The Infuence of Games Strategy in Teaching Structure to the First Grade Students of Madrasyah Aliyah Al-Khairiyah Pematangsiantar

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Abstract

The research aim is to know the influences of games strategy in teaching structure to the students of Madsarah Aliyah Swasta Al-Khairiyah Pematangsiantar. 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. The data were taken from the objective structure test. This research applied a random sampling technique to get samples. The total sample is 60 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 and from the data analysis it was found that teaching Structure through Games is better than Teaching Structure conventionally. Besides, it can also be concluded that the t calculation value obtained (5, 12) > t table (2,021), so H0 is refused and accept the Ha, 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.

I. Introduction

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.

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 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 as cribing a central role to methods as the key to successful teaching.

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 Madrasah Aliyah Swasta Al-Khairiyah Pematangsiantar. 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.

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.

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.

II. Review of Literatures

2.1 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. 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.

a. 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.

b. 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.

c. 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).

2.2 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:
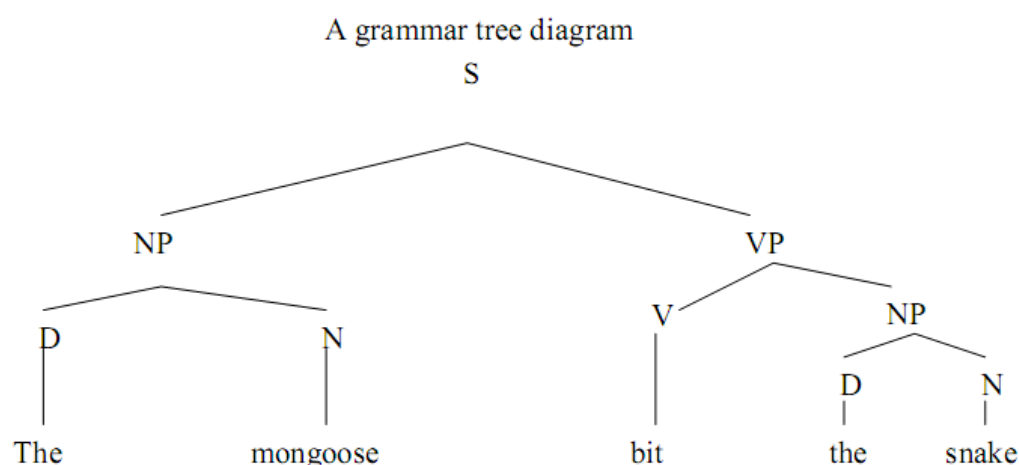

Figure 1. A Grammar Tree Diagram

2.3 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 Rivonlucri (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.

III. Research Method

3.1 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.

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.

Table 1. The True Eperimental Research

Group	Pre-test	Treatment	Post-test
G1 (random)	T1	X	T2
G2 (random)	T1	-	T2

Adapted: Evelyn Hatch and Hossein Farhady, 1982:22

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

3.2 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:

a. 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 Swasta Al-Khairiyah Pematangsiantar. It consists of 40 students of the third grade, 42 students of the second grade, and students of the first grade 42 students. The total population is 124 students. The Population of Madrasah Aliyah Swasta Al-Khairiyah Pematangsiantar, 2011-2012 is as follows:

Table 2. The Population of Madrasah Aliyah Swasta Al-Khairiyah Pematangsiantar

No	Class	Total
1	X	42
2	XI	42
3	XII	40
Total Population		124

b. Sample

The sample of this research is all the students in X class of Madrasah Aliyah Swasta Al-Khairiyah Pematangsiantar 2011-2012. The total sample is 40. It was divided into two groups. The first group is the experimental group (EG) consist of 20 students, and the second one is the control group (CG)) consist of 20 students. Both groups have the same ability.

3.3 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.

3.4 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:

$$t_o = \frac{\bar{X} - \bar{Y}}{S\sqrt{\dfrac{1}{n_A} + \dfrac{1}{n_B}}}$$ (Hatch at al, 1982:116)

where:

t_o	=	t_{score}
$\bar{X}$	=	Mean of experiment group
$\bar{Y}$	=	Mean of control group
S	=	Deviation Standard
n_A	=	Total sample of experiment group
n_B	=	Total sample of control group

IV. Discussion

4.1 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 Swasta Al-Khairiyah Pematangsiantar.

The total population are 185 students. They are 60 students of the second year, 60 students of the second year, and 65 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.

4.2 Test of Significance

To check whether or not the difference between two means of the experiment group and the control group is statistically significant, the obtained t-value should be consulted with the critical value in the t-table.

Before the experiment was conducted, the level of significance should have been decided first so the decision making would not be influenced by the result of the experiment.

As suggested by Best (1981), "for subjects which require fixed computation such as mathematics and physics the 1 percent (0.1) alpha level of significance can be used. Whereas for the psychological and educational cycles the 5 percent (0.5) alpha level of significance since this thesis dealt with the educational circle.

In this experiment, there were 30 students as experiment group and 30 students too as control group. So, the number of the both groups was 60 students.

From the number we can know that the degree of freedom (df) was 38, which was obtained from the formula Ne+Nc-2=38.

The critical value with the df 38 at 5 percent alpha level of significance is 2.02. The obtained t value is 5, 12 so the t value is higher than the critical value (5,12 > 2,02). It is concluded that there was significant difference between teaching structure using games and without using games.

V. 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 Madrasah Aliyah Swasta Al-Khairiyah Pematangsiantar are as follows:

The mean (X) of the experimental group is 77,8. The mean (X) of the control group is 69. The improvement difference between the two groups is 8,8%.

It means that teaching Structure through Games is better than Teaching Structure conventionally. Besides, the t calculation value of 5,12, with significant probability (sig) of 0.000 with $\alpha=0.05$ and df = n-1 = 30-1= 29, the t table is 2,021, so the t calculation value obtained (5,12) > t table (2,021).

Thus, H0 is refused and Ha 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 H0 is refused and the Ha, 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.

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 Junior High Schools should be creative in electing 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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