THE EFFECTIVENESS OF EXPAND GAMA TOWARD STUDENTS' MOTIVATION IN LEARNING GRAMMAR

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Abstract

This research was aimed to find out whether the use of expand game effective toward students' motivation in learning grammar and to find out correlation between students' motivation and grammar. The kind of this research was experimental research with pre test and post test design. The population of this research was the students at the second grade students of of MTs Al-Muslimun NW Tegal consist of 104 students. The sample of this research used two classes namely experimental group and control group where each group consisted of 26 students. The sample technique used in this research was cluster random sampling by using lottery. The experimental was taught by expand game and control group taught by puzzle game. The instruments that used were grammar test and questionnaire for the motivation. The data analyzed used t-test. The result of the analyzed showed that the value of t_o (t obtained) 3.50 was higher than t_t (t table) 2.056, the significant level 0.05. Based on the result of the study, it could be concluded that the use of expand game effective in learning grammar at the Second Grade Students of MTs Al-Muslimun NW Tegal and the result correlation between students' motivation and grammar showed r-test was higher than r-table (0.979 > 0.388). Based on the result of the study, it could be concluded that is correlation between students' motivation and grammar is accepted. In other word, alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected.

Key Words: *Expand Game, Motivation and Grammar.*

Abstract

Penelitian ini bertujuan untuk menemukan dampak positif menggunakan expand game terhadap motivasi siswa dalam pembelajaran grammar dan menemukan hubungan antara motivasi siswa dan grammar. Jenis dari penelitian ini adalah penelitian eksperimen dengan pre test dan post test design. Populasi dari penelitian ini adalah siswa kelas dua dari MTs Al-Muslimun NW Tegal yang berjumlah 104 siswa. Sampel dari penelitian ini menggunakan dua kelas namanya kelompok eksperimen dan kelompok kontrol dimana setiap kelompok terdiri dari 26 siswa. Tekhnik pengambilan sampel dari penelitian ini menggunakan cluster random sampling technique dengan menggunakan lottery. Kelompok eksperimen diajarkan dengan expand game dan kelompok control diajarkan dengan puzzle game. Instrumen yang digunakan adalah test grammar dan kuisoner untuk motivasi. Analisis data menggunakan t-test. Hasil analisis menunjukan bahwa nilai untuk t_o (t obtained) 3.50 lebih tinggi dari t_t (t table) 2.056, tingkat signifikan 0,05. Berdasarkan hasil pembelajaran, bisa disimpulkan bahwa penggunaan expand game effective dalam belajar grammar untuk siswa kelas dua MTs Al- Muslimun NW Tegal dan hasil dari hubungan antara motivasi siswa dan grammar menunjukan bahwa r-test lebih besar dari r-table (0.979 > 0.388). Berdasarkan hasil pembelajaran, bisa disimpulkan bahwa hubungan antara motivasi siswa dan grammar adalah diterima. Dengan kata lain, alternative hypothesis (Ha) diterima dan null hypothesis (Ho) ditolak.

Kata Kunci:: *Expand Game, Motivation and Grammar.*

INTRODUCTION

Grammar is components language skill, such as listening, speaking, reading, and writing. In teaching grammar there are so many rules that must be paid attention when someone wants to master grammar itself. Someone who can master the grammar, they should make differences between the kinds or elements in grammar. One element of grammar is tense; present tense, past tense, future tense, etc.

According to 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 a long and important role in the history of the second language and foreign language teaching.

Based on the researcher observation at Mts Al-Muslimun NW Tegal on February 03th 2017, the researcher found that in teaching grammar process, students sometimes got bored and could not completely receive the grammar material from the teacher, because the puzzle game that the teacher used was monotonous and not too effective to teach grammar. The teacher strategy just gave a note on the whiteboard, the teacher gave some examples, and then asked the students to take a note. After that the students were only given limited time to do some exercises. So, it made the students' grammar mastery not really good, especially in simple present tense. Simple Present Tense was important as the basic rule for the students to make and use sentences to communicate in daily life.

