

THE EFFECT OF TRIANGLE GAME TOWARDS STUDENTS' MOTIVATION IN LEARNING GRAMMAR

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Abstract

This research was aimed to find out the effect of Triangle Game towards students' motivation in learning grammar and to find out the correlation between students' motivation and grammar at MA Darul Husaini Sanggeng. The kind of this research is experimental research (quantitative approach). This research design was applied pretest-posttest design. The population of this research was all of the second grade students of MA Darul Husaini Sanggeng. The sample of this research was consist of two classes namely XI-A as experimental class consist of 17 students and XI-B as control class consist of 17 students. The sample technique used in this research was saturated sampling technique. The technique which was used to analysis the data was t-test and r-test formula. From the research data found that the t-test score is higher than t-table ($2,635 > 2,021$). Based on the result of this research, it can be conclude that the Triangle Game has positive effect towards students' motivation in learning grammar. From the research data found that r-test is higher than r-table ($0,990 > 0,482$). It can be conclude that there is correlation between students' motivation and grammar.

Key Word: *Triangle Game, Students' motivation, grammar*

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh Triangle Game terhadap motivasi belajar siswa dalam belajar Grammar dan untuk mengetahui hubungan antara motivasi siswa dan grammar siswa di MA Darul Husaini Sanggeng. Jenis penelitian ini adalah penelitian eksperimental (pendekatan kuantitatif). Desain penelitian ini menggunakan desain pretest-posttest. Populasi penelitian ini terdiri dari seluruh siswa kelas dua di MA Darul Husaini Sanggeng. Sampel penelitian ini terdiri dari dua kelas yaitu XI-A sebagai kelas eksperimen yang terdiri dari 17 siswa dan kelas XI-B sebagai kontrol yang terdiri dari 17 siswa. Teknik pengambilan sampel yang digunakan dalam penelitian ini adalah teknik sampling jenuh. Teknik yang digunakan untuk analisis data adalah uji t dan uji r. Dari data penelitian diketahui bahwa nilai t-test lebih tinggi dari t table ($2,635 > 2,021$). Berdasarkan hasil penelitian ini, dapat disimpulkan bahwa Triangle Game berpengaruh positif terhadap motivasi belajar siswa dalam belajar Grammar. Dari data penelitian didapatkan bahwa r-test lebih tinggi dari r-table ($0,990 > 0,482$). Dapat disimpulkan bahwa ada korelasi antara motivasi dan grammar.

Kata Kunci: *Triangle Game, Motivasi Siswa, Tata Bahasa*

INTRODUCTION

Grammar is one of languages aspects that have a very important role in learning English language. It is the main component particularly needed in making well sentences. According to Brown (2000: 362) grammar is the system of rules governing the convention arrangement and relationship of words in a sentence.

The rules of English grammar have become an integral part of learners' knowledge. It is the basic knowledge to understand a language perfectly. Without understanding grammar, it is impossible for the learners to speak English grammatically. The people who have a good grammar would be able to understand utterances/sentences produced by the other people and to produce grammatical

utterances/sentences understood by the other people.

Beside in education mainly in teaching learning process, the success of teaching learning is not only influenced by the intellectual factor, but the nonintellectual factor is important too towards the result of the study. One of the factors nonintellectual is the ability of students to motivate ourselves. Motivation drives someone to do thing in order to achieve something.

Students which are very motivated in learning will do something more than the others and it will affect their achievement. Students which are very motivated will spend more attention to understanding instruction and solving the task, diligent in learning, not be easy to discourage and confident in learning. Meanwhile the students who have low motivation is more passive in the classroom, even they do not have high expectations to achieve what they want. So, in teaching learning process, motivation also becomes the determinant factor that helps the success and the failure of teaching learning process.

Based on the result of observation that was conducted by the researcher at second grade students of MA Darul Husaini Sanggeng, the researcher found some problems faced by the students in learning grammar. The students were confused to make the different meaning of how to use preposition when the students arranged a sentences. The difficulty of using preposition was caused by there were many words that also the same meaning. Besides, the students had low motivation in teaching learning process. The students had low motivation was caused by the students did not interested in learning English Grammar, beside the students assume that English language is not important in their life.

To solve the problems in order that the students are easier to use preposition, the researcher intends to apply a game namely Triangle Game in learning

Grammar. The Triangle Game is a method that makes the students more active in teaching learning process. In this game, the students are divided into some groups. The researcher believes that Triangle Game will be more appropriate than the previous method used by the teacher beforehand. The games namely Jumbled Sentence Game.

Based on the situation above, the researcher interested to investigate the effect of Triangle Game towards students' motivation in learning grammar at the second grade students of MA Darul Husaini Sanggeng in academic years 2017/2018.

Riview of Related Literature

Grammar

According to Greenbaum and Nelson (2002: 1) grammar is the set of rules that allow us to combine words in our language into larger units. In other hands (Spratt, Pulverness and Williams, 2005:5) grammar is the describe how to combine, organize and change words and pats of words to make meaning. According to Brown (2000: 362) grammar is the system of rules governing the convention arrangement and relationship of words in a sentence. It is the rules for the sentences.

