

**THE INFLUENCE OF USING ERROR ANALYSIS DRAW GAME TOWARDS
STUDENTS' GRAMMAR MASTERY AT THE FIRST SEMESTER OF THE
ELEVENTH CLASS OF SMK YP 96 BUKIT KEMUNING NORTH
LAMPUNG IN THE ACADEMIC YEAR 2017/2018**

(A Thesis)

Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

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ABSTRACT

THE INFLUENCE OF USING ERROR ANALYSIS DRAW GAME TOWARDS STUDENTS' GRAMMAR MASTERY AT THE FIRST SEMESTER OF THE ELEVENTH CLASS OF SMK YP 96 BUKIT KEMUNING NORTH LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

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Quasi experimental design was used in this research. The population of the research were the students at the eleventh class of SMK YP 96 Bukit Kemuning North Lampung consist of 172 students grouped in four classes. The sample was chosen by doing cluster random sampling. The samples were taken from two classes, XI AK 1 as control class and XI AK 2 as experimental class which consist of 95 students. The instrument of pre-test and post-test were used in collecting data. Pre-test was given before the treatment and post-test was given after the treatment that was done in the experimental class and control class while the experimental class was taught by error analysis draw game and the control was taught by lecturing technique. In this case, the instrument was writing test. After giving the pre-test and post-test, SPSS 17.0 was used to analyzed the data.

After analyzing the data, independent sample test was used to compute the hypothetical testing. It was found that the result of Sig.(2-tailed) = 0.000. Then the data was analyzed the level of significance. In this case, the level of significance was 0.05. From the analysis, the score of Sig.(2-tailed) or Sig.(p_{value}) was lower than $\alpha=0.05$ so H_0 was rejected. In other words, it could be concluded that there was a significant influence of using error analysis draw game towards students' grammar mastery at the first semester of the eleventh class of SMK YP 96 Bukit Kemuning North Lampung in the academic year of 2017/2018.

Keywords: *Error Analysis Draw Game, Grammar, Quasi Experimental Design, Grammar Mastery.*



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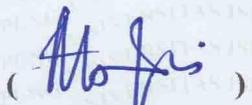
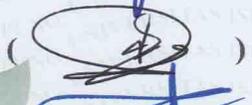
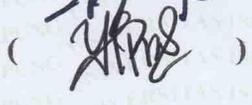
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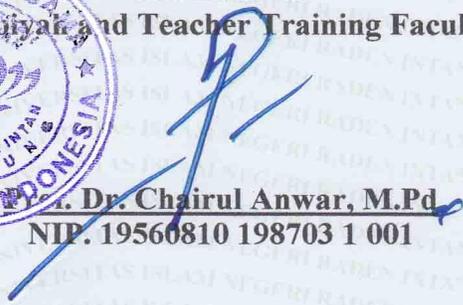
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MOTTO

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمَ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ
سَبْعَةُ أَبْحُرٍ مَا نَفِدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

1

“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to the (supply) yet would not the words of God be exhausted (in the writing) for God is exalted in power, full of wisdom.” (Luqman:27)



¹Syamil Al-Qur'an, *Special Al-Qur'an for Woman*, (Bandung: Sygma, 2005), p. 413.

DECLARATION

I hereby stated that this thesis entitled “The Influence of Using Error Analysis Draw Game Towards Students’ Grammar Mastery at the First Semester of the Eleventh Class of SMK YP 96 Bukit Kemuning North Lampung in the Academic Year 2017/2018” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



DEDICATION

From the bottom of my heart, I would like to dedicate this script to:

1. My beloved parents Mr. Suprihadi and Mrs. Supriyatin who always pray for me, give support and spirit so I can finish it well.
2. My beloved brother and sisters, Bagoes Adi Putra, Atin Dewi Iriyanti, S. Pd, and Annisa Amelia Putri. Thanks for all of your spirit and advice that you gave to me.



CURRICULUM VITAE

OctaApriyanti was born on October 11th 1995 in Batam. She lives in Ujan Mas Bukit Kemuning North Lampung. She is the second child of four children of the couple Mr. Suprihadi and Ms. Supriyatin. She has 2 sisters whose names are AtinDewiIriyanti, S.Pd and Annisa Amelia Putri, and only 1 brother, BagoesAdi Putra.

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May Allah the most Glorified and Exalted, give goodness and blesses for all guidance and help that have been to the writer. Finally, none or nothing is perfect and neither is this thesis. Any correction, comments, and criticism for this thesis are always open-heartedly welcome.

Bandar Lampung, 12 November 2017
The Writer,

Octa Apriyanti

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CHAPTER I

INTRODUCTION

A. Background of Problem

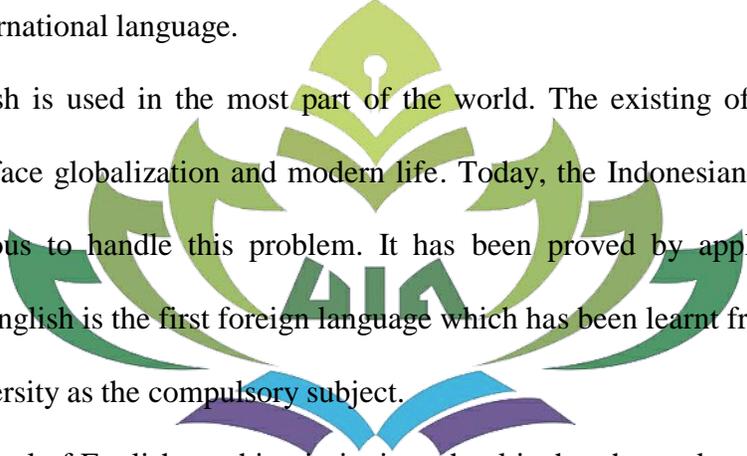
Language is a tool of communication and language is the vehicle to make relationship among people. Without language, it is impossible for everyone to make interaction each other. According to Setiyadi, “language is a system for the expression of meaning”.¹ Language is also used to express ideas, thoughts, opinions and feelings. People can fulfill their needs of life by communication with each other and people can transfer knowledge by using language. We can not express our ideas or opinions if we do not know the language. Language is an adaption for the communication of knowledge and interactions.² It becomes a tool for the communication, because language relates the speaker and the hearer or the writer and the reader.

When people will express their feeling to the other, certainly they need a tool for communication. The use of language is considered as a process of conveying a meaning and message. Language has important part in the process of social interaction because without using language we are not able to communicate or

¹ Bambang Setiyadi, *Teaching English as a Foreign Language*. (Yogyakarta : Graha Ilmu, 2006), p.10.

² Bernd heine and Tania Kuteva, *The Genesis of Grammar*, (New York: Oxford University Press, 2007), p. 321.

interact with other people. Language is also used to socialize ourselves in other people in our community and also helps us to create a close relationship to other people. As we know, Indonesia consists of many ethnics. Nevertheless, when they interact to the other person they use Bahasa Indonesia as a national language. Every country has different language. The language from a particular country cannot be used to communicate with other person from different countries, so people need the same language in order to make a relationship among other. The language is English as the international language.



English is used in the most part of the world. The existing of English is very useful to face globalization and modern life. Today, the Indonesian government has been serious to handle this problem. It has been proved by applying English in schools. English is the first foreign language which has been learnt from junior school until university as the compulsory subject.

The goal of English teaching in junior school is that the students will be familiar with English consisted of four skills namely; listening, speaking writing, and reading. The language components are pronunciation, vocabulary, and grammar. Skills and components have close relationship to each other, and they cannot separated. On the other hand, we cannot learn the four skills without having adequate grammar, because it is central to the teaching and learning.

Grammar is necessary to express precise meanings discourse.³ It means that grammar is definitely important in learning English since mastering grammar of target language might help students to acquire language skills. Lock states that functional grammar is therefore the kind of grammar most likely to have useful things to say to language learners and teachers.⁴ So, grammar is the system of a language which can help one to learn a language more quickly and more efficiently.

Grammar has important role in teaching and learning English. When the students' grammar are good the students will be easy in mastering English. Mastering grammar is required to make the students easier in arranging the words in English sentences. In other words, lacking of grammar mastery in learning English will cause difficulties in mastering English. Grammar helps the students to have a good listening, speaking, reading, and writing ability. The students that master grammar will ease to understand English.

One of the aims of curriculum is the students can master the four language skills (listening, speaking, reading, and writing) and language component (vocabulary, grammar, pronunciation). It has been applied, but the aims of curriculum still has not been achieved yet. The students can not use English for communication. They feel it is difficult to apply in their life. Probably, when they learn in the process of teaching and learning they feel bored. The students think that English is difficult to learn.

³ Lynne Cameron, *Teaching Language to Young Learners*. (Cambridge University Press, 2001), p. 98.

⁴ Graham Lock, *Functional English Grammar An Introduction For Second Language Teachers*, (Cambridge University Press, 1996), p.3.

