

TEACHING STRUCTURE THROUGH GAMES TO THE
STUDENTS OF MADRASYAH ALIYAH NEGERI 1
KEPAHIANG, BENGKULU



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A THESIS

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CERTIFICATION OF ORIGINALITY

I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in this thesis are quoted or cited accordance standard.

Semarang, June 22, 2009

Meizaliana
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MOTTO

- ❖ *Never say, "It's too late" to start good things.*
- ❖ *Try to be always the best of the best in your life.*

Dedications

This is especially dedicated to:

- *My Beloved Husband and my children Achmad Ridhoullah Pratama, Rara Dila Salsabila and my twin sons Achmad Raihan Hadit and Achmad Reihan Hadin for his patience, support, and motivation..*
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TABLE OF CONTENT

TITLE	i
APPROVAL.....	ii
VALIDATION	iii
ACKNOWLEDGMENT	iv
CERTIFICATION OF ORIGINALITY	v
MOTTO AND DEDICATION	vi
TABLE OF CONTENT	vii
LIST OF FIGURES	x
LIST OF APPENDIXES	xi
ABSTRACT	xii
CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. Limitation of the Problem	9
C. Formulation of the Problem	10
D. Objective of the Research	10
E. Significance of the Study	11
F. Definitions of the Terms	11
G. Organization of the Thesis	12
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Language Learning and Teaching	13
B. General Concept of Structure or Grammar	38
C. The Importance of Structure	41

D. General Concept of Games	51
E. The Advantages of Using Games.....	57
CHAPTER III RESEARCH METHOD	
A. Research Design	62
B. Research Variables	63
C. Population and Samples	64
D. Place and Time of the Research	66
E. Research Instrument	68
F. Technique of Data Analysis	73
G. Research Hypothesis	73
CHAPTER IV RESEACH FINDING AND DISCUSSTION	
A. Description of the Data	78
B. Research Result and Data Analysis.....	98
C. The Testing of The Score of Difference of the Post- test Score in Experimental Groups and Control Group.	103
D. Research Finding	105
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	106
B. Suggestion	107
BIBLIOGRAPHY	109
APPENDIX	112

LIST OF APPENDIXIES

	Page
Appendix 1: Name of Student	113
Appendix 2: Try Out Score SMA Saint Lois Semarang	113
Appendix 3: Test Result Validity and Reliability Item Try out.....	115
Appendix 4: Pre Test Result of Experiment Group	116
Appendix 5: Pre Test Result of Control Group.....	118
Appendix 6: Result Post Test of Experiment Group	119
Appendix 7: Result Post Test of Control Group	120
Appendix 8: Pre Test and Post Test Result of EG and EC	121
Appendix 9: Distribution Frequency of Control Group Score	122
Appendix 10: Distribution Frequency of Experiment Group Score	131
Appendix 11: T-Table	132
Appendix 12: Descriptive Statistics and Frequency Table Experiment	133
Appendix 13: Descriptive Statistics and Frequency Table Control	137
Appendix 14: The Examples of Games	141
Appendix 15: Objective Test	168
Appendix 16: Answer Sheet	181
Appendix 17: Answer Keys	182
Appendix 18: Competence Standard and Basic Competence	183

LIST OF FIGURES

	Page
Figure 1: Histogram of the Control Group	100
Figure 2: Histogram of the Experiment Group	102
Figure 3: Hypothesis testing picture	105

ABSTRACT

Studying structure is one of the problems for students who study English. Sometimes they feel difficult and are bored learning it, but in other hand, structure is an important element in mastering English language. In addition, structure is the main capital and important to be taught nowadays, so teachers must try to find other alternative techniques of teaching English to make students interested in English lesson. One of them is through game.

Game is fun, interactive, and exciting, and in playing games, students can study English structure easily, in a relax atmosphere, and interestingly. Through games the English teacher can motivate his/her students in learning English, and students can enjoy it.

The research aim is to know the effectiveness of teaching structure through games to the students of Madrasah Aliyah Negeri 1 Kepahiang, Bengkulu. The type of this research is quantitative and experimental. The method of the research concerned primarily with discovering the effectiveness and the significant difference of the use of games in teaching structure. The design of this research is a true experiment design with pre-test and post-test procedure. There was a try out before the test, then it was continued by validity and reliability test using SPSS computer program. After that, the new objective test was designed; they only covered the valid and reliable ones.

The data were taken from the objective structure test. The total population is 225 students of Madrasah Aliyah Negeri 1 Kepahiang, Bengkulu. This research applied a random sampling technique to get samples. The total sample is 77 students. The sample is divided into two groups; the experimental group and the control group. Then, the data were analyzed using the t-test method to find out whether there is significant difference between the experimental groups taught by using games as a treatment, and the control group taught conventionally.

The research results, based on the results of the analysis of Independent Samples T-Test Teaching Structure through Games to the Students of MAN I Kepahiang, Bengkulu, is $\bar{X} = 41.79$, and Teaching Structure conventionally $\bar{X} = 32.95$. There is 7.08% improvement difference in the two groups. It means that teaching Structure through Games is better than Teaching Structure conventionally. Besides, it can also be concluded that the t calculation value obtained ($4.281 > t$ table 1.991), so H_0 is refused and accept the H_a , or H alternative. Thus, the hypothesis that states that “there is a significant difference between teaching structure through game and teaching structure without game” is accepted.

Keywords: Teaching Structure, Game, Objective Structure Test

ABSTRACT

Belajar structure merupakan salah satu masalah yang dihadapi siswa yang mempelajari bahasa Inggris. Kadang-kadang mereka merasa kesulitan dan bosan untuk mempelajarinya, tetapi disisi lain, structure merupakan unsur penting dalam menguasai bahasa Inggris. Dan structure merupakan hal yang penting dan utama untuk di ajarkan sekarang. Jadi guru harus berusaha menemukan teknik mengajar bahasa Inggris dengan alternative yang lain. Agar siswa tertarik dengan pelajaran bahasa Inggris. Salah satu teknik itu adalah dengan melalui game.

Game itu sangat menyenangkan, dan interaktif, serta dengan game siswa dapat mempelajari structure bahasa Inggris dengan mudah, dalam suasana yang santai, dan menarik. Melalui game guru bahasa Inggris dapat memotivasi siswanya mempelajari bahasa Inggris, dan siswa dapat menikmatinya.

Penelitian ini bertujuan untuk mengetahui keefektifan pengajaran structure melalui game pada siswa Madrasah Aliyah Negeri 1 Kepahiang, Bengkulu. Jenis penelitian ini adalah kuantitatif dan eksperimental. Metode penelitiannya terutama difokuskan pada pengamatan keefektifan dan perbedaan yang signifikan dari penggunaan game pada pengajaran structure. Desain dari penelitian ini adalah desain penelitian sejati dengan prosedur pre test dan post test. Sebelum test diadakan try out (tes uji coba), kemudian dilanjutkan dengan tes validitas dan reliabilitas dengan menggunakan program komputer SPSS 14.0. Setelah itu, tes obyektif yang baru dibuat dengan hanya memasukkan hasil tes yang valid dan reliabel.

Data-data penelitian diambil dari tes structure obyektif. Jumlah populasi secara keseluruhan adalah 225 siswa Madrasah Aliyah Negeri 1 Kepahiang, Bengkulu. Penelitian ini menggunakan teknik random sampling untuk mendapatkan sampel-sampel. Jumlah sampel secara keseluruhan adalah 77 siswa. Sampel tersebut terbagi menjadi dua kelompok yaitu kelompok experimental dan kelompok kontrol. Kemudian data tersebut dianalisis menggunakan metode T-test untuk mengetahui apakah terdapat perbedaan yang signifikan antara kelompok ekperimental yang diajar dengan menggunakan game sebagai suatu perlakuan, dan kelompok kontrol yang diajarkan secara konvensional.

Hasil penelitian, berdasarkan pada hasil analisis sampel-sampel bebas dari T-test mengenai pengajaran structure melalui game pada siswa Madrasah Aliyah Negeri 1 Kepahiang, Bengkulu adalah $\bar{X} = 41.79$, dan pengajaran structure secara konvensional adalah $\bar{X} = 32.95$. Terdapat selisih peningkatan prestasi sebesar 7.08% diantara kedua kelompok tersebut. Itu berarti bahwa pengajaran structure melalui game lebih baik dari pada secara konvensional. Disamping itu, dapat juga disimpulkan bahwa nilai $t (4.281) > t \text{ table } (1.991)$, maka H_0 ditolak dan menerima H_a (H alternative). Jadi hypothesis yang menyatakan bahwa terdapat perbedaan yang signifikan antara pengajaran structure melalui game dengan pengajaran structure tanpa game diterima.

Kata kunci: Pengajaran structure, game, tes structure obyektif.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an important device and a very beneficial tool for human being to communicate with other people. By using language, people can talk and understand each other. They can communicate with other group of people or nations. A successful communication needs communicative language media (communicative competence) that have rules and norms, which should be carried out in communication. Brown (2000:5) states that language is a system of arbitrary conventionalized vocal, written or gestural symbols that enable members of given community to communicate intelligibly with one another. Language is systematic and a set of arbitrary symbols. The symbols are primarily vocal, but may also be visual. They have conventionalized meanings to which they refer.

Language is used for communication. It operates in a speech community or culture. In addition, it is essentially human, although possibly not limited to human. It is acquired by all people in much the same way; both language and language learning have universal characteristics.

There are many languages in the world. One of them is English. English is an International Language, and it is very important nowadays. It is the language of globalization, international communication, commerce and trade. English is a global language, which is spoken by more and more people

in the world. Besides, English has a role as a language of science, technology and art. People who are able to communicate in English will be easier to get more information and knowledge. Millions of people today want to improve their command of English, and the opportunities to learn it is provided in many different ways such as formal or informal instruction, studying abroad, the media, and internet.

Richards (2007: 2) states that English is the language of globalization, international communication, commerce and trade, the media and pop culture, different motivation for learning it come in to play. English is no longer viewed as the property of the English-speaking countries, but it is an international commodity sometimes referred to as World English or English as an International Language. In Indonesia, English language has been introduced as a foreign language in Elementary School, Junior High School, Senior High school, and University level.

Teaching means the helping, giving instruction, guiding, facilitating someone to learn something, providing with knowledge, and causing to know or to understand in learning process. Now, we are in post method era or in term of the new millennium. The teaching of English must be given more attention to know how to be able to communicate. In this case, communicative approach is good for language teaching. Richards (2007: 5) says that the post method era has, thus, lead to a focus on the processes of learning and teaching rather than ascribing a central role to methods as the key to successful teaching.

Communicative language teaching method is still relevant today. It has served as the major source of influence on language teaching practices around the world. Furthermore, Richards (2006: 2) says that communicative language teaching sets as its goal the teaching of communicative competence. Communicative competence is viewed as mastery of functions needed for communication across a wide range of situations. Vocabulary and grammar are then chosen according to the functions being taught. Communicative language teaching can be understood as a set of principles about the goal of language teaching, how learners learn a language, the kinds of classroom activities that facilitate learning, and the role of teachers and learners in classrooms. Communicative competence meant here as part of the scopes of the English subject in the school curriculum. It covers the following:

1. Discourse competence; discourse competence is the mastery of spoken text comprehension and written text, which is realized in four language skills; they are listening, reading, and writing, in integrated to reach the informational literacy level.
2. Competence is the ability to understand and to create various short functional texts and monolog and essay such as procedure, descriptive, recount, narrative, report, news item, analytical exposition, spoof, explanation, discussion, review, public speaking. Material gradation shows in the usage of vocabulary, structure, and steps retrace.
3. Supported competences are linguistic competence, socio-cultural competence, strategic competence, actional competence.

The aim of English education is to develop communicative competence in spoken and written, or discourse competence. Students can achieve a communicative competence if they master supported competences namely linguistic, socio-cultural, strategic, and actional competence. Linguistic competence is the competence to use structure, vocabulary, in spoken or written language. Thus, if a student has linguistic competence, he/she has the competence to use structure, pronunciation, spelling and vocabulary in a spoken or written language.

To have this competence, students should have the abilities in structure and vocabulary (lexicogrammar). Structure is a part of language and an important element in English. Every language has its structure. There is no language without structure. Structure is needed in mastering English. It is the main capital in studying English. It is one of language components beside pronunciation, spelling and vocabulary. In addition, structure is the basis to learn English before students write narrative text, descriptive, news item, recount text and procedure text.

Structure is very important. Without structure, meaning nuances can lose or cannot be submitted. It is difficult to create a text, and learning structure is very important for language learners. It makes students know how to produce good sentences and to express ideas and feelings.

It may be noted that although Halliday (1994:6) and Harmer (2002:12) differentiate the term “ *grammar* “ and “ *structure* “, it seems to the writer

that there is only a slight difference between them. Accordingly, the writer will use “*grammar* “and “*structure* “, interchangeably.

People will agree that structure or grammar is too important to be ignored, and without a good knowledge in structure or grammar, learners’ language development will be severely constrained. 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. Therefore, Richards (2008: 145) stresses that structure is still important to be taught in teaching English; he furthermore says that now teaching structure has controversial issues in teaching English, but in recent years, grammar teaching has regained its rightful place in language curriculum. Swan in Richards et al (2008: 146) suggests that the teaching of grammar should be determined by the needs in learning English.

Most Indonesian students face difficulties in learning structure because the grammatical rules of Indonesian language are different from those of English. It is one of the problems faced by students of MAN 1 Kepahiang, Bengkulu. It is obvious why they become passive, confused, shy, afraid of making mistakes, and feel bored when they study English structure, and sometimes they are sleepy in the class when they have lesson. It can lead the learners have negative results; they become unmotivated to learn it and unable to communicate in English.

Based on the principles of communicative language teaching of Johnson and Marrow (1981: 10), the processes are as important as the forms:

information gap, choice, and feedback. It implies that a teacher has to create information gap, give choices to his students to choose what they want to say, and how they will say it. Information-Gap Activity is an important aspect of communication in Communicative language teaching or CLT.

According to Richards (2006: 18), Information-Gap Activities is the notion of information gap. This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. This is known as an information gap. An example of information gap in Communicative language teaching is as follow:

Students are divided into A-B pairs. The teacher has copied two sets of pictures. One set (for students) contains a picture of a group of people. The other set (for B students) contains a similar picture but it contains a number of slight differences from the A-picture. Students must sit back to back and ask questions to try to find out how many differences there are between the two pictures.

