

THE EFFECT OF USING RACING GAME ON THE EIGHTH GRADE STUDENTS' INTERACTIVE GRAMMAR ACHIEVEMENT AT SMP BUSTANUL ULUM WULUHAN IN THE 2012/2013 ACADEMIC YEAR

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Abstract : Language skills and components are important aspects in learning English that cannot be separated each other. Students can learn speaking, listening, reading, and writing better if they have good knowledge of grammar. However, many Indonesian students have difficulties in learning English, especially grammar. There are so many ways for the English teacher to give variation in teaching grammar, such as by playing games. Games help children not only gain knowledge but be able to apply and use that for learning. Thus, to investigate whether or not there was a significant effect of using Racing Game on the eighth grade students' interactive grammar achievement; Racing Game was used as the alternative technique in teaching grammar in this research.

Key Words : Interactive grammar, Racing Game, effect.

INTRODUCTION

English plays an important role in the world as an international language since many countries use it as their first or second language. Its role is very important in some aspects of life, such as economy, sciences, trade, technology, and education. Nunan (2003:3) also says that "English, as the dominant medium of communication around the world is the language of business, technology, science, internet, popular entertainment and sports".

According to Harsono (2005:2) English has been decided to be the first foreign language in Indonesia. Moreover, it is taught to the students in Elementary School as a local content subject and to the students from Junior High School up to Senior High School as a compulsory subject. In this case, the students are expected to master the language skills and components.

However, many Indonesian students have difficulties in learning English, especially grammar. It is because of the differences between the Indonesian structure and the English structure (Novianto, 2009:6). English has different verb forms to show the differences of time that Indonesian does not. In English, we use infinitive verb in simple present tense to show that something happens in the present time but we use past verb in simple past tense to show that something happened in the past time, for example 'I go to school everyday' and 'Lina went to school yesterday'. In Indonesian

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we use the same verb to show whether it happens in the present time or past time, for example “*Saya pergi ke sekolah setiap hari*” and “*Lina pergi ke sekolah kemarin*”.

Indonesian structure does not have tenses, so that it makes Indonesian students face some problems in mastering English tenses. Sometimes they know well the patterns of some tenses but they cannot apply those patterns well.

There are so many ways for the English teacher to give variation in teaching grammar, such as by playing games. Playing games can stimulate students’ motivation in learning grammar since it is fun and challenging. Moreover, students can apply their grammar by playing games because they can interact with their friends. So they can learn grammar subconsciously. Saricoban and Metin (2000) say “Games and problem-solving activities have a purpose beyond the production of correct speech, and are examples of the most preferable communicative activities.” It means that grammar games help children not only gain knowledge but be able to apply and use that for learning.

In this research, students’ interactive grammar achievement referred to students’ gain in using tenses in a written recount text. The tenses are used interactively within the text. The tenses that became the focus of this study were Simple Past Tense and Past Continuous Tense.

A Racing Game means competition between groups of students in answering the question (Novariant, 2009:11). It is called racing game because the groups of students should answer the question given faster than the others. The group that can answer the question faster than the other will be the winner, but their answer will be checked first whether it is right or wrong.

There are so many kinds of racing game. It is classified based on some aspects, such as the place, players, and goal.

1. Racing game based on the place
 - a. Indoor : this racing game is played inside of a building.
 - b. Outdoor : this racing game is played outside of a building.
2. Racing game based on the players
 - a. Individual : there is only a player in this racing game.
 - b. Group : there are group of people in this racing game.
3. Racing game based on the goal

- a. Entertaining : the main goal of playing this racing game is for entertaining the player(s).
- b. Education : the main goal of playing this racing game is for education.
- c. Sport : the main goal of playing this kind of racing game is for sport.

(Adapted from: http://vgstrategies.about.com/od/genrespecifictips/a/racingbasics_2.htm)

Based on the types of racing game above, the researcher conducted indoor education group racing game.

Playing Racing Game builds students interaction since they must communicate while they are playing Racing Game. Strasser (2012) says that “games in the classroom involve all the students to socialize with all the other kids developing their communication as well. This occurs especially when they have to speak to each other and think of tactics to defeat their opponents in group games”. Ellertson (2010) also says that “Games in the classroom force interaction and communication among the students”. Besides, Wright et al (1984) state that “games also help the teacher to create contexts in which the language is useful and meaningful. The learners should take part and in order to do so they must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information”.