Based on the preliminary research obtained by interviewing an English teacher⁵ and some students at the eleventh class of SMK YP 96 Bukit Kemuning North Lampung, the problem was found that the students faced difficulties in learning English Grammar especially Simple Present Tense. This is showed by the result of exercise in this preliminary research, when the students tried to do exercise 40 of 172 students taken from every class. The exercises consisted 15 items, 10 items are multiple choices, 5 items are essay about Simple Present Tense. The students score of grammar can be seen in the following table.

Table 1
The Students' Score of Simple Present Tense at the Eleventh Class of SMK YP 96 Bukit Kemuning North Lampung

No	Score	Classes				Total	Percentage
		XI AK 1	XI AK 2	XI TKJ	XI TSM		
1	< 70	38	30	26	10	104	60.5 %
2	≥ 70	10	18	20	20	68	39.5 %
Total		48	48	46	30	172	100%

Source: SMK YP 96 Bukit Kemuning North Lampung.

From the table above, there are 60.5% students got score under criteria of minimum standard (KKM), because in SMK YP 96 Bukit Kemuning North Lampung the criteria of minimum mastery (KKM) is 70. It means that the students' simple present tense is low.

From the table above, it can be assumed that most of the students were still confused to use sentence correctly. This was because of the grammatical rules of Indonesian language are different from those of English. It was obvious why they

⁵ Interview to the English teacher, Wita Susanti, S. Pd 17th February 2017.

became passive, confused, shy, and bored when they studied English grammar. Sometimes they were sleepy in the class when they had lesson. It could lead the learners to have bad results. They become unmotivated to learn it and unable to make a sentence correctly. The student bored, because the material given does not challenge the students to master English well.

To reach the goal of teaching and learning Simple Present Tense, choosing a suitable technique is important. One of the techniques is error analysis draw game. Error analysis draw is game where the player analyzes the sentences to find the incorrect sentences, after finding the incorrect part they must correct the sentences with the suitable grammar by working together with their team to get the score.⁶

Based on the previous research that was done by Atin Dewi Iriyanti the title was the influence of using error analysis draw game towards students' grammar mastery at the second semester of tenth class of SMK PERSADA Bandar Lampung in 2011/2012, the result of this research was that there was a positive influence of using error analysis draw game towards students' grammar mastery.⁷ The differences between this research and the previous research are in the objectives is the students of first semester of the eleventh class and the variable of the research is students' grammar mastery especially in simple past tense.

⁶ Suzanne Woodward, *Fun with Grammar*. (Practice Hall Regents: USA, 1997), p. 90.

⁷ Atin Dewi Iriyanti, *The Influence of Using Error Analysis Draw Game Towards Students Grammar Mastery at the Second Semester of tenth grade of SMK PERSADA Bandar Lampung in 2011/2012*, 2011.

Another research was conducted by Cholipah in her thesis entitled “The influence of using error analysis draw game towards students’ writing in recount text at the second semester of the eighth grade at SMP Trimulia Jakarta Selatan in 2013/2014” the result of this research was that there was a positive influence of using error analysis draw game towards students’ writing in recount text.⁸ The differences between this research and the previous research are in the objectives is students second semester of the eleventh grade and the variable of the research is students’ writing in recount text.

Based on the background above, it is based on the interest in conducting the research entitled: The Influence of Using Error Analysis Draw Game Towards Students’ Grammar Mastery at the First Semester of Eleventh Class of SMK YP 96 Bukit Kemuning North Lampung in 2017/2018.

B. Identification of the Problem

Based on the background above, there are some problems identified as follows:

1. The students found some difficulties in learning simple present tense.
2. The students bored by using the teacher technique.
3. The students’ motivation in learning grammar is still low.
4. The teacher did not use good technique in teaching or monotonuos.

⁸ Cholipah, *The Influence of Using Error Analysis Draw Game Towards Students’ Writing in Recount Text at the Second Semester of Eighth grade of SMP Trimulia Jakarta Selatan in 2013/2014*, 2013.

C. Limitation of the Problem

Based on the background of the problem, in this research focused on the Influence of Using Error Analysis Draw Game Towards Students' Grammar Mastery especially in Simple Present Tense at the First Semester of the Eleventh Class of SMK YP 96 Bukit Kemuning North Lampung in the Academic Year of 2017/2018.

D. Formulation of the Problem

In this research, the formulation of the problem is: Is there any significant Influence of Using Analysis Draw Game Towards Students' Grammar Mastery at the First Semester of the Eleventh Class of SMK YP 96 Bukit Kemuning North Lampung in the Academic Year of 2017/2018?

E. The Objective of Research

Based on the background of the problems, the objective of this research is: To know The Influence of Using Error Analysis Draw Game Towards Students' Grammar Mastery at the First Semester of the Eleventh Class of SMK YP 96 Bukit Kemuning North Lampung in the Academic Year of 2017/2018.

F. The Use of Research

The uses of the research are as follows:

1. Theoretical Contribution

In this research is expected that the result of the research can support the previous theories about the influence of using error analysis draw game towards students' grammar mastery .

2. Practical Contribution

There were some practical contributions. Those were:

- a. To give information about the influence of using Analysis Draw Game towards students' grammar mastery.
- b. To give information to the teacher of English about the importance of grammar mastery.
- c. To motivate students in learning grammar.

G. The Scope of Research

1. Object of the Research

The object of research was the use of the students' Grammar Mastery in Using Analysis Draw Game.

2. Subject of the Research

The subject of this research was the students of the eleventh class.

3. The Place of Research

The research was conducted at SMK YP 96 Bukit Kemuning North Lampung.

4. Time of Research

The research was conducted at the first semester of the eleventh class of SMK YP 96 Bukit Kemuning North Lampung in the academic year of 2017/2018.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Teaching English as a Foreign Language

Language is a tool or a form of culture that is used by people for communication in written, oral or gesture to show their feelings, thoughts, and ideas to the other people. Language is one of the most important things in our life. With language we can communicate with other people. Language has many advantages in real life and it cannot be separated from the human being. On the other hand, language can make someone else know and understand what we think and mean. Because language is a primary and meaningful system communication that can express and exchange our message such as: idea, thought, feeling and we can transfer the message, knowledge and culture in interaction and communication.

According to Patel and Jain, “language is institution whereby humans communicate and interact with another by means habitually used oral auditory arbitrary symbol.”¹ It means that people use language to express someone’s opinions or ideas that have been transferred and arranged into messages by using language.

Teaching is the process of showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with

¹ M. F. Patel and Praveen M. Jain, *English Language Teaching (Methods , Tools, and Techniques)*, (Sunrise Publishers and Distributors, Jaipur, 2008), p. 29.

knowledge, and it is causing someone understand about something that learned.² According to Setiyadi, language teaching is influenced by ideas in the nature of language and the learning conditions that make leaners to acquire the language. Differences in language theories may affects the selection of the teaching materials and differences in learning theories may affect the teaching method.³ It means that teaching is the process to help someone to learn how to do something and language teaching have two differences between language theories and learning theories.

English generally has been learnt by the students since they were in the basic level of education. In Indonesia, English is taught as a foreign language. According to Patel and Jain, “Foreign language is the languages where the secondary environment is not observed and the people of linguistically foreign societies use such language.”⁴ Wilkins states that, “teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned.”⁵ It means that the students who learn English as a foreign language have little opportunities to use their English in real life situation.

It is also supported by Gaudrat who states that, “teaching language as second language or foreign language is used to teach student how to communicate in English teaching for clues to what someone else or saying or producing the response required the assumption is that two or more people who are present what to understand and be

² H. Douglas Brown, *Principles of Language Learning and Teaching (4th ed)*, (Longman, London, 2000), p. 7.

³ Bambang Setiadi, *Teaching English As a Foreign Language*, (Graha Ilmu: Yogyakarta, 2006), p.20.

⁴ M.F. Patel and Praveen M. Jain. *Op. Cit.*, p. 35.

⁵ D.A Wilkins, *Linguistic in Language Teaching*, (Edward Arnold Publisher: London, 1980), p. 7.

understood.”⁶ It means that in learning English the student should practice in their communication to improve their ability is using English.

Dealing with the statement above, English as foreign language is very important to be mastered in order that we are able to communicate to the other person. Besides, we can face globalization era.

Based on the explanation above, it can be inferred that teaching English can help someone to use English which is neither the language that they use as his mother tongue, nor the second language which is uses in his daily life for communication.

B. Concept of Grammar

Many people think that grammar is rather boring school subject which has little use in a real life. Grammar is considered important, because grammar is basic knowledge of language to understand English perfectly. We need a theory of grammar of language which helps us to understand how text works.

Purpura states “Grammar is defined as a systematic way accounting for a predicting an ideal speaker’s or hearer’s knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language.”⁷ It shows that grammar is a systematic way of one’s knowledge of the language which is done by a set of rules.

⁶ Gaudrat, Hyacinth, *English Language Teaching Practice*, (Sabsadi. SBD. Bhd: Malaysia, 2003), p. 192.

⁷ James E. Purpura, *Assessing Grammar*, (Cambridge University Press: London 2004), p. 6.