The more authentic communication is likely to occur in the classroom if the students go beyond practice of language forms for their own sake and use their linguistics and communicative resources in order to obtain information. In doing so, they will draw available vocabulary, grammar, and communication strategies to complete a task.

Furthermore, Richards (2006: 11) states that communicative competence is viewed as mastery of functions needed for communication across a wide range of situations. Vocabulary and grammar are then chosen

according to the functions being taught. He (2007:9) also concludes that the roles of grammar in language teaching are accuracy and fluency of equal status, grammar taught in meaningful context, focus on grammar in discourse and text, communicative competences, the goal of learning, fluency-based methodology, and grammar taught through task.

According to Richards (2008: 94), a task is an activity, which learners carry out by using their available language resources and leading to a real outcome. Examples of tasks are playing games, solving problems, or sharing and comparing experiences. In carrying out tasks, learners are said to take part in such processes as negotiation of meaning, paraphrase, and experimentation, which are thought to lead to successful language development. In carrying out the tasks, students experience ample opportunities for meaningful language use in a realistic context.

In Communicative Language Teaching, task is a kind of classroom activities and in CLT grammar taught through task. Task is important in the process of language teaching learning order that the materials are easy to be understood and mastered. It needs enrichment by practicing some elements of language through some activities that we call task, and one example of tasks is playing a game.

Games are the examples of task activities. Games are good devices for practicing grammar points, and it can be used to teach structure or grammar. Besides, game can make the teaching learning process fun and enjoyable. It is an activity with rules, a goal and an element of fun. In addition, there are two

kinds of game; competitive and cooperative games. Games can be an integral part of any language syllabus. It is used as a method and technique in teaching English.

In communicative language teaching, game is one example of task activities, and grammar can be taught through tasks. Some others have proposed the following characteristics of games:

1. Hadfield (2004: v) A learning activity can be call a game when there are rules, a goal and element of fun.
2. Celce-Murcia (2001: 16) states that the use of games, role-play, pair work, and other small-group activities has gained acceptance and is now widely recommended for inclusion in language teaching programs.
3. Harmer (2001:24-25) states that one of the necessary elements for successful teaching and learning in class is engage. Engage is the point of a teaching sequence where teachers try to arouse the students' interest. Thus involving their emotion, activities and materials which frequently engage students include: games (depending on age and type), music discussions (when handled challengingly), stimulation pictures, dramatic stories, amusing anecdotes etc.
4. Richards (2006: 19) states that there are many other activity types that have been used in CLT, one of them is task-completion activities: puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.

5. Agoestyowati (2007: xiii) is of the opinion that the use of games in a learning environment will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more effectively. She says that games allow students to work co-operatively, to compete with each other, to strategize, to think in a different way, to compare and to share knowledge, to learn from others and from mistakes, to work in a less stressful and more productive environment, and to allow the students to have fun, and to be able to help students use and practice the language in relaxed way.

Therefore, Games are activities created by teachers to make the teaching and learning process more interesting so that students enjoy the materials. Consequently, they will get better achievement.

B. Limitation of the Problem

Structure is the basic material in learning English, and it is always used and must be learned by students when they make or develop spoken and written texts. The language will be acceptable if the structure is correct. However, students sometimes feel difficult and bored when they study it. In this research, the researcher tries to apply teaching structure through games to overcome the students' problems.

There are many kinds of grammar or structures. In this thesis, the writer discusses the structures that are relevant to syllabus or curriculum of Madrasah Aliyah Negeri 1 Kepahiang, Bengkulu, such as present tense, past

tense, present continuous tense, future tense, perfect tense, imperative sentence, conditional sentence, question tag, passive voice, noun phrase, adverb phrase, adjective phrase, and conjunction. Games used in the research were structure game, or the emphasis is game on structure by which the students can learn it better and easier.

C. Formulation of the Problem

Due to the limitation of the problem, the problem of this research can be formulated as follows:

1. Is teaching structure through games effective for students of Madrasah Aliyah Negeri 1 Kepahiang Bengkulu?
2. Are there any significant differences in the results of teaching structure using games and without games?

D. Objective of the Research

In accordance with the formulation of the problem, the objective or the aims of the research are:

1. To shows the effectiveness of games for the teaching of structure in Madrasah Aliyah Negeri 1 Kepahiang, Bengkulu.
2. To shows the significant differences in the results of teaching structure using games and without game.

E. Significance of the Study

. Game is one of the teaching methods that can be applied in classes. Teaching structure through games can facilitate the students to learn structure. The results of this research are expected to be beneficial for English teaching and English language education. In addition, the results of this study are also expected to be the guidance for the teacher in constructing and using games to teach grammar in Senior High School. Besides, it is expected that games can help teachers to make the teaching of structure interesting and can be helpful to arise students' motivation and interest in learning structure.

F. Definitions of the Terms

This study involves a number of specific terms. The terms are defined as follows:

1. Teaching

Teaching is guiding in study of something, facilitating learning, enabling the learner to learn, setting the conditions for learning.

2. Structure

Richards Jack et al (1985:276) states that structure refers to a sequence of linguistic units that are in a certain relationship to one another.

3. Game

Games are activities with rules, a goal, and an element of fun.

G. Organization of the Thesis

The first chapter deals with the general outline of what is hoped to be achieved in conducting the experiment, the reason for doing it, the limitation of the problem, the formulation of the problems, the significance of the study and the definitions of the terms used. The second chapter presents some theories. The third chapter describes the materials of the experiment, the subjects of the study and the procedure of the experiment undertaken. The fourth chapter deal with the analysis of the data collected. The fifth chapter gives the conclusions of the thesis and provides some suggestions for further study.

CHAPTER II

REVIEW OF RELATED LITERATUR

A. Language Learning and Teaching

Language is a mean of communication; it means that by using the language we are able to communicate our ideas to other people, or to interact with others. Brown (2000:5) states that language is a system of arbitrary conventionalized vocal, written or gestural symbols that enable members of given community to communicate intelligibly with one another. Language is systematic. Language is a set of arbitrary symbols. The symbols are primarily vocal, but may also be visual. The symbols have conventionalized meanings to which they refer. Language is used for communication and operates in a speech community or culture. It is essentially human, although possibly not limited to human. All people acquire language in much the same way, both language and languages learning have universal characteristics.

1. Learning

Learning is a process of change from not knowing to knowing. Particularly, this research discusses the learning of structure in English language. Kimble et al (1963: 133) in Brown (2000: 7) define that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioural tendency and is the result of reinforced practice. Furthermore,

he defines learning as acquisition or getting. It is retention of information or skill, and the retention implies storage systems, memory, and cognitive organization. In addition, learning involves activeness, conscious focus on and acting upon events outside or inside the organism. It is relatively permanent but subject to forgetting. Learning involves some forms of practices, perhaps reinforced practices. Learning is change in behaviour.

2. Teaching

Teaching is also an activity, which is integrated one to each other. Teaching gives support to leaning activities. According to Brown, (2000: 7) teaching is “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” He further says that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Our understanding of how the learner learns will determine our philosophy of education, teaching style, approach, methods, and classroom technique.

Cambridge International Dictionary of English in Harmer (2002, 56) teaching means to give (someone) knowledge or to instruct or to train (someone). In addition, the Longman Dictionary Contemporary English suggests that it means to ‘show somebody how to do something’ or to ‘change somebody’s ideas’.

Furthermore, he says that in recent year, under the influence of humanistic and communicative theories, great emphasis has been placed on ‘learner-centered’ teaching, that is, teaching makes the learners’ needs, and experience central to the educational process. In the framework, the learners’ needs and experience central to the educational process. In this framework, it is students’ needs, which should drive the syllabus, not some imposed list; it is the students’ learning experiences and their responses to them, which should be at the heart of a language course.

The measure of a good lesson is the student activity-taking place, The physical manifestation of this trend is to be found in classrooms where learners are given task to work on, and where, in the process of performing these task (with the teacher’s help), real learning takes place. In these situations, the teacher is no longer the giver of knowledge, the controller, and the authority, but rather a facilitator and resource for the students to draw on.

This research focuses on teaching grammar. Teaching grammar also involves teaching structure, because structure is part of grammar. Celce-Murcia (2001: 256) says that teaching grammar means enabling language students to use linguistic forms accurately, meaningfully, and appropriately. Harmer (2006: 23) more typically says grammar teaching means teaching to a grammar syllabus and explicitly presenting the rules of grammar, using grammar terminology. This is known as overt grammar teaching.

In language teaching methodology, Swan in Richards's "Methodology in Language teaching an anthology of current practice" on page 146, suggests that the teaching of grammar should be determined by the needs of student. Thus, the selection of grammar items to be taught must depend on learners' aims in learning English, and the teaching of grammar should be based on principle of comprehensibility and acceptability.

Furthermore, Richards et al (2008: 151-152) states that there are two good reasons for teaching carefully selected points of grammar. The first is comprehensibility. The comprehensibility merely means knowing how to build and use certain structures makes it possible to communicate common types of meaning successfully. Without these structures, it is difficult to make comprehensible sentences. We must, therefore, try to identify these structures and teach them well, precisely what they are is partly open to debate-it is difficult to measure the functional load of a given linguistic item independent of context-but the list will obviously include such things as basic verb forms, interrogative and negative structures, the use of the main tenses, and model auxiliaries.

The second is acceptability. The acceptability merely means in some social context, serious deviance from native-speaker norms can hinder integration and excite prejudice a person who speaks 'badly' may not be taken seriously, or may be considered uneducated or stupid. Students may therefore want or need a higher level of grammatical

correctness than is required for mere comprehensibility. Potential employers and examiners and if our student' English needs to be acceptable to these authorities, their prejudices must be taken into account.

3. Teaching Methodology

Teaching method has been termed in post method era. Methodology, known as communicative language teaching or communicative approaches, has influenced approaches to language teaching today. In addition, the communicative language teaching focuses on the processes of learning and teaching. Based on Richards (2007: 5) in "30 Year of TEFL / TEST: A Personal Reflection" says that the post methods era has, thus, lead to a focus on the processes of learning and teaching rather than ascribing a central role to methods as the key to successful teaching. Communicative language teaching method is still relevant today and has served as major source of influence on language teaching practice around the world.

Furthermore, Richards (2006: 2) in his book "Communicative Language Teaching Today" says that the communicative language teaching sets as its goal: the teaching of communicative competence. Communicative competence is viewed as mastery of functions needed for communication across a wide range of situations. Vocabulary and grammar are then chosen according to the functions being taught. Communicative language teaching can be understood as set of principle

about the goal of language teaching, how learners learn a language, the kinds of classroom activities that facilitate learning, and the role of teachers and learners in classroom.

Based on Johnson and Marrow (1981: 10) as quoted in Sugirin (2003: 27) states that, there are five principles of communicative language teaching:

1. The 'know what you doing'.
2. The whole is more that the sum of the parts.
3. The processes are as important as the forms: information gap, choice, feedback.
4. To learn it, do it.
5. Mistakes are not always a mistake.

While Richards (2006:13) proposed the six principles of communicative language teaching methodology at this time as follows:

1. Make real communication the focus of language learning.
2. Provide opportunities for learners to experiment and try out what they know.
3. Be tolerant of learners' errors as they indicate that the leaner is building up his or her communicative competence.
4. Provide opportunities for learners to develop both accuracy and fluency.
5. Link the different skills such as speaking, reading, and listening together, since they usually occur so in real world.

6. Let students induce or discover grammar rules.

4. The Role of Teachers and Learners in the Classroom

Communicative Language Teaching has been the development of learner-centered approaches to language teaching, to understand the role of teachers and learners, the followings are definition of the teacher and learner's role propose by some experts:

Harmer (2002: 57) says that the teacher is no longer the giver of knowledge, the controller, and the authority, but rather a facilitator and resource for the students to draw on.

Richards implied (2006:5) new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in-group work or pair work tasks, rather than relying on the teacher for model. They were expected to take on a greater degree of responsibility for their own learning. In addition, teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning.

From definition above, it can be concluded that the roles of Teachers and Learners in the classroom are; teachers are as facilitator and monitor, where they facilitate the language learning. Then, learners are as participation, where they participate in classroom activity.

Richards (2006:14-15) also explains classroom activities in communicative Language Teaching. The developing classroom activities reflect the principles of communicative methodology, main activity types that were one of the outcomes of CLT. One of the goals of CLT is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstanding, and work to avoid communication breakdowns. Fluency practices can be contrasted with accuracy practices, which focus on creating correct examples of language use.

Teachers are recommended to use a balance of fluency activities and accuracy, and to use accuracy activities to support fluency activities. Accuracy work could come either before or after fluency work. The differences between Fluency activity and accuracy activities are describe below:

Activities focusing on fluency

- Reflect natural use of language
- Focus on achieving communication
- Require meaningful use of language
- Require the use of communication strategies
- Produced language that may not be predictable
- Seek to link language use to context

Activities focusing on accuracy

- Reflect classroom use of language
- Focus on the information of correct examples of language
- Practice language out of context
- Practice small samples of language
- Do not require meaningful communication
- Control choice of language

In his book “Richards in 30 year of TEFL/TESL: A Personal Reflection” (2007: 8) proposals emerged for an implicit approach to the teaching of grammar or combination of explicit and implicit approaches.

5. The Role of Grammar in Language Teaching

Furthermore Higgs and Clifford (1982) in their book “Richards in 30 year of TEFL/TESL: A personal reflection” (2007: 9) also says that, however, the implementation of communicative and fluency-based methodology did not resolve the issue of what to do about grammar. The promise that the communicative methodologies would help learners

develop both communicative competence as well as linguistic competence did not always happen. Programs where there was an extensive use of “authentic communication”, particularly in early stages of learning reported that students often developed fluency at the expense of accuracy resulting in learners with good communication skills but a poor command of grammar and high level of fossilization

In the same page, Ellis 2002, in Richard states that to address this problem, it was argued that classroom activities should provide opportunities for the following processes to take place;

1. Noticing (the learner becomes conscious of the presence of a linguistic feature in the input, where previously she had ignored it).
2. Comparing (the learner compares the linguistic feature noticed in the input with her own mental grammar, registering to what extent there is a ‘gap’ between the input and her grammar).
3. Integrating or restructuring (the learner integrated a representation of the new linguistic feature into her mental grammar).

