THE EFFECT OF VERB STORY GAME TOWARDS STUDENTS' MOTIVATION IN LEARNING GRAMMAR

Deni Suryani

MTs. Aunul Ibad NW Beroro, Lombok Timur, NTB

Suryanideni31@gmail.com

Abstract

This research was aimed to find out the effect of Verb Story game towards students' motivation in learning grammar. The research was experimental research and the design that was used was post-test only design. The population of the study was the second grade students of MTs Aunul Ibad NW Beroro course which consisted of four classes. Two classes were chosen as the samples, those were MTs Aunul Ibad NW Beroro A Class as experimental group consisted of twenty four students and C Class as control group consisted twenty four students. They were chosen by using Simple Random Sampling technique. Experimental group was treated by Verb Story game and control group was treated by Verb Search game. The instrument that was used objective test and questionnaire in forms of multiple choices and matching word. Then, the scores were analyzed by using statistical analysis. It showed the mean score of experimental group was 73,16 while the mean score control group was 55,12 and the value of t (t test) = 3,537 was higher than the value of t_t (t table) = 2, 013 at the significance level of 5% and the number of degree freedom (46). Therefore, according to the result of the analysis, it can be concluded that it can be concluded that the use of verb story game is effective in learning grammar at second grade students of MTs Aunul Ibad NW Beroro and the result correlation between students' motivation and grammar, it shows r-test (0,993) > r-table (0,404). Based on the result of the study, it can be conclude there is correlation between students' motivation and grammar is accepted. In other word, alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected.

Key word: *Verb story game, motivation, grammar.*

Abstrak

Penelitian ini merupakan penelitian eksperimental dan disain yang digunakan adalah desain post-test only. Populasi penelitian adalah siswa kelas dua MTs Aunul Ibad NW Beroro yang terdiri dari empat kelas. Dua kelas dipilih sebagai sampel, yaitu MTs Aunul Ibad NW Beroro A Class sebagai kelompok eksperimen yang terdiri dari dua puluh empat siswa dan kelas C sebagai kelompok kontrol terdiri dari dua puluh empat siswa. Mereka dipilih dengan teknik Simple Random Sampling. Kelompok eksperimen diobati dengan game Verb Story dan kelompok kontrol diobati dengan game Verb Search. Instrumen yang digunakan adalah uji objektif dan kuesioner dalam bentuk multiple choice dan matching word. Kemudian, nilai dianalisis dengan menggunakan analisis statistik. Ini menunjukkan nilai rata-rata kelompok eksperimen adalah 73,16 sedangkan kelompok kontrol skor rata-rata adalah 55,12 dan nilai t (uji t) = 3,537 lebih tinggi dari nilai t_t (t tabel) = 2, 013 pada tingkat signifikansi 5% dan jumlah derajat kebebasan (46). Oleh karena itu, berdasarkan hasil analisis, dapat disimpulkan bahwa dapat disimpulkan bahwa penggunaan permainan cerita verba efektif dalam pembelajaran tata bahasa siswa kelas dua MTs Aunul Ibad NW Beroro dan hasil korelasi antara motivasi belajar siswa dan tata bahasa, ini menunjukkan r-test (0,993)> r-table (0,404). Berdasarkan hasil penelitian, dapat disimpulkan ada hubungan antara motivasi dan tata bahasa siswa yang diterima. Dengan kata lain, hipotesis alternatif (Ha) diterima dan hipotesis nol (Ho) ditolak.

Kata Kunci*: Permainan cerita verba, motivasi, tata bahasa*

INTRODUCTION

According to Aaronson (2011: 28), we now know that many natural learning problems, as example, inferring the rules of a regular or context free language from random examples of grammatical sentence are computationally intractable.

English is as one of compulsory subject that should be mastered by the student. It is not only cover four language skills areas (listening, reading, speaking, and writing) but also other aspect of language such as grammar. Grammar is the set of structural rules that govern the composition of clauses, phrases, and words in any given natural language. Grammar is supposed as the important element in learning English to support the four English skills itself.

Based on the result of observation when the researcher was conducted at MTs Aunul Ibad NW Beroro, the researcher got that the ability of students were still lack in grammar especially in regular and irregular simple past, and students at MTs Aunul Ibad NW Beroro lack of motivation because the method used before not interesting until this condition make the students cannot express their ideas. Brown (2000: 72) states that 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 commonly understood as an inner drive, impulse, emotion or desire that moves one to particular action. Based on the problem, the research tries to solve the problem, in which the importance of motivation in teaching process.