In addition, Quirk states that “Grammar is the study or to use of the rule by which word changes their form and are combined into to sentence.”⁸ Grammar is a branch of language that study or deals with the form or words. Brown states that, “Grammar is one of three dimension of language that is interconnected. A language consists of form, meaning and context. In addition, grammar tells us how to construct a sentence (word order, verb, noun system, modifier, phrases and clauses).”⁹

Harmer states that, “Grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language.”¹⁰ It means that if the students can not master grammar well, they can not produce a good sentence. In addition, Cameron states that “Grammar is necessary to express precise meaning in discourse.”¹¹

Grammar is an important part of language teaching. Thornbury states that “Grammar is a description of the rules that govern how language’s sentences are formed.”¹² Grammar attempts to explain why the following sentences are acceptable. It means that every language has it is own grammar that is from other language. In this case Brown states “grammar is system of rules governing the conventional

⁸ Randolph Quirk, *A Comprehensive Grammar of the English Language*, (USA: Longman Inc. New York, 1989), p. 45.

⁹ H. Douglas Brown, *Teaching by Principles An Interactive approach to Language Pedadogy (2nd ed)*, (Longmnan: Pearson Education, 2001), p. 362.

¹⁰ Jeremy Harmer, *The Practice of English Language Teaching (3rd ed)*, (Longman: Pearson Education Limited, 2001), p. 12.

¹¹ Lynne Cameron, *Teaching Language to Young Learner*, (Cambridge: United Kingdom, 2001), p. 98.

¹² Scott Thornbury, *How to Teach Grammar (Series Editor: Jeremy Harmer)*, (Longman: Pearson Education Limited, 1999), p. 1.

arrangement of words in a sentence.”¹³ It means that grammar itself contains many of structure and rules of arrangement of words in sentences that will enable us to produce grammatical sentences.

Based on the ideas above, it can be concluded that grammar is a combination of each element in a language that should be organized by produce good sentences in order to make the meaning of the sentence can be understood. It is very important as the basic of language, because if students know the grammar well students will know the sentence is correctly arranged.

C. Tenses of English

Tense is a verb that has relation with time. As Hornby states, “the word TENSE stands for a verb form used to express a time relation. Tenses vary in different language. Tenses may indicate whether an action, activity, or state is past, present, future. Tenses may also indicate whether and action, activity, or state is, was, or will is a verb from that shows time.”¹⁴ Hornby adds, tenses are important elements in learning English and tenses is a changing of the verb in a sentence that are related with time. Tenses may indicated whether in action, activity is stated in present, past, or future.

According to Azar, there are 12 tenses in English:

1. Present Tense
 - a. Simple Present

¹³ H. Douglas Brown, *Op. Cit.*, p. 362.

¹⁴ A. S. Hornby, *Guide to Patterns and Usage in English*, (New York: Oxford University Press, 1975), p. 78.

- b. Present Perfect
- c. Present Continuous
- d. Present Perfect Continuous
- 2. Past Tense
 - a. Simple Past
 - b. Past Perfect
 - c. Past Continuous
 - d. Past Perfect Continuous
- 3. Future tense
 - a. Simple Future
 - b. Future Perfect
 - c. Future continuous
 - d. Future Perfect Continuous.¹⁵

The student can not speak or write English properly if they do not master the tenses. When the students are asked to make a composition by their teacher, the students must be ready to write and arrange word in sentences form, but to make a good and right sentences is not easy. The students should understand about grammar, especially tenses, because a tenses is very important to arrange words in sentence that related with time. If the students have understood about tenses, they will be able to make right sentences written in composition. That is why tenses are very important in making composition.

¹⁵ Betty Schramper Azar, *Understanding and Using English Grammar (3rd ed with Answer Key)*, (Longman: USA,1985), p. 2-5.

D. Concept of Simple Present Tense

Simple Present Tense indicates that an action is present, or now. According to Murphy, “Simple Present Tense occurs in the present but there are not necessarily happening right now.”¹⁶ The present tense uses the verb base form (write, work), or for third person singular subjects, the base form plus an –s/-es ending (he writes, she works).

Simple Present Tense is used to indicate completed in the everyday activities. Azar states that the Simple Present Tense is used to express to habitual or everyday activities.¹⁷ It can be said that the present tense indicates that an action in present now, related to the speaker and writer. Generally, it is used to describe action that are factual or habitual-things that occur in the present but there are not necessarily happening right now: “I use my bike to get around town,” Is in the present, but I am not actually on my bike right now. The uses of Simple Present Tense:

1. To explain the activities done because of habitual action.
2. To explain the general truth.
3. In exclamatory sentences that started with here and there.¹⁸

Present tense habitual activities are frequently signaled by time expressions such as the following:

¹⁶ Raymond Murphy, *English Grammar in Use*, (Cambridge: Cambridge University Press, 1998), p. 4.

¹⁷ Betty Schramper Azzar, *Op. Cit.*, p.13.

¹⁸ Hilman Fariz Mukti, *Complete English Grammar*, (Yogyakarta: Absolute, 2008), p. 182.

Table 2
Time Signal of Simple Present Tense

all the time	every month	Often
always	every semester	rarely
every class	every week	sometimes
every day	as a rule	usually
every holiday	most of the time	seldom
every hour	never	habitual
every year	occasionally	

There are only two basic forms for the Simple Present Tense; one ends with –s and the other does not. Here are the rules, using the example verb “sing”.¹⁹

Table 3
Basic Forms of Simple Present Tense

I	Simple form	I sing
You	Simple form	You sing
We	Simple form	We sing
They	Simple form	They sing
He	Simple form + S	He sings
She	Simple form + S	She sings
It	Simple form + S	It sings

In other words, only third person singular subjects (he, she, and it) have a verb with –S. with most verbs, the third person singular form is created simply by adding –S. However, with the some verbs, you need to add –ES or change the ending a little. Here are the rules:

¹⁹ University of Victoria. Available on-line at:
<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/pres.htm>

Table 4
Characteristic Basic Forms of Simple Present Tense

Verb ending in	How to make the 3rd person singular	Example
S	Add -ES	He passes
Z	Add -ES	She waltzes
Sh	Add -ES	She wishes
Ch	Add -ES	He watches
X	Add -ES	She mixes
O	Add -ES	He goes
Consonant + y {anything else}	Change Y to I, then add -ES Add -S	It flies He sings

The characteristics basic form of Simple Present Tense:

1. Predicate sentence always use Verb1 for plural noun and Verb1 + S/ES for singular noun
2. Interrogative sentences add Do/Does or Is/Are + not in front of the subject or after the subject.

From the explanation above it can be concluded more specific as follows:

1. Verbal Sentence

a. Subject (He, she, it)

- (1) Positive form: Subject + Verb1 (s/es) + O/Adv
- (2) Negative form: Subject + does + not + Verb1
- (3) Interrogative form: Does + Subject + Verb1

Example:

- (+) He drinks a cup of milk every morning
- (-) He does not drink a cup of milk every morning
- (?) Does she drink a cup of milk every morning?

b. Subject (They, We, I, You, Plural Noun)

- (1) Positive form: Subject + Verb1 + O/Adv
- (2) Negative form: Subject + do + not + Verb1
- (3) Interrogative form: Do + Subject + Verb1 + O/Adv?

Example:

- (+) They drink a cup of milk every morning.
- (-) They do not drink a cup of milk every morning.
- (?) Do they drink a cup of milk every morning?

2. Nominal Sentence

The verb of nominal sentence is be (Is, am, are).

a. Subject (She, He, It)

- (1) Positive form: Subject + is + C.
- (2) Negative form: Subject + is + not + C.
- (3) Interrogative form: Is + Subject + C.

Example:

- (+) He is a doctor.
- (-) He is not a Doctor.
- (?) Is he a doctor?

b. Subject (They, We, You, Plural noun)

- (1) Positive form: Subject + are + C.
- (2) Negative form: Subject + are + not + C.

(3) Interrogative form: Are + Subject + C.

Example:

(+) They are doctor.

(-) They are not a doctor.

(?) Are they a doctor?

Based on the descriptions and explanations above, it can be concluded that the students grammar mastery in this research is their ability to identify the grammatically correct sentence, especially the ones in Simple Present Tense form that appear the correct use of positive, negative, and interrogative sentences for both verbal and nominal form and also to identify time signals.

E. Concept of Teaching Grammar

In teaching grammar the teacher should give opportunity to the student to explore their opinion, idea, and feeling. As we know that grammar is difficult aspect in learning English. So, we can use appropriate techniques to teach grammar in order the student did not fell bored in teaching and learning process.

Grammar teaching means teaching a grammar syllabus and explicitly presenting the rules of grammar, using grammar terminology.”²⁰ According to Brown, “that students who are non literature or who have no formal educational background may find it difficult to graps the complexity of grammatical terms. It means that students are able to learn structure, because it highly educates students, on the other hand are

²⁰ Scott Thornburry. *How to Teach Grammar*. (Longman: Malaysia, 1999), p. 23.

cognitively more receptive to grammar focus and may insist on error correction to help refine their already fluent skills.”²¹ The teacher can help students get as such treatment, as long as teacher adheres to principles of maintaining communicative flow, of maximizing students self correction, and sensitively considering the effective and linguistic place the learner is in and the students may be asked to do an information gap activity or read a text where new grammar is practiced or introduced, but their attention will be drawn to the activity or read a dialogue and not the grammar itself, but teaching grammar, teacher help students and or practice the dialogue, but they do not draw conscious attention to any of grammatical points.