Proposals as to how these processes can be realized within the framework of current communicative methodologies include:

1. Incorporating a more explicit treatment of grammar within a text-based curriculum,
2. Building a focus on form into task-based teaching through activities centering on consciousness raising or noticing grammatical features of input or output,

3. Using activities that require "stretched output", i.e. which expand or 'restructure" the learner's grammatical system through increased communicative demands and attention to linguistic form.

We are now at what has been termed the post method era or in term of the new millennium. Today, Communicative Language Teaching method is still relevant, and it is the best way to teach language nowadays. The attention shifted to how teacher could develop and explore their own teaching through reflective teaching and action research. Based on the theories above Communicative Language Teaching can be interpreted in many different ways and it used to support a wide variety of classroom procedure. One of the Communicative Language Teaching goals is to develop fluency in language use. The main activity type the activities that were one of outcomes of CLT, the fluency is natural language use. In addition, the teacher should balance to use of fluency activities and accuracy activities in language teaching today, because, Fluency and accuracy are both important dimension of communication and accuracy activities use to support fluency activity. Accuracy work could come either before or after fluency work. The principle themselves can be summarized as follows:

1. The goal of language is communicative competence
2. Learners learn a language through using communicative competence
3. Authentic and meaningful

4. Fluency and accuracy are both important dimension of communication
5. Communication involves the integration of different language skills
6. Learning is a gradual process that involves trial and error

In teaching English grammar we can teach grammar in explicit or in implicit way or a combination of explicit and implicit approaches, and the selection of grammar items to be taught must depend on learners' aims in learning English, and the teaching of grammar should be based on the principles of comprehensibility and acceptability.

Beside the proposal above, Richards also concludes that the role of grammar in language teaching are accuracy and fluency of equal status, grammar taught in meaningful context, focus on grammar in discourse and text, communicative competence the goal of learning, fluency-based methodology, grammar taught through task.

6. Function of Task

In Communicative Language Teaching, task is a kind of classroom activities. Grammar is taught through task. We can teach grammar in explicit or in implicit way, or a combination of explicit and implicit approaches. Based on the principles of communicative language teaching of Johnson and Marrow (1981: 10) on page 17 above, the processes are as important as the forms; information gap, choice, feedback. It implies that a

teacher has to create information gap, to give choices to his students, and to choose what they want to say and how they will say it.

Information-Gap Activities is an important aspect of communication in communicative language teaching or CLT. Richards (2006: 18) in his book of “Communicative Language Teaching Today” states that information-gap activity is an important aspect of communication. CLT is the notion of information gap. This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. This is known as an information gap. More authentic communication is likely to occur in the classroom if students go beyond practices of language forms for their own sake and use their linguistics and communicative resources in order to obtain information. In doing so, they will draw available vocabulary, grammar, and communication strategies to complete a task.

Task is an activity, which learners carry out using their available language resources and leading to a real outcome. The examples of tasks are playing a game, solving problems, or sharing and comparing experiences. In carrying out tasks, learners are said to take part in such processes as negotiation of meaning, paraphrase, and experimentation, which are thought to lead to successful language development...In carrying out the task, students experience ample opportunities for meaningful language use in a realistic context. There are many other activity types that have been used in CLT. One of them is task-completion

activities such as puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.

According to Richards in "Methodology in Language Teaching" (2008: 94), early models of communicative language teaching used functional units of organization and practice to replace grammatical ones; more recently, however, the unit of "task" has been proposed as an alternative to other unit of presentation or practice.

Brewster et al (2002:50) state that there are some functions of task. Task may help to ensure that learning has been occurred. A task informs learners to have learnt a particular set of language. Task encourages learners to personalize language, to chase their interests and to use the language in an independent and creative way. Task can be done individually, in pairs, or in groups. Here are the examples of tasks proposed by Brewster et al (2002:50).

1. Drawing/writing/performing a new version of s story, which has been used in class.
2. Writing and performing a simple play.
3. Making and playing a board game.
4. Planning and creating objects such as model, masks, etc.
5. Devising a survey, carrying it out and presenting the results in some form (spoken and written).

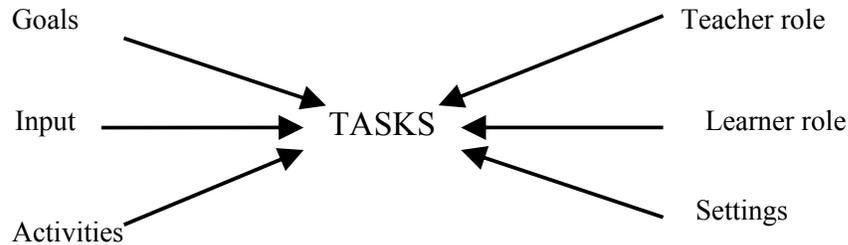
6. Creative speaking or writing such as posters, stories, radio programs, class magazines, poetry, letters or recordings to imaginary characters in a story.

7. Task Component

Nunan (1989: 10-11) classifies components of task into six, namely goal, input, activity, teacher role, learner, and setting. Each is briefly described as follows:

1. Goals; the objectives of the activities for example introduce somebody.
2. Input; it can be verbal (e.g. series of direction) or non-verbal (e.g. picture).
3. An activity is what learners do in relation to the input. Whether the learners should listen to the input, read the diagram, or comment to the diagram.
4. Teacher's role; it is about teachers' participation in the activities as a monitor or facilitator.
5. Learner's role; it is about learners' participation in activities, for example as conversation partner:
6. Setting; where and how the activities will be done

The six components can be represented as follows.



It can be concluded that the task is importance in the process of language teaching learning is that the materials to be understood and mastered need enrichment by practicing some elements of language through some activities that we call task, and one examples of tasks are playing a game.

8. Communicative Competence in Language Teaching

The goal of language teaching is communicative competence. Richards (2006: 2) explains that communicative language teaching sets as its goal the teaching of communicative competence. Communicative competence is viewed as mastery of functions needed for communication across a wide range of situations. Vocabulary and grammar are then chosen according to the functions being taught, and in Communicative Language Teaching or communicative approach grammatical knowledge (linguistic competence) is one component of communicative competence.

Harmer Jeremy (2006: 18) states that communicative competence involves knowing how to use the grammar and vocabulary of the language

to achieve communicative goals, and knowing how to do this in a socially appropriate way.

. Theoretically, the competence required language communication is called communicative competence. Celce-Murcia et al (1995) proposes a communicative competence model of pedagogically motivated. This model seems to be very practical for teaching and learning purposes since it provides details that help teachers see what to cover if one wants to develop learners' communicative competence. School curriculum contains model of communicative competence. It concerns with the selections sequencing, and arrangement of words, structures, sentences and utterance to achieve a unified spoken or written text. This is where the bottom-up lexicogrammatical micro level intersects with the top-down signals of the macro level of communicative intent and socio-cultural context to express attitudes and messages and to create texts.

Curriculum is a set of planning and knowledge, about aim, content, learning material and the method, which are used as the orientation of learning activities to reach education goal.. Syllabus is a lesson plan that consists of basic competence, competence standard, and learning material, learning activities, assessment, the allocation and sources. Therefore, the material in game should be based on the syllabus or curriculum, especially in senior high school syllabus or curriculum, and the aim of education itself is to develop communicative competence.

The Department of National Education has made that English Education is aimed at providing school graduates with life skills in the sense that are expected to achieve the competence required to obtain communication skill. Curriculum 2006 was designed to help the users to develop English communicative competence as life skills. The operational curriculum which is called KTSP, compiled and executed by each school unit. It consists of objective education level, structure and curriculum payload, education calendar, and syllabus. According to Content Standard 2006, the aims of the English subject in Senior high school are the students have an ability to develop their communicative competency in spoken and written, to achieve the literacy of informational level, to have awareness that English is important to improve the competitive national ability in global society. In addition, the aim of English education is to develop students' comprehension on the relationship between language and culture. Moreover, the studying target is for the students to be able to use English to access knowledge in formal and informal contexts. It usually calls informational level. In this level, the students are expected to achieve the informational level because they are prepared to continue their education in the university.

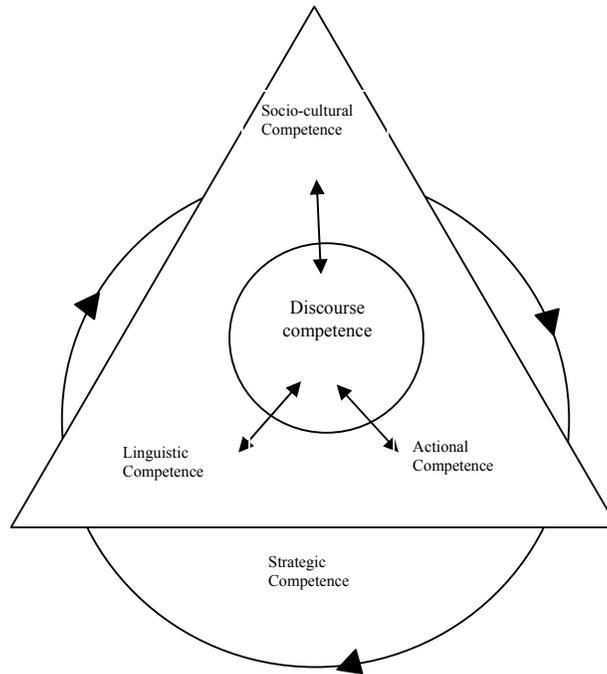
Communicative competence is a part of the scopes of the English subject in the school curriculum. The scopes of the English subject in school curriculum (KTSP) are:

- 1) Discourse competence; discourse competence is the mastery of spoken text comprehension and written text which is realized in four language skills, they are listening, reading and writing in integrated to reach the informational literacy level.
- 2) Competence is the ability to understand and to create various short functional texts and monolog and also essay such as procedure, descriptive, recount, narrative, report, news item, analytical exposition, spoof, explanation, discussion, review, public speaking. Material gradation shows in the usage of vocabulary, structure, and steps retorica.
- 3) Supported competences are linguistic competence, socio-cultural competence, strategic competence, actional competence.

Students can achieve the discourse competence if they mastered supported competences such as linguistic competence, socio-cultural competence, strategic competence, actional competence. Linguistic competence is the competence to use structure, vocabulary. Structure is the basis to learn English that should be mastered by them. School curriculum contains model of communicative competence. Below is a description of the model of competence in language teaching, which is introduced by Celce-Murcia, Dornyei and Thurrel (1995). They say, “Language is communication, and not only a set of rules”. The care of language learning is called communicative competence, and furthermore, they state that learning language is aimed at preparing the learners to communicate by

using the language they learn so that, finally, they are able to participate in community using the language.

The model of communicative competence



In the above model, discourse competence is placed at centre of the communicative competence, the actional organizing skills of communicative intent, and socio-cultural context come together and shape the discourse. Strategic competence is a competence that allows a speaker to compensate deficiencies in the process of communication

a. Discourse Competence

Discourse competencies should be taught in language teaching. Discourse competence. It can be reached by student if they have supporting competences; linguistic competence, actional competence

and socio-cultural competence as well as when they are supported by the strategic competence. On the other hand, discourse competence can only be obtained by students if they get supported competences such as linguistic competence, socio-cultural competence, actional competence and strategic competence. Structure or grammar is part of linguistic competence. Linguistic competence is one of supporting competences by which a student can use appropriate structure, pronunciation, spelling and vocabulary.

Discourse competence is strategic competence that allows the speaker to negotiate messages and resolves problems underlying competences. The word “discourse” itself is something rather abstract that operates at the socio-cultural level, a level above language itself. However, discourse is realized through language, that is, through text create in context of communication, Therefore, when communicating people create texts or language and at the same- time create discourse.

She furthermore (1995:9) says that the circle, within the pyramid is discourse competence and the three points of the triangle are socio cultural competence, linguistic competence, actional competence. These three competencies are conceptualized in conveying and understanding communicative intent, which is shaped into the discourse competence, according her discourse competence as shows in the middle “circle concerns the selection, sequencing, and

arrangement of words, structure, sentences and utterances to achieve a unified spoken or written text”

b. Linguistic Competence

Structure is needed in language teaching, it is a component of linguistic competence. Linguistic Competence, as shown on the left of triangle, comprises the basic elements of communication: (Celce Murcia: 1995: 16). According to her, it includes the sentence pattern, the constituent structure, the morphological inflections, the lexical resources, phonological and orthographical systems which are needed to realize verbal and written communication.

In teaching language, there are some components of linguistic competence as it is suggested by her. The competences are summarized from her paper (1995:18) as follows: competences are first syntax, which includes constituent phrase structure, word order, modifiers, coordination, subordination, embedding clauses, sentence types. The sentence types that are needed in language are statement, negative, questions, imperative, exclamation. Second component is morphology that includes part of speech, inflection, derivational processes. The third is lexicon that covers words e.g. converts segmental e.g., prominence, stress, intonation and rhythm and the last is orthography which covers letters, symbols phonemes, rules of spellings, convention for mechanics and punctuations.

c. Actional Competence

Actional competence as competence in conveying and understanding communicative intent” Celce Murcia (1995:17) also proposed the actional competence is a very important way in communication; therefore she suggest the components of actional competence which covers interpersonal exchange, informational, opinion feeling, persuasion, problems, and future scenarios. The examples of interpersonal exchange are greeting and leave taking, making introduction and identifying oneself, etc., while the examples of information are asking and giving information; reporting (describing and narrating) etc. Opinion covers expressing and finding out about opinion and attitudes, agreeing and disagreeing, while feeling covers expressing feeling, examples; love, happiness, sadness, etc. Persuasions cover suggesting, requesting and instructing, giving order, etc. Problems covers complaining and criticizing; regretting apologizing, forgiving, etc, future scenario covers expressing and finding out about wishes, hopes, and desires, promising, etc.

d. Socio-Cultural Competence

Socio cultural competence refers to the speaker’s knowledge of how to express messages appropriately within the overall social and cultural context of communication. Celce – Murcia (1995:23) in this part, communication is not simply sending the messages through

sentences but it should be accompanied by the knowledge of the speaker's understanding about the culture to create appropriate message to the listeners. Without knowing the culture, the message sending will sound strange to the listeners of the language users.

