

THE EFFECTIVENESS OF MIND READING GAME IN TEACHING

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Abstract

This research was aimed to find out the effectiveness of Mind Reading Game in teaching grammar. This research was experimental design. The population of this study was the second grade students of MA Darul Kamilin which consisted of two classes. One classes were chosen as the samples, those were XI A Class as experimental group consisted of twenty three students and XI B Class as control group consisted twenty three students. They were chosen by using quasi experimental. Experimental group was treated by Mind Reading Game and control group was treated by Mind Game. The instrument that was used objective test in forms of multiple choices. Then, the scores were analyzed by using statistical analysis. It showed the mean score of experimental group was 20,34 while the mean score control group was 16,34 and the value of t (t test) = -4,756 was higher than t_t (t table) = 2,0154 at the significance level of 5% and the number of degree freedom (df) 44. It meant that alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. It could be conclude that Mind Reading Game was effective in teaching grammar at the second grade students of MA Darul Kamilin.

Key Words: *Mind Reading Game and Grammar*

INTRODUCTION

Talking about grammar, it means talking about the structure and rules in make a sentences well based on the structure and rules of grammar it selves. In teaching grammar there are so many rules that must be pay attention when to want to master grammar itself. Someone who can master the grammar, they should make differences between the kinds or element in grammar. One of element of grammar is tense; present tense, past tense, past perfect tense, etc.

As stated by Thornbury (1999:1), grammar is partly the study of what forms (or structure) are possible in a language. In additionally, students need to understand at some level (consciously and unconsciously) what the implication are and they need to be aware of rules. Mastering grammar is very supporting aspect English skill especially in writing. If the student mastery and can differences using grammar forms, means

that students have to understanding what they teacher explains to them.

The researcher observed at MA Darul Kamilin especially at the second grade students of MA Darul Kamilin in academic year 2016/2017 and found some problems of the students. The researcher found the problems of the students in teaching grammar. The student's still have low ability in learning grammar like: still doesn't understand using of tenses in simple present tenses, past tenses, past continuous tense and future tense. But, the most of them don't understand about simple present tense. Because when teaching and learning based on the researcher directly observed, they are still confused the term and the role of the tenses itself. According to the researcher it caused by the teacher had given the method in teaching and learning process just like just write down on the whiteboard the material and asked the students to memorize those of

the tenses. The researcher opinions it made the students are difficult to understanding and memorized the lesson. Sometimes, the students felt noisy, bored, not ignore when the teacher gave the material.

Regarding to the problem above, the research proposes a solution to overcome that problems by using "Mind Reading Game" in teaching game at MA Darul Kamilin. According to Wright (2006: 2) game are activity which is entertaining and engaging. Game also often challenging and an activity in which the learners play and usually interact with others. It is same with the Harmer (2007: 210) said that "grammar can be introduced in a number of ways" and the one of them are games. So to take it success the researcher use game in learning English grammar that is use Mind Reading Game.

By using a games student will relax in teaching process and games will make the atmosphere in the class is fun, active, and the student enthusiasm in process teaching. Because naturally, children always want to have fun, besides children cannot be separated from their natural need which is playing games. Based on the explanation above, the researcher interested in using a game is hopeful the student to easier to understanding what the teacher teaching to them.

Review of Related Literature

According to (Richard and Schmidt, 2002) Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language. It may or may not include the description of the sounds of a language". In other perception comes from (Cowan, 2008: 3) Grammar is the set of rules that describes how words and groups of words can be arranged to form

sentences in a particular language. The study of grammar has had a long and important role in history of second language and foreign language teaching. Grammar refers to how we combine, organize and change parts of words, words and groups or words to make meaning (Sparatt, Pulverness and Williams, 2011: 8).

In addition to the general definition as above, there are some experts who define grammar with different styles. According to Brown (2000: 362)" grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. In place of "words" I could, specificity, have said "morphemes" but for the moment just remember that the components of words (prefix, suffixes, roots, verb and noun ending, ect) are indeed a part of grammar. Celce - Murcia (2001: 25) states that grammar is important, and learners seem to focus best on grammar when it relates to their communicative needs and experiences. From those statement of grammar above, the researchers can conclude that grammar is structural foundation that we express in our ability to express user of language it selves.

According to Harmer (2001:381) there are two basic types of test items, which are direct and indirect test items. A test item is direct if it either asks students to perform the communicative skill, which is being tested while indirect test items, try to measure a student's knowledge and ability by getting at what lies beneath their receptive and productive skills. In indirect items, try to find out through more controlled items, such as completion items or grammar transformation items. These are often quicker to design and, crucially, easier to mark and produce greater scorer reliability.