Riview of Related Literature

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 (Brown, 2000: 160). 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).

According to Driscoll (1994: 115), motivational design views motivation as a squence. First, gain the attention of the learner, and they provide relevance of what you are teaching to their proposal goals and needs. The learners gains confidence as the learning process unfolds. The satisfaction of the new knowledge provides motivation to continue learning.

Gaining and maintaining attention follows many of the same principles as discussed in providing a stimulating learning environment and coursing curiosity. Often is easy to gain attention at beginning of a lesson. Sustaining the attention is a challenge. Provide variety in presentations through media, demonstrations, and small group discussions or whole class debates. Likewise, printed text can be varied through different type sizes of fronts or the inclusion of diagrams of pictures.

Helping students find relevance while learning can be a daunting task for some subjects. Linking what is being taught to something that is familiar and relevant to the student helps in the motivation of that student. Motivation amounts to persuasion for knowledge based subjects that provide the basis for learning future concepts. Often assurances are given that the student will eventually see the relevance of what they are learning.

Confidence and self-efficacy are closely aligned. Three strategies for developing confidence are outlined by Driscoll (1994) : (1) Create a positive expectation for success by making it clear just what is expected of students. Break complex goal into smaller chunks. It is easier to eat an elephant if you do it in small chunks. (2) Provide success opportunities for students. Learners gain confidence if they are given enough assistance to perform a task they are not quite capable of doing on their own. (3)

Provide learners with a reasonable degree of control over their own learning. Help them to recognize that learning is direct consequence of their own efforts.

Satisfaction can be enhanced in a learner by celebrating successes. We fail to realize the impact of this on learners. Publicly celebrating success provides reinforcement for the learners receiving the acknowledgment. Praise is often overlooked as a strong motivator for learners. In a classroom setting it is important to find something to celebrate with all students.

"Grammar is a language to talk about language (Dykes, 2007: 5)." Generally, grammar or structure is sometimes defined as the way words are combining or put together to make correct sentence.

According 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. Words 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 phrases to build a clause. A group of words at least contain of subject, predicate and object or complement.

According to Davis and Rinvolucri (1995), Verb Story game is the story which the students search the verb in the story and students participate in the activities that involve work in a group. Davis and Rinvolucri (1995: 8) stated the procedure of Verb Story Game as follow:

Write these word up on the board or direct them:

PUT RAN SAW PUT ON WENT IN SAID WENT OUT ATE UP JUMPED OUT WALKED PUT ON ATE UP STOPPED LAY DOWN HEARD PICKED CAME CAME IN SAW KNOCKED KILLED ASKED SAID LIVED ANSWERED

Check the students understand all the verb- explain unknown ones. Put the students in pairs. Tell them all the verbs come from a very well known children's story. Ask them to work together to decide which story it is and to tell the story to each other in English. Different students may decide on different stories – this is fine, allow stories other than Little Red Riding Hood, from which the verbs were taken. Go round helping, especially with the pronunciation of the past tense. Get the students to change partners and to tell the story as they have re-constructed it to a new partner. Before this stage rub the words off the board and get them to turn their verb list over (if they have them) so that the telling is more flowing and natural, even if things get left out.

RESEARCH METHOD

Research Design

Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics) (Aliaga and Gunderson 2002 in Daniel muijs 2004: 01).

The research design of this research was quasi experimental research design and the kinds of design was posttest only design. According to Nunan (1992 in Fathurrahman 2015: 4), quasi experimental design is a research design which is consist of experimental and control group and there was treatment in post-test also sample chosen randomly, because this method is categorized as quantitative research that to find out the effect of verb story game towards students' motivation in learning grammar at MTs Aunul Ibad NW Beroro.

Population

The population of this research is the second grade students of MTs Aunul Ibad NW Beroro in Academic Year 2017/2018. The second grade divided into four classes: A, B, C, and D. Each class include of class A: 24 students, class B: 20 students, class C: 24 and class D: 25 students. So, population of the second grade students of MTs Aunul Ibad NW beroro in Academic Year 2017/2018 is 93 students.

Sample

The sample technique that is used in this study is cluster random sampling by using lottery to determine the sample of this study. According to Urdan (2005: 22), cluster random sampling technique is selecting cases from a population in a manner that ensure each number of the population has an equal change of being selected into the sample. The sample of this study, the researcher takes VII A class as experiment consist of 24 students and VII C class as control group consist of 24 students. So the sample in this study is 48 students.