In socio-cultural competence, there are three components to be mastered as it suggested by her (1995:22). The first is social contextual factors. It covers participant variables such as age, gender, status, social distance, relation and situational variables such as time, place, and social situation. The second component is stylistic appropriateness factors, which covers politeness conventions, strategies, and stylistic variation such as degree of formality, field specific registers. While the third is cultural factors, it covers socio cultural background such as way of living, major values, beliefs, norms, taboo topics etc and awareness of major dialect or regional differences. The last is non-verbal communicative factors such as kinesics factors (body language) including non verbal turn taking signal, backchannel behaviours'' affective marker, gesture, eye contact and paralinguistic's factor including acoustical sounds, non-vocal noises; silence.

e. Strategic Competence

The last competence that is suggested by Celce-Murcia at al. is strategic competence; they define this competence 'as knowledge of communication strategies and how to use them'. According to them

(1995:23) there are five components of strategic competence, first is avoidance or reduction strategies which include message replacement, topic avoidance, message abandonment. Second is achievement or compensatory strategies, which include approximation, non-linguistic means (pointing, drawing pictures, etc); code switching; restructure etc. Third is stalling or time-gaining strategies, which cover self-initiated repair; self-rephrasing and the last is interactional strategies which covers appealing for help; meaning negotiation strategies; responses and comprehension checks.

f. Competency in Language Teaching

As, it has discussed earlier, there are some competencies, which should be taught in language teaching. Besides the competencies, it should be considered that language skills have to be mastered by students at the end of learning program, i.e. four language skills, they are listening, reading and writing in integrated to reach the informational literacy level. The competency should be applied in four language skills. Four language skills, they are listening, reading and writing. Competencies are then broken down into more specific objective, which are called Competence Standard and basic competencies. The competencies of learning are than explained in detail in indicator of language mastery, which is needed to evaluate students' language mastery.

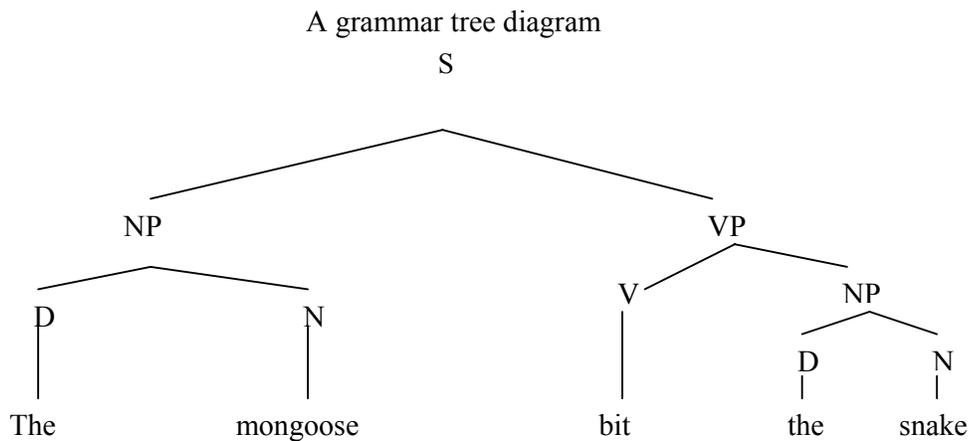
B. General Concept of Structure and Grammar

Structure is one important element, as a part of language, and there is no language without structure. To know what structure is, some definitions of structures are put forward here.

Halliday (1994: 6) states that structure is, of course, a unifying relation. The parts of a sentence or a clause obviously 'cohere' with each other, by virtue of the structure. Hence they also display texture; the elements of any structure have, by definition, an internal unity which ensures that they all express part of a text. Furthermore, he (1994:6) states that in general, any unit, which is structured hangs together to form text. All grammatical units- sentences, clauses groups, words are internally 'cohesive' simple because they are structured. The same applies to the phonological units, the tone groups, foot and syllable. Structure is one means of expressing texture.

Richards et al (1985:125) grammar is a description of the structure of 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 meaning and functions these sentences have in the overall system of the language. It may or may not include the description of the sounds a language (phonology, phonemics also morphology, semantic and syntax). Richards et al (1985:125) say that in generative transformational theory, grammar is of rules and lexicon, which describes the knowledge (competence) which a speaker has of his or her language.

Harmer (2002:12) states that grammar of language is the description of the ways in which words can change their forms and can combine into sentences in that language. If grammar rules are too carelessly violated, communication may suffer. Below a typical tree diagram will be description and demonstrate how grammar rules providing the scaffolding on which we can create any number of different sentences. If we take a simple sentence like the mongoose bit the snake, we can represent it in the following way:



The formulation tell us that the sentence(s) contains a noun phrase (NP), and a verb phrase (VP). The noun phrase contains a determiner (D) and a noun (N) whilst the verb phrase contains a verb (V) and another noun phrase (NP). Therefore, the representations show us how this simple sentence is structured. It allow us to substitute different words yet retain the same structure, so that *The boy kicked the dog* or *The teacher praised the student* would also qualify as sentences with the same grammatical structure. In addition, Leach and Suartvik (1973:21) feel that “to use a language property, we of course have to

know the grammatical structure of the language and its meaning. This research is based on two kinds of grammar:

1. Traditional Grammar

Traditional grammar describes the grammar of Standard English; students learn the name of parts of speech (noun, verb, prepositions, adverb, and adjectives). Traditional grammar focuses on rules for producing correct sentences, in so doing, it has two main weaknesses, firstly, the rules it prescribes are based on the language of a very small group of middle-class English speakers. Thus, it can be used to discriminate against the language of working class. Secondly, the rules deal only with the most superficial aspect of writing, following the rules in no way guarantees that written communication will be effective, for rules say nothing about purpose or intended audience for writing.

2. Formal Grammar

Formal grammar describes the structure of individual sentences, such grammar views language as a set of rules. That allows or disallows certain sentence structures. Knowledge of these rules is seen as being carried around inside the mind, the central question formal grammars attempt to address is “ How is this sentence structured ? “ meaning is typically shunted off into the too hard box.

C. The Importance of Structure

Learning structure or grammar is necessary because structure is the main capital and an important element in language, and students should master it. Structure is one of the components of language besides pronunciation, spelling and vocabulary. Structure is an essential mean in conducting communication. It is useless studying English without learning structure, because there will be miscommunication (page 22)..., and the language will be acceptable if the structure is correct. The followings are the importance of structures described by some experts:

Richards (2008: 145) stresses that structure is still important to be taught in teaching English, he furthermore says that now teaching structure has controversial issues in teaching English, but in recent years, grammar teaching has regained its rightful place in language curriculum. People now agree that grammar is too important to be ignored, and that without a good knowledge of grammar, learners' language development will be severely constrained. Swan in the Richards suggests that the teaching of grammar should be determined by the needs aims in learning English.

Based on the experts' description above that teaching grammar is still important in teaching and learning process, and it has regained rightful place in language curriculum. Structure is an important element in language. It is an essential mean of conducting communication. It is useless studying English language without learning structure. The language will be acceptable if the structure is correct. In addition, by definition grammar is a description of the

structure of language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. Traditional grammar focuses on rules for producing correct sentences. In addition, formal grammar describes the structure of individual sentences, and grammar views language as a set of rules, and while in functional grammar view language as a reserve for making meaning in spoken and written, focus on texts and contexts, it plays in clause rather than word class.

Richards says (see page 7) that grammar taught in meaningful context focus on grammar in discourse and text, communicative competence, and the goal of learning. Based on the Standard Content curriculum students have the ability to develop their communicative competence in spoken and written, and the students can understand and express the meaning of short functional text in daily life contexts.

Below is the form Content Standard is called Competence Standard. The complete Competencies standard, particularly about short functional text in year X that are cited from BSNP or Badan Standar Nasional Pendidikan (National Standard of Education Bureau).

Table 1: The Competence Standard and Basic Competence in Year X,
Semester 1

Competence Standard	Basic Competence
<p style="text-align: center;">Listening</p> <p>1. Understanding meaning of short functional texts and simple monolog text of recount, narrative, and procedure in daily life context</p>	<ul style="list-style-type: none"> ▪ Responding the meaning, accurately, fluent and applicable in simple oral short functional texts (i.e. announcement, advertisement, invitation, etc) formal and informal in many daily life contexts. ▪ Responding meaning simple monolog texts using various oral languages accurately, fluent and applicable in many daily life contexts in text: recount narrative, and procedure.
<p style="text-align: center;">Speaking</p> <p>2. The expressing meaning short functional texts and monolog in texts: recount, narrative and</p>	<ul style="list-style-type: none"> ▪ Expressing meaning short functional texts (i.e. announcement, advertising, invitation, etc.) formal and informal using various oral languages in many daily life contexts. ▪ Expressing meaning simple monolog

Competence Standard	Basic Competence
<p>procedure in daily life contexts.</p>	<p>text using simple various oral languages accurately, fluent and applicable in many daily life context in text: recount, narrative, and procedure.</p>
<p style="text-align: center;">Reading</p> <p>3. Understanding meaning written to develop their communicative competency in spoken and written in daily life contexts.</p>	<ul style="list-style-type: none"> ▪ Responding meaning written short functional texts (i.e. announcement, advertising, invitation, etc.) formal and informal using various oral languages in many daily life contexts. ▪ Responding meaning way of written rhetoric text of essay accurately, fluent and applicable in daily life context and to access knowledge in text: recount, narrative, and procedure.
<p style="text-align: center;">Writing</p> <p>4. The expressing meaning of written short</p>	<ul style="list-style-type: none"> ▪ Expressing meaning of written short functional texts (i.e. announcement, advertising, invitation, etc.) formal

Competence Standard	Basic Competence
functional text and simple essay in text: recount, narrative and procedure in daily life contexts.	and informal using various written language accurately, fluent and applicable in daily life contexts. <ul style="list-style-type: none"> ▪ Expressing meaning and ways of rhetoric accurately, fluent and applicable by using various written language in texts: recount, narrative, and procedure.

The goal of learning is communicative competence, and the students are expected to create English text in the sense that they are expected to create English discourse and they are able to create English sentence grammatically, English discourse ‘grammatically’ as well, because it means we usually use English to those who do not share our native language. Therefore, if we want to be understood, we need to create of text of genres. If we study a language, we will study the culture of language itself. Every culture produces text types or genre.

Gerot and Wignel (1995 17) state that a genre can be defined as a culturally specific text-type which results from using language (written or spoken) to (help) accomplish something. Therefore, genres are culture specific, and have associated with them:

- Particular proposes

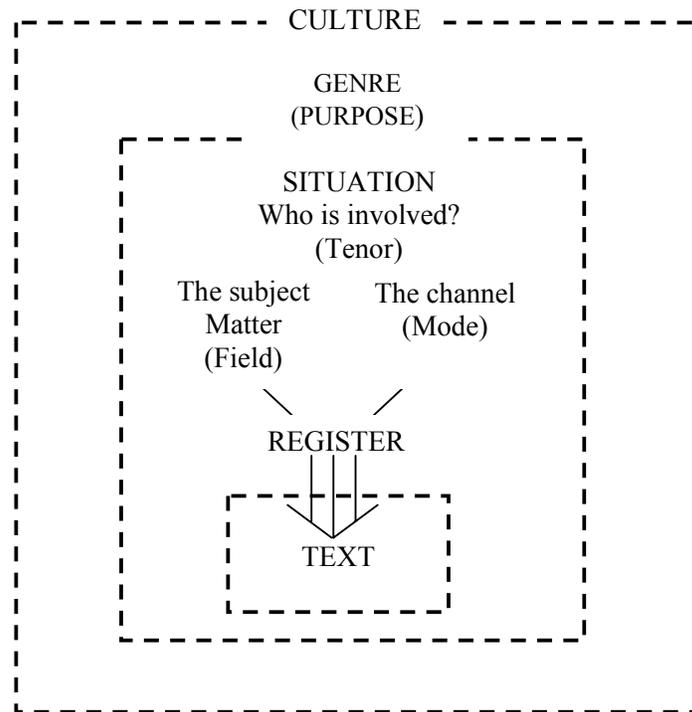
- Particular stages: distinctive beginnings, middles and ends
- Particular linguistic features

They also (1995: 190) say that the notions 'genre' and 'grammar' are closely linked. In the materials being produced about genres and their teaching, at least those written by systemic linguistics, characteristic lexicogrammatical features of genres are provided. These are neither incidental nor accidental, nor optimal extras. Lexicogrammatical features of various genres are integral to those genres, for it is through the lexicogrammatical choices that meaning is built up in text.

Hammond et al (1992:1) in *English for social purposes* states that systemic-functional linguistics has a number of tenets that make it particularly useful as a basis for developing literacy program:

1. Language is functional, that is, language is the way it is because of meaning it makes.
2. It is a theory of language in context, and suggests that language can only be understood in relation to context in which it is used.
3. The theory focuses on language at level of whole text. By text is meant any connected stretch of language that is doing a job within a social context. Furthermore, he says that 'text' is used to refer to stretch of spoken and written language. Text may be as short word, e.g. EXIT, or may be as long as book such as a training manual.

Below is the theory focuses on language at the level whole text by (Derewianka, 1990) in (Hammond et al. 1992:1):



According to the model of language above, context of culture and every culture produces text types or genre. For example, the English culture produces texts called procedure, descriptive, recount, narrative, report, news item, analytical exposition, spoof, explanation, discussion, and review.

Below are the examples of kind of text (genre) that can be found in the curriculum of semester 1 of Year X.