In this case in test students' grammar ability, the researcher will use indirect items included completion items test as stated by Heaton (1990:34) there are some types of objective items used to test awareness of the

grammatical features of language and one of them is completion items.

Dependent clauses may also combine with other clauses to form sentences; these are called subordinate clauses. A distinction can be made between basic and derived clauses. A basic clause is an independent clause which is described without reference to any other clause type. Derived clauses can best be described with reference to basic clauses; they can be either independent or dependent. (Sneddon, 1996:231)

A sentence is a construction which is grammatically complete; it can stand alone as a complete utterance (although it may be closely linked to what has gone before). A sentence expresses a statement, question, command, or exclamation. In writing a sentence begins with a capital letter and ends with a full stop, question mark, or exclamation mark. A simple sentence consists of a single independent clause. A complex sentence is one which consists of more than a single clause. (Sneddon, 1996:309)

The General Concept of the Simple Present tense

According to Lyons' (1995:132) idea that the term 'tenses' is derived from the Latin word 'tempus' meaning 'time'. It means that traditionally the tense is defined in term of time. It is in line with Sidney Greenbaum and Quirk (1990:47) who defined the tense as a grammatical category that is realized by verb inflection.

According to (Krohn : 1971), simple present tense is tense denoting an action happening in this time. This tense is used to talk about things in general. We are not only thinking about now, but it is used to say something is true in general. Simple Present Tense is one of tenses that is important to be mastered by the students. Wrong perception of Simple Present Tense will affect the student's ability in constructing or understanding Simple Present Tense

sentences. Simple present tense is tense denoting an action happening in this time. This tense is used to talk about things in general. We are not only thinking about now, but it is used to say something is true in general (Krohn : 1971).

Mind Reading Game

According to Mario Rinvolucry (1985: 16) Mind rading game is a game that rises up the student's memory, and to train the student's concentration in study by using a game. According to Mario Rinvolucry (1998: 36) there are some procedure of Mind Reading Game are: Ask each student to draw something e.g. a man with a dog on a lead but omitting the dog. They exchange drawings with a partner and complete each other's without communication. If the completion is roughly what initial artist intended the completer gets a point. Give the students a topic to write on, e.g. bungee-jumping, hens, cloud, over name, catching a cold. Tell each student to write a five to eight word sentences about one of the topics on a slip of paper and then tear off the last two or three words. Each student then gives the first part of the sentences of their partner for completion. The completer gets one points for picking up on any mistkes made by writer. (At this stage you will haring round the room judging sentences.)

RESEARCH METHOD

The method that used in this research was Quasi Experimental with the Nonequivalent Control Group Design. According to Nunan (1992) Quasi Experimental is giving pretest and posttest, using control group and there is no determination of subject randomly. There were some procedure that used in this research, the researcher was divided the group into two group namely experimental group and control group first group called experimental group was treated by using mind reading game, while second group

called control group was treated by using mind game.

Population and Sample

According to Miller (2005: 45) Population is the term use in statistic to refer to all possible object of a particular type. The total of population in this study was second grade students of MA Darul Kamilin academic year 2016/2017 were 46 students which divided into two classes, these were XI.A (23 students), XI.B (23 students). As stated before the population of this research was 46 students which divided into two classes and the technique of sampling the researcher used total population sampling technique. Where all the population was used all the classes as sample XI.A consist of 23 students as the experimental group and XI.B consist of 23 students as the control group.

Instruments of the Study

In this study, the researcher gave the test for the students before and after giving treatment for experimental and control group with the same test. In this study, the researcher not used validity and reliability because the term of test source was taken from LKS book under the title “*Intensis SBMPTN Kemampuan Dasar*” that the contains of this book was valid and reliability. The test in the form at multiple choices consists of 25 items that it covers with indicator of grammar that is: sentences, morphemes, phrase, and clause. The score for the students’ correct answer gave 4 and the incorrect gave 0.

Technique of Collecting Data

Pre-test is the first step in collecting the data. The researcher came to the class by giving the students a set of test for the control and experimental group before giving treatment to know the students ability in grammar. The test applied were the same giving treatment, both groups are given the same test. The post-test is the last step of

collecting data. This step able to conducted after giving the treatment to the both groups (experimental and control group). The kinds of test which given to both groups are the same. This test applied to find out the result of the student vocabulary after treating them by using different treatment.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

In this chapter, the researcher focused with the statistical analysis of data obtained from the pre-test and post-test of experimental and control group. This research was conducted on 22th February-20th March 2017 at MA Darul Kamilin. The design was selected two classes as experimental and control group. The total population were 46 students that consisted of two classes that were class XI A and XI B both of class consist of 23 students.