Thus, it was conclude that grammar is a rule how to arrange the words to make well sentences, grammar rule also describe grammatical structures, because the structures of grammar was very important to how sentences were formed and the meaning of sentences.

According to Eastwood (2002: 2) there are four units of grammatical in English are these: word, phrase, clause and sentence. (1) Word is a combine of some letter that have meaning. Word are separated from one another by space. The main word classes are these: verb, noun, adjective, adverb, preposition, determiner, pronoun and conjunction. (2) Phrase is any group of words which grammatically like a single word and which does not have subject and predicate. There are these

kinds of phrase: verb phrase, noun phrase, adjective phrase, adverb phrase and prepositional phrase. (3) Clause is a group of words that have subject and predicate. We use phrase to build a clause. (4) Sentence is a group of words at least contain of subject, predicate and object or complement.

Punctuation is the system of sign of symbols given to the readers to show how the sentence is constructed and how the sentences could be read. According to Eastwood (1999: 372) There are some kind of punctuation such as Full stop (.), Question mark (?), Exclamation mark (!), Semi-colon (;), Colon (:), Dash (-), Comma (,), Quotation marks ("). Hyphen (-), Apostrophe (') and Capital letters. Spelling is knowing how to write words correctly (Kress, 2000: 1). Spelling is important for exactly the same reason that grammar and punctuation are important: poor spelling make poor communication. According to Radford (2009: 39) sentence structure is how words are combined together to form phrases and sentences. phrases and sentences are built up by a series of merger operations, each of which combines a pair of constituents together to form a larger constituent. According to Eastwood (1999: 3) the parts of a sentence are the subject, verb, object, complement and adverbial.

Motivation

Harmer (2001: 51) states that motivation is some kind of internal drive which pushes someone to do thing in order to achieve something. It means that the strength motivation will depend on how much value the individual places on the outcomes which the students wish to achieve. In other hands (Brown, 2000: 72) motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit. Motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task. It is easy to assume that success in any task is due simply to the fact that

someone is "motivated". It is easy in second language learning to claim that a learner will be successfully with the proper motivation.

From the definition above, the researcher concludes that motivation is inner drive of someone which can make their more enthusiasm to do something in order their can achieve what their want. According to Keller (1987) ARCS is an approach problem solving to motivational design aspect and supplement the learning process. The model is consist of four main areas: Attention, Relevance, Confidence, and Satisfaction.

The attention is refers to the interest displayed by learners in taking in the concepts/ideas being taught. This component is split into three categories: perceptual arousal, using surprise or uncertain situations; inquiry arousal, offering challenging questions and/or problems to answer/solve; and variability, using a variety of resources and methods of teaching.

The teachers have to be established by using language and examples that the learners are familiar with. It is will have the students find relevance while learning can be daunting task for some subjects. Linking what is being taught to the material is familiar and relevant to the students. Motivation amounts to persuasion for knowledge based on the subject that provides the basic for learning future concept. The confidence aspect is focuses on establishing positive expectations for achieving success among learners. The confidence level of learners is often correlated with motivation and the amount of effort put forth in reaching a performance objective. For this reason, it's important that learning design provides students with a method for estimating their probability of success. This can be achieved in the form of a syllabus and grading policy, rubrics, or a time estimate to complete tasks. Additionally, confidence is built when positive reinforcement for personal achievements is given through

timely, relevant feedback. Satisfaction can be from a sense of achievement, praise from a higher-up, or mere entertainment. Feedback and reinforcement are important elements and when learners appreciate the results, they will be motivated to learn. Satisfaction is based upon motivation, which can be intrinsic or extrinsic.

Triangle Game

According to Mario Rinvolucri (1984: 32) triangle game is one of a method of competitive game that makes the students more active in classroom; the technique is use one large card triangle and three strips of paper per nine students. Sung Je Cho (2015: 43) states that we present an interactive game to train the classification of triangles based on the corner of an angle.

There are procedures to using triangle game in learning grammar. According to Rinvolucri and Davis (1985: 32): (1) Preparation: Cut out one large card triangle and three strips of paper for each group of nine students. (2) Dictate this list of adverbs and prepositions: on foot, during, by, by bus, opposite, across, for, through, until, in and out, around, downtown, overseas, high up, beyond, among, near, between, next door, aboard, next to, on top of, past, on, into, in, at. Ask students to check with their neighbors that they haven't missed or miss pelt any words and check unknown words. Help them if necessary. (3) Arrange the students into groups of approximately nine people round tables and give each group one of the card triangles and three strips of paper. Ask them to write these words on the strips of paper and place them in the angles of the triangle: *place*, *time* and *movement*. (4) Within each group of nine, three sit near the place angle, three near the time angle and three near the movement angle. (5) Tell them how the game works: The first team chooses one of the dictated words which they think won't fit in their corner. They write it on a slip of paper and place it in the most appropriate corner. The team in that corner has 25 seconds to produce a

correct sentence showing the word used in their corner's meaning. If they manage to do this they get a point. If they can't they may challenge the first team to give them a sentence with that meaning. If the first team can't do so then they lose a point (they get minus one). The team who have just played lay down a new word, but not in their own corner. Get the students playing simultaneously in their tables of nine. However between the tables and act as referee for the correctness of the sentences produced. Draw the game to a close just before the energy begins to flag and handle any language problems arising.