Saricoban and Metin (2000,1) state that playing games can reduce the stress in the classroom. Play and competition that are provided by the games increase the students’ motivation in learning, but it is time consuming. Teaching interactive grammar by playing game also has some benefits and weaknesses.

There are several benefits of playing racing game.

1. Racing game is a variation from the usual routine of the language class.
2. Racing game is motivating and challenging.
3. Learning a language requires a great deal of effort. Racing game helps students to make an effort of learning.
4. Racing game provides language practice in the various language skills, such as speaking, writing, listening and reading.
5. Racing game encourages students to interact and communicate.

(adapted from: <http://eca.state.gov/forum/vols/vol33/no1/P35.htm>)

Novarianto (2009:20) states that there are some weaknesses of Racing Game. The weaknesses are as follows.

1. Time consuming.
2. Some of the members do not participate in group discussion. Some members do nothing in answering the question, so that only several students who answer the questions while playing the game.
3. The students create much noise

Regarding the weaknesses of Racing Game, the following activities were done.

1. Allocation (limitation of time) was given.
2. The researcher gave the questions to the group (at least) as many as the number of the group member. So each member got (at least) one question.
3. The researcher reminded the students not to make much noise.

RESEARCH METHODS

In this research, a quasi experimental design was used to know the cause and effect relationship between the independent and dependent variable. The independent variable was teaching using Racing Game while the dependent variable was students' interactive grammar achievement.

The research design used was post-test only control group design. There were two groups in this research, they were the experimental and the control groups. The experimental group was taught grammar by using Racing Game while the control group was taught grammar by inductive technique.

The respondents of this research were the eighth grade students of SMP Bustanul Ulum Wuluhan. There were three eighth classes VII A, VIII B, and VIII C. Homogeneity test was given to know whether those three classes were homogenous or not. Students' scores of Homogeneity test were analyzed by using ANOVA. Since the result of Homogeneity test showed that those classes were homogenous, the researcher chose two classes as the experimental and the control groups randomly by lottery. The treatment was given to the experimental group, that is teaching grammar by using Racing Game while the control group was taught grammar by inductive technique. The grammar teaching was conducted in two meetings. Post-test was given to both the experimental and the control groups. Students' post test scores were compared by using

Independent Sample T-test. Then, draw conclusions from the analysis to answer the research question.

RESEARCH FINDINGS AND DISCUSSION

The homogeneity test was given to all students of the eighth grade. After collecting the students' scores, they were analyzed by using ANOVA and the result showed that the significant value was 0.920. As it was more than 0.05 ($p > 0.05$), it can be said that the ability of the eighth grade students was homogenous. So the researcher chose two classes as the experimental and the control groups randomly by lottery. The Experimental group was class VIII B and the control group was class VIII A. The output of ANOVA can be seen as follow.

Table 1. The Output of ANOVA

ANOVA					
Score					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	66.883	2	33.441	.119	.888
Within Groups	19911.833	71	280.448		
Total	19978.716	73			

The post-test was given to both the experimental and control groups on October 6th, 2012 at the different time or period. The control group, Class VIII A, was tested from 07.00 to 07.40 while the experimental group was tested from 08.20 to 09.00. The test was in the form of grammar test in the form of recount text. The students were asked to fill in the blank with the right verb and form using Simple Past Tense or Past Continuous Tense. The obtained scores from both the experimental and the control groups were analyzed by using Independent Sample T-test of SPSS.

From the output of Independent Sample Test above, the value of significant column of Lavene's test was 0.018. It was less than 0.05, so the row that must be read was the t-test column. The value of significant (2-tailed) was 0.000 or less than 0.05. It means that there was statistically different between the experimental and the control groups.

The alternative hypothesis of this research was "There is a significant effect of using Racing Game on the eighth grade students' interactive grammar achievement at SMP Bustanul Ulum Wuluhan in the 2012/2013 academic year." The hypothesis was

accepted if the value of significant in Lavene’s Test for Equal Variance Assumed more than or equal with 0.050.

