THE EFFECT OF USING GRAMMAR GAMES AND DRILLS AS A MEANS OF REINFORCEMENT IN TEACHING TENSES ON THE STRUCTURE ACHIEVEMENT OF THE FOURTH GRADE STUDENTS OF ELEMENTARY SCHOOL

A THESIS

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ABSTRACT


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

In welcoming the globalization era, the need in mastering the English language as a means for communication with other nations has become so intense. Therefore, the government has put English as a subject included in the curriculum of the elementary school, to have the students learn the language in the early age.

In studying English, one of the most important things to be mastered by the beginners is grammar. It is the foundation in learning the other skills such as reading, writing, speaking and listening. However, learning grammar, is a tiresome task for most students, especially for elementary school students. As children, it is difficult for them to see the importance of mastering the grammar. Many students lose their interest in learning the grammar because it is hard for them to understand many complicated rules; moreover, many English teachers still use monotonous ways in teaching the language. Therefore to arouse the students' interest and motivation in learning the grammar, English teachers, especially teachers who teach young learners should vary their techniques of teaching by using various teaching aids. So far, most of language teachers use drills to reinforce the students in learning the grammar.

However, many experts of language teaching proposed grammar games as a means to arouse the students' interest in learning the grammar, which will increase the students' ability in mastering the grammar. In this study, the writer tried to find out whether grammar games could really increase the students' ability in mastering the grammar. The writer used grammar games and drills as a means of reinforcement in teaching Present Continuous Tense. This study was a quasi-experimental study employing two groups only post-test design. The survey population was the fourth grade students of Petra 7 elementary school Surabaya. The sample was the students of class IVB and IVc, which consisted of 36 students each. Class IVB was the group using drills as a means of reinforcement and class IVc was the group using grammar games as a means of reinforcement. The treatment was held on June 12, 13, and 16, 2000. The pilot group was the students of class IVA consisting of 39 students. The try out test was held on June 10, 2000.
The data was collected by giving a structure test to the students. The obtained data was analyzed using a t-test technique. The result of the calculation shows that the use of structure games as a means of reinforcement in teaching grammar can increase students' ability in mastering the grammar.