

THE EFFECTIVENESS OF “I CHALLENGE GAME” IN TEACHING GRAMMAR

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Abstract

This study was to find out the effectiveness of I challenge game in teaching grammar. This research was quasi experimental design. The population of this study was the second grade students of SMPN 2 Kediri which consisted of four classes. Two classes were chosen as the samples, those were VIII B Class as experimental group consisted of twenty six students and VIII D Class as control group consisted twenty five students. They were chosen by using simple random sampling technique. Experimental group was treated by I Challenge Game and control group was treated by Grammar Draughts Game. The instrument that was used objective test informs of multiple choices. Then, the scores were analyzed by using statistical analysis. It showed the mean score of experimental group was 67,04 while the mean score control group was 52,54 and the value of t (t test) = 1,716 was higher than t_t (t table) = 1.677 at the significance level of 0,05% and the number of degree freedom (df) 49. It meant that alternative hypothesis (H_a) was accpeted and null hypothesis (H_o) was rejected. It could be calculated that I Challenge Game was effective in teaching grammar at the second grade students of SMPN 2 Kediri.

Key Words: *I Challenge Game and Grammar.*

Abstrak

Penelitian ini bertujuan untuk menemukan keefektipan dari permainan I Challenge dalam pengajaran grammar. Metode yang digunakan dalam penelitian ini quasi experimental. Total populasi dari penelitian ini adalah seluruh siswa pada kelas 2 SMPN 2 Kediri yang mana terdiri dari empat kelas. Dua kelas telah terpilih sebagai sampel, yaitu VIII B sebagai kelas experimental terdiri dari 26 siswa dan VIII D sebagai kelas control terdiri dari 25 siswa. Kedua kelas dipilih menggunakan sistem acak sederhana. Kelas experimental telah diajarkan menggunakan strategi permainan I Challenge dan kelas control telah diajarkan menggunakan strategi permainan Grammar Draughts. Instrumen yang digunakan yaitu tes obyektif yang terdiri dari pilihan ganda. Kemudian, penelitian dianalisa menggunakan analisa statistik. Nilai rata-rata dari kelas experimental adalah 67,04 sedangkan nilai rata-rata dari kelas control adalah 52,54 dan nilai dari t -tes = 1,716 lebih tinggi dari nilai t -tabel = 1,677 dengan taraf signifikan 0,05% dengan derajat kebebasan yaitu 49. Dari hasil tersebut artinya alternatip hipotesa telah diterima dan hipotesa nihil telah ditolak. Bisa disimpulkan bahwa permainan I Challengen telah efektif untuk digunakan dalam pengajaran grammar di kelas dua pada SMPN 2 Kediri.

Kata Kunci: *I Challenge Game dan Tata Bahasa.*

INTRODUCTION

In education, English has been taught as a compulsory subject since 4 grades at elementary school, junior high school and senior high school. Besides that, in Indonesia English is adopted as a foreign language and has been proven through the National examination that English is one of the subjects being tested. In teaching process there are some parts of English

must be known by the students like grammar and vocabulary. Grammars has an important role in learning English which Swan (2005: 19) say that grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning.

When the researcher conducted an observation on December 2016, the researcher found that the processed

teaching and learning in SMPN 2 Kediri at the second grade student the teacher still used conventional method means that in the classroom teacher were talkative like given too much theories about grammar, write down in white board and also after that usually the teacher given to the students some exercise. In this method makes the students bored in learning processed. So, the teaching and learning process were uninterested. Several learners found many problems in learning grammar that make them confused to arrange a good sentence. The learners were difficult to add suffixes –s, and –es, in verb of simple present tense because in English one word when any adding so, the functions has to changed. The researcher here has one strategy that call I challenge game. This game has given each student the same opportunities in learning process. The reasons why the researcher interested to choose the strategy I challenge game that was investigated because game can be an interested strategy in learning process and through this game the researcher can motivated the students to learn.

The purpose of this study was to find out whether I challenge game effective in teaching grammar at the second grade students of SMPN 2 Kediri in academic year 2016/2017.

The result of this study was expected can give theoretical and practical significant (for the English teacher, the student, the next researcher and for the school itself).

Review of Related Literature

In this study According to Greenbaum and Nelson (2002: 1) say that the grammar is the set of rules that allow us to combine words in our language into larger units. Another term for grammar in this sense is syntax. Grammar determines how words are arranged to form meaningful units. Based on the theory stated above, the researcher takes conclusion that grammar is a study of the rules of language which are implemented into acceptable language.