GENRE	SOCIAL FUNCTION	GENERIC STRUCTURE	LINGUISTIC FEATURE
PROCEDURE	<ul style="list-style-type: none"> ▪ To describe how something is accomplished through a sequence of actions or steps. 	<ul style="list-style-type: none"> ▪ Goal ▪ Materials (not required for all Procedural text) ▪ Step 1-n (i.e. Goal followed by a series of steps oriented to achieving the Goal). 	<ul style="list-style-type: none"> ▪ Simple present tense ▪ Sentence pattern Imperative (cut, don't mix) ▪ Adverbial to express time and place (for five minutes, 2 cm from the top) ▪ Time connectives and conjunction (then, before that) ▪ Action verb (turn, put, don't, mix)
RECOUNTS	<ul style="list-style-type: none"> ▪ To re-tell an event for the purpose of informing or entertaining 	<ul style="list-style-type: none"> ▪ Orientation: provides the setting and introduces participants ▪ Events: tell what happened, in what sequence. 	<ul style="list-style-type: none"> ▪ Past tense ▪ Noun/Pronoun (David, the monkey, we) ▪ Adjective To describing noun (beautiful,

		<ul style="list-style-type: none"> ▪ Re-orientation: optional-closure of events. 	<p>funny)</p> <ul style="list-style-type: none"> ▪ Adverb/adverb phrases. ▪ Conjunction ▪ Action verb ▪ (go, sleep, happy)
NARRATIVE	<ul style="list-style-type: none"> ▪ To amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. 	<ul style="list-style-type: none"> ▪ Orientation: sets the scene and introduces the participants. ▪ Evaluation: a stepping back to evaluate the plight ▪ Complication: a crisis arises ▪ Resolution: the crisis is resolved, for better for better or for worse ▪ Re-orientation: optional 	<ul style="list-style-type: none"> ▪ Past tense Saying verb-marking utterance, such as said, told though, understood. ▪ Noun (stepsister, housework) ▪ Adjective The forming of noun phrase(long black hair, two red apples) ▪ Action verb in the past tense (stayed, climbed) ▪ Adverb / adverb phrases (In the

			mountain) ■ Time connectives and conjunction
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Communicative competence is goal of learning. Therefore, students are expected to use English to communicate in accurate and correct grammar and the students are hoped to create English text in the sense that they are expected to create English discourse and they are able to create English sentence grammatically.

A text type has a genre; every genre has character such as communicative purpose, text structure, and linguistic features. English texts contain grammatical sentences, acceptable expressions, and at the same time, properly structure to serve the communicative purposes. Studying text means studying acceptable English culture.

Grammar view language as a reserve for making meaning. They are concerned with not only the structures but with how those structures construct meanings. We must know the grammatical structure of the language and its meaning. The concept of ‘meaning’ or ‘nuances of meaning’ text is nuances of meaning, every clause has three nuances meaning, and they are ideational meaning, Interpersonal meaning, and textual meaning. In Standard Content curriculum, the students have the ability to develop their communicative competency in spoken and written, and the students can understand, and can express, the meaning of short functional text in daily life contexts.

We can also conclude that communicative language means grammatical language, because if the grammatical is wrong, the meaning will be wrong too. Grammar is very important. Without grammar, meaning nuances can lose or cannot be submitted. That why it is difficult to create a text.

Structure makes students know how to produce a good text. Before the students can write the narrative text, descriptive text, news item text, recount text or procedure text, structure should be mastered by them.

D. General Concept of Game

It has been known that structure is the main capital, an element in language, it is still important to be taught. However, students sometimes feel difficult and bored in learning it. Now, we should think how to teach structure through enjoyable activities, so the other alternative technique of teaching English structure is game. The followings are the definition of games proposed by some experts.

Harmer (2007:51-52) states that one element necessary for successful teaching and learning in class is engaging. Engaging is the point of a teaching sequence where teachers try to arouse the students' interest. Thus involving their emotion, activities and materials which frequently engage students include: games (depending on age and type), music discussions (when handled challengingly), stimulation pictures, dramatic stories, amusing anecdotes etc".

Malay in Johnson and Marrow (1981:37) state that games and game-like activities play an important role in the development of communicative competence “naturally, creatively and authentically”. Natural means that in game-like activities, students are free to be themselves. They can engage their real personalities with those of their fellow-students without the additional burden of trying to be someone else. Creative means that in the interaction among students, they can express their own ideas by manipulating words in various meanings and context. Authentic means that the speech forms they used in communication are real.

According Celce Murcia et al (1989:53-54) games are fun, and nearly everyone would agree that if learning can be made enjoyable, then students will learn more. It is not always realized that adolescents and adults enjoy games as much as children and if the purpose of game is explained to them, do not feel that it is childish or out of place to participate in a game in the language classroom. In addition, this is not to say that language is not practiced in ESL game. On the contrary each game, by its nature will focus on one or more aspects of English: say, a grammar point, a vocabulary area, or a communication skill. Teacher may expect their students to be concerned not only with object of game but also with the correctness of their language, at least in those aspects, which the game is intended to practice. In this way, a game can be the logical followed-up after students have been given explanation and drill on a particular point; game is good deal further toward

communication on Prator's manipulation communication scale than most other language classroom activities.

Prator (1965), Celce Murcia et al (1989:54) exemplified that the use of language in game is task oriented...and has a purpose, which is not, in the end, the correct, or appropriate used of language itself. In games, language use takes precedence over language practice, and in this sense games help bring the classroom closer to the real world, no matter how contrived they may be.

He (2001: 16) also states that the use of games, role-play, pair work, and other small-group activities has gained acceptance and is now widely recommended for inclusion in language teaching programs. According him (2001: 259) in sum, certain games are good devices for practicing grammar points where the challenge resides in the formal dimension. While not an activity in and of itself, another useful device for working on the formal dimension is the use Cuisenaire rods. The rods are ideal for focusing student attention on some syntactic property under scrutiny,

Stevick (1982: 128) says that games were merely enjoyable activities which I could bring in when I saw that my students were tired from' hard work of learning' and needed a change of pace.

Gibb (1978) in Rixon (1981:3) states that a game is an activity carried out by cooperating or competing decision makers, seeking to achieve, within a set of rules, their objectives" According to Hadfield (2004: 4) game is an activity with rules, a goal and an element of fun. Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday

afternoon or for the end of term. They provide, in many cases, as much concentrated practice as a traditional drill and, more importantly, they provide an opportunity for real communication, albeit within artificially defined limits, and thus constitute a bridge between the classroom and the real world.

Carlson (1952) games are activities used to provide a fun and more relaxed atmosphere especially in classes for students to acquire a second or foreign language. They can be used at any stages of class, to provide a amusing and challenging respite from other classroom activity.

Chamberlain (1981:29) states that most language games fall into the following categories: phonetics games, spelling games, dictionary games, syllable-based games, vocabulary games, sentence building games, games for creativity and free expression.

Wierus (1989: 48) also states that besides enhancing great interest to the students, they are so much fun for the students as well as for the teacher. They help develop students' skill in asking questions, enlarge their vocabulary, and improve their listening comprehension. All the games create a pleasant and relaxed but disciplined atmosphere.

Hadfield (2004: vii) the inclusion of games as an integral part of any language syllabus provides an opportunity for intensive language practice, offers a context in which language is used meaningfully and as means to an end, and acts as a diagnostic tool for the teacher, highlighting areas of difficulty. Last, but certainly not least, although the above discussion has tended to focus on methodological considerations, one of the most important reasons for using

games is simply that they are immensely enjoyable for both teacher and student.

According to Dobson (1983:105), games are especially refreshing after demanding conversational activities such as debates or speeches. Some teachers feel that language games are more appropriate in the manipulative phase than in the communicative phase of language learning. Most teachers, however, find language games valuable in both phases. In the manipulative phases, game is a wonderful way to break the routine of classroom drill by providing relaxation while remaining within the framework of language learning. In the communicative phase, a game can be stimulating and entertaining, and when the participants have stopped playing the game you can use it as a stimulus for additional conversation.

Agoestyowaty (2007: xiii) says that using of games in a learning environment will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more effectively. The brain is a muscle just like any other. It needs to be worked out, tested and put into competitive situations. The more exciting and interactive a teacher can make the learning environment, the more a teacher tries to introduce games and activities, the more a teacher change shapes and manipulates both the language and environment, the better the circumstance for learners. Games allow students to work co-operatively, compete with each other, strategize, think in a different way, compare and share knowledge, learn from others,

learn from mistakes, work in a less stressful and more productive environment, and allow people to have fun.

Adenan (1984:10) states that games are obviously types of self-motivating material, which have strong appeal and offer a challenge that can commonly be met successfully. In language teaching, games need to meet some requirements. They are among others:

- 1) The sentence structure and vocabulary should be in a controlled range so that the challenge they offer can be met by the learner,
- 2) The focus should be on the language. The learner should be able to make good use of language,
- 3) The game should offer much opportunity for the learner to practice and repeat the sentence pattern and vocabulary.

According to Hadfield (2004:4), there are two kinds of game: competitive game and Co-operative games. Competitive game in which players or teams race to be the first to reach the goal, and co-operative games, in which players or teams work together towards a common goal.

Based on the definitions above, it can be concluded that one element necessary for successful teaching and learning in class is engage; an example of engage is a game. There are two kinds of game; they are competitive game and Co-operative games. Games can be an integral part of any language syllabus. Game is used as a method and technique in teaching English. In communicative language teaching, game is one example of task activities, and grammar can be taught through tasks. Furthermore, game is a teaching device,

which is good for practicing grammar points. Game is an activity with rules, a goal, and an element of fun. Game can make the teaching learning process fun and enjoyable because it creates fun and enjoyable but in disciplined atmosphere. Game can stimulate students to learn English better, particularly structure and grammar. Game element creates a desire to communicate. Games can provide attractive and instructionally effective frameworks for learning activities; games are attractive because they are fun. One of the most important reasons for using games is simple that they are immensely enjoyable for both teachers and students.

E. The Advantages of Using Games

Using games in language teaching can help students develop their structure and produce the same grammar and structure repeatedly. We can also use game as vehicles of the language teaching learning. The followings are some opinions of game advantages proposed by some others experts:

Andreas Wright, et al (1986: 1-2) in their book games for language learning, state four major advantages of using games in language learning.

- 1) Games help and encourage many students or learners to sustain their interest and work on learning a language.
- 2) Games can help teachers to create contexts in which language is useful and meaningful. Teaching English involves the teaching of patterns. This pattern can be taught meaningfully through games.

- 3) Games provide the repeated use of language form or drill. By making the language convey information and opinion, games provide the key feature of drill with the opportunity to the working of language as living communication.
- 4) Games can be found to give practice in all the skills, in all the stages of the teaching learning sequence and for many types of communication.

Mario Rivonluceri (1987: 4) gives four advantages of using games;

- 1) The students have to take individual responsibility for what they think the grammar is about,
- 2) The teacher is free to find out what the students actually know without being the focus of their attention,
- 3) Serious work is taking place in context of game,
- 4) Everybody is working at once -15-30 minutes the average game lasts is a period of intense involvement.

Brewster at al (2002: 186-187) propose several advantages of using games in language learning:

- 1) Games add variety to the range of learning situation.
- 2) Games change the pace of a lesson and help to keep students' motivation.
- 3) Games 'lighten' more formal' teaching and can help to renew students' motivation.
- 4) Games provide 'hidden' practice of specific language pattern, vocabulary, and pronunciation.

- 5) Games can help to improve attention span, concentration, memory, listening skills, and reading skills.
- 6) Students are encouraged to participate; shy learners can be motivated to speak.
- 7) Games increase communication among students, which provide fluency practice and reduce the domination the class by the teacher.
- 8) Games create fun atmosphere and reduce the distance between teacher and Students.
- 9) Games may reveal areas of weaknesses and the need for further language.
- 10) Games may help to encourage writing skills by providing a real audience context and purpose.

Before a teacher uses game in teaching learning, below are general helpful suggestions by Dobson (1975: 295-296):

- 1) Before introducing, a game to class asks the students if they think they would enjoy this kind of activity.
- 2) Choose the games that will as many students as possible to participate.
- 3) Be sure that the game you take is within the range of your students' ability.
- 4) Give direction to the students clearly, so that every one understands exactly how to play. You may play a few trial games first, just to make sure that every one knows the rules.
- 5) Direct the game yourself.

- 6) Be sure to follow the rules of the game exactly. If you do not abide by the rules but permit even one student to break the rule, you will establish an unfortunate precedent that can lead to hostility among the students. It is always best, therefore, to prevent all problems of this kind. Play the game according to the rules.
- 7) Keep the game well under control, establish a pleasant atmosphere, in order that the game can both amuse and teach the students.
- 8) Always stop playing a game and teach the students are ready to learn. In other words, never play a game so long that it begins to bore the participants; similarly, do not play too often, as it loses its novelty.
- 9) When the teacher uses the game in class, they have to take those considerations into account, in order that the game will be played successfully.

Furthermore, Rixon (1981: 69) says there are three main stages in the process of bringing students from the state in which the new language is completely unknown to them to the ability to start using it confidently by themselves. These stages are:

- 1) Presentation of the new language item,
- 2) Giving the students controlled practice in its use,
- 3) Giving them the chance to use the language in a situation in which they have to communicate.

Games for teaching English grammar are not only for low level students on low level grammar, but also for advanced level students on high level grammar (complete grammar). According to Hadfield (2004: iii); the emphasis

in the games for advanced grammar is on successful communication rather than on correctness of language. Intermediate and upper intermediate students have been covered the range of functions and structures that the student might encounter at elementary level.

CHAPTER III

RESEARCH METHOD

A. Research Design

This is a quantitative research, which relies on quantitative data based on computation and measurement, operational variables and statistics. The data measured are in the form of numbers. The method of the research is experiment. It concerned primarily with discovering the effectiveness between or among interrelationship of two variables at the same time. Best, (1977: 102) states that experiment design is the blueprint of the procedures that enables the researcher to test his hypothesis by reaching valid conclusions about relationships between independent and dependent variables.

The study was aimed to revealing and describing the effectiveness of the use of games in teaching of structure to Madrasah Aliyah Negeri I Kepahiang, Bengkulu. The design of this research is a true experiment design with pre-test and post-test procedure. According to Isaac et al (1987:52-53) the purposes of true experimental research are to investigate possible causes and effect relationships by exposing one or more experimental groups to one or more treatment conditions and comparing the results to one or more control groups not receiving the treatment.

There are two kinds of groups, the experimental and the control group. The different treatments were applied to the two groups; the experimental group was taught through games in teaching structure, and the

control group was taught without game in teaching structure. Both of them were taught the same materials based on the curriculum and in the same month. At the end of treatment, the experimental group and the control group received a post-test, and the results of the two tests were compared to find the significant differences between the experimental group and the control group. The following is the design of the true experimental research.

G1 (random)	T1	X	T2
G2 (random)	T1		T2

Research Design

Adapted: Evelyn Hatch and Hossein Earhady, 1982:22

Note

- T1 : The Pre test
- X : The treatment
- T2 : The Posttest
- G1 : The experimental Group
- G2 : The Control Group

B. Research Variables

Best (1977: 93) variables are the conditions or characteristics that the experimenter manipulates, control, or observes. The independent variables are the conditions or characteristics that the experimenter manipulates in his attempt to ascertain their relationship to observed phenomena. The dependent

variables are the conditions or characteristics that appear, disappear, or change as the experimenter introduces, removes, or changes independent variables.