Table 2. The Output of Independent Sample Test

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Posttest Equal variances assumed	5.984	.018	5.511	47	.000	14.38333	2.60980	9.13309	19.63357
Equal variances not assumed			5.548	43.578	.000	14.38333	2.59246	9.15714	19.60952

The result of the statistical analysis of Independent Sample Test showed that the value of significant of Lavene’s Test for Equal Variance Assumed was 0.018. It was less than 0.05, so the hypothesis was rejected. Therefore, the researcher used the second row. In the T-Test column, the sig (2-tailed) column value was 0.000. It was less than 0.050, so the alternative hypothesis was accepted.

DRE was used as the researcher wanted to know the percentage of the effect of using Racing Game on the eighth grade students’ interactive grammar achievement at SMP Bustanul Ulum Wulahan in the 2012/2013 academic year. The degree of relative effectiveness was obtained from this following formula:

$$DRE = \frac{M_x - M_y}{M_y} \times 100\%$$

Notes:

DRE = Degree of Relative Effectiveness

M_x = Mean Score of the Experimental class

M_y = Mean Score of the Control class

$$\begin{aligned}
 DRE &= \frac{79.5833 - 65.2000}{65.2000} \times 100\% \\
 &= \frac{14.3833}{65.2000} \times 100\% \\
 &= 22.0602 \%
 \end{aligned}$$

The result of DRE was 22.0602 %. It means that the degree of relative effectiveness of using Racing Game in teaching grammar was 22.06 % more effective than teaching grammar without using Racing Game.

The result of data analysis showed that the Racing Game had a significant effect on the eighth grade students' interactive grammar achievement. It can be seen from the significant value which was 0.018. It means that there was a significant mean difference between the experimental and the control class. Furthermore, the degree of relative effectiveness of using Racing Game in teaching grammar was 22.0602 % more effective than teaching grammar without using Racing Game.

The experimental class was taught grammar by using Racing Game while the control class was taught grammar by inductive technique. Teaching grammar using Racing Game made the teaching learning process more interactive and attractive since it was fun and challenging. The students also learnt grammar subconsciously. It made them acquire the tenses better than that in the control group. It was showed by the result of the post test, the experimental group had higher mean score than the control group. The mean score of the experimental group was 79.5833 while the mean score of the control group was 65.2000.

This was in line with Noblet (2012:3) who says that "over the years studies have shown that when students are actively, or more succinctly, interactively, involved in a lecture, classroom discussion or self study, their learning and retention increases by as much as 20%". In addition, Luong (2009) studied the application of games in grammar for the sixth graders. The study consisted of 8 teachers and 225 students from three high schools and an experimental project with 82 students within 3 months. The results showed a dramatic improvement of students' ability in using grammatical knowledge in written tests and oral performance as well.

From the discussion above, it can be concluded that Racing Game is an appropriate technique to teach grammar interactively for junior high school level, especially for the eighth grade.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the discussion above, it can be concluded that there was a significant effect of using Racing Game on the eighth grade students' interactive

grammar achievement at SMP Bustanul Ulum Wuluhan in the 2012/2013 academic year. It was showed by the significant value in the independent sample t-test which is less than 0.05. It means that the use of Racing Game had a significant effect on the eighth grade students' interactive grammar achievement at SMP Bustanul Ulum. The result of DRE showed that teaching grammar using Racing Game was 22.06% more effective than teaching grammar without using Racing Game.

Since there was a significant effect of using Racing Game on the eighth grade students' interactive grammar achievement, this game can be used as a technique to teach grammar in the class room. Thus, the researcher proposes some suggestions to the following people.

It is suggested that the English teachers of SMP Bustanul Ulum use Racing Game as a technique to teach grammar to make the teaching and learning process more interactive and attractive since it is fun and challenging. It is suggested that the students of SMP Bustanul Ulum use Racing Game to let them learn and practice grammar interactively. Besides, playing Racing Game will give new atmosphere for them since it is fun and challenging. It is also suggested that the other researchers conduct a research about Racing Game for different language skill such as for speaking or language component such as vocabulary.

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