There were several ways which can help the teacher to make the students' motivate and enjoy the lesson. One of them is game. Game is strategy to make the students more quickly to comprehend the material. Besides that, Game can help their students encourage sustaining their interest in teaching learning process and makes the students increase their motivation.

Based on problem above, the researcher interest in conducting research the effectiveness of expand game toward students' motivation in learning grammar at MTs Al-Muslimun NW Tegal in academic year 2017/2018.

Review of Related Literature

Grammar

Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of the language. Students who are native speakers of English grammar. They recognize the sounds of English words, the meaning of those words, and the different ways of putting words together to make meaningful sentence.

According to Decapua (2008: 1) explain that grammar is a set of rules. Grammar is also often linked to both explicit and implicit criticisms of people's use or "misuse" of language, which may have created a sense of resentment or frustration with the notion of grammar.

Generally, grammar or structure is sometime defined as the way words are combining or put together to make correct sentence. We can, however, apply the term, grammatical to the unit which is smaller than sentence (Greenbaum and Nelson, 2002: 1). Based on the definition above, it can be concluding that grammar is set of rules that describes how words and groups of words can be arranged to form sentences in a particular a language.

Motivation

Brown (2000: 160) states that motivation is probably the most frequently used catch-all term 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 successful with the proper motivation. Motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behaviour, especially goal directed behaviour (Jere, 2004: 3-4).

Motivate is something (a need or desire) that causes a person to act. Motivate, in turn, means to provide with a motive and motivation is defined as the act or process of motivating. Thus motivation is the act or process of providing a motive that can causes a person to take some action (Nancy, 2013: 23).

Expand Game

According to Davis and Rinvolucri (1984: 64) expand game is short of game with words and picture that you play. Game in general to be liked, for playing game at a very easy game and unnecessary fuss. Teaching by using game actually will make enjoy because suggestion of game will make students to relax situation and free from pressure. Game maybe used to motivate students and to create a more relaxing foreign language classes. The researcher will use game as an instrument to stimulate students to study English. The procedure of expand game: (1) Teacher prepares some pictures that show subject, verb, noun, and adverb; (2) Teacher divides students in groups. Every group consists of 5 and 6 students; (3) Teacher gives pictures (subject , predicate, object ,adverb) to the groups; (4) Teachers ask students to discuss and arrange the sentences based on the pictures; (5) Afterwards teacher asks students to stick the arrange pictures on the whiteboard and write the sentences based on the pictures; (6) Teacher continuous the process by sticks the blank paper everywhere in every appropriate place until be different many-formed sentences.

RESEARCH METHOD

Research Design

The approach that used by the researcher is quantitative approach. Quantitative approach is the presentation of data in form of numeric and to analysis the data is using statistical. According to Miller (2005: 2) says that informal term an experimental is a means of collecting evidence to show the object of on variable upon another. Where, in this design there were two groups experimental group and control group. For that reason, the researcher used pre-test post-test design. The researcher design that used in this study is experimental design in the form of quasi experimental design, pre-test and post-test design. (Campbell, 2002: 104) "Quasi experiments have similar purposes and structural attributes to randomized experiments".

The test was given to both of classes for experimental group would be treated using expand game and control group was treated using puzzle game.

Population and Sample

The population of this research is the second grade students of MTs Al-Muslimun NW Tegal in academic year 2017/2018 which consists of 104 students and divided of four classes. Class A consist of 26 students, class B consists of 26 students, class C consist of 26 students and class D consists of 26 students.

The total samples of this study are 52 students. In this research, the researcher will takes two classes as the samples to be the experiment group and control group. In this research, VIII A consist of 26 students as the experimental group and VIII C class consist of 26 students as the control group.

The technique for getting samples the researcher will apply cluster random

sampling technique to determine the experimental group and control group by using lottery.

Research Instrument

Instrument is the tool that can be used by the researcher in setting the data to make easier. In this study the instrument that the researcher used: (1) The instrument of this research is a test. The test used as instrument was a grammar test the form of objective test. The researcher gave the students 25 question each 25 multiple choice. Regarding to the instrument of data collection, they would be all scored 4 for multiple choice correct answer. It means the right students score ranged from the highest 100 (when the students can answer all question correctly) and the lowest is 0 (when the students cannot answer any of the test). (2) The instrument for motivation is questionnaire. Questionnaire is important to know students' motivation in learning grammar. In this case, the researcher tested the students to know their motivation is discussed. The students gave question, it consist of 20 items.