The title of this thesis is ‘Teaching Structure through Games to the Students of Madrasah Aliyah Negeri I Kepahiang, Bengkulu’. Concerning the research aims, the questions, and the hypotheses addressed in this research, the variables of this study are:

1. Variable X (Independent Variable) is the use of game as the method of teaching English to Senior High School.
2. Variable Y (Dependent Variable) is the achievement of structure of MAN 1 students.

C. The Population and Samples

The writer had determined the object of the study consisting the population and samples. The explanations on the object of the study are as follows:

1. Population

A population is a complete set of individuals or subjects having common observable characteristics. The population may be all the individuals of a particular type or a more restricted part of that group. The population of interest can vary widely depending on the research question and purpose of the study. According to Best, (1977: 267) population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. The

population may be all the individuals of a particular type or a more restricted part of that group.

Population is all individuals from whom the data are collected. The population of this research is the students of Madrasah Aliyah Negeri 1 Kepahiang, Bengkulu. It consists of 79 students of the third grade, 69 students of the second grade, and 77 students of the first grade. The total population is 225 students. The Population of Madrasah Aliyah Negeri 1 Kepahiang, Bengkulu, 2008-2009 is as follows:

Table 3: the Population of MAN1 Kepahiang 2008-2009

No	Class	Total
1	X	77
2	XI	69
3	XII	79
Total of Population		225

2. Sample

Getting sample is very important in scientific research because the total number of population is usually too many. Because of the large number of population, the researcher took samples as the representative of the population. According to Best, (1977: 268) a sample is a small proportion of a population selected for observation and analysis. The writer would like to take samples to make the research more effective and efficient.

The sample of this research is all of the students in X class of Madrasah Aliyah Negeri 1 Kepahiang, Bengkulu 2008-2009. The total sample is 89. It was divided into two groups. The first group is the experimental group (EG) consist of 39 students, and the second one is the control group (CG)) consist of 38 students. The both groups have the same ability.

Table 4: the sample of the experimental group (EG)

No	Class	Sex		Total
		Male	Female	
1	X.A	13	26	39
Total		13	26	39

Table 5: the sample of the control group (CG)

No	Class	Sex		Total
		Male	Female	
1	X.B	9	29	38
Total		9	29	38

D. Place and Time of the Research

The research was conducted in Madrasah Aliyah Negeri 1 Kepahiang. It is an institution under the authority of Ministry of Religious Affairs, Directorate General of Islamic Institution. Madrasah Aliyah Negeri 1 Kepahiang, Bengkulu lies on Jalan Raya Durian Depun, the Merigi sub

district, Kepahiang regency, Bengkulu province. This research was started in August 2008.

The English structure lessons were given once a week for both groups and the duration was forty-five minutes for each meeting. The experiment lasted for sixteen weeks altogether. It began in the first week of August in the Academic Year of 2008 and ended in the last of November 2008.

The preparation for experiment test was made before it was started in August 2008. Trying-out the test for the instrument was conducted in order to get valid and reliable tests. The try-out of the test was carried out in the other school (SMA St. Louis, Semarang) and the results of the test were calculated to find out the reliability and the validity of the tests and then the validated test-items were revised that were ready for the Pre-test of the experiment. The try-out test was carried out in the second grade students of SMA Saint Louis, Semarang in 2008. The schedule of the research can be seen in the following table:

Table 6: the schedule of the research

No	Topic	Week/meeting				Month
		1	2	3	4	
1	Noun Phrase	√				August
2	Adjective Phrase		√			
3	Adverb Phrase			√		
4	Conjunction				√	
5	Present tense	√				September
6	Past Tense		√			

7	Present Continuous Tense			√		
8	Future Tense				√	
9	Present Perfect Tense	√				October
10	Imperative Sentence		√			
11	Question Tag			√	√	
12	Conditional Sentence	√	√			November
13	Passive Voice			√	√	

E. Research Instrument

The instrument used in this research is a structure test in collecting the data; the writer uses the multiple choices items “a, b, c, and d “with choose one correct answer, the total number of item is 50. The objective test is used because the objective test is more objective and representative.

According to Nitko, (1983: 212) the advantages of multiple choices items include:

- a. versatility in assessing a variety of instructional objectives
- b. reduction of opportunities for the examinee to “bluff” or “dress-up” an answer
- c. focus on reading and thinking and thereby not on writing under examination conditions
- d. reduced chances for an examinee to obtain the correct answer by blind guessing

- e. usefulness in obtaining “diagnostic insight” when distractors are based on common pupil errors or misconceptions

The following table shows the instrument used in the research.

Table 7: the Research Instruments

No	The Material of Control Group	The Material of Experimental group	Number of item	Total of test item
1	Present tense	Present tense game	5,18,21,41,46	5
2	Past Tense	Past tense game	2,8,14,27,44	5
3	Present Continuous Tense	Present Continuous Tense game	4,9,15,28,39	5
4	Future Tense	Jumble Sentence game	1,20,29,37,45	5
5	Present Perfect Tense	Present tense game	3,16,30,40,49	5
6	Imperative Sentence	Imperative Sentence Game	10,32,42,47	4
7	Conditional Sentence	If (Conditional Type II) Game 38	11,23,33,	3
8	Question Tag	Eliciting ‘YES’ and ‘NO’ Game	7,19,22	3
9	Passive Voice	Passive Voice Game	6,17,31	3
10	Noun	Adjectives + Noun Phrases Game	25,36,50	3
11	Adverb	Adverbs Game	13,24,35	3
12	Adjective	Adverbs and Adjective Game	26,38,43	3
13	Conjunction	The Longest Sentence Game	12,34,48	3
	Total of item			50

To get a valid and reliable instrument, the test was tried out. The try-out of the test was done before the instrument was used in the research. The try-out of the instrument was carried out in the second grade students of SMA Saint Louis, Semarang in 2008. The results of try out can be seen in the Appendix 2. After finishing the try-out, it is found that there are fifty valid and reliable items.

1. The Validity of the Test

The data is valid if the instruments used are also valid, and a test is reliable if it is constant, or it is reliable if the results of test show their constancy.

In computing the validity of the test, the writer used correlation coefficient of Hatch Evelyn at al (1982: 205). The formula is as follows:

$$r_{pbi} = \frac{\overline{Xp} - \overline{Xq}}{S} \times \sqrt{pq}$$

Note:

r_{pbi} : The point bi-serial Correlation Pearson product moment

\overline{Xp} : The mean score on the total test of Ss answering the item right

\overline{Xq} : The mean score on the total test of Ss answering the item wrong

p : proportion of cases answering the item right

q : proportion of cases answering the item wrong

s : Standard deviation of the total sample on the test

After the instruments were tested and analyzed by using Pearson product moment, the researcher found the results below:

Table 8: the Result of Validity Analysis

No	Classification	Number of Items
1	Valid	1,3,4,5,6,7,9,10,11,12,13,15,16,17,18,19,20,22,23,24,25,26,29,30,31,32,33,34,35,36,37,40,41,42,43,44,46,47,48,49,50,51,52,53,54,57,59,67,69,70.
2	Not valid	2,21,45,55,56,58,60,61,62,63,64,65,66.
3	It is repaired	8,14,27,28,38,39,68

Source: Appendix 3

2. The Reliability of the Test

In order to get reliable data, a good instrument is needed. Nitko (1983: 395) states that a reliable measure is one that provides consistent and stable indication of the characteristic being investigated. To determine the reliability of the test in this research, the researcher used the Kuder Richardson (KR20) as follows:

$$KR20 = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum p(1-p)}{(SD_x)^2} \right)$$

Note:

k : represents the number of items in the test

p : represents the proportion or fraction passing each item

$(SDX)^2$: variance of total test scores

The results of Reliability in try out can be seen in Appendix 2. There are 50 valid and reliable items. Furthermore, the valid and reliable items were used for the pre-test and post-test in experimental group and control group. The pre-test is used to know the homogeneity of students. The test material of the pre-test has to be the same as the material of the post-test. Based on the results of the pre-test gained by the two groups that got approximately the same achievement, it is no problem to determine which classes are selected either experimental group or control group. Therefore, there are two parallel classes of the tenth year students; they are class XA and XB. In this study, thirty-nine students were taken for the experimental group and thirty-eight students for the control group. The different treatments were applied in the two groups; the experimental group was taught by using games and the control group was taught conventionally.

3. The Material of the Test

The experimental group and the control group were taught the same materials based on the curriculum during several months. There were 13 games used in the treatment; Present Continuous Tense game, Jumble Sentence game, imperative Sentence game, if (Conditional Type II) game, Eliciting 'YES' and 'NO' game, adjectives + Noun Phrases game, Adverbs and Adjective game, and the Longest Sentence game.

F. The Technique of Data Analysis

Data analysis in this research is quantitative, by which the data is measured in the form of numbers. After the data has been collected, the data is analyzed by using descriptive statistic.

In analyzing the data, the writer used *t-test*. This test is used to determine whether or no there is a significant difference between teaching structure through games to the Senior High School students who got the treatment and those who did not. The formula of the t-test by is as follows:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S_{\overline{D}}}$$

(Hatch at al, 1982:116)

\overline{X}_1 : the mean of x variable

\overline{X}_2 : the mean of y variable

$S_{\overline{D}}$: standard deviation of the mean difference

G. The Research Hypothesis

Hatch Evelyn (1982: 3) states that hypothesis is a tentative statement about outcome of the research According to Best (1977: 26), hypothesis is tentative answer to question. It is a hunch, or an educated guess, to be subjected to the process of verification or disconfirmation. The gathering of data and the logical analysis of data relationships provide a method of confirming or disconfirming the hypothesis by deducing its consequences.

Furthermore, he states that the statistical hypothesis should be stated in negative or null form.

1. Hypothesis

In this research, the hypothesis used is a null hypothesis that says “There is no significant difference between teaching English through games and teaching structure without games”.

This hypothesis can be formulated as follow:

Null hypothesis is $H_0: H_1 = H_2$

Alternative hypothesis is $H_a: H_1 \neq H_2$

H_1 : The achievement of students' structure through games

H_2 : The achievement of students' structure without games

Hypothesis testing in this research is:

H_0 : There is no significant difference between teaching English through games and teaching structure without games.

H_a There is a significant difference between teaching English through games and teaching structure without games (H_a alternative).

2. T-Test

The criteria of the test is that the null hypothesis is refused when t value $\geq t$ table or $t \geq t(1-\alpha)$ ($H_1 + H_2 - 1$) and vice verse.

α : The level of significance: 0.05

$H_1 + H_2 - 1$: the degree of freedom

$t(1-\alpha)(H_1+H_2-1)$: t . distribution.

When the null hypothesis is refused, the alternative hypothesis accepted implied that $H1 > H2$ or teaching structure through games is better than teaching structure without games.

CHAPTER IV

RESEACH FINDING AND DISCUSSTION

This chapter presents the result of the research. It consists of two sections; the first section is the description of the data. It is about where the data is derived from and what kind of data is used. The second section tells about the research result and data analysis.

A. Description of the Data

The type of this research is quantitative, which is an experimental research. The method of the research concerns with discovering the effectiveness of games in teaching structure. The research aims at showing the effectiveness of teaching structure through game and the significant difference between teaching structure using game and without game to the students of Madrasah Aliyah Negeri 1 Kepahiang, Bengkulu.

The total population are 237 students. They are 79 students of the third year, 69 students of the second year, and 89 students of the first year. Random sampling was used to get the samples so that all individuals of population had equal chance to be the sample. There are two kinds of group; the experimental and the control group. Both them were given pre- test and post-test.

The research data were collected from June to November 2008 in the first semester of the academic year of 2008-2009. The preparation for the instruments was made in the previous months. The instruments were pre-

tested in order to get valid and reliable tests. There were 70 questions in the try-out test, and then they were analyzed in order to get the valid and reliable instrument.

Furthermore, 50 questions were ready for the Pre-test and post-test. The pre-test is used to know the homogeneity of students, and the post-test is used to know the significant difference between the experimental and the control groups. The result of the pre-test and post-test from both the control group and experimental group is mention below:

Table 9: The Pre-test and Post-test result of Control and Experimental group

No	Experimental Group	\bar{X}	No	Control Group	\bar{X}
1	Pre Test	28.82	1	Pre Test	27.05
2	Post Test	41.79	2	Post Test	32.95
	Increasing	12.97		Increasing	5.89
	Percentage	45.0%		Percentage	21.8%

Source: Appendix 8

Based on the calculation above, we can see that the results of experimental group increase by 12.97 % (28.82 to 41.79), while the control group improves by 5.89% (27.05 to 32.94). It means, there is a 7.08% improvement difference in the two groups.

1. The Post-test Results of the Present Tense

There are five questions for Present Tense, and the result of students' answers can be seen in the table below:

Table 10: The Students' Answers of the Present Tense Questions of the Control Group

The total number of the correct answers	Frequency	Percent
0	6	15.8
1	9	23.7
2	16	42.1
3	5	13.2
4	2	5.3
Total	38	100.0

Table 11: The Students' Answers of the Present Tense Questions of the Experimental Group

The total number of the correct answers	Frequency	Percent
0	5	12.8
1	9	23.1
2	13	33.3
3	9	23.1
4	1	2.6
5	2	5.1
Total	39	100.0

From the total questions of the Present Tense given to the students in the Control Group there are two students who can answer 4 questions or 5.3% of the students, in addition, there are five students who can answer 3 questions or 13.2% of the students. Then, there are sixteen students who can answer 2 questions or 42.1% of the students. Nine students can answer only 1 question or 23.7% of the students. In addition, from the total

questions, there are 6 students who cannot answer the questions at all or 15.8% of the students.

Meanwhile in the Experimental Group, two students can answer all of the questions or 5.1% of the students. In addition, there is only one student who can answer 4 questions or 2.6% of the students. Then, there are nine students who can answer 3 questions or 23.1% of the students. Thirteen students can answer 2 questions or 33.3% of the students. Nine students can answer only 1 question or 23.1% of the students. In addition, from the total of the questions, there are 5 students who cannot answer the questions at all or 12.8% of students.

