



## **The Use Of Games In Learning English Grammar**

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### **Abstract:**

Grammar is perhaps so serious and central in learning another language that all ways should be searched for which will focus student energy on the task of mastering and internalizing it. One way of focusing on this energy through the release offered by games. Miscellany game is a ragbag of useful grammar activities which I find it to classify properly. In this research is carrying out to find out whether or not the miscellany game can be used as a game in the teaching learning process and as a modified technique in increasing students' irregular verbs. In teaching irregular verbs with using game influence standards test 5 % or 1 %. Thus, H1 can acceptable whereas H0 cannot accept.

**Keywords:** Games, Learning, English Grammar

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## **INTRODUCTION**

Grammar has been a basic problem for the Indonesians who learn English, especially dealing with the usage of verbs. Verbs are very crucial since they change according to the person (subject)-singular or plural verbs and according to the time- present, past, or past participle. There are regular and irregular verbs, some example:

- "Draw-drew-drawn"

- "Ride-rode-ridden"

- "Break-broke-broken"

- "Give-gave-given"

- "Know-knew-known"

- "Come-came-come"

The common way suggested by teachers is to learn the irregular verbs through learning by heart. Yet, there is a tendency of boredom among learners (student). In her writing, the writer wants to put forward the learning of mastering of irregular verbs through games, as Julia Dobson in "Reading on English as a second language"(1972:36) states: A good language game is a wonderful way to break the routine of classroom drill because it provides fun and relaxation while remaining very much within the framework of language and even reinforce that learning".

A game is an activity with rules, goals and element of fun. In everyday life, we can see how people are never tired of playing. In playing, people will be able to get happiness and

experience as Dra. Mariana Karim, M.A, says: "Apabila seseorang sedang bermain, ia akan merasa terlibat, senang, berusaha mengatasi kesukaran yang dihadapi tanpa merasakan waktu ia lalui: Dengan kenyataan ini, permainan juga dapat dipergunakan dalam proses belajar mengajar untuk mengembangkan motivasi siswa dalam belajar dalam hal ini tuk belajar bahasa" (1986:5.33) miscellany game can be played with the irregular verbs. This game is useful for improving their knowledge in irregular verbs. The teacher chooses a large number of irregular verbs.

The teacher writes down a large number of irregular verbs buried in the sheet and she tells her learners to find infinitive, past, and past participles. Their task is to unearth as many verbs past as fast as they can. Every time they unearth verb parts they are to jot it down and also jot down the other two parts and its meaning in their language. Warm them, they may find verb parts going horizontal, vertically, and diagonally as well as backward.

As we know, the relation between giving the game and teaching the learning process especially in learning English can't be divided. Giving a game is necessary for the students to decrease the boredom and to increase their enthusiasm for learning irregular verbs.

The writer wants to find out: How a game can help the students in improving their understanding or usage of irregular verbs. The advantages and disadvantages of using irregular verbs game in the learning process.

Besides using the right diction, to write well also means to avoid making a mistake in grammar. Harry Shaw and Richard Dodge write: "Grammar is the science that deals with word and their relationship. It is a statement, or a series of statements of the way of saying discussion of the form of words, the use in phrases, clauses, and sentences, their tense, cases and the other changes in the form".

The above question gives an idea that grammar is a science that deals with words and their relationship, it will show what is correct and what is incorrect about using certain words. In other words, grammar provides a common pattern of rules for everyone to follow and assures that people will understand each other.

Robert Lado gives further definition concerning grammar, the patterns of arrangement of words into word are grammatical structure. The grammatical structure may take either or both form syntax and morphology.

Syntax and morphology together constitute the grammar of the language. Different make use of different words symbols or sounds sequences, they also differ in their morphology and syntax. Almost all aspects of the language of English are different from Bahasa Indonesia. For example:

-Andrew studies English	- Andrew belajar Bahasa Inggris
-Andrew studied English	-Andrew belajar Bahasa Inggris

-Andrew is studying English	-Andrew sedang belajar Bahasa Inggris
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The word "belajar" and "study" are verbs. Verbs in Indonesia never change by the time of the activity. On the other hand, the English verb always changes over time.