Technique of Data Analysis

In this research, the technique of data analysis divided into two general type methodologies, namely; descriptive analysis included (mean, median, mode, and standard deviation) and inferential analysis(the branch of statistics analyzed sample data to draw conclusions about a population).

RESEARCH FINDING AND DISCUSSION

Research Finding

This research was conducted on 17th – 28st July 2017 at MTs Al-Muslimun NW Tegal. The researcher presented the result on the study for six meetings. Before conducted the treatment at the VIII A and VIII C, the researcher gave pre-test to the students in the first meeting of both groups to know the students' basic knowledge about the materials especially grammar.

After pre-test conducted at the VIII A and VIII C, the researcher gave treatment of both groups for four meetings each class which treated by expand game in experimental class while control class treated by puzzle game. After conducted the treatment in the classroom of both groups the researcher gave post-test and questionnaire for the last meeting. Based on the data above, it shows that the hypothesis of this research was t-test value > t-table value at significant level of 0,05 (90%) with 26 students for both of them. The result of t-test was higher than t-table 3,50   2,056. Based on the result of the study, it could be concluded that the use of expand game effective in learning grammar at the Second Grade Students of MTs Al-Muslimun NW Tegal and the result correlation between students' motivation and grammar showed r-test was higher than r-table (0.979 > 0.388). Based on the result of the study, it could be concluded that is correlation between students' motivation and grammar is accepted. In other word, alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected.

Discussion

According to research finding and interpretation of the data shown that alternative hypothesis (H_a) was accepted. The result of data motivation in experimental group showed that the score 80-100 was 11 students, score 70 was 7 students and score 50-60 was 8 students from 26 students and the result of data motivation in control group showed that the score 50-60 was 17 students, score 70 was 5 students and the score 80-100 was 3 student from 26 students. Its means that expand game was very motivating than treated by puzzle game. The students' motivation level 90% from experimental group by expand game and students' motivation level was

neutral 40% from control group by puzzle game.

In this research, expand game was effective towards students' motivation because expand game can make the students easy to understand the material. Using game also makes the students relax and early interested in subject. According to Wright. A. et al. (2006: 1) game mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. The students also did not feel strange when the researcher applied the expand game in learning grammar because the students accepted the basic material in grammar. By using expand game could be improved students' motivation in learning because students are not dependent on the teacher, students can learn with the other students and the students could be more active in learning,. By using expand game could be changes to student motivation, from the student apathy and very low motivation was already significant changes, the students always asked the teacher if they are confused about the lesson. According to Harmer (2007: 98), motivation is kinds of internal drive which pushing someone to do things in order to achieve something.

CONCLUSION AND SUGGESTION

Conclusion

The conclusion of this research was based on the results of the data analyzed as the answer of the research question. The researcher finally comes into the conclusions as followed:

1. Expand game effective towards students' motivation in learning grammar. By using expand game it can be improved students' motivation in learning, because students are not dependent on the teacher, students can learn with the other students and the students can be more active in learning,. By using expand game it can be changes to students' motivation, from the

student apathy and very low motivation was already significant changes, the students always ask the teacher if they are confused about the lesson.

2. There was effective of students' motivation in learning grammar. Students can mastery was grammar easier and faster using expand game.

Based on the result of this interpretation, it was proved that the alternative hypothesis (Ha) was accepted and null hypothesis (H$_O$) was rejected.

Suggestion

By using expand game it can be improve students' motivation in learning grammar, because students not depend on the teacher, students can find information widely, the students can learn with the other students and the students can be more active in learning. By using expand game, studying is not boring activity for the students because with expand game not only listen what teacher said but they can interact with their teacher and friends too communicate in the classroom. Expand game can improve students' motivation in learning grammar. Hopefully, the next researcher try to find out whether expand game can be improved students in other skill like writing, speaking, and vocabulary skill.

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