Research Instrument

In this research, the researcher used a test as the instrument in collecting the data. The test is grammar tests which consist of 55 items and the form of the test is objective test multiple choices and matching word are as the instrument of collecting the data. Each item consists of 50 items of multiple choice, and matching word 5 items. After testing the validity and reliability the researcher identified there were 31 items valid and there were 31 item reliable, therefore the there were 31 items of the test instrument. Each item consists of 26 items of multiple choices and 5 items of matching word. The researcher was given 1 point for each item with the correct answer and 0 point for items with the wrong answer. So, the total score is 100.

The instrument for motivation was questionnaire. Questionnaire is important to know students' motivation in learning grammar. In this case, the researcher was given the test for the students' to know their motivation which is discussed. The numbers of questionnaire are 20 items.

RESEARCH FINDING

This research was conducted on 14th – 28st June 2017 at MTs Aunul Ibad NW Beroro. The steps of the research were as follows: at the first meeting on 14th June the researcher treated the experimental group by using verb story game and the first meeting for control group on 15th June the researcher treated by using verb search game. The next meeting on 16th June the researcher gave the second treatment for experimental group by using verb story game and the second treatment for control group on 17th June the researcher treated by using verb search game. On 19th June the researcher gave post-test for experimental group and on 20th the researcher gave post-test for control group. On 28st June the researcher gave questionnaire for experimental group and control group.

Testing hypothesis is the 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 higher from t table (t test value   t table) was used in determining the level of significance as well as the degree of freedom of samples minus two.

In this research, the sample of data was 24 students for experimental group and 24 students for control group; the total sample for both of the groups obtained were the mean score of experiment group was 76.16 and the mean score of control group was 55.12 meanwhile, the standard deviation of experiment group was 6,80 and standard deviation score of control group was 4,21.

Based on the data, it shown that the hypothesis of this research was t-test value > t-table value at significant level of 0,05 (90%) with 24 student for experiment group and 24 student for control group the total sample for both of the groups was 48,

so the degree of freedom that was used 48-2 = 46. The result of t-test was higher than t-table 3,537   2,013. The mean score of experimental group who was taught by Verb Story Game is higher than control group. So the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected.

Before go on we back 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.

According to David and Rinvolucri (1995) Verb Story game is the story which the students search the verb in the story and students participate in the activities that involve work in a group.

On the previous chapter, the researcher proposed a research question. That was stated "Is there any Effect of Verb Story Game towards students' motivation in learning grammar at Second Grade of Students of MTs Aunul Ibad NW Beroro in academic year 2017/2018?.

CONCLUSION

This chapter deals with the data obtained during the research. The data analysis leads to discuss the findings of the research before starting the conclusion. Then, the discussion of the data finding continued to the interpretation of the findings. This study was aimed at finding out the research problem that has been stated in previous chapter; "Is there any effect of verb story game towards students' motivation in learning grammar? Is there any correlation between students' motivation and grammar?"

Based on the result of data analysis in the previous chapter (IV), the mean score of experiment group was 73.16 and the mean score of control group was 55.12. Furthermore, the score of t-test was 3,537, while the score of t table was 2,013 (3,537   2,013) at the level of significance 0,05% , meant that the score of t-test was higher than t-table. Alternative Hypothesis was accepted and Null Hypothesis was rejected. It took conclusion that the Verb Story Game was effective in learning Grammar at the second grade students of MTs AUNUL IBAD NW BERORO in academic year 2017/2018.

The correlation coefficient of the two variables is 0.993. In other to know whether this correlation coefficient (0.993) is significant or not, it is necessary to find out significance. If check up the r– table for 24 subjects as the sample, it is 0.404 for confidence level of 5 % (α 0,05) for two tailed test. This figure indicates that the result of r – test = 0.993 is higher than r – table (0.404). In other words, if we compare the r – test to the r – table we will find that: r– test 0.993 > r– table 0.404. Based on the result of data above, the researcher can compared that the result of r-test was (0,993) and r-table was (0,404) for the two variable X (students' motivation) and variable Y (grammar). So, the researcher concluded r-test is higher than r-table. It can be confirmed that the null hypothesis (Ho) is clearly rejected and therefore, the alternative hypothesis (Ha) is accepted. Finally, from the explanation itself it can be concluded that the null hypothesis explains that there is no positive correlation and alternative hypothesis explains that there is positive correlation between the students' motivation and grammar at the second grade students of MTs Aunul Ibad NW Beroro in academic year 2017/2018. In other words, there is significant study between the two variables itself.

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