So, if we are learning grammar, we must know the verbs because verbs are important cases to be mastered in learning English.

If in English sentence a predicate is not a verb, so that sentence has no meaning. Every sentence in English should contain one verb, because without the verb, what or say will not have a meaning (except only group word). A verb is a word that shows action on more activities, for example: see, hear, write, read, and run.

## **The Application of the Game in Teaching English**

One of my strongest beliefs about foreign language teaching is that the whole process of teaching and learning should be fun. This self-developing motivation can be enhanced by using it in the classroom.

The students have such a high competitive spirit that nearly any type of practice can become a context in which the participants learn, almost without realizing what is happening to them. The teacher can also use games as an enjoyable and profitable form of practice to reinforce what has already been taught more formally.

Practically, games may be played in the classroom with the entire class. Few games are limited to smaller of the classroom while the other student watches and listens. Everyone eventually has an opportunity to participate. The games are also useful for English classroom meetings and other extracurricular activities.

Almost all language games with very little preparation from the teacher can be turned into lively and effective grammar practices. Most students particularly in schools would rather play games that do grammars practice. Teachers should remember that if the students are enjoying what are doing, and it has an underlying serious language teaching purpose, it's more to be effective than more conventional practice.

Many teachers of English as a foreign language who use games with children and teenagers and even adults are extremely pleased with the result. Game is a wonderful way to break the routine of classroom drill because it provides fun and relaxation while remaining very much within the framework of language and may even reinforce that learning.

It is important to know what the meaning of the game is. According to J. Coulson, et. al., a game is "A contest played according to rules and decided by, strength, or luck" (1975: 343). Although games have been grouped according to the aspect of language that they emphasize, this grouping is somewhat arbitrary, since no game can be played orally without involving at least grammar and vocabulary. The majority of the games have been marked as suitable for "any" level. The teacher must be, always limiting them from choosing the language materials involved, always limiting them to the knowledge and skill of the student at the game is not be played. This, a given game may be repeated from time. Each repetition including more advanced materials.

Many games cause as much density of practice as more conventional drill exercises, some do not. What matters, however, is the quality of practice.

The contribution of drilling lies in the concentration on language form and its frequent use during a limited period. Many games provide this repeated use of a language form. By making the language convey information and opinion, games provide the key feature of "drill" with the opportunity to sense the working of language as living communication.

Games can be found to give in all the skills (reading, writing, listening, and speaking), in all stages of the teaching/learning sequence.

Who are the games for? The enjoyment of games is not restricted by age. Some individuals, regardless of age, maybe found of games than others. But so much depends on the appropriateness of the games and the role of the player.

It is important to note that the most advanced and dedicated students can enjoy and value games if the content and language used are relevant to them.

This is not to say that language is not practiced in English games. On the contrary, each game by its nature will focus on one or more aspects of English, say grammar points, a vocabulary area, or communication skills. Teachers may expect their students to be concerned not only with the object of the 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 follow-up after students have been given an explanation and drill on a particular point, the

game is a good deal further towards communication on Prator's Manipulation Communication scale (PRATOR, 1965) than most other language classroom activities.

Thus, games should be more than something which teachers use to provide relief from the classroom routine, to get their student's attention, or to make up the extra minutes at the end of the class. The game can be used in teaching, and there is no reason why they cannot be legitimately included as an integral part of a lesson.

## METHODOLOGY

In conducting, this research the experimental method is used because the writer wants to investigate whether or not miscellany can be used as a game in the teaching-learning process and as a modified technique in increasing students' irregular verbs. The experiment is done at SMP Negeri IV Ambon the sample is chosen by using random sampling and class I1 and I2 are being the sample. There are twenty-one students in each class.

