

THE EFFECTIVENESS OF OBSTACLE RACE GAME TOWARD STUDENTS' MOTIVATION IN LEARNING GRAMMAR

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Abstract

This research was aimed to find out the effectiveness of Obstacle Race Game toward 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 Obstacle Race 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 Words: *Obstacle Race Game, Students' Motivation, Grammar*

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh 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 Obstacle Race 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, Grammar*

INTRODUCTION

Grammar refers to how we combine, organize and change parts of words, words and groups of words to make meaning (Spratt, Pulverness and Williams, 2005: 5) so, learners should also pay attentions to the grammar in writing the sentence in order to carry the meaning and understandable to read so grammar is very important because the language grammar

will give guidance how to compose words and sentence fit to the right rule.

Grammar should be taught appropriately because the basic element of language without the proper knowledge of grammar, the learners will find many problems to build up sentence to express their ideas for communication activities. By using communication activities in learning grammar, the student manipulate grammar in communication with proper

understanding by using the grammar, the student will feel confident in communication English grammar is boring for some students.

Based on the result of observation that was conducted by the researcher at MA Darul Husaini Sanggeng, the researcher found some problems among students in learning grammar. The problem was about difficulty make sentence structure in simple present continuous. Beside, the students think that learning present continuous is very difficult so the student feel bored when the students study grammar. The teacher should have method how the students have motivation when the student play a game, so it can make the student more give very attention in learning grammar, obstacle race game discusses about present continuous or event that is happening and this can motivate the students appropriate with every day activities of students because obstacle race game palyed directly in the classroom can make students' confidence. When students get a good score in the obstacle race game that can make student proud so the students more active to learn, especially in using present continuous organizing the word into sentence, the method was used by the teacher before in learning grammar is triangle game. The method was used by the teacher beforehand in learning grammar is triangle games.

To solve the problem in order to make the students interest and easier to using simple present continuous in organizing the words into sentence, the researcher intends to apply a game namely Obstacle Race Game. Obstacle Race Game is one of the method that make the students more active when their study, this game is use the materials of classroom such as chairs, table, stopwatch, scoreboard and other classroom object, the students able to describe an action before performing it. This game is expected to help the student in learning present continuous. The researchers expects by using the Obstacle

Race Game will be better than the method that was used by the teacher beforehand, the games namely triangle game.

Based on the problems above the researcher is interested in investigating the study entitle "the effectiveness of obstacle race game toward students motivation in learning grammar at MA Darul Husaini Sanggeng in academic year 2016/2017".

Riview of Related Literature

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. 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. 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. Clause is a group of words that have subject and predicate. We use phrase to build a clause. Sentence is a group of words at least contain of subject, predicate and object or complement. The researcher concludes as follow there are four component in grammar: 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 functuation 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. A statement begins with the subject and the verb. It is important to make the complete sentence.

Harmer (2001: 51) states that motivation is some kind of internal drive which phuses 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 cath-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 Killer (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.

According to Lewis and Bedson (1999: 88) Obstacle race is one of a method that form of movement game that make the students more active. Obstacle race is a game use present continuous that using the materials in the classroom to describe an action progress the team of students before performing. Rogers and West (2008: 42) stated taht devide the class into two teams and conduct the obstacle course. There are some procedures to use obstacle race game in teaching learning grammar. During the actions, each child has to describe what he or she is doing, for example, I'm crawling under the table, or I'm shopping around the chairs. Alternatively, the other children describe what is happening, for example, he's running up and down, or she's singing a song.

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

Since this study attempts to investigate any significant effects of using games obstacle race the student grammar mastery skill at the first grade student of MA Darul Husaini Sanggeng in academic year 2016/2017. The instrument in this study is multiple choice tests, true or false, fill in the blank and matching words. Each item consists of 20 items of multiple choices, 10 items true or false, 10 items fill in the blank and 10 items matching words. So the total questions are 50 items. The researcher will give 1 point for each item with the correct answer and 0 point for items with the wrong answer. So, the total score is 50. Questionnaire is a technique of data collection that conducted by given some question or statement to the students. It is important to know the students motivation. In this research, the researcher will give statements, it consist of 20 statements.

FINDING AND DISCUSSION

In this chapter, the researcher showed the data which has find out by using descriptive and inferential analysis of the effectiveness of obstacle Game toward students' motivation in learning grammar at second grade students of MA Darul Huasaini 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 infer the result of the research. The aim 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 doing the inferential analysis, the researcher continued to find out the correlation between students' motivation and grammar, the researcher was use Pearson's product moment formula to compute all of the data, the researcher prepare the computation of two variable, there were students' motivation as variable X and grammar as variable Y.

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 obstacle race 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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