According to Thornbury “grammar is partly the study of what forms (or structures) are possible in a language.”²² Furthermore Harmer states, “Learners engaged in productive task can become very frustrated when they just do not have the words or the grammar they need to express themselves.”²³ It means that language production activities that fall at the communicative and the communication continuum are not just practice activities.

This is one of the strategies which speakers need to develop is the art of getting round language problems in communication; writers, too, will have to find ways of saying things even though a lack of language makes this difficult, the teacher can help students as much as possible, as giving them restricted tasks

²¹ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (Longman: San Francisco State University, 2001), p. 362.

²² Scott Thornbury, *Op. Cit.*, p. 1.

²³ H. Douglas Brown, *Principles of Language Learning and Teaching (4th ed)*, (Wesley Longman: A Pearson Education Company, 2000), p.11.

first before prompting them to more spontaneous later. Finally teacher needs to assess the problem caused by the language they need, and the difficulties, which the topic or the genre might created.

F. Concept of Games in Teaching and Learning

Game gives fun element for students in teaching and learning process. In addition, Agoestyowaty states that using game in a learning environment will not only change the dynamic of the class, but it also rejuvenate students and helps the brain to learn more effectively.²⁴ It means that using game in learning process will make students learn more effectively.

Game in language learning will make students fun in learning process Maley says, “Playing games is a vital and natural part of growing up and learning. Through games the children can have experiment, discover, and interact with their environment and games add variation to lesson and increase motivation by a providing plausible incentive to use the target language.”²⁵ It means that by playing games in learning process the students will be fun and relax in class.

According to the theory above, it can be concluded that game is an activity with joy element that has aim and rules. Game can make students more comfortable and feel enjoyable in class because in a game there is fun element and make explore their brain to learn more affectively in learning process.

²⁴ Redjeki Agoestyowati, *102 English Game (from A To Z)*, (Jakarta : Pt Gramedia Pustaka Utama, 2007), p.xiii.

²⁵ Alan Maley, *Games for Children* (Oxford : Oxford University Press, 1994), p.5.

According to Gaudrat, there are five steps that need to be aware of for the game to be used successfully, there are:

1. The first step requires the student teachers to teach relevant structures which the learners will need during the game.
2. Secondly, learners should be introduced to the game and rules of the game will need to be explained.
3. During the third part, learners play the game while the teacher monitors the learners and takes note of particular problems they have.
4. The fourth part requires, the teacher to debrief the learners debriefing can be determined by the type of game conducted.
5. In the final stage, the teacher, having noted language difficulties his or her learners had, will need to prepare other games or tasks to help the learners overcome their problems.²⁶

It was also supported by Lewis stating that playing games is a vital and natural part of growing up and learning through game children experiment, discover, and interact with their environment. Games add variation to a lesson add increase motivation. Games can provide stimulus to learn.²⁷ It means that games make students active in playing the games. In addition, Gaudrat states that “there is major

²⁶ Gaudrat, Hyacinth, *Op. Cit.*, p. 31.

²⁷ Gordon Lewis, *Games for Children*, (Oxford: New York, 1999), p. 5.

advantage to using games in language teaching, however, and that is the opportunity the practice.’²⁸

Based on the theory above, it can be concluded games provide a context for meaningful communication, it gives the chance to be students to explore their knowledge. Even if the game involves discrete language items, such as a spelling game, meaningful communication take place as student seeks to understand how to play the game and communicate about the game.

G. Concept of Teaching Grammar through Games

Many ways are able to use for teaching grammar. One of the ways is using games. Games help the students not only gain knowledge but also be able to apply and use the learning. Moreover, it can make the students do not feel bored in learning grammar.

To help learners in learning foreign language, Slaterry and Wilis suggest some ways to teach them. There are 1. make learning English enjoyable and fun, 2. don't worry about mistake, be encouraging; make sure children feel comfortable and not afraid to take part, 3. use a lot of gestures, action, pictures, to demonstrate what you mean, 4. talk a lot use them English, especially about things they can see, 5. play game, sing a song, and say rhymes and chants together, 6. tell simple stories in English, using pictures and acting with different voices, 7. don't worry when they use their mother tongue, 8. consistently recycle new language but don't be afraid to add

²⁸ Gaudrat, Hyacinth, *Op. Cit.*, p. 39.

new things or to use words they won't know, 9. plan lesson with varied activities, some quite, some noisy, some sitting, some standing and moving.²⁹

Scott and Ytreberg state that “children have an amazing ability to absorb through play an other activities which they find enjoyable.”³⁰ It means that games have a positive result to learn English in the classroom. Through playing game, students have high motivation and give shy students more chance to express their knowledge, opinion, and feeling.

From the statement above, many influences that appear using games. The students do not only gaining the knowledge, but also they have high motivation and entertain to study. Games are fun and the children like to pay them. Through games children do an experiment, discover, and interact with their environment.

Games are both the same as other communicative activities in the EFL classroom. The main difference between games and other activities is that games a visible set of rules. Which guide the children's action and an element of strategy – children must successfully apply their language (and other) skills.³¹ Gibbs gives the definition of a game saying that it is ‘an activity carried out by cooperating or competing decisions-makers, seeking to achieve, within a set of rules, their objectives’, and divides games into two groups:

²⁹ Slaterry W. and Willis J., *Teaching for Foreign Language*, (New York: Oxford University Press, 2003), p. 4.

³⁰ Wendy A. Scott and Lisbeth H. Ytreberg, *Teaching English to Children (Longman Keys to Languages Teaching)*, (Longman, 1990), p. 6.

³¹ Gordon Lewis and Gunther Bedson, *Games for Children (Resources Book for Teachers, Series Editor Alan Maley)*, (Oxford University Press: New York , 2002), p.5.

- a. Competitive games, in which players or teams race to be the first to reach the goal;
- b. Co-operative games, in which players or teams work together towards a common goal.³²

A language game is learnt by using it and this means using it in situations and communicatively because games provide a context in which the language is embedded. Language games are a healthy challenge to a child's analytical thought, because children are required to make decision and individual choices, based on specific language criteria which from part of rules of the game. Game also help the teacher to create contexts in which the language is useful and meaningful. 'Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.

They are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help the students to make and sustain the effort of learning.
4. Language provide language practice in various skills – speaking, writing, listening, and reading.
5. They encourage students to interact and communicate.

³² Shelagh Rixon, *How to use Games in Language Teaching*. (London: The Macmillan Press Ltd., 1981). On-line at: <http://studijos.tv3.lt/siukslynelis/referatas/6765/?page=3>.

6. They create a meaningful context for language use.³³

It means that, games also help the teacher to create contexts in which the language is useful and meaningful.

Games should be treated as a central not peripheral to the a foreign language teaching programmed. Games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. Games a lower anxiety, thus making the acquisition of input more likely. They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings. 'games are often used as short warm-up activities or when there is some time left at the end of a lesson.

Based on the theories above, it can be concluded that using language games are able to motivate the students to learning grammar. They can do this because students playing games than they are to do desk work. Through playing games, students' can learn English the way children learn their mother tongue without being aware they are studying; without stress, they can learn a lot. Games can involve the basic language skills, i.e., listening, speaking, reading, writing and a number of skills are often involved in the same game.

H. Concept Error Analysis Draw Game

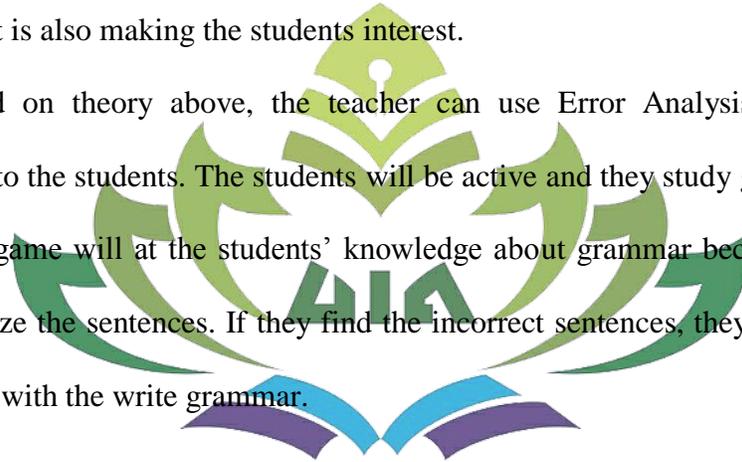
Woodward states that "a grammar games where the students should analyze sentence, they must work together to discuss in their team."³⁴ It means that using

³³ Lee Su Kim, 'Forum', Vol. 33, January – March 1995, p. 35.

grammar games in teaching and learning process can make students learn more effective and they have an experiment, discover, and interact with their environment.