The first steps, the researcher has given pre-test both of group to know the basic knowledge of grammar. Second, the writer gave the different treatment both of groups, for experimental group were treated by mind reading game, for control group was treated by mind game. Finally, both of groups were given the post-test and to know the result of research. The result of data analysis showed that the highest score was 88 and the lowest score was 60. The mean score was 76, the mode was 78, median was 76 range was 28, and standard deviation was 11,01

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 researcher, computation formula for t-test finding at the significant effect

between two groups, experiment and control group. The result of t-test after both were compared and t-test was higher than t-table. t-test was 4,756 t-table was 2,0154 at the level of significance 0,05 and degree of freedom $23 + 23 - 2 = 44$. Therefore, it showed that alternative hypothesis (H_a) was accepted and null (H_o) was rejected. So, mind reading game was effective in teaching grammar.

Discussion

As stated by Thornbury (1999:1), grammar is partly the study of what forms (or structure) are possible in a language. In additionally, students need to understand at some level (consciously and unconsciously) what the implication are and they need to be aware of rules. From the definition above, the researchr can conclude that grammar is about the structure and rules. If you want to good communication, means that you must mastering the structure and rules first. In learningg grammar the researcher found out of many problems that the students still have low in understanding the use and form of simple present tense. So, solution to solve this problem the researcher used a game that namely Mind Reading game in grammar learning process. According to Mario Rinvolucry (1985: 16) mind reading game is a game that rises up the students' memory, and to train the students' concentration. In this game, the teacher ask each student to draw something e.g. a man with a dog on a lead but omitting the dog. They exchange drawings with a partner and complete each other's without communication. If the completion is roughly what initial artist intended the completer gets a point. And after that, the teacher give the students a topic, and the teacher tell the student to write a five to eight word sentences about one of the topics on a slip of paper and then tear off the last two or three words. Each student then gives the first part of the sentences of their partner for completion. The completer

gets one points for picking up any mistakes made by writer.

By using mind reading game, it have covered the students problem. Because, after the researcher applying this game the students can motivate in learning grammar. The researcher was deleted their mind that, learning grammar is bored, not interesting, difficult to understand, and so on. After the researher applying this game, the students enthusiastic in learning grammar especially in simple present tense. So, during the observation the researcher 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 present tense.

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

Second step was treatment, in this step the researcher gave different treatment to both of experimental and control group for two weeks. The treatments that the researcher applied for the students by using game that made the students more enthusiasts in the learning process which the experimental group was treated by Mind Reading game and control group was treated by Mime 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 researcher 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 researcher 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 researcher 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 researcher found the t-test was higher than t-table 4,756 2,0154 at the level of significance 0,05 and degree of freedom $23 + 23 - 2 = 44$. After comparing the scores, that was proved that teaching grammar through Mind Reading Game was effective at MA Darul Kamilin in academic year 2016/2017.

CONCLUSION AND SUGGESTION

Conclusion

Based on the statement of the problem on previous chapter, "Is the mind reading game effective in teaching grammar at second grade students of MA Darul Kamilin in Academic year 2016/2017?". Based on the reseacrh, the researcher found mind reading game appropriate for learning grammar, it is the effective strategy to be used in this situation, because mind reading game can solve the students problem in learning grmmar, thait is the the students still have low ability in learning grammar like: the students still doesn't understand using of tense in simple present tense, past tense, past continous tense, and many others. But the most of them don't understand about the simple present tense form. Based on the students problem above, the researcher use a

mind reading game as solved that problem. In this game, the teacher ask each student to draw something e.g. a man with a dog on a lead but omitting the dog. They exchange drawings with a partner and complete each other's without communication. If the completion is roughly what initial artist intended the completer gets a point. And after that, the teacher give the students a topic, and the teacher tell the student to write a five to eight word sentences about one of the topics on a slip of paper and then tear off the last two or three words. Each student then gives the first part of the sentences of their partner for completion. The completer gets one points for picking up any mistakes made by writer.

Based on the result, the researcher found that mind reading game was appropriate in teaching grammar. First, mind reading game helped students to understand and knowing grammar itself especially understanding 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 team**. Based on the result of the data, it showed that the result of t-test after both were compared and t-test was higher than t-table 4,756 2,0154 it means, using mind reading game is effective in teaching grammar especially in teaching simple present tense.

Suggestion

The result of this study hopefully is useful for all English teachers in teaching grammar by using mind reading game. The researcher hope the input for the students to be able to understanding in their learning English especially in learning grammar. For the school the result of this study hopefully contributes as an additional reference for the school as well.

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