From the description above, it can be concluded that the Present Tense is relatively easy for the both groups.

2. The Post-test Results of the Past Tense

There are five questions for Past Tense, and the result of students' answers can be seen in the table below:

Table 12: The Students' Answer of the Past Tense Questions of the Control Group

The total number of the correct answers	Frequency	Percent
0	3	7.9
1	15	39.5
2	15	39.5
3	5	13.2
Total	38	100.0

Table 13: The Students' Answers of the Past Tense Questions of the Experimental Group

The total number of the correct answers	Frequency	Percent
0	3	7.7
1	8	20.5
2	13	33.3
3	9	23.1
4	5	12.8
Total	39	100.0

From the total questions of the Past Tense given to the students in the Control Group there are five students who can answer 3 questions or 13.2% of the students, in addition, there are fifteen students who can answer 2 questions or 39.5% of the students. Then, there are fifteen students who can answer only 1 question or 39.5% of the students. In addition, from the total of the questions, there are 3 students who cannot answer the questions at all or 7.9% of the students.

Meanwhile in the Experimental Group, no students can answer all of the questions. In addition, five students can answer 4 questions or 12.8% of the students. Then, there are nine students who can answer 3 questions or 23.1% of the students. Thirteen students can answer two questions or 33.3% of the students, there are eight students who can answer only 1 question or 20.5% of the students. In addition, from the total questions, there are 3 students who cannot answer the questions at all or 7.7% of the students.

From the description above, it can be concluded that the Past Tense is relatively easy for the both group.

3. The Post-test Results of the Present Continuous Tense

There are five questions for Present Continuous Tense, and the result of students' answers can be seen in the table below:

Table 14: The Students' Answers of the Present Continuous Tense Questions of the Control Group

The total number of the correct answers	Frequency	Percent
0	2	5.3
1	3	7.9
2	10	26.3
3	9	23.7
4	8	21.1
5	6	15.8
Total	38	100.0

Table 15: The students' Answers of the Present Continuous Tense Questions of the Experimental Group

The total number of the correct answers	Frequency	Percent
0	2	5.1
1	4	10.3
2	4	10.3
3	10	25.6
4	13	33.3
5	6	15.4
Total	39	100.0

From the total questions of the Present Continuous Tense given to the students in the Control Group there are six students who can answer

five questions or 15.8% of the students, in addition, there are eight students who can answer 4 questions or 21.1% of the students. Then, there are nine students who can answer 3 questions or 23.7% of the students. Ten students can answer two questions or 26.3% of the students, there are three students who can answer only 1 question or 7.9% of the students. In addition, from the total number of the questions, there are only 2 students who cannot answer the questions at all or 5.3% of the students.

Meanwhile in the Experimental Group, six students can answer all of the questions or 15.4% of the students. In addition, thirteen students can answer 4 questions or 33.3% of the students. Then, there are ten students who can answer 3 questions or 25.6% of the students. Four students can answer 2 questions or 10.3% of the students. Four students can answer only 1 question or 10.3% of the students. In addition, from the total number of the questions, there are only 2 students who cannot answer the questions at all or 5.1% of the students.

From the description above, it can be concluded that the Present Continuous Tense is relatively easy for the both groups.

4. The Post-test Results of the Future Tense

There are five questions for Future Tense, and the result of the students' answers can be seen in the table below:

Table 16: The Students' Answers of the Present Future Tense Questions of the Control Group

The total number of the correct answers	Frequency	Percent
0	3	7.9
1	8	21.1
2	9	23.7
3	11	28.9
4	5	13.2
5	2	5.3
Total	38	100.0

Table 17: The Students' Answer of the Present Future Tense Questions of the Experimental Group

The total number of the correct answers	Frequency	Percent
0	1	2.6
1	3	7.7
2	10	25.6
3	15	38.5
4	8	20.5
5	2	5.1
Total	39	100.0

From the total questions of the Present Future Tense given to the students in the Control Group there are two students who can answer 5 questions or 5.3% of the students, in addition, there are five students who can answer 4 questions or 13.2% of the students. Then, there are eleven students who can answer 3 questions or 28.9% of the students. Nine students can answer 2 questions or 23.7% of the students. Eight students can answer only 1 question or 21.1% of the students. In addition, from the

total number of the questions, there are 3 students who cannot answer the questions at all or 7.9% of the students.

Meanwhile in the Experimental Group there are two students who can answer all of the questions or 5.1% students. In addition, eight students can answer 4 questions or 20.5% of the students. Then, there are fifteen students who can answer 3 questions or 38.5% of the students. Ten students can answer 2 questions or 25.6% of the students. Three students can answer only 1 question or 7.7% of the students. In addition, from the total of the questions, there is only 1 student who cannot answer the questions at all or 2.6% of the students.

From the description above, it can be concluded that the Present Future Tense is relatively easy for the both group.

5. The Post-test Results of the Present Perfect Tense

There are five questions for Present Perfect Tense, and the result of students' answers can be seen in the table below:

Table 18: The Students' Answer of the Present Perfect Tense Questions of the Control Group

The total number of the correct answers	Frequency	Percent
0	23	60.5
1	11	28.9
2	1	2.6
3	2	5.3
4	1	2.6
Total	38	100.0

Table 19: The Students' Answer of the Present Perfect Tense Questions of the Experimental Group

The total number of the correct answers	Frequency	Percent
0	8	20.5
1	15	38.5
2	11	28.2
3	4	10.3
4	1	2.6
Total	39	100.0

From the total questions of the Present Perfect Tense given to the students in the Control Group, no students can answer five questions. In addition, one student can answer 4 questions or 2.6% of the students. Than, there are two students who can answer 3 questions or 5.3% of the students. One student can answer 2 questions or 2.6% of the students. Eleven students can answer only 1 question or 28.9% of the students. In addition, from the total number of the questions, there are 23 students who cannot answer the questions at all or 60.5% of the students.

Meanwhile in the Experimental Group, no students can answer all of the questions. In addition, there is only one student who can answer 4 questions or 2.6% of the student. Than, there are four students who can answer 3 questions or 10.3% of the students. Eleven students can answer 2 questions or 28.2% of the students. Fifteen students can answer only 1 question or 38.5% of the students. In addition, from the total of the questions, there are 8 students who cannot answer the questions at all or 20.5% of the students.

From the description above, it can be concluded that the Present Perfect Tense is still difficult for the control group, because from the total number of students, there are 23 students cannot answer all of the questions or there are 60.5% of students.

While, the Present Perfect Tense is relatively easy for the experimental group, because from the total number of students, there are only eight students cannot answer all of the questions or there is only 20.5 of students.

6. The Post-test Results of the Imperative Sentence

There are four questions for Imperative Sentence, and the result of students' answer can be seen in the table below:

Table 20: The Students' Answer of the Imperative Sentence Questions of the Control Group

The total number of the correct answers	Frequency	Percent
0	8	21.1
1	13	34.2
2	12	31.6
3	5	13.2
Total	38	100.0

Table 21: The Students' Answer of the Imperative Sentence the Questions of the Experimental Group

The total number of the correct answers	Frequency	Percent
0	4	10.3
1	8	20.5
2	17	43.6
3	7	17.9
4	3	7.7
Total	39	100.0

From the total questions of the Imperative Sentence given to the students in the Control Group there are no students who can answer four questions, in addition, five students can answer 3 questions or 13.2% of the students. Then, there are twelve students who can answer 2 questions or 31.6% of the students. Thirteen students can answer only 1 question or 34.2% of the students. In addition, from the total questions, there are 8 students who cannot answer the questions at all or 21.1% of the students.

Meanwhile in the Experimental Group, three students can answer all of the questions or 7.7% of the students. In addition, seven students can answer 3 questions or 17.9% of the students. Then, there are seventeen students who can answer 2 questions or 43.6% of the students. Eight students can answer only 1 question or 20.5% of the students. In addition, from the total of the questions, there are four students who cannot answer the questions at all or 10.3% of the students.

From the description above, it can be concluded that the Imperative Sentence is relatively easy for the both group.

7. The Post-test Results of the Conditional Sentence

There are three questions for Conditional Sentences, and the result of students' answer can be seen in the table below:

Table 22: The Students' Answer of the Conditional Sentence Questions of the Control Group

The total number of the correct answers	Frequency	Percent
0	20	52.6
1	17	44.7
2	1	2.6
Total	38	100.0

Table 23: The Students' Answer of the Conditional Sentence Questions of the Experimental Group

The total number of the correct answers	Frequency	Percent
0	18	46.2
1	13	33.3
2	8	20.5
Total	39	100.0

From the total questions of the Conditional Sentence given to the students in the Control Group no student can answer three questions, in addition, there is only one student who can answer 2 questions or 2.6% of the students. Then, there are seventeen students who can answer only 1 question or 44.7% of the students. In addition, from the total of the question, there are 20 students who cannot answer the questions at all or 52.6% of the students.

Meanwhile in the Experimental Group, no students can answer all of the questions. In addition, there are eight students can answer 2 questions or 20.5% of the students. Then, there are thirteen students who can answer only 1 question or 33.3% of the students. There are 18 students who cannot answer the questions at all or 46.2% of the students.

From the description above, it can be concluded that the Conditional Sentence is still difficult for the both group.

8. The Post-test Results of the Question Tag

There are three questions for Question Tag, and the result of students' answers can be seen in the table below:

Table 24: The Students' Answer of the Question Tag Questions of the Control Group

The total number of the correct answers	Frequency	Percent
0	14	36.8
1	17	44.7
2	4	10.5
3	3	7.9
Total	38	100.0

Table 25: The Students' Answers of the Question Tag questions of the Experimental Group

The total number of the correct answers	Frequency	Percent
0	14	35.9
1	13	33.3
2	5	12.8
3	7	17.9
Total	39	100.0

From the total questions of the Question Tag given to the students in the Control Group there are three students who can answer 3 questions or 7.9% of the students, in addition, there are four students can who answer 2 questions or 10.5% of the students. Than, there are seventeen students who can answer only 1 question or 44.7% of the students. In addition, from the total number of the questions, there are 14 students who cannot answer the questions at all or 36.8% of the students.

Meanwhile in the Experimental Group there are seven students who can answer all of the questions or 17.9% students. In addition, five students can answer 2 questions or 12.8% of the students. Than, there are thirteen students can answer only 1 question or 33.3% of the students. In addition, from the total number of the questions, there are fourteen 14 students who cannot answer the questions at all or 35.9% of the students.

From the description above, it can be concluded that the Question Tag is still difficult for the both groups.

9. The Post Test Results of the Passive Voice

There are three questions for Passive Voice, and the result of students' answers can be seen in the table below:

Table 26: The Students' Answers of the Passive Voice Questions of the Control Group

The total number of the correct answers	Frequency	Percent
0	18	47.4
1	19	50.0
2	1	2.6
Total	38	100.0

Table 27: The Students' Answers of the Passive Voice Questions of the Experimental Group

The total number of the correct answers	Frequency	Percent
0	13	33.3
1	17	43.6
2	8	20.5
3	1	2.6
Total	39	100.0

From the total questions of the Passive Voice given to the students in the Control Group, no students can answer three questions. In addition, one student can answer 2 questions or 2.6% of the students. Then, there are nineteen students who can answer only 1 question or 50.0% of the students. In addition, from the total number of the

questions, there are 18 students who cannot answer the questions at all or 47.4% of the students.

Meanwhile in the Experimental Group there is one student can answer all of the questions or 2.6% of the students, in addition, there are eight students who can answer 2 questions or 20.5% of the students. Than, there are seventeen students who can answer only 1 question or 43.6% of the students. In addition, from the total number of the questions, there are 13 students who cannot answer the questions at all or 33.3% of the students.

From the description above, it can be concluded that the Passive Voice is still difficult for the both group.

10. The Post-test Results of the Noun Phrase

There are three questions for Noun Phrase, and the result of students' answers can be seen in the table below:

Table 28: The Students' Answers of the Noun Phrase Questions of the Control Group

The total number of the correct answers	Frequency	Percent
0	16	42.1
1	18	47.4
2	4	10.5
Total	38	100.0

Table 29: The Students' Answers of the Noun Phrase Questions of the Experimental Group

The total number of the correct answers	Frequency	Percent
0	15	38.5
1	14	35.9
2	10	25.6
Total	39	100.0

From the total questions of the Noun Phrase given to the students in the Control Group there are four students who can answer 2 questions or there are 10.5% of the students, in addition, there are eighteen students who can answer only one question or there are 47.4% of the students. In addition, from the total number of the questions, there are 16 students who cannot answer the questions at all or 42.1% of the students.

Meanwhile in the Experimental Group there are no students can answer all of the questions, in addition, ten students can answer 2 questions or 25.6% of the students. Than, there are fourteen students who can answer only 1 question or 35.9% of the students. In addition, there are 15 students who cannot answer the questions at all or 38.5% of students.

From the description above, it can be concluded that the Noun Phrase is still difficult for the both groups.

11. The Post-Test Results of the Adverb Phrase

There are three questions for Adverb Phrase, and the result of the students' answers can be seen in the table below:

Table 30: The Students' Answers of the Adverb Phrase Questions of the Control Group

The total number of the correct answers	Frequency	Percent
0	3	7.9
1	15	39.5
2	17	44.7
3	3	7.9
Total	38	100.0

Table 31: The Students' Answers of the Adverb Phrase Questions of the Experimental Group

The total number of the correct answers	Frequency	Percent
0	1	2.6
1	17	43.6
2	15	38.5
3	6	15.4
Total	39	100.0

From the total question of the Adverb Phrase given to the students in the Control Group there are three students who can answer 3 questions or 7.9% of the students, in addition, there are seventeen students who can answer only 2 questions or 44.7% of the students. Than, there are fifteen students who can answer only 1 question or

39.5% of the students. In addition, from the total of the questions, there are 3 students who cannot answer the questions at all or 7.9% of students.

Meanwhile in the Experimental Group, six students can answer all of the questions or 15.4% of the students. In addition, fifteen students can answer 2 questions or 38.5% of the students. Then, there are seventeen students who can answer only 1 question or 43.6% of the students. In addition, there is only 1 student who cannot answer the questions at all or 2.6% of students.

From the description above, it can be concluded that the Adverb Phrase is relatively easy for the both group.