Error analysis draw is game where the player analyzes the sentences if they find the incorrect sentences, so they must correct the sentences with the suitable grammar by working together with their team to get the score.³⁵ Based on the theory above, it means that error analysis can be used to teach grammar. In this game, students' will active because they have to use their logical thinking when they have study grammar directly. It is also making the students interest.

Based on theory above, the teacher can use Error Analysis Draw to teach grammar to the students. The students will be active and they study grammar directly. And this game will at the students' knowledge about grammar because the students will analyze the sentences. If they find the incorrect sentences, they must correct the sentences with the write grammar.



I. Strengths and Weakness of Using Error Analysis Draw

1. Strength of Using Error Analysis Draw

- a. Error analysis draw makes students to understand grammar easily.
- b. Error analysis draw does not make the students' feel bored.
- c. Error analysis draw is not only language games but also gain the knowledge.

³⁴ Suzenne Woodward, *Fun with Grammar*. (Practice Hall Regents: USA, 1997), p. 90.

³⁵ Suzenne Woodward, *Op. Cit.*, p. 90.

2. Weakness Error Analysis Draw

- a. If the teacher can not manage the class, the students will be noisy.
- b. Games usually will waste much time.

J. Procedures of Teaching Simple Present Tense through Error Analysis Draw Game

According to Woodward, the procedures of teaching grammar through error analysis draw game are as follows:

- a. Cut worksheet 44 into strips, or make your own. Divide the class into two teams on opposite sides of the room. If your class large, you can divide the class into several team.
- b. A student from the first team comes to the front of the class and selects a strip, reads the strips aloud, and decides if the sentences is correct. If it is incorrect, students must correct it.³⁶

Note: Generally it is better not to let the team help but you are using small teams or want more interaction, you can have the team discuss the sentence. However, for the scoring purpose, accept only the answer given by the students who draw the strip.

Scoring: If the sentence is correct and the students' say so, the team receives one point. If the sentence is incorrect and the students correctly identifies it as such, as the team receives one point. The team receives one more point for correcting it, if the student/team identifies a sentence as incorrect but fails to provide an accurate

³⁶ Suzenne Woodward, *Op. Cit.*, p. 136.

correction, the other team (or next team if you have more than two) can ‘steal’ a point by correcting the sentence. That team goes on to draw its own sentence.

K. Concept of Lecturing Technique

Lecturing technique is among the oldest teaching technique and has been rarely use in higher education in countries. Lecturing technique is a traditional method because this method has used as the tool of oral communication between the teacher and the students in teaching learning process.³⁷ It means that lecturing technique is the way of delivering of knowledge from the teacher to the students by using oral explanation directly to the students.

Lecturing technique is oral presentation intended to present information or teach people about particular subject, for example by a university of collage teacher.³⁸ The researcher uses lecturing to teach the students SMA/SMK, because based on the result of interview with some teachers in different school, many teachers used lecturing technique when they teach in the class. It means that lecturing technique is suitable to apply in school besides in university or collage, and this technique is to present the subject by using oral presentation at most institutions.

³⁷ William E. Cashin, *Effective Lecturing*, Available at: <http://google.com/search?q=lecturing+technique+pdf&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla.en-US.official&client=firorex-a#rls=org.mozilla.en-US.official&q=procedure+of+lecturing+technique+pdf>. Accessed on Tuesday, October 03, 2017.

³⁸ Marie Mc Guire, 2005, *Teaching Technique*, Available at: <http://712educators.about.com/learningstyle/p/auditory-learn.html>. Accessed on Tuesday, October 03, 2017.

L. Strengths and Weakness of Using Lecturing Technique

1. Strengths of Using Lecturing Technique

- a. The proper prespective and orientation of a subject can be presented and the general outline of scope of the subject can be brought out.
- b. Many facts can be presented in a short time in an impressive way.
- c. The lecture can stimulate very good interest in the subject.
- d. Greater attention could be secured and maintained, as interest leads to attention.
- e. Spoken word has greater weight than mute appeal by books.
- f. The language may be made suitable to all the members of the audience.³⁹

2. Weakness of Using Lecturing Technique

- a. It is waste of time to repeat the matter already present in books.
- b. The teacher to make the lecture impressive may care for manner and style but very little for matter or content.
- c. If the lecture is very fast, the pupil can not easily take notes and will not have any written record of the salient points made out.
- d. A lecture delivered in a style not easily understood by pupils will serve no purpose.
- e. In the process of lecturing, the learner are more passive than be active in class.
- f. The problem solving attitudes of pupils may disappear in lecture method.

³⁹ *Ibid*, p. 12.

- g. There is no cooperation and interaction between the teacher and pupils in the lecture process.⁴⁰

M. Procedure of Teaching Grammar through Lecturing Technique

According to Brown, the process of lecturing there are four:

- a. Intention: the lecturer's intention may be considered to provide coverage of a topic, to generate understanding and to stimulate interest. Consideration of these goals of lecturing as also to knowledge of the earlier learning of the students are essential constituents of lecture preparation.
- b. Transmission: a lecture sends a message verbally and nonverbally to the learners. The verbal messages may consist of definitions, descriptions, examples, explanations or comments. The 'extra verbal' component is the lecturer's vocal qualities, hesitations, errors, and use of the pauses and silence. The 'non verbal' component consists of the teacher's gesture, facial expressions. All of these types of messages may be received by the students, and what they perceive as the important messages may be noted.
- c. Receipt of information: the information, meaning and attitudes conveyed by the lecturer may or may not be perceived by the students. Attention fluctuates throughout the process of lecture. The attention of students can be increased if the lecture includes some short activities for students such as brief small- group

⁴⁰ *Ibid*, p.13.

discussions or simple problem solving. Any change of activity may renew attention. Therefore, the receipt for information is an important feature in the process of the lecturing which is to be considered by the instructor.

- d. Output: any instructional strategy should lead directly to the objectives and interrelated goals for a course of study. So the student's response or "output" is very essential in the process of lecturing and it may occur on immediate reactions to the lecture and the lecturer. But more important than the immediately observable responses to lecture are the term changes in student. A lecture may change a student's perception of the problem or theory, it may increase a student's insight, and it may stimulate the students to read, think, and discuss the ideas with others. The probabilities of these events are depending upon the student's knowledge, attitudes, and motivation to learn and the lecturer's preparation, lecture structure and presentation.⁴¹

N. Frame of Thinking

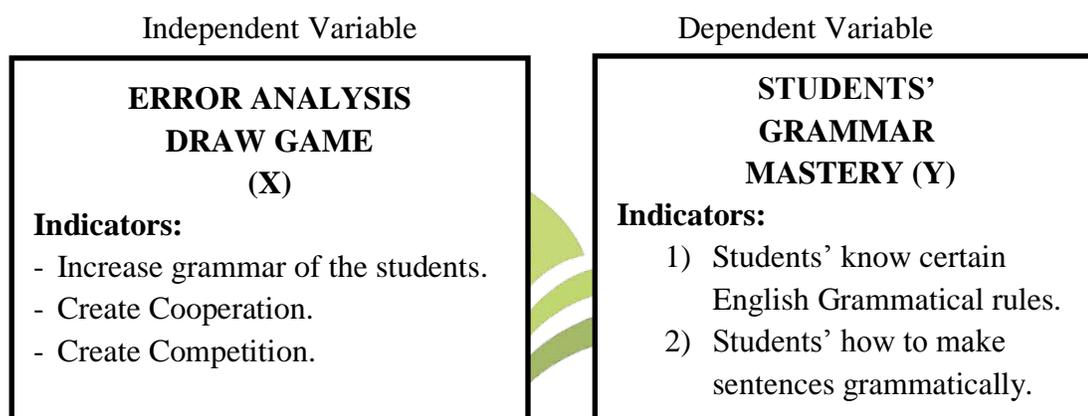
Based on theories above, it can be assumed error analysis draw game is suitable to teaching grammar. It was a technique to increase and gives motivation for the students to analyze the sentence becomes a good sentence. It was not only language game but also help the students to understand grammar easily. The researcher also

⁴¹ H. Douglas Brown, *International Journal of Educational Planning and Administration*, Volume 1, Number 1, (2011), p.10.

thinks that teaching grammar through error analysis draw can make students in learning English.

In this research, it can be state in figure of the frame of thinking as follows:

Figure 1
The Frame of Thinking



O. The Hypothesis

Based on the theories and the frame thinking above, the hypothesis as follow:

Ha: There is an influence of using error analysis draw game towards the students' grammar mastery at the first semester of the eleventh class of SMK YP 96 Bukit Kemuning North Lampung in the academic year of 2017/2018.

Ho: There is no influence of using error analysis draw game towards the students' grammar mastery at the first semester of the eleventh class of SMK YP 96 Bukit Kemuning North Lampung in the academic year of 2017/2018.