The data is gathered by (1) Using teaching that the writer divided the sample into two classes, the first class of an experiment class (I1) by using miscellany game and the second class or control class (I2) by using memorizing irregular verbs, (2) Using testing that is pre-test and post-test. A pre-test is given before doing the treatment. There are 15 questions/sentences which the students must complete. The test is in the multiple-choice form consisting of four options. Like in the pre-test, the post-test consists of two kinds of tests, they are the posttest by using miscellany as a modified technique is given to experimental class and the post-test by using a memorizing technique given to control class.

The data obtained were analyzed by using a variety analyst (Varian analyst) which its purpose to test each treatment difference. Gomez and Gomes (1995-15-17), proposes that the steps to find a variety of analyst values are as follows.

$$\begin{aligned} \text{Db Total} &= \text{Total Jumlah Observasi} - \text{I} \\ \text{Perlakuan} &= \text{Total Perlakuan} - \text{I} \\ \text{Error} &= \text{Db Total} - \text{Db Perlakuan} \\ \text{Faktor Koreksi} &= \frac{(\text{Total umum})^2}{\text{Jumlah seluruh pengamatan}} \end{aligned}$$

$$\text{JK Total} = \sum X^2 - \text{FK}$$

## FINDINGS

After experimenting, then the data is gathered from both tests, a pre-test (T1) and post-test. (2) from the control and the experimental classes. The results are presented in the following tables.

Table. 1. Pre-test (control class) without miscellany game

No. of Students	Correct Answer	In Percent- age (%)	Incorrect Answer	In Percent- age (%)
1	4	26.7	11	73.3
2	10	66.7	5	33.3
3	10	66.7	5	33.3
4	7	46.7	8	53.3
5	5	33.3	10	66.7
6	12	80.0	3	20.0
7	11	73.3	4	26.7
8	12	80.0	3	20.0
9	3	20.0	12	80.0
10	8	53.3	7	46.7
11	2	13.3	13	86.7

12	3	20.0	12	80.0
13	9	60.0	6	40.0
14	8	53.3	7	46.7
15	7	46.7	8	53.3
16	6	40.0	9	60.0
17	9	66.0	6	40.0
18	10	66.7	5	33.3
19	14	93.3	1	66.7
20	4	26.7	11	73.3
21	5	33.3	10	66.7
		50.0		49.5

Table 2. Post-test (control class) using miscellany game

No. of Students	Correct Answer	In Percent- age (%)	Incorrect Answer	In Percent- age (%)
1	11	73.3	4	26.7
2	11	73.3	4	26.7
3	9	60.0	6	40.0
4	7	46.7	8	53.3
5	4	26.7	11	73.3
6	8	53.3	7	46.7
7	6	40.0	9	60.0
8	8	53.3	7	46.7
9	6	40.0	9	60.0
10	7	46.7	8	53.3
11	6	40.0	9	60.0
12	10	66.7	5	33.3
13	11	73.3	4	26.7
14	11	73.3	4	26.7
15	8	53.3	7	46.7
16	8	53.3	7	46.7
17	9	60.0	6	40.0
18	8	53.3	7	46.7
19	12	80.0	3	20.0
20	9	60.0	6	40.0
21	13	86.7	2	13.3

Table.3. Pre-test (control class) using miscellany game

No. of Student Students	Number of Correct Answer	In Percentage (%)	Number of Incorrect Answer	In Percentage (%)
1	13	86.7	2	13.3
2	13	86.7	2	13.3
3	12	80.0	3	20.0
4	11	73.3	4	26.7
5	9	60.0	6	40.0
6	8	53.3	7	46.7
7	8	53.3	7	46.7

8	5	33.3	IO	66.7
9	3	20.0	12	80.0
10	11	73.3	4	26.7
11	6	40.0	8	53.3
12	7	46.7	9	60.0
13	4	26.7	11	73.3
14	6	40.0	9	60.0
15	IO	66.7	5	33.3
16	4	26.7	11	73.3
17	IO	66.7	5	33.3
18	6	40.0	9	60.0
19	5	33.3	10	66.7
20	7	46.7	8	53.3
21	5	33.3	IO	66.7
		51.8		482

