mataram Institute of Teacher Training and Education

### **ABSTRACT**

This research was aimed to find out the effectiveness of Memory Tricks game in teaching grammar. The research was experimental research and the design that was used was pre-test and post-test design. The population of the study was the first grade students of SMKN 1 Kuripan especially in TKJ (Teknik Komputer and Jaringan) course which consisted of three classes. Two classes were chosen as the samples, those were TKJ 1 Class as experimental group consisted of thirty five students and TKJ 3 Class as control group consisted thirty five students. They were chosen by using Simple Random Sampling technique. Experimental group was treated by Memory Tricks game and control group was treated by Verb Search game. The instrument that was used objective test in forms of completion items test. Then, the scores were analyzed by using statistical analysis. It showed the mean score of experimental group was 76 while the mean score control group was 69.2 and the value of  $t$  ( $t$  test) = 2,7922 was higher than the value of  $t_t$  ( $t$  table) = 1.9955 at the significance level of 0.05% and the number of degree freedom (68). Therefore, according to the result of the analysis, it can be concluded that there is a significant difference between student's grammar scores taught by Memory Tricks game and taught by Verb Search game. In other words, Memory Tricks game is effective in teaching grammar.

**Keywords:** *Memory Tricks Game, Grammar*

### **INTRODUCTION**

Grammar is one of language aspects. Almost every language has different grammatically and talk about grammar means learn about rule or structure. Especially in English, the students have to know the basic knowledge of the grammar because without grammar the student will find many problems to build up

sentences to express or convey their ideas to communicate with the other. As stated by Thornbury (1999:1), grammar is partly the study of what forms (or structure) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is description of the rules that govern

how a language's sentences are formed.

Greenbaum and Nelson (2002: 6) say that in the study of language, grammar occupies a central position. Based on this theory tell about the importance of grammar. Grammar is made up of the descriptions that tell how to use a language correctly, however in English grammar sometimes makes the students confuse because it is different from the grammar of their first language, so that the ability of almost the students in grammar still low.

The researchers observed at SMKN 1 Kuripan especially at the first grade students of TKJ (TeknikKomputer and Jaringan) course in academic year 2016/2017 and found some problems of the students. Commonly in first grade of senior high school the students able to create some sentences or able to communicate in English, but in TKJ's class the students had little vocabulary and lacked in their

grammar ability so they cannot communicate well.

Based on the problems above, the researchers decided to focus on the students' grammar ability because almost the students still lack in understanding and identify the use and form of simple past tense. So, to solve this problem, the researchers had a solution by using interesting game in the learning process. Like Harmer (2007:210) says grammar can be introduced in a number of ways and one of them is game. The researchers used game in the learning process that called Memory Tricks Game, by using this game the students could understand and identify the rule of past tense because by using Memory Tricks Game, it would help the students easier to memorize what they had learned. Based on the explanation above the researchers concluded to overcome the problem by did a research entitled "The Effectiveness of Memory Tricks Game in Teaching Grammar".

## **RESEARCH METHOD**

In this research, the researchers used quantitative approach to answer the statement of the problem stated in the chapter 1 or in the previous chapter. Creswell (2000: xxiv) described a quantitative research is the process of collecting, analyzing, interpreting, and writing the results of a study. This research employed quasi experimental design with pretest and posttest design. Two groups of this research treated differently, the first group as the experimental group was

treated by Memory Tricks Game while the second group as the control group was treated by Verb Search game.

The target population of this study was the first grade students of SMKN 1 Kuripan especially TKJ course which consist of 105 students and divided into three classes. Class TKJ 1 consisted of 35 students. Based on the population the researchers took two classes as sample and divided as experimental and control groups. The researchers used TKJ 1 as

experimental group and TKJ 3 as control group. The instrument of this study was completion items test

which consist of 25 items. Technique of data collection was pre-test and post-test.

