

**HALAMAN PENGESAHAN JURNAL SKRIPSI**

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**Drs. H. Sahuddin, MA.**  
**NIP. 195912311987031013**

**“THE CONTRIBUTION OF MATCH-CARD GAME IN TEACHING  
GRAMMAR : AN EXPERIMENTAL STUDY OF GRADE X STUDENTS  
AT SMAN 1 KURIPAN IN ACADEMIC YEAR 2014/2015”**

**By :**

**PURNAMA LESTARI (E1D 110 018)**  
[purnama91lestari@gmail.com](mailto:purnama91lestari@gmail.com)  
Mataram University

**Advisors :**

**First : Drs. H. Sahuddin, MA.**  
**NIP. 195912311987031013**

**Second : Santi Farmasari, M. TESOL**  
**NIP. 197906282005012002**

**ABSTRAK**

Penelitian ini bertujuan untuk mengetahui keberhasilan dari permainan Mencocokkan Kartu terhadap pengajaran tata bahasa terutama pada pengajaran *simple present tense* dan *simple past tense*. Ada tiga langkah yang dilakukan dalam penelitian ini: tes awal, perlakuan, tes akhir. Setelah data dikumpulkan, jumlah skor dari tes awal dan tes akhir dari kelas X MIA 2 adalah 1390 dan 1525. Jumlah rata-rata tes awal dan tes akhir dari kelas tersebut adalah 42.12 dan 46.21. Nilai t-test yang diperoleh adalah 3.47 sehingga ada kontribusi dari permainan “Mencocokkan Kartu” terhadap pengajaran tata bahasa pada siswa kelas X di SMAN 1 Kuripan pada tahun ajaran 2014/2015.

**ABSTRACT**

This study was aimed to find out the effectiveness of Match-Card game to grammar teaching especially simple present tense and simple past tense. There were three steps to conduct this research: pre-test, treatment, and post-test. After the data collected, the total scores of pre-test and post-test from X MIA 2 class were 1390 and 1525. The average scores of the class from the pre-test and the post-test were 42.12 and 46.21. The value of t-test was 3.47, so there was contribution of Match-Card game in grammar teaching of grade X students at SMAN 1 Kuripan in academic year 2014/2015.

***Key words: Match-Card, game, teaching, and grammar***

Among the humans or people, most of them usually communicate with each other almost all of times. It becomes a habit because it seems like communication is the crucial activity in daily life. Communication only happens among humans who can express their ideas.

People can build good communication if they comprehend the vocabulary and the grammar. Grammar is a language element where learners learn it instead of language skills. It helps learners a lot either in speaking or writing since it has significant roles in learning a language.

The reason why researcher chose Match-Card game to teach grammar was because students had low knowledge of grammar competence as what researcher experienced during the PPL program. Students did not only confuse grammar but also lack of vocabulary knowledge. The writer's motivation to observe this phenomenon was to provide an enjoyable atmosphere of grammar teaching that enabled students to acquire the language element. It was moderately functional for students to enhance their competence to reach the goal of learning objective from the beginning grade.

In grammar teaching, there are several principles according to Thornbury (2001) in Rizky (2012, p. 8-9), which are:

1. Rule of Context

This rule believes that the grammar teaching process should pay attention to the context of teaching process itself. When teachers decide one grammatical form to be taught in the class, they have to concentrate on "the context of situation". For example, teacher teaches simple present tense so he/she presents the grammatical form where the themes are about their behavior in daily life or description text.

2. Rule of Use

Grammar teaching can prepare the students in their mastering of grammar competence of language. It provides them to be able to comprehend the input of language and also produce the language output by using their grammar competence in daily communication.

### 3. Rule of Economy

Teachers must take definite time to teach grammar. It can be a burden for students when they spend more time to learn certain grammatical form. It causes the disturbance of the structure time allotment in syllabus. Consequently, teachers must manage their time in grammar teaching by shorting the time of presentation the material and by offering more time to do the tasks given about the material.

### 4. Rule of Relevance

Teachers can teach only the difficult grammar materials to the students in the class and brief the simpler material to the students. The focus on this teaching process is to master the difficult of grammatical form for students and also it takes short time to learn them.