Table.4. Post-test (experimental class) by using miscellany game

No. of Students	Number of Correct Answer	In Percentage	Number of Incorrect	In Percentage (%)
1	6	40.0	9	60.0
2	14	93.3	1	6.7
3	13	86.7	2	13.3
4	13	86.7	2	13.3
5	5	33.3	10	66.7
6	15	100.0	0	0.0
7	15	100.0	0	0.0
8	15	100.0	0	0.0
9	8	53.3	7	46.7
10	12	80.0	3	20.0
11	15	100.0	0	0.0
12	15	100.0	0	0.0
13	15	100.0	0	0.0
14	6	40.0	9	60.0
15	15	100.0	0	0.0
16	15	100.0	0	0.0
17	14	93.3	1	6.7
18	5	33.3	10	66.7
19	14	93.3	1	6.7
20	14	93.3	1	6.7
21	13	86.7	2	13.3
		81.6		18.4

Table. 5. The result of comparing posttest between experimental class (1-1) by using miscellany as a modified technique and control class (1-2) by using a memorizing technique.

No. of	Experimental Class		Control Class	
	Correct	Incorrect	Correct Answers	Incorrect
1	40.0	60.0	73.3	26.7
2	93.3	60.0	73.3	26.7
3	86.7	13.3	60.0	40.0
4	86.7	13.3	46.7	53.3
5	33.3	66.7	26.7	73.3

6	100.0	0.0	53.3	46.7
7	100.0	0.0	40.0	60.0
8	100.0	0.0	53.3	46.7
9	53.3	46.7	40.0	60.0
10	80.0	20.0	46.7	53.3
11	100.0	0.0	40.0	60.0
12	100.0	0.0	66.7	33.3
13	100.0	0.0	73.3	26.7
14	40.0	60.0	73.3	26.7
15	100.0	0.0	53.3	46.7
16	100.0	0.0	53.3	46.7
17	93.3	6.7	60.0	40.0
18	33.3	66.7	53.3	46.7
19	93.3	6.7	80.0	20.0
20	93.3	6.7	60.0	40.0
21	86.7	13.3	86.7	13.3
	81.6	18.4	62.5	42.2

Table 8. The average of value test

Treatment	Average of Value test
T1	8.44
T2	5.77

Note: T1 = Experimental class

T2 = Control class

It is necessary to find out the test result to compare between experimental class which uses the miscellany as a modified technique and control class which uses the memorizing technique.

The data acquired has been carefully tallied and arranged into the tables. To compare the results of the experimental class and control class, she gives the account of the correct/incorrect answers in percentage.

Varian analyst from table 6 shows that teach the Irregular Verbs with using game influences on standards test 5 % or 1 %. Thus, H1, can acceptable, whereas H0 cannot accept.

The advantages of the miscellany as a modified technique in teaching and learning process are: Giving the student's motivation to increase the quality of their practice to increase their irregular verbs.

Using miscellany games in teaching the English language makes the students interesting in learning the language.

The disadvantage of the miscellany as a modified technique in the teaching and learning process is the students can master their Irregular verbs, but in making the sentences, the students can be confused.

## **CONCLUSION AND IMPLICATION**

### **Conclusion**

Based on the data showing in both classes, the writer then concludes that, first, using the miscellany game as a modification in teaching is very important to teach "Irregular Verbs" as it can create interaction between teacher-student and student-student to fulfill the instructional goal. Second, he/she uses of miscellany games as a technique that makes the students more interested in learning the English language. Third, Miscellany is not only applied as a game in the teaching language process but also used as a modified technique in increasing the students Irregular Verbs.

### **Implication**

The teacher of English must be familiar with ways of teaching English and how to motivate students from a boring situation. The English teacher needs to be creative and innovative in her or his job. To develop the technique of teaching English in class, the games as in an integral part of any language syllabus provide an opportunity for intensive language practice to offer a context in which language is used meaningfully and means to an act as a diagnostic tool for the teacher, highlighting areas of difficulty. Finally, one of the most important reasons for focusing on games is simply that they are immensely enjoyable for both teachers and students to reduce the boring situation in learning English

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