THE EFFECTIVENESS OF GRAMMAR GAMES AND DRILL AS A MEANS OF REINFORCEMENT IN TEACHING THE PRESENT CONTINUOUS TENSE
A THESIS

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Abstract

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English as a foreign language is considered to be the most important language that students need to learn because it is an international language which is used in many fields such as in trade, engineering, politics, and many others.

In this globalization era, the need of mastering the English language as a means for communication is a must. Therefore, the government has stated English as a compulsory subject in the curriculum.

In order to master English, someone must master the grammar, since grammar is the foundation in learning the other skills such as reading, listening, writing, and speaking. However, many students lose their interest in learning grammar because it is hard for them to understand many complicated rules. Moreover, many English teachers still use monotonous ways in teaching grammar so that the students cannot absorb material given maximally. Therefore, to arise the students’ interest and motivation in learning grammar, English teachers should give them reinforcement. However, the reinforcement must be selected well, so that the students can absorb the materials given maximally, and make it as a habit. In this study, the writer used Grammar games and drills as a means of reinforcement in teaching the present continuous tense.

In this study, the writer tried to find out whether the students who are given grammar games have significant difference on their structure achievement from those who are given drills as a means of reinforcement. This study was a quasi-experimental study employing two groups pre and posttest design. The subject of the study was the first grade students of junior high school. The control group was taught using drills as a means of reinforcement, and experimental group was taught using grammar games. The data was collected by giving pretest and posttest on grammar to the students. The data was analyzed using t-test technique. The result of the calculation shows that both techniques are effective as reinforcement and there is no significant difference between the grammar achievement of students taught using grammar games and those taught using drills. Based on the result, it is recommended that English teachers should vary the usage of both techniques: Grammar games and drills, so that the students do not get bored easily.