CHAPTER III
THE METHODOLOGY OF RESEARCH

A. The Methodology of Research

In this research used quasi experimental pre-test and post-test design. Quasi experimental design is a research design that include assignment, but not random assignment or participants to group. It is because the experimenter can not artificially create groups for the experiment.¹ It means that we do not have the opportunity for random assignment of students to special group different conditions. The common term for this type of group of participants is intact. For that, two classes were selected, one was control class and other was the experimental class. The research design can be presented in table 4:

Figure 2
Research Design

Select experimental group = T ₁	O	T ₂
Select control group = T ₁	X	T ₂

Note:

X : Treatment by using Error Analysis Draw Game technique

O : Treatment by using Lecturing technique

T₁ : Pre-test

T₂ : Post-test

In this research, the students were given pre-test to know students basic skill in grammar especially simple present tense. After giving pre-test, the students were

¹ John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Buston: Pearson, 2012), p. 309.

given treatment to experimental class and control class. Treatment by using Error Analysis Draw Game technique was used of experimental class and control class was given treatment by using Lecturing Technique. At the end of the research, students were given post-test in order to know achievement after being taught by Error Analysis Draw Game technique.

B. The Variable of Research

In this research, there were two variables that were investigated, they were as follows:

1. Independent Variable

The independent variable is the error analysis draw game (X).

2. Dependent Variable

The dependent variable is students' grammar mastery (Y).

3. The Operational Definition of Variable

The operational definition of variable is used to describe the characteristic of the variable that is investigated in order that the writer can collect the data and the information.

The operational of each variable are:

1. Error analysis draw is the game that is used by researcher to improve the students' grammar mastery at SMK YP 96 Bukit Kemuning North Lampung.
2. The students' grammar mastery is the students use rules to form sentences correctly in SMK YP 96 Bukit Kemuning North Lampung. The grammar ability here is the ability to use simple present tense.

C. Population, Sample, and Sampling Technique

1. The Population of Research

In every quantitative research usually used a sample which is taken from a particular population. The population is a larger group to which the research will be result generalizable.² The population is the group of people we want to *generalise* to.³ The whole subject which we want to generalize and was learned in this research was called population.

The population was taken from the students of SMK YP 96 Bukit Kemuning North Lampung in 2017/2018 at the first semester of the eleventh class of accountant. It consisted of 172 students and there were four classes.

Table 5
The Students of the Eleventh Class of SMK YP 96 Bukit Kemuning North Lampung

No.	Class	Gender		Total
		Male	Female	
1	XI AK 1	13	35	47
2	XI AK 2	14	34	48
3	XI TKJ	19	27	46
4	XI TSM	30	-	30
Total		76	96	172

Sources: SMK YP 96 Bandar Lampung North Lampung.

2. The Sample of Research

As a part of population, sample was taken as a representative of the population. Sample is a smaller group selected from a larger population that is representative of the larger population.⁴ The sample is from a very specific group and the extent to

² Marguerite G. Lodico, et. al. 2006. *Method in Educational Research: from Theory to Practice*. San Francisco: Josey Bass. p. 13.

³ Daniel Muijs. *Doing Quantitative Research in Education with SPSS*, (London: Sage Publications, 2004)., p. 15.

⁴ Marguerite G. Lodico, *Loc. Cit.*, p. 143.

which these findings generalise to other populations needs to be examined.⁵ Thus, sample is a subgroup or specific group which will be used as a subject which represents the population. The sample of the research was the students of the eleventh grade of SMK YP 96 Bukit Kemuning North Lampung in 2017/2018 academic year. The sample of this research was taken from XIAK 1 and XIAK 2.

3. The Sampling Technique

Cluster random sampling technique was used in the research because in this research the population was in group. According to Fraenkel and Wallen, the selection of groups, or clusters, of subjects rather than individual is known as cluster random sampling.⁶ The steps in determining the experimental and control class were as follows:

- a. First, the name of each class was written on the piece of paper. Then, the papers were rolled and put them into a glass.
- b. Second, the glass was shaken and after that one piece of the paper was taken.
The first rolled paper come out was XI AK 1 as the control class.
- c. Third, the paper was rolled and put it back into the glass.
- d. Fourth, the glass was shaken and after that one piece of the paper was taken.

The second rolled paper come out was XI AK 2 as the experimental class.

⁵ Daniel Muijs. *Op. cit*, p. 14

⁶ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (San Francisco State University: Mc-Graw-Hill Companies, 2006), p. 95.

D. Data Collecting Technique

1. Pre-test

Pre-test was administrated to know the students' grammar mastery especially Simple Present Tense before treatments. The test was given to the students by using multiple choice tests which the total number of the test were 25 items with the option are: a, b, c, d and e.

2. Post-test

Post-test was administrated to know the students' grammar especially Simple Present Tense after they were taught by using error analysis draw game and to know whether there was significant influence of error analysis draw game towards students' grammar mastery especially Simple Present Tense or not. The test was given to the students by using multiple choice tests which the total number of the test were 25 items with the options are: a, b, c, d and e.

E. Research Instrument

The instrument is a tool that used in the research. In this research was used a test to get the data about students' grammar mastery with positive, negative, interrogative, time signal in verbal and nominal sentence especially in the present tense. The test specification of the test can be seen in the following table:

Table 6
The Specification of Test before Validity

No.	Aspects	Item Number		
		Odd	Even	Total
1.	Nominal Sentence			
	a. Positive form	21,25,29	18,20	5
	b. Negative form	31,35,37	24,26	5
	c. Interrogative form	33,39	22,28,50	5
	d. Negative Interrogative form	41,47	30,34,44	5
2.	Verbal Sentence			
	a. Positive form	1,5	4,8,48	5
	b. Negative form	3,7,11	2,6	5
	c. Interrogative form	13,15	10,14,46	5
	d. Negative Interrogative form	19,23	12,16,40	5
3.	Time Signals			
	a. Adverb of Time	43,45,49	32,36	5
	b. Adverb of Frequency	9,17,27	38,42	5
Total		25	25	50

Based on table above, it can be concluded that there are 50 questions for the test. They are 25 odd questions and 25 even questions. In positive there are 3 odd questions and 2 even questions from nominal sentence. The total are 5 questions. In odd questions are 21, 25, 29 and in even questions they are 18, 20. Then, in negative from nominal sentence there are 3 odd questions and 2 even questions. The total are 5 questions. Odd questions they are 33, 39 and in even questions they are 22, 28, 50. Then, in negative interrogative there are 2 odd questions and 3 even questions from nominal sentence. The total are 5 questions. Odd questions are 41, 47 and in even questions they are 30, 34, 44. And then, in positive there are 2 odd questions and 3 even questions from verbal sentence. The total are 5 questions. Odd question are 1, 5 and in even questions are 4, 8, 48. Then, in negative from verbal sentence there are 3 odd questions and 2 even questions. The total are 5 questions. Odd questions they are

3, 7, 11 and in even questions they are 2, 6. Then, in interrogative there are 2 odd questions and 3 even questions from verbal sentence. The total are 5 questions. Odd questions are 13, 15 and in even questions they are 10, 14, 46. Then, in negative interrogative there are 2 odd questions and 3 even questions from verbal sentence. The total are 5 questions. Odd questions are 19, 23 and in even questions they are 12, 16, 40. And then, in time signals there are 3 odd questions and 2 even questions from adverb of time. The total are 5 questions. In odd questions they are 43, 45, 49 and in even questions they are 32, 36. Then, in time signals there are 3 odd questions and 2 even questions from adverb of frequency. The total are 5 questions. Odd questions are 9, 17, 27 and in even questions they are 38, 42.

Table 7
The Specification of Test for Pre-Test and Post-Test after Validity Test

No.	Aspects	Item Number		
		Odd	Even	Total
1.	Nominal Sentence			
	a. Positive form	18,21,25,29	20	5
	b. Negative form	37	26	2
	c. Interrogative form	0	22,28	2
	d. Negative Interrogative form	41,47	34	3
2.	Verbal Sentence			
	a. Positive form	1,5	4,8,48	5
	b. Negative form	0	6	1
	c. Interrogative form	13	0	1
	d. Negative Interrogative form	0	0	0
3.	Time Signals			
	a. Adverb of Time	43,45,49	0	3
	b. Adverb of Frequency	9,17	42	3
Total		15	10	25

Based on table above, it can be concluded that there are 50 questions for the test. They are 15 odd questions and 10 even questions. In positive there are 4 odd questions and 1 even question from nominal sentence. The total are 5 questions. In

odd questions are 18, 21, 25, 29 and in even questions they are 20. Then, in negative from nominal sentence there is 1 odd question and 1 even question. The total are 2 questions. Odd question is 37 and in even questions is 26. Then, in interrogative there is no odd questions and 2 even questions from nominal sentence. The total are 2 questions. There is no odd question and in even questions they are 22, 28. And then, in negative interrogative from nominal sentence there are 2 odd questions and 1 even question. The total are 3 questions. In odd question are 41, 47 and even question is 34. Then, in positive there are 2 odd questions and 3 even questions from verbal sentence. The total are 5 questions. Odd question are 1, 5 and in even questions are 4, 8, 48. Then, in negative from verbal sentence there is no odd question and 1 even question. The total is 1 question. Odd question there is no and in even questions is 6. Then, in interrogative there is 1 odd question and no even question from verbal sentence. The total is 1 questions. Odd questions are 13 and there is no even questions. Then, in negative interrogative there is no odd questions and no even question from verbal sentence. And then, in time signals there are 3 odd questions and no even question from adverb of time. The total are 3 questions. In odd questions they are 43, 45, 49 and there is no even question. Then, in time signals there are 2 odd questions and 1 even question from adverb of frequency. The total are 3 questions. Odd questions are 9, 17 and in even question is 42.