According to Davis and Rinvoluceri (1995: 37) I challenge game is a competitive game to avoid completing a word and to force the students into completing it letter. It is a creative way to teach the students about simple present tense how to put suffixes s, es or ies in verb. The teacher asks the student first what they have known about simple present tense. After that teacher given clearly definition of simple present tense and also the formulas of simple present tense itself. And then the teacher tells to the students about the game, the rules of game, game focused on verb and the goals of game itself.

RESEARCH METHOD

In present study, the researcher employs the appropriate method to obtain the data properly in order to answer the statement of the problem displayed in chapter one. The researcher delivers an experimental research. In this case, the researcher was used quasi experimental which used two groups as experimental group and control group and given pre-test and post-test design. Where in this quasi, the researcher was used non-equivalent in order to examine the effectiveness of I challenge game in teaching grammar. The experimental group was taught by using I challenge game, and control group was taught by using grammar draughts Game.

In this case, the population of the research is the second grade students of SMPN 2 Kediri in academic year 2016/2017, there are four classes, namely A class, B class, C Class, and D Class. The total number of students was 101 students and they are supposed to be active in teaching grammar process. In this case, the researcher took the sample by simple random sampling technique to determine the experimental group and control group. Those two groups were taken randomly by using lottery. So in this research, the researcher took two classes to be sample, B class as Experimental group and D Class as control group. The total sample of this study is 51 students.

Instrument is the tool that use in research to collecting the data (Suharsimi, 2010: 192). In this study the researcher used grammar test consist of 55 items of multiple choice types. To know the instrument valid or not, firstly the researcher tested the instrument. The researcher found there are 26 items are valid from 55 items of the instrument. So, the instruments were used in the pre-test and post-test were 26 items of multiple choices. For the scoring of one item correct answer was scored 1 and incorrect answers were scored 0. It meant that the students would get 100 if they answered all of the questions correctly.

Data collection was the processed of gathering and measuring information on variable of interest. Collecting data is very important in a research. The data of this study were taken from pre-test and post-test of the students. The step of collecting the data as shown below: (1) Pre-test: In this study the pre-test was done as the first step to collect the data. Here the researcher has given the student a test to know the student grammar mastery about simple present tense. This test was given to both of experimental and control groups. (2) Post-test In this study the post-test was done as the second step of collecting data and were given to the students in experimental group and control group. This test was conducted after the researcher given the treatment I challenge game for experimental group and Grammar draughts Game for control group.

In techniques of data analysis, the researcher was used a descriptive statistics and inferential analysis to calculated all the data. After obtaining the data of the students, the researcher would be analyzed as the following steps Descriptive analysis (Mean, Mode, Median and Standard Deviation) and inferential analysis (testing hypothesis and interpretation).

RESEARCH FINDINGS

The problem formulated by this study was, "Is I Challenge Game effective

in teaching grammar at the second grade student of SMPN 2 Kediri in academic year 2016/2017?" At the first step the researcher gave pre-test, the purpose was to know the students' basic knowledge about the materials. Second, the researcher gave treatments to the both groups, but different treatment. Where in experiment group used I Challenge but in control group used Grammar Draughts Game. The last step, the researcher gave post-test to collect the data. To answer the problem, the researcher analyzed the data obtained from pre-test and post-test scores of both experiment and control group. Then, the researcher presented the statistical computation of mean scores of both groups. The discussion continued to analyzed and interpret the findings. The statistical computation covered the calculation of both experiment and control group.

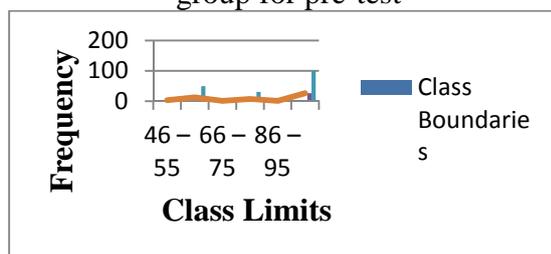
Data of Experiment Group

The results of data analysis show the highest score of pre-test were 81, score were 27 and from post test the highest score were 92 and the lowest score were 46. After the researcher showed the individual scores of the experiment group the researcher continued to find out mean, mode, median, and standard deviation score by using the formulas.