## FINDING AND DISCUSSION

### 1. Data Description of Pre-test in Experimental Group.

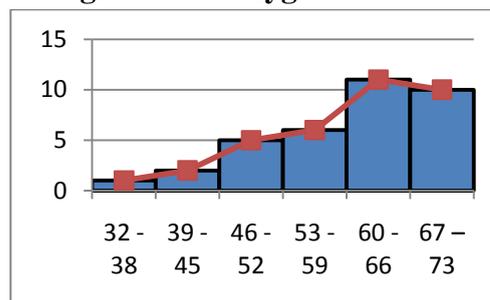
The data gained from experimental group from pre-test during the researchers did the observation in six meetings at SMKN 1 Kuripan. The result of data analysis showed that the highest score was 72 and the lowest score was 32. The mean score for pre-test of the experimental group was 59.8, the mode was 65.3 and the median was 62.73. Then the frequency distribution can be seen below:

**Table 01: Frequency Distribution of Experimental Group for Pre-Test:**

No.	Class limits	Class Boundaries	Mid point (xi)	Frequency (fi)	Percent age
1	32 - 38	31,5 - 38,5	35	1	2.86 %
2	39 - 45	38,5 - 45,5	42	2	5.71 %
3	46 - 52	45,5 - 52,5	49	5	14.29 %
4	53 - 59	52,5 - 59,5	56	6	17.14 %
5	60 - 66	59,5 - 66,5	63	11	31.34 %
6	67 - 73	66,5 - 73,5	70	10	28.57 %
<b>TOTAL</b>				<b>35</b>	<b>100%</b>

A frequency distribution is an orderly arrangement of data classified according to the observations. In table frequency distribution above showed the frequency of the scores and the midpoint each class interval in experimental group which the larger frequency was represent at class interval 60 – 66 which consisted of 11 students (31.34%) and could be illustrated in the table of histogram and polygon below:

**Chart 01  
 Histogram and Polygon of Pre-test**



### 2. Data Description of Post-test in Experimental Group

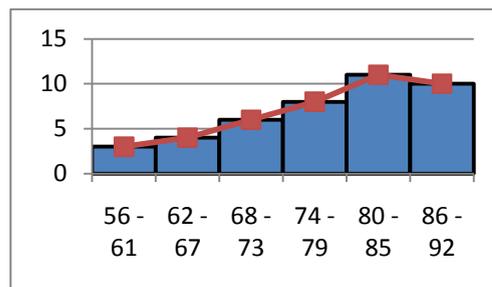
The data gained from experimental group from pre-test during the researchers did the observation in six meetings at SMKN 1 Kuripan. The result of data analysis showed that the highest score was 92 and the lowest score was 56. The mean score for pre-test of the experimental group was 76, the mode was 80.7 and the median was 76.88. Then the frequency distribution can be seen below:

**Table 02**  
**Frequency Distribution of**  
**Experimental Group for Post-test**

N o.	Cl ass limits	Class Bound aries	Midp oint (xi)	Frequ ency (fi)	Perce ntage
1	56 - 61	55,5 - 61,5	58.5	3	8.57 %
2	62 - 67	61,5 - 67,5	64.5	4	11.43 %
3	68 - 73	67,5 - 73,5	70.5	6	17.14 %
4	74 - 79	73,5 - 79,5	76.5	8	22.86 %
5	80 - 85	79,5 - 85,5	82.5	9	25.71 %
6	86 - 92	85,5 - 92,5	89	5	14.29 %
<b>TOTAL</b>				35	100 %

A frequency distribution is an orderly arrangement of data classified according to the observations. In table frequency distribution above showed the frequency of the scores and the midpoint each class interval in experimental group which the larger frequency was represent at class interval 80 – 85 which consisted of 9 students (25.71%) and could be illustrated in the table of histogram and polygon below:

**Chart 02**  
**Histogram and Polygon of**  
**Experimental Group for Post-Test**



3. Data Description of Pre-test in Control Group

The data gained from Control group from pre-test during the researchers did the observation in six meetings at SMKN 1 Kuripan. The result of data analysis showed that the highest score was 72 and the lowest score was 28. The mean score for pre-test of the Control group was 54,5 the mode was 74.5 and the median was 55.5. Then the frequency distribution can be seen below:

**Table 03**  
**Frequency Distribution of Control**  
**Group for Pre-test:**

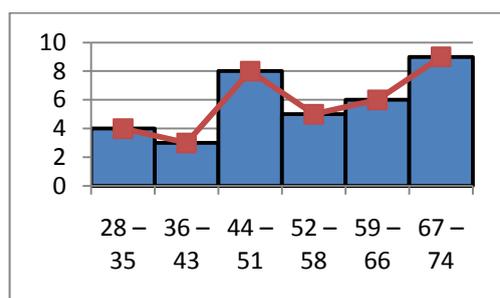
N o.	Cl ass limits	Class Bound aries	Midp oint (xi)	Frequ ency (fi)	Perce ntage
1	28 - 35	27,5 - 35,5	31.5	4	11.43 %
2	36 - 43	35,5 - 43,5	39.5	3	8.57 %
3	44 - 51	43,5 - 51,5	47.5	8	22.86 %
4	52 - 58	51,5 - 58,5	55	5	14.29 %
5	59 -	58,5 - 66,5	62.5	6	17.14 %

	66				
6	67 - 74	66,5 - 74,5	70.5	9	25.71 %
<b>TOTAL</b>				35	100%

In table frequency distribution above showed the frequency of the scores and the midpoint each class interval in experimental group which the larger frequency was represent at class interval 67 – 74 which consisted of 9 students (25.71%) and could be illustrated in the table of histogram and polygon below:

**Chart 03**

**Histogram and Polygon of Control Group for Pre-Test:**



4. Data Description of Post-test in Control Group

The data gained from Control group from post-test during the researchers did the observation. The result of data analysis showed that the highest score was 84 and the lowest score was 44. The mean score was 69.2 the mode was 76.75 and the median was 70.92 Then the frequency distribution can be seen below:

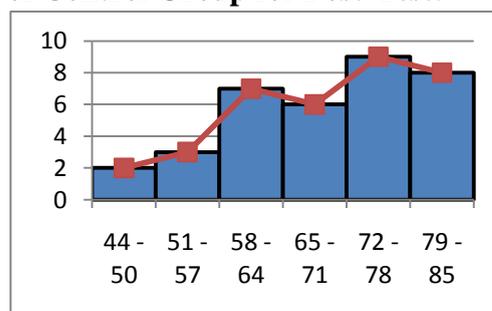
Table 04

Frequency Distribution of Control Group for Post-test:

N o.	Class li mits	Class Boun daries	Mid point (xi)	Freq uency (fi)	Percent age
1	44 - 50	43,5 - 50,5	47	2	5.71 %
2	51 - 57	50,5 - 57,5	54	3	8.57 %
3	58 - 64	57,5 - 64,5	61	7	20.00 %
4	65 - 71	64,5 - 71,5	68	6	17.14 %
5	72 - 78	71,5 - 78,5	75	9	25.71 %
6	79 - 85	78,5 - 85,5	82	8	22.86 %
<b>TOTAL</b>				35	100%

In table frequency distribution above showed the frequency of the scores and the midpoint each class interval in experimental group which the larger frequency was represent at larger frequency was represent at class interval 72 – 78 which consisted of 9 students (25.71%) and could be illustrated in the table of histogram and polygon below:

**Chart 04: Histogram and Polygon of Control Group for Post-Test:**



Grammar is one of important skills for the language learners to be good in their communication, but there are some problems that make the students difficult in grammar and feel boring during the learning process. The problem that the researchers got when observed that the students still lack in understanding the use and form of simple past tense. So, solution to solve this problem the researchers used a game that namely Memory Tricks game in grammar learning process, applying a game can make different situation in the classroom for the students. In this game help the students easier to remember what they had learned and also made the students improve their concentration during the learning process. So, during the observation the researchers got the significant effect after using this game which the students that treated by this game more active and able to understanding the use and form of simple past tense.

The researchers did a research in three weeks and two meetings in one week, it means there were six meetings in this research. During did this research, the researchers used three steps to the students for both of experimental and control group. First, the researchers gave a pretest which the purpose of this test was to know their basic knowledge in understanding the use and form of simple past tense. After gave the pretest, the researchers analyzed the result of both of group and the researchers got that their ability was less and difficult to answer the questions event though the form of test based on the indicator of simple past tense in their level.

Second step was treatment, in this step the researchers gave different treatment to both of experimental and

control group for two weeks. The treatments that the researchers applied for the students by using game that made the students more enthusiasts in the learning process which the experimental group was treated by Memory Tricks game and control group was treated by Verb Search game. Meanwhile by applying a game made the students learn through the process of playing the game. During the treatment, the students enjoyed the game because the game was highly motivating for them and it was amusing and interesting for the students.