E. Research Procedure

Those are three steps that were done in research procedure, they were:

1. Planing

Before applying the research procedure, there are some planning to run the application well. There were some steps that should be planned.

The procedure of making palanning of this research can be seen as follows:

a. Determining the subject

The subjects of the research were the students at the first semester of the eleventh class of SMK YP 96 Bukit Kemuning North Lampung. In this case, XI AK 1 was the control class and XI AK 2 was the experimental class.

b. Administrating the try-out

Try-out was conducted to identify how accurate and effective the test before they used to collect the data of research and used to identify whether the test can be administrated or not. It can be seen from the result of validity and reliability of the test. Try-out was prepared for pre-test and posttest, the total number of test 50 items.

c. Administrating the pre-test

The pre-test was given based on the items selected in the try-out. Based on the calculation Anates, 25 items from 50 try-out items were valid.

d. Determining the material to be taught

The materials were determined based on the syllabus. This research was focused on grammar mastery especially in simple present tense.

e. Administering the post-test

The post-test was given based on the items selected in the try-out based on the calculation using Anates, 25 items from 50 try-out items were valid.

2. Application

There were some steps in doing this research, they were:

a. Pre-test

This test was multiple choices that consisted 25 items with option a, b, c, d and e.

b. Treatment

After giving the pre-test to the students the treatments by using Error Analysis Draw Game technique were given in the experimental class. The treatments were three meetings.

c. This test was multiple choice that consisted 25 items with option a, b, c, d, and e.

3. Reporting

The last point that had been done in the research procedure was reporting. There were three steps which would be done in reporting. The steps were as follows:

- a. Analyzing the data that were already received from try-out test.
- b. Analyzing the data that were already received from pre-test and post-test.
- c. Making a report on the findings.

F. Scoring system

The scores of pre-test and post-test are calculated by using the following formula:

$$S = \frac{r}{n} \times 100$$

Notes:

S : The score of the test

r : The total of the right answer

n : The total items.⁷

H. The Validity and Reliability of Test

1. Validity of Test

In order to conduct the test, validity of the test should be proved. Validity is the most important idea to consider when preparing or selecting an instrument for use.⁸ Validity refers to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect.⁹ A part of research which helps us to consider whether the test is valid or not is called validity. In order to see the validity of the data, Anates used in this research. Anates is an application capable of analyzing the item test quickly, easily, and accurately.¹⁰ Anates was used to calculate the validity of the test for multiple choices and essay quickly, easily and accurately.

⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p. 130.

⁸ Jack R. Fraenkel and Norman E. Wallen, *Op. Cit.*, p. 147.

⁹ *Ibid.* p. 147.

¹⁰ Muchamad Arif. 2014. "Jurnal Ilmiah Edutic" Penerapan Aplikasi Anates Bentuk Soal Pilihan Ganda. Vol. 1, No. 1. p. 5

In this research, there were several aspects considered to measure validity of the test. They were:

a. Content validity

Content validity concerns whether the tests are good reflection of the materials that need to be tested or not. Content validity refers to whether or not the content of the manifest variables (e.g. items of a test or questions of a questionnaire) is right to measure the latent concept (self-esteem, achievement, attitudes,...) that we are trying to measure.¹¹ In order to see whether the content want to use is valid or not, the measurement of content validity is needed. Content validity refers to how far the measurement represents the elements of a construct. Because in this research the test intended to measure students' Simple Present Tense ability of the eleventh class students of senior high school, the test had given to the students was test that can measure students mastery about Simple Present Tense which ws based on what they learnt before based on school based curriculum.

To get the content validity of grammar test, the materials was tried to arrange based on the objectives of teaching in the school based on curriculum for eleventh class of SMK YP 96 Bukit Kemuning North Lampung. And then the writer consulted the instrument to the English teacher at SMK YP 96 Bukit Kemuning North Lampung to make sure the instrument is valid. Then, the English teacher decided that the test were valid.

¹¹ Daniel Mujis. *Op. Cit*, p. 66

b. Construct Validity

Construct validity is concerned with whether the test is actually in the line with the theory of what it means to know the language. It focused on the kind of the test that was used to measure the ability. It means that the items should test the students whether they had mastered the simple present tense.

Construct validity refers to assumption, showing the measurement used contains correct operational definition, which is based on the theoretical concept. In order words, concept validity is just like a concept; both of them are abstraction and generalization that need to be defined so clearly that can be measured and examined.

Construct validity focused on the kind of test that used to measure the ability. In order words, test can measure what needs to be measured. In this research, the writer will administered a grammar test. To make sure, the instrument was consulted with the English teacher. Then, the English teacher decided that the tests were valid.

2. Reliability

Reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.¹² A good test must have high reliability besides having high validity. To get the reliability of the test was used anates.

The criteria of reliability as follows:

0.800 – 1.000 : very high reliability

0.600 – 0.800 : high reliability

0.400 – 0.600 : fair reliability

¹² Jack R. Fraenkel and Norman. E. Wallen, *Op. Cit.*, p. 154.

0.200 – 0.400 : low reliability

0.000 – 0.200 : very low reliability

Based on the result obtained in the anates of reliability that reliability test in grammar mastery was 0.73. it can be conclude that reliability of grammar mastery was high and reliable.

I. Data Analysis

1. Normality Test

In analyzing the data, the normality test should be conducted for further investigation. The normality test used to show whether the sample of data comes from normal distribution or not¹³. It means the data which collected should be indicated as a normal. In this research, the statistical computation by using SPSS (*Statistical Program for Social Science*) is used to know whether the data is normal or not. SPSS test is based on Kolmogorov-Sminov test and Shapiro-Wilk¹⁴. Thus, the result of the test should be ≥ 0.05 .

The hypoteshis for normality test were:

H_0 : The sample is originated from population which has normal distribution.

H_a : The sample is not originated from population which has normal distribution.

While the criteria acceptance or rejection of normality test are:

H_0 is accepted if $\text{Sig.} \geq \alpha = 0.05$

H_a is accepted if $\text{Sig.} \leq \alpha = 0.05$

¹³ M. Ali Gunawan. 2015. *Statistik Penelitian Bidang Pendidikan, Psikologi dan Sosial*. Yogyakarta: Pratama Publishing. p. 65

¹⁴ *Ibid*, p. 74

2. Homogeneity Test

After administering the normality of the data into SPSS (*Statistical Program for Social Science*) test, it is necessary to check whether the data was homogenous or not. Homogeneity test is done to know whether the samples from population have equivalent variant or not¹⁵. It means the data should be considered as homogenous after we have checked normality test by using SPSS. The result of the test should be $\geq 0,05$. The test of homogeneity uses Levene statistic test. The hypothesis for the homogeneity test are:

H_0 : The variance of the data is homogenous.

H_a : The variance of the data is not homogenous.

While the criteria acceptance or rejection of normality test are:

H_0 is accepted if $\text{Sig.} \geq \alpha = 0.05$

H_a is accepted if $\text{Sig.} \leq \alpha = 0.05$

3. The Hypothetical Test

The hypotheses are:

H_0 : There is no significant influence of using error analysis draw game towards students' grammar mastery at the first semester of the eleventh class of SMK YP 96 Bukit Kemuning North Lampung in academic year of 2017/2018.

¹⁵ *Ibid*, p. 75.

Ha : There is significant influence of using analysis draw game towards students' grammar mastery at the first semester of the eleventh class of SMK YP 96 Bukit Kemuning North Lampung in academic year of 2017/2018.