### 5. Rule of Nurture

In teaching and grammar learning process, teachers must think about the comfortably of students in learning process. Learning of foreign or second language is successful when teachers create a security in the class so students feel at ease when they learn a language. In this case, teachers must create the conditional class in grammar learning so students feel safe and they can learn it happily.

### 6. Rule of Appropriacy

Teachers must teach grammar to the learners and consider the rules above based on “the levels, needs, interests, and learning styles of students” (Thornby, 2001 cited in Rizky (2012, p. 9). According to Franzoni and Assar (2009, p. 18), “a learning style is defined as the characteristics, strengths and preferences in the way people receive and process information”. Teachers have to think about this rule in grammar learning process so students comprehend the grammar structure, “the process”, and “the production” of sentences using the grammatical form taught by teachers.

Teachers usually use different technique to teach grammar for the students like using games. There are two types of language games accordance with Littlewood and Hadfield (1996) cited in Yu (2005) :

### 1) Communicative Games

Communicative games are the activities or games that focus on communication. The successful communication becomes the main purpose of this games and it neglects the grammatical competence during the games. This kind of games contain of the communicative functions for students like “greeting, invitation, request, description, and narration”. It refers to the students’ skills.

### 2) Pre-communicative Games

Pre-communicative games emphasized on “accuracy of language use” that is about the grammatical features. It aims to increase students’ competencies in sentence-structure, vocabulary, spelling, and pronunciation so these games refer to the students’ competency.

Teachers have their own reasons to use games in the classroom. There are several reasons of using games in language classroom mentioned by Sigríður (2010) :

- a. Games are fun to attract students’ attention.
- b. Games are social interaction media.
- c. The need to use language in actual circumstances.
- d. The need of students’ exposure to language in numerous situations.
- e. Students must “emotionally involved” in learning language.
- f. Games help students to be brave to talk in front of people.
- g. Games facilitate students to know each other and share interests.
- h. Students do not have enough time to play with the others.

Games that are used in language classroom have their own advantages and disadvantages either for teachers or for students. Here are the advantages and disadvantages of using games in classroom according to Lewin (n.d.) in “Games and Activities in the EFL Classroom” :

### 1) The Advantages of Using Games in EFL Classroom

- ✓ Students learn best when they have the feeling that they can achieve.
- ✓ Playing a game is a great opportunity to repeat the material in a way which is encouraging and not intimidating.
- ✓ Games are serious devices by which we can create an interactive environment for the language learners, no matter if they are adults or children.

### 2) The Disadvantages of Using Games in EFL Classroom

- ✓ If the game is simply for fun and not linked to educational goals it may not be the best use of your time.
- ✓ Using games in the classroom sometimes fails due to the lack of cooperation among members of the class.
- ✓ While playing games, students usually speak in their mother tongue to discuss instead of the language they are learning.

## **RESEARCH METHOD**

This research was designed as the experimental research. The aim of this research was to find out the effectiveness of Match-Card game to grammar teaching at SMAN 1 Kuripan academic year 2014/2015. It used repeated measures to investigate the effect of Match-Card game in one class. The writer only chose one class to be conducted from the first grade of SMAN 1 Kuripan.

Population is “the whole subject of study” (Arikunto: 2006, p. 130). The writer chose the first grade as the population of the study which consisted of 204 students from X MIA 1 class to X IIS 4 class.

Sample is “the half subject from the population of study to be experimented” (Arikunto: 2010, p. 174). The research was about grammar teaching of simple present tense and simple past tense where the writer chose students of grade one to be experimented. Cluster random sampling was used in this research by doing lottery. The writer took X MIA 2 as the sample of this research. There were three steps that writer done to conduct this research : pre-test, treatment, and post-test.

After the data collected, the scores in the test were computed and inserted into the following formulas according to Yusra (2006, p. 50) :

Formula 1 :

$$SD = \sqrt{\frac{\sum D^2 - \left(\frac{1}{N}\right) (\sum D)^2}{N-1}}$$

Notes :

$SD$  = standard deviation

$\sum D^2$  = the total scores deviation

$\sum D$  = the total scores of deviation

$N$  = the total numbers of sample

Formula 2 :

$$S_{\bar{D}} = \frac{SD}{\sqrt{N}}$$

Notes :