The last step was post-test, the purpose of this test was to know the effect of the treatments. The researchers analyzed the result of this test and got different result between experimental and control group which in experimental group, the students got higher scores than the control group. It means that the treatment that the researchers gave to experimental group more effective than control group and it was approved by comparing the score of t-test and t-table below.

The researchers got the significant effect in this game from the students' scores in pre-test and post-test during the observation and calculating the data by using t-test formula. The researchers found the  $t\text{-test} = 2,7922 \geq t\text{-table} = 1,9995$  at the level of significance 0,05 and degree of freedom  $35 + 35 - 2 = 68$ . After comparing the scores, that was proved that teaching grammar through Memory Tricks Game was effective at SMKN 1 Kuripan in academic year 2016/2017.

The significant effect above caused by the advantage of Memory Tricks game as stated by Wright,

Betteridge & Buckby, (1994:139) that this game challenges the student's ability to remember. So, this game could help the students easier to remember what they had learned and also by this game the students could enjoy the learning process because these game provide an interesting situation that made the students easier to understand the learning materials because one of the step in this game lead the students to retell the story which the story belongs to simple

past form. When the first student told the story another student must be concentrate to listen the story and the other student took a note about three categories of what was added, left out or completely changed of the story. By did the step, the students able to identify and understanding the use and form of simple past tense.

## **CONCLUSION**

Based on the result of data analysis in the previous chapter (IV), it was found that the mean score of experiment group was 76 and the mean score of control group was 69,2 meanwhile the standard deviation score of experimental group was 9,17 and the standard deviation score of control group was 10,53. Furthermore, the score of t-test was 2,7922 and the t-table was 1,9955 at the level of significance 0,05%, means that the score of t-test was higher than t-table. So, the alternative hypothesis was accepted and the null hypothesis was rejected. Therefore, It can be concluded that the Memory Tricks Game was effective in teaching grammar at the first grade students of SMKN 1 Kuripan in academic year 2106/2107.

## REFERENCES

- Cohen, L., Manion, L., & Morrison, K. (2000). *Research Methods in Education* USA: Routledge Falmer.
- Creswell, W, J. (2009). *Research Design*. India: Sage Publications, Inc. (2012). *Educational Research*. United States of America: Pearson Education, Inc.
- Greenbaum, S., & Nelson, G. (2002). *An Introduction to English Grammar*. Malaysia: Pearson Education.
- Hadfield, J. (2003). *Intermediate Grammar Games*. Malaysia: Longman.
- Harmer, J. (2002). *The Practice of English Language Teaching* (Third Edi). Longman.
- Heaton, J. B. (1990). *Writing English Language Test*. United States of America: Longman Inc.
- Hewings, M. (2002). *Advanced Grammar in Use*. United Kingdom: Cambridge University Press.
- Kroeger, P. R. (2005). *Analyzing Grammar*. New York: Cambridge University Press.
- Lester, M. Franklin, D., & Yokota, T. (2010). *English Irregular Verbs*. United States: McGraw-Hill Companies, Inc.
- Lyons, H. (1995). *Introduction to Theoretical Linguistics*. New York: Cambridge University Press.
- Madsen, H. S. (1983). *Techniques in Testing*. New York: Oxford University Press.
- Miller, S. (1984). *Experimental Design and Statistics*. New York: Routledge.
- Rinvolutri, Mario. (1995). *Grammar Games*. New York: Cambridge University Press.
- Rodriguez, A. L. (2015). *Past Simple*. Retrived December, 23, 2016 from [http://www.es.edu.rs/download/eucionica/Past\\_Simple\\_\(2\).pdf](http://www.es.edu.rs/download/eucionica/Past_Simple_(2).pdf).
- Sneddon, J. N. (1996). *Indonesian: A Comprehensive Grammar*. Canada, USA: Allen & Unwin Pty Ltd.
- Swick, Ed. (2005). *English Grammar for ESL Learners*. USA: McGraw- Hill Companies, Inc.

Thornbury, S. (1999). *How to Teach Grammar*. UK: Pearson Education Limited.