CHAPTER IV

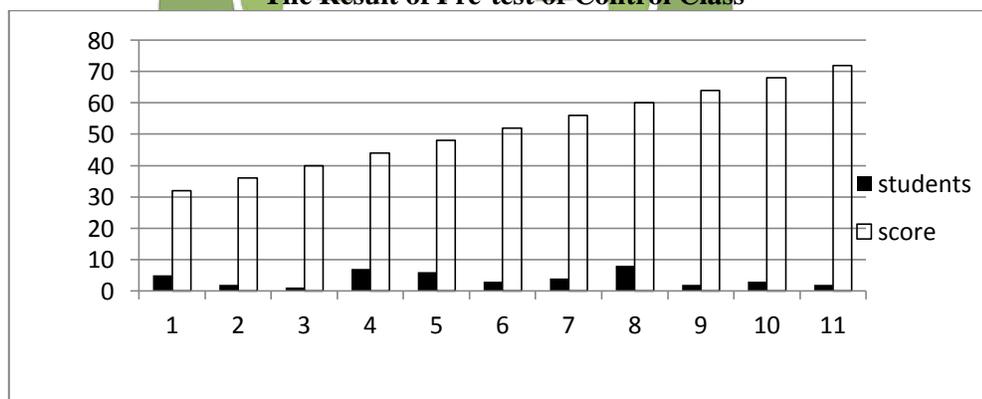
RESULT AND DISCUSSION

A. Result of the Test

1. Result of Control Class

The data was gotten in the form of score. The score was derived from test. There were two tests in this research, they are pre-test and post-test. In this research used SPSS Statistic 17.00. The result of was described as follows:

Figure 3
The Result of Pre-test of Control Class

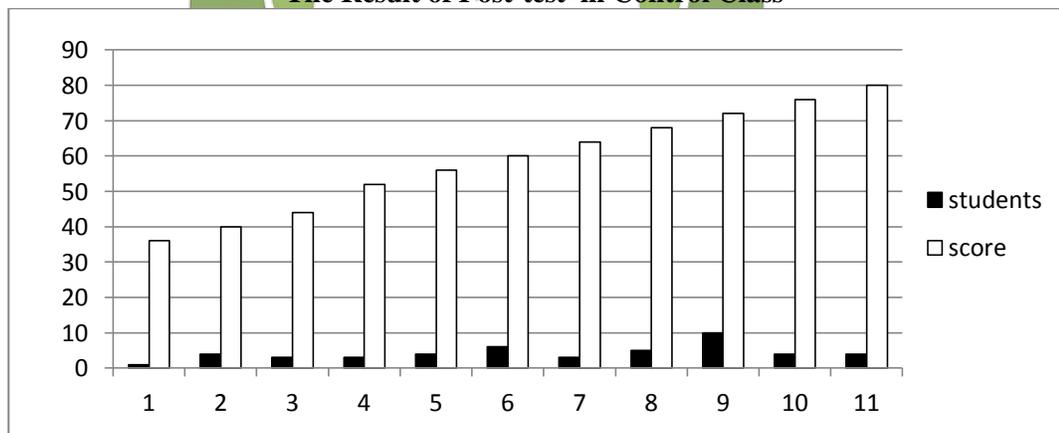


Based on the figure 1, it showed the result of the pre-test were the minimum score was 30 and the maximum score was 72. There were 7 students who got score 30. There was students who got score 32 and 36. There were 14 students who got score 40. There was students who got score 40, 44, and 48. There were 7 students who got score 50. There was students who got score 52 and 56. There were 13 students who got score 60. There was students who got score 60, 64, and 68.

And, there were 2 students who got score 70. There was students who got score 72. Related with the students' score in pre-test control class there was measuring of statistic. It show the result mean of pre-test in control class was 51.19, Std. Dev= 11.64, N=47, minimum score=32 and maximum score 72.

From the figure 1, the total number of students in failed category is higher than in passed category. There were 42 students in failed category and there were 5 students in passed category. It can be inferred that in achievement of the students in learning grammar mastery especially in simple present tense is low because the criteria of minimum mastery (KKM) in SMK YP 96 is 70.

Figure 4
The Result of Post-test in Control Class



Based on the figure II, it showed the result of the pre-test were the minimum score was 30 and the maximum score was 72. There were 1 student who got score 30. There was student who got score 36. There were 7 students who got score 40. There was students who got score 40, and 44. There were 7 students who got score 50. There was students who got score 52 and 56. There were 14 students who got score

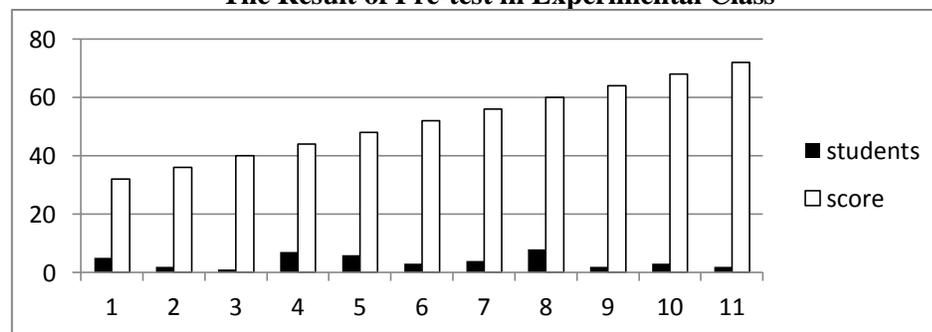
60. There was students who got score 60, 64 and 68. There were 14 students who got score 70. There was students who got score 72 and 76. And then, there were 4 students who got score 80. Related with the students' score in pre-test control class there was measuring of statistic. It show the result mean of pre-test in control class was 62.21, Std. Dev= 12.33, N=47, minimum score 36 and maximum score 80.

From the figure II, the total number of students in failed category is lower than in passed category. There were 29 students in failed category and 18 students in passed category. It can be inferred that in achievement of the students in learning grammar mastery especially in simple present tense is low because the criteria of minimum mastery (KKM) in SMK YP 96 is 70.

2. Result of Experimental Class

In experimental class, the data was gotten in the form of score. The scores were derived from the tests. There were two test in this research, they were pre-test and post- test. The result was described as follow:

Figure 5
The Result of Pre-test in Experimental Class



Based on the figure III, it showed the result of the pre-test were the minimum score was 30 and the maximum score was 72. There were 7 students who got score

30. There was students who got score 32 and 36. There were 9 students who got score 40. There was students who got score 40, and 44. There were 12 students who got score 50. There was students who got score 52 and 56. There were 11 students who got score 60. There was students who got score 60 and 68. And then, there were 1 student who got score 70. There was students who got score 72. Related with the students' score in pre-test experimental class there was measuring of statistic. It show the result mean of pre-test in control class was 48.50, Std. Dev= 10.75, N=48, minimum score 32 and maximum score 72.

From the figure III, the total number of students in failed category is higher than in passed category. There were 36 students in failed category and 12 students in passed category. It can be inferred that in achievement of the students in learning grammar mastery especially simple present tense is low because the criteria of minimum mastery (KKM) in SMK YP 96 is 70.

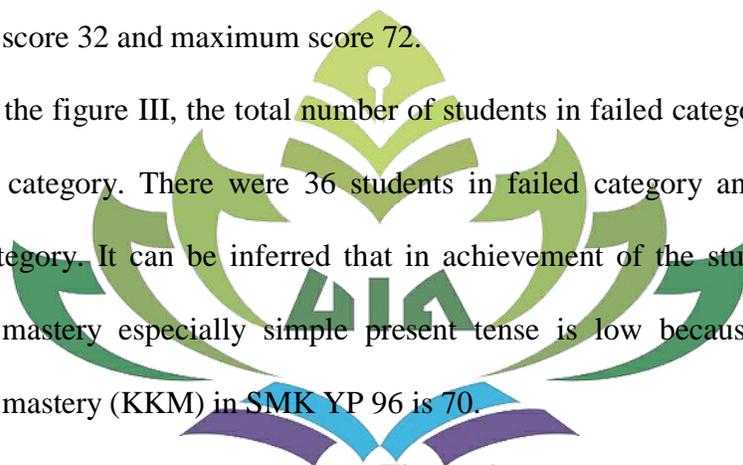
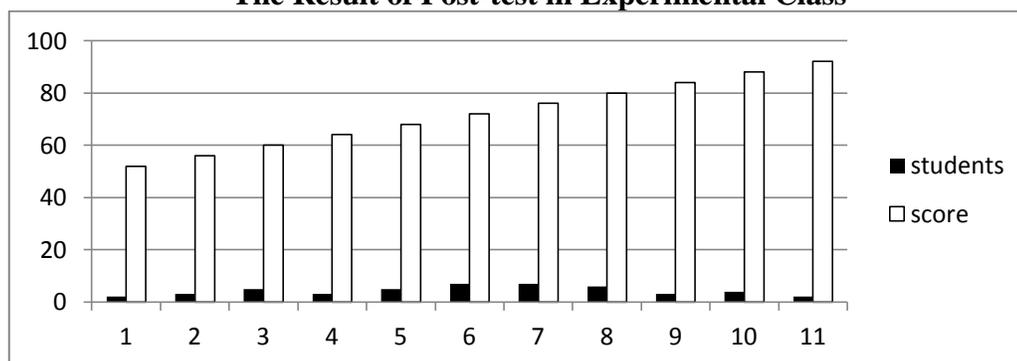


Figure 6

The Result of Post-test in Experimental Class



Based on the figure IV, it was shown the result of the post-test were the minimum score was 50 and the maximum score was 90. There were 5 students who got score 50. There was students who got score 52 and 56. There were 13 students

who got score 60. There was students who got score 60, 64 and 68. There were 14 students who got score 70. There was students who got score 72 and 76. And there were 13 students who got score 80. There was students who got score 80, 84 and 88. And then, there were 2 students who got score 92. Related with the students' score in post-test experimental class there was measuring of statistic. It show the result mean of post-test experimental class was 72.50, Std. Dev=10.80, N=48, Minimum score 50, and maximum score 90.

From the figure IV, the total number of students in failed category is lower than in passed category. There were 19 students in failed category and 29 students in passed category. It can be inferred that in achievement of the students in learning grammar especially simple present tense is low because the criteria of minimum mastery (KKM) in SMK YP 96 is 70. So