RESEARCH METHOD

Research Design

According to Khotari (2004: 31) research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. The approach used in this research is quantitative approach because used statistical analysis.

In this research, the researcher used experimental method. Experimental is characterized by much greater control over the research environment and this case some variables are manipulated to observe the effect on other variables (Khotari, 2004: 5).

This research categorized as quasi experimental with pretest and posttest design which used two groups: experimental group was treated by using Triangle Game and control group was treated by using Jumbled Sentence Game.

Population and Sample

According To Sugiyono (2014: 80) population is a generalization area which consists of subject or object that has certain quality and characteristic determined by the researcher to be learned and then concluded. The population of this study was entire second grade (A and B) of MA Darul Huasaini Sanggeng. Each class were consists of 17 students. So the totals were 34 students.

According to Sugiyono (2014: 81) sample is part of number and characteristic of the population. In the sample, a subgroup of the target population that the researcher study for the purpose of make the generalizations about the target population. To determined the sample of this research, the researcher used the saturated sampling technique because all of the population as a sample (sugiyono, 2014: 85).

Instrument

The instruments that used in this study were multiple choices and matching words. The students was answer 15 number items of multiple choices questions and 5 number items of matching words test about Grammar. Besides, the researcher use questionnaire. The questionnaire was use to measure students' motivation. The researcher provided some questionnaire that consist of 20 items use Likert's Scale.

FINDING AND DISCUSSION

In this chapter, the researcher shows the data which has find out by using descriptive and inferential analysis of the effect of Triangle Game towards students' motivation in learning grammar at second grade students of MA Darul Husaini Sanggeng. After doing the descriptive analysis, the researcher continued to the inferential analysis to find out the t-value, in which this t-value was used to inferred the result of the research. The aimed of t-test is to find out the comparison between the result of t-test and the t-table. Based on the result of t-test, the researcher found that the t-value was 2,635 and the t-table of significant level of 0,05 with degree freedom 40 was 2,021. The result of t-test was (2,635>2,021). It means that the result of t-test was higher than the t-table. So, the researcher was concluded that the triangle game has effect toward students' motivation in learning grammar at second grade students of MA Darul Husaini Sanggeng.

After the researcher found that the H_a was accepted and H_0 was rejected, the researcher tried to find out the correlation between students' motivation and grammar. Based on the result of the correlation analysis where coefficient of the two variables is 0,990. The r-table of 17 subjects as the sample is 0,482 for confidence level of 5%. This figure that result of r-test is 0,990 was higher than r-table is 0,482 (0,990 > 0,482). Therefore, it was conclude that there is positive correlation between students' motivation and grammar learning achievement at second grade students of MA Darul Husaini Sanggeng.

Based on those result, the Triangle game has positive effect towards students' motivation in learning grammar. The students' motivation can be increased and make the students feel exciting to learn in group. Exciting learning process is learning system that makes the students interested (Dave Meier, 2011). Generally, when the researcher use Triangle Game, the students able to cooperative learning. Cooperative learning exists when students work together to accomplish shared learning goals (Johnson & Johnson, 1999).

The researcher found that the result of this research have relevance with the research was done by Indri Mutiarsih (2013). The result of this study indicate that the implementation model of Broken Triangle/Square/Heart collaborated with the distribution of handouts, discussion class, and a quiz with prizes can enhance the students active. There are several advantages, including can increase students' activity in the teaching of history, students take pleasure in learning while preparing pieces of material, the students become more confident in speaking in front of their friends, and the students realize that studying history is simple, because only by putting together the materials will be easy to understand the materials.

Beside, the research was done by Hajar Khonmohammad (2013). The results

showed that the participants motivated to learn grammar. Implications of the study for teaching grammar are that learners' motivation in learning grammar could be enhanced through enjoyment and fun.

The statement of the problems about is there any correlation between students' motivation and grammar has been answered also. The researcher found that there is correlation between students' motivation and grammar in teaching learning process. The students who have high motivation in learning were more active and spirit in learning process, besides the students more seriously in class. According to Prayitno (1989:3) Students who have high motivation in learning will perform more and faster activities than students who have low motivation in learning. Achievements will be better if the students have high motivation. Therefore, the researcher concluded that the important of motivation in learning process be able to changes how the way to be good learning process.

CONCLUSION

Based on the statistical analysis of t-test formula, it has found that the t-value is 2,635 and the t-table of significant level of 0,05 is 2,021 (2,764>2,021). It is clear that t-test is higher than t-table. So, the researcher concludes that Triangle Game has positive effect towards students' motivation in learning grammar at second grade of MA Darul Husaini Sanggeng.

Based on the Pearson's Product Moment formula, the researcher has found that there is positive correlation between students' motivation and their grammar at second grade of MA Darul Husaini Sanggeng.

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