$S_{\bar{D}}$  = corrected standard deviation

$SD$  = standard deviation

$N$  = the total numbers of sample

Formula 3 :

$$t_{test} = \frac{\bar{x}_1 - \bar{x}_2}{S_{\bar{D}}}$$

Notes :

$t_{test}$  = the degree of differences

$\bar{x}_1$  = the average scores of pre-test

$\bar{x}_2$  = the average scores of post-test

$S_{\bar{D}}$  = corrected standard deviation

Formula 4 :

$$\eta^2 = \frac{t^2}{t^2 - df}$$

Notes :

$\eta^2$  = eta squared (the ratio of the variability)

$t^2$  =  $t_{test}$  squared

$df$  = degree of freedom

## **FINDING AND DISCUSSION**

The research was an experimental research. The aim of this research was to find out the effectiveness of Match-Card game to grammar teaching for students in SMAN 1 Kuripan. The materials were limited to simple present tense and simple past tense. The populations of this study were 204 students from the first grade. There were two majors at the first grade, science and social majors. The science major had two classes while the social major had four classes. Cluster random sampling technique was used to choose the sample of this study. The sample of this study was X MIA 2.

After the research was conducted, it was found that there was the increase of average score that was 4.09 where the average scores of pre-test and post-test were 42.12 and 46.21. The total scores of pre-test were 1390 when the total scores of post-test were 1525. The lowest score of the student was 20 while the highest score was 55 in the pre-test. In the post-test, the lowest and the highest scores of the students were 25 and 60.

The value of standard deviation ( $SD$ ) was 6.78 and the value of corrected standard deviation ( $S_{\bar{D}}$ ) was 1.18. After the values of standard deviation and corrected standard deviation were found and they were inserted in the t-test formula, the t-test value was found. The value of t-test was 3.47 and it was checked with the t-table at the confidence level of .05 and .01. The values in the t-table were 2.042 and 2.750 so that it could be concluded that  $2.042 < 3.47 > 2.750$ . It meant that there was 9.7% contribution of Match-Card game in grammar teaching especially simple present tense and simple past tense.

The research was conducted from 12<sup>th</sup> August to 6<sup>th</sup> September 2014 in the first semester. The sample of this study was X MIA 2 which consisted of 37 students. However, the number of students that became the sample in this study was 33 students. There were four students did not become the sample of this research because there were two students did not attend the class when the test was held, one student with the lowest score, and one student with the highest score were eliminated by the writer.

The writer held four meetings in this class. The pre-test was given in the first meeting while the post-test was given in the last meeting. The questions of the test were same for the pre-test and the post-test. There were 20 questions of changing the verbs in the brackets that were done by the students. The formula to count the scores of the test can be seen below :

$$S = \frac{\text{total point}}{2} \times 10$$

Note:

S = score of the test

In the first meeting, the writer introduced the simple present tense formula to the students to recall their memory and explained of how to play the Match-Card game in the class and followed by using Match-Card game in the classroom. The cards were about descriptive text and also facts for simple present tense. The writer found the sentences for the cards in the internet. At the end of the class, the writer explained and discussed the sentences that students wrote on the board. Then, teacher decided which group had the highest score to be a winner.

In the second meeting, the writer introduced the material of simple past tense generally and asked them to play Match-Card game in the classroom. The cards were about recount text to teach simple past tense. Then, the writer discussed which one was the correct and which one was the incorrect sentence with the students that the students wrote on the board and gave the scores to find the winner.

In the third and forth meetings, the writer gave brief explanation of simple present tense and simple past tense. The students played Match-Card game about those materials and discussed the sentences on the board together. The cards that were used for the third meeting and the forth meeting were same. The scores were given during the discussion and the group with highest score was a winner.

Here are the procedures of how to play Match-Card game :

- 1) Teacher prepared cards which were written of subjects on the cards, verbs followed by objects, and articles.
- 2) Students formed groups which consisted of 5-6 students in each group.
- 3) Teacher gave 10 cards to each group where 5 cards were subjects and 5 other cards were verbs followed by the objects or adverbs.
- 4) Students prepared notes to write sentences on it.
- 5) Students matched the 10 cards to form 5 correct sentences. For example, in card 1 the subject is "I" and in card 2 there is written "work everyday".
- 6) Students wrote them on the notes.
- 7) Then, teacher gave 5 other cards (written of "do not", "did not", or "does not") for each group to form the negative sentences and match them to the cards they have matched before. For example, a card "do not" will match to the cards "I work everyday" becomes "I do not work everyday".
- 8) Students wrote them again on the notes.
- 9) Teacher gave 5 cards again (written of "do", "did", or "does") for students to form the interrogative sentences.
- 10) Students wrote them on the notes.
- 11) The sentences were written on the whiteboard or blackboard around 3-5 minutes by students one by one. The correct sentence got 1 point and the incorrect one did not get point.
- 12) The group with the highest point was a winner.