Table 4.1
Frequency distribution of Experimental group for pre-test

Class Limits	Class Bndrs	M point	Tally	Fre q.	Per cent.
46 – 55	45.5 – 55.5	50.5	III	3	11,5
56 – 65	55.5 – 65.5	60.5	IIII IIII III	13	50,0
66 – 75	65.5 – 75.5	70.5	I	1	3,85
76 – 85	75.5 – 85.5	80.5	IIII III	8	30,8
86 – 95	85.5 – 95.5	90.5	I	1	3,85
				26	100

Figure 4.1
Histogram and polygon of experimental group for pre-test



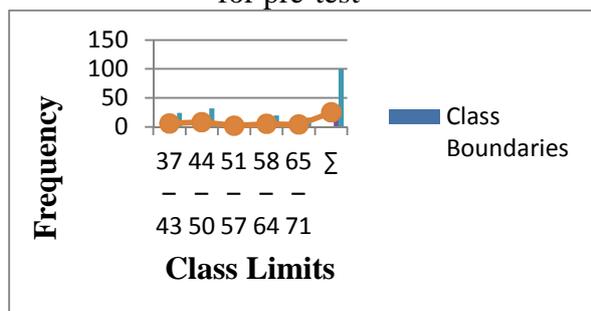
Data of control group

The results of data analysis show the highest score of pre-test were 62 and the lowest score were 27 and from post test the highest score were 69 and the lowest score were 38. After the researcher showed the individual scores of the control group the researcher continued to find out mean, mode, median, and standard deviation score by using the formulas.

Table 4.2
Frequency distribution of Control group for pre-test

Class Limits	Class Bndrs	M point	Tally	Fre q.	Per cent.
37 – 43	36.5 – 43.5	40.5	IIII I	6	24
44 – 50	43.5 – 50.5	47.5	IIII III	8	32
51 – 57	50.5 – 57.5	54.5	II	2	8
58 – 64	57.5 – 64.5	61.5	IIII	5	20
65 – 71	64.5 – 71.5	68.5	III	4	16
				25	100

Figure 4.2
Histogram and polygon of Control group for pre-test



Testing hypothesis is process in deciding whether alternative hypothesis would be accepted or null hypothesis would be rejected. The hypothesis was tested by using t-test formula. To find out the result of t-test whether or not was higher from t table (t test value > t table) was used by determining the level of significance as well as the degree of freedom of samples minus two. In this research, the sample of data was 26 students for experimental group and 25 students for control group; the total sample for both of groups was 51, so the degree of freedom that was used $51 - 2 = 49$. Based on t-test computation, it was found that t-test (1,716) < t-table (1,677) (0.05). mComputation the students' mean and deviation scores of the two groups. It has been discussed in chapter three, how to collect data after two weeks doing research, the groups were given a test two times. Pre-test was to find out the students' grammar mastery before the treatment and post-test was given after giving treatment was to find out the significance result.

After calculating the students scores of each group in experimental and control group from post-test, the mean score of experimental group was 67,04 and the mean score of control group was 52,54 meanwhile, the standard deviation score of experimental group was 10,393 and the standard deviation score of control group was 7,036 and then the squared standard deviation of experimental group was 12722 and the squared of standard deviation of control group was 4068.

Identifying the significance of the deviation scores from the two mean scores and the last process of computation statistical data was to find out the value of t, based on the previous data computation and description. After calculating the data by using t-test formula, the result was 1,716. To test the significance of the two variables being investigated, the result of t-test was compared to the t-table.

This has been proved by analyzing data from the distinction between both

mean and deviation scores of experimental and control group and also by analyzing the t-test formula was obtained to t-table 1,677 at the level of significance 0,05 and degree of freedom $51 - 2 = 49$. After comparing the scores, that was proved that teaching grammar through I Challenge Game was effective at SMPN 2 Kediri in academic year 2016/2017. Therefore, Alternative Hypothesis was accepted and Null Hypothesis was rejected.

CONCLUSION AND SUGGESTION

Conclusion

Based on the statement of the problem on previous chapter, "Is I Challenge Game effective in teaching grammar at Second Grade Students of SMPN 2 Kediri in Academic Year 2016/2017?." The researcher found that I challenge game was effective in teaching grammar. There were some points that the researcher took toward the advantage of using I challenge game in teaching grammar. First, I challenge game helped students to understand and knowing the meaning of grammar especially in simple present tense. Second, it helped students to be more active in the class. Third, students were given the opportunities to participate in the discussion because they work in cooperatively.

Through the research, it can be concluded that I challenge game can be used in teaching grammar. It was found that t-test was 1,716 with t-table degree of freedom ($df = 49$) was 1,677. It was showed that t-test value was higher than t-table value. It means that Null hypothesis (H_0) was rejected because t-table was lower value than t-test. Therefore, Alternative hypothesis (H_a) was accepted because t-test is higher than t-table.

Suggestion

The teacher has to make new innovation in teaching especially for teaching grammar, so the students did not feel bored. The teacher should make the students interested to learn the English and

also make the students more creative to learn English. The teacher can create a fun condition in the class by using I challenge game in teaching grammar. The researcher hopes that the students' participation is more active in teaching learning process in the classroom and every student should improve their knowledge to comprehend the ideas of the text. The researcher hopes that the result of this study can be useful for the next researcher who are interested in English and for who wants to conduct further research about the use of I challenge game.

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