12. The Post-Test Results of the Adjective Phrase

There are three questions for Adjective Phrase, and the result of students' answer can be seen in the table below:

Table 32: The Students' Answers of the Adjective Phrase Questions of the Control Group

The total number of the correct answers	Frequency	Percent
0	24	63.2
1	12	31.6
2	2	5.3
Total	38	100.0

Table 33: The Students' Answers of the Adjective Phrase Questions of the Experimental Group

The total number of the correct answers	Frequency	Percent
0	14	35.9
1	17	43.6
2	8	20.5
Total	39	100.0

From the total questions of the Adjective Phrase given to the students in the Control Group no students can answer all of the questions, in addition, there are two students who can answer two questions or 5.3% of the students. Then, there are twelve students who can answer only 1 question or 31.6% of the students. There are twenty-four students who cannot answer the questions at all or 63.2% of the students.

Meanwhile in the Experimental Group, no students can answer all of the questions. In addition, eight students can answer 2 questions or 20.5% of the students. Then, there are seventeen students who can answer only 1 question or 43.6% of the students. In addition, from the total questions there are 14 students who cannot answer the questions at all or 35.9% of students.

From the description above, it can be concluded that the Adjective Phrase is still difficult for the both group.

13. The Post-Test Results of the Conjunction

There are three questions for Conjunction, and the result of students' answers can be seen in the table below table:

Table 34: The Students' Answers of the Conjunction Questions of the Control Group

The total number of the correct answers	Frequency	Percent
0	8	21.1
1	15	39.5
2	15	39.5
Total	38	100.0

Table 35: The Students' Answers of the Conjunction Questions of the Experimental Group

The total number of the correct answers	Frequency	Percent
0	6	15.4
1	18	46.2
2	13	33.3
3	2	5.1
Total	39	100.0

From the total questions of the Conjunction given to the students in the Control Group, fifteen students can answer 2 questions or 39.5% of the students. Than, there are fifteen students who can answer only 1 question or 39.5% of the students. In addition, from the total questions, there are 8 students who cannot answer the questions at all or 21.1% of students.

Meanwhile in the Experimental Group, two students can answer all of the questions or 5.1% of the students. In addition, thirteen students can answer 2 questions or 33.3% of the students. Then, there are eighteen students who can answer only 1 question or 46.2% of the students. In addition, there are 6 students who cannot answer the questions at all or 15.4% of students.

From the description above, it can be concluded that the Conjunction is relatively easy for the both groups.

B. The Research Result and Data Analysis

In this research, there are two groups; the experimental and the control group. After the test had been applied to the students, so the results of the data were obtained. The firsts ones are the post-test scores of the experimental group as attached in appendix 6, and the second ones are the post-test score of the control group as attached in appendix 7. After tabulating the post-test data of experimental and the control groups, the analysis to identify the score differences among the tests of each group was conducted. Furthermore, the results of the post-test were analyzed by using statistical analysis with the SPSS 14.0.

1. Control Group Result

Based on the result of statistical analysis calculation using the SPSS 14.0, it shows that the average score of the control group is 32.92 with standard deviation of 7.86. The minimum value is 18, and the

maximum value is 58. The scores before teaching structure through game were classified into eight classes. The calculation uses;

$$k = 1 + 3.33 \log n = 1 + 3.33 \log 38 = 2.57 \text{ formula.}$$

2.57 is converted to three.

The interval (class) is determined:

Interval class formula = (maximum score – minimum score)/3

$$= (58-18)/3$$

$$= 13.33$$

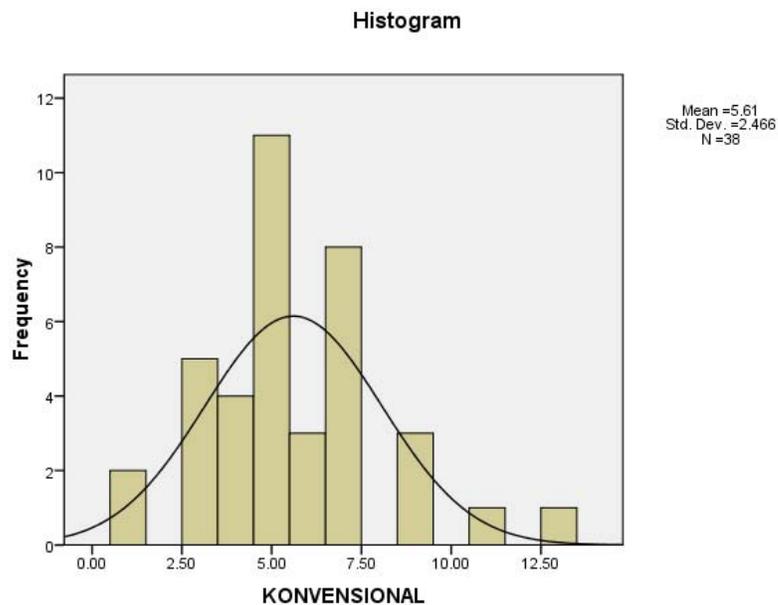
13.33 is converted to 13.

Therefore, the classification of control group score or teaching structure through conventional score can be seen at table 36 below:

Table 36: The Frequency Distribution of Control Group Score of the Students taught conventionally

No	Interval (class)	Frequency	Percent
1	18-20	2	5.3
2	21-23	0	0
3	24-26	5	13.2
4	27-29	4	10.5
5	30-32	11	28.9
6	33-35	3	7.9
7	36-38	8	21.1
8	39-41	0	0
9	42-44	3	7.9
10	45-47	0	0
11	48-50	1	2.6
12	51-54	0	0
13	55-58	1	2.6
	Total	38	100.0

From the table above, we can see the distribution spread of the control group score who were taught conventionally. There are 11 students (28.9%) in the control group scores of 30-32. In addition, there are eight students in the score of 36-38 (12.1%), and five students in the score of 24-26 (13.2%). As a whole, it can be seen in the table 36 above, and it can make the histogram as follows:



The Distribution Histogram of Control group

Figure 1: The Histogram of the Control Group Score of the Students taught conventionally.

2. Experimental Group Result

The average score of experimental group of the students were using taught game is 41.79 with standard deviation of 10.1. The minimum score is 18, and the maximum score is 68. The score after teaching structure through game was classified into eight classes.

The calculation uses;

$$k = 1 + 3.33 \log n = 1 + 3.33 \log 39 = 2.59 \text{ formula}$$

2.59 is converted to three

Interval (class) is determined:

$$\text{Interval class formula} = (\text{maximum score} - \text{minimum score})/\text{three}$$

$$= (68-18)/3$$

$$= 16.66$$

16.66 is converted to 17

Therefore, the classification of experimental group score or teaching structure through games score can be seen at table 37 as follows:

Table 37: The Frequency Distribution of Experimental Group Score of the Students who were taught by Using Game.

No	Interval (class)	Frequency	Percent
1	18-20	1	2.6
2	21-23	0	0
3	24-26	2	5.1
4	27-29	0	0
5	30-32	4	10.3
6	33-35	1	2.6
7	36-38	6	15.4
8	39-41	3	7.7
9	42-44	10	25.6

10	45-47	5	12.8
11	48-50	3	7.7
12	51-53	1	2.6
13	54-56	0	0
14	57-59	0	0
15	60-62	1	2.6
16	63-65	0	0
17	66-68	2	5.1
	Total	39	100.0

It shows experimental group score of the students who are taught by using game.

There are 10 students of 42-44 (25.6%). In addition, there are six students in the score of 36-38 (15.4%), and five students in the score of 45-47 (12.8%). As a whole, it can be seen at the table 37 above, and it can make the histogram as follows:

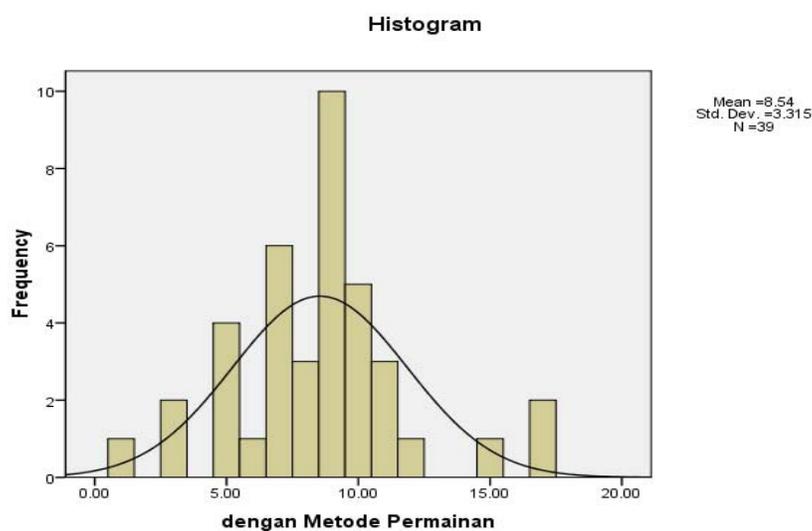


Figure 2: The Histogram of the Experimental Group Score of the Students who were taught by using game.

C. The Testing of the Score Difference of the Post Test Score in Experimental and Control Groups

To test the differential score in experimental and control group the independent sample t-test is used. It is used to test differences of the average score of two samples with no a correlation (Santoso, 2003; Ghozali, 2006).

The estimation can be seen in the table 38 as follows:

Table 38: The Result of the Analysis of Independent Samples T-Test

Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Score	39	41.79	10.103	1.618
Control Group	38	32.95	7.860	1.275
Experimental Group				

Independent Samples Test

		Score	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	.777	
	Sig.	.381	
t-test for Equality of Means	t	4.281	4.295
	df	75	71.529
	Sig. (2-tailed)	.000	.000
	Mean Difference	8.848	8.848
	Std. Error Difference	2.066	2.060
	95% Confidence Interval of the Difference	Lower	4.731
		Upper	12.954

Resource: Output SPSS 14.0

In the independent sample t-test, there are two phases of test. The first phase is to do the levene's test; to find, "is there a variance", and the second, "is the population the same or not?" Based on the table 38 above, we can see the result of levene's test. The variable score of the control and experimental group shows level that the results are not significant with p-value: it is 0.381 higher than 0.05 (reality $\alpha=5\%$). It shows that the score of the both group have the same variance or, there are not the differences because the both population have the same variance. Therefore, the decision making (the independent sample t-test) uses t value in equal variance assumed column.

Test of Hypothesis

Hypothesis testing in this research are:

H_0 : "There is no significant difference between teaching English through game and teaching structure without game or conventional in Madrasah Aliyah Negeri 1 Kepahiang, Bengkulu".

H_a : "There is a significant difference between teaching English through games and teaching structure without game or conventional in Madrasah Aliyah Negeri 1 Kepahiang, Bengkulu".

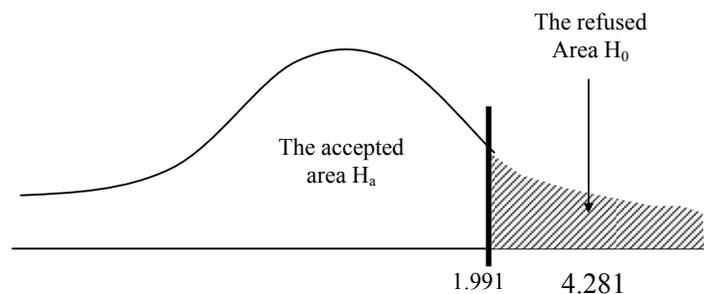
D. Research Finding

Hypothesis analysis is intended to know whether there are the differences between experimental and control group: there are significant or not significant. For this purpose, the t-test method is used to do the analysis. In addition, based on the statistic calculation result at table 38, the t calculation value is 4.281, with significant probability (sig) of 0.000 t table is 1.991 with $\alpha=0.05$ and $df = n-1 = 77-1= 76$, the calculation value obtain $(4.281) > t$ table (1.991). This result means that there is significant difference in the two groups.

Besides, we can also see the significance of probability value (sig) 0.000 lower than 0.05 (reality level 5%) hence H_0 is refused and accept the H_a , so hypothesis states that “there is a significant difference between teaching structure through game and teaching structure without game” is accepted. Furthermore, the hypothesis-testing picture can be described as follow:

Picture 3

T-test



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Structure is the main capital and an element in language, which is still important to be taught nowadays. Without structure, there might be miscommunication. In addition, the language will be acceptable if the structure is correct.

Students sometimes feel difficult and bored in learning structure. To solve the problem, there is an alternative technique of teaching English structure through game. Based on the theoretical framework of game, game is an activity with rules, a goal and element of fun, and nearly everyone would agree if learning can be enjoyable, then students would learn better. It creates fun and enjoy but in discipline atmosphere. Game is a teaching device; it is a good device for practicing structure points. Game can also be used as vehicles of the language teaching - learning.

Based on the findings and discussions in chapter IV, it can be concluded that there are significant differences between the experimental groups taught by using games as a treatment, and the control group was taught conventionally, the results of the analysis of Independent Samples T-Test Teaching Structure through Games to the Students of MAN I Kepahiang, Bengkulu are as follows:

The mean (\bar{X}) of the experimental group is 41.79

The mean (\bar{X}) of the control group is 32.95.

The improvement difference between the two groups is 7.08%.

It means that teaching Structure through Games is better than Teaching Structure conventionally. Besides, the t calculation value of 4.281, with significant probability (sig) of 0.000 with $\alpha=0.05$ and $df = n-1 = 77-1= 76$, the t table is 1.991, so the t calculation value obtained ($4.281 > t$ table (1.991)). Thus, H_0 is refused and H_a or H alternative is accepted. It can also be seen that the significance of probability value (sig) 0.000 is lower than 0.05 (reality level 5%) hence H_0 is refused and the H_a , or H alternative is accepted. Therefore, the hypothesis stating that, “there is a significant difference between teaching structure through game and teaching structure without game” is accepted.

B. Suggestion

This research had proven that the use of games in teaching English structure shows good results. Then, it is suggested;

1. A teacher of English at Senior High Schools should be creative in selecting interesting methods and media in teaching learning – process. In addition, game can be used as an alternative tool or media of teaching English structure. In fact, games can improve the component of English structure, and the student’s mastery in game structure.

2. For the students, they should always do the exercises using structure to make the communicative text.
3. For the schools, it is expected that they provide the media needed for teaching English, particularly for those who concern to the development of structure.
4. For the authors, they should include games in their book of English structure, in order that students can use structure to communicate in acceptable language.

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