The post-test was given in the last meeting or in the forth meeting. The items of the post-test consisted of 20 questions by changing the form of verbs in the brackets which about descriptive text and narrative text. Each item with correct answer got 1 point and the incorrect one did not get score. The formula of post-test can be seen below:

$$S = \frac{\text{total point}}{2} \times 10$$

Note:

S = score of the test

From the result of the t-test that was 3.47 and the t-table, it could be concluded that  $H_a$  was accepted, there was contribution of Match-Card game in grammar teaching especially simple present and simple past tense in SMAN 1 Kuripan in academic year 2014/2015. The contribution of Match-Card game was 9.7% in grammar teaching. There were several researches also conducted the grammar teaching by using games.

First research by Meizaliana (2009) entitled “Teaching Structure through Games to the Students of Madrasah Aliyah Negeri 1 Kepahiang, Bengkulu” was successful. The number questions of pre-test and post-test were 50 questions. Researcher used several games in teaching English structures. There were several materials given during research about structures of noun phrase, adjective phrase, adverb phrase, conjunction, present tense, past tense, present continuous tense, future tense, present perfect tense, imperative sentence, question tag, conditional sentence, and passive voice. The research was conducted for four months by using several games: present continuous tense game, jumble sentence game, imperative sentence game, if (conditional Type II) game, eliciting ‘YES’ and ‘NO’ game, adjective + noun phrases game, and the longest game. At the end, the result of research showed that the improvement of using game in teaching structure was 7.08%.

Then, the result research from Hartani (2013) entitled “The Effectiveness of Mime Game in Teaching English Grammar”, University of Mulawarman in Samarinda was effective for students in fifth grade. While researcher applied the mime game in experimental class, students felt excited because they could act like actors and guessed the movement. It was also could create good atmosphere during the class. She interviewed the students and observed them so she summed up that students had positive responses toward mime game. After the data was calculated using F formula, it showed that  $F = 9.787 > F \text{ table} = 4.196$ . The result of study was mime game was more effective than teaching grammar without mime game.

Last research from Widyaningrum (n.d.) entitled “Teaching Present Tense Using Magic Alphabet Game: An Experimental Research on SMK 2 Semarang in

Academic Year 2013-2014”, also had the positive result. The game was effective in teaching simple present tense. She held four meetings to teach the students with Magic Alphabet game and without any game. Researcher found out that students were excited of this game and it also could create good atmosphere in the classroom which made this game effective in teaching simple present tense. Therefore, the t-test result was higher than t-table which was  $3.937 > 1.994$ .

## **CONCLUSION AND SUGGESTIONS**

This research entitled “The Contribution of Match-Card Game in Teaching Grammar: An Experimental Study of Grade X Students at SMAN 1 Kuripan in Academic Year 2014/2015” had its aim that was to find out the effectiveness of Match-Card game to grammar teaching especially simple present tense and simple past tense. The average score was increased from 42.12 to 46.21 and the t-test was higher than t-table at the confidence level .05 and .01,  $2.042 < 3.47 > 2.750$ . The contribution was 9.7% in grammar teaching. Therefore, the use of Match-Card game was effective in teaching of simple present tense and simple past tense.

Based on the result of this research, there are several suggestions for teachers, students, schools, and also for further researchers. First, teachers can use this game but they can change the technique of how to apply the game in the classroom as the reinforcement. They also can relate the sentences material of the cards with the texts that are becoming the materials in the test. Second, the students must participate in any activities during the class. They must do not think that game in the classroom is just a game without any purpose behind it. Third, schools must provide more facilities in the English grammar class. Finally, researchers can use this game by using this game as the reinforcement of the materials. Also, they have to relate the sentences material of the cards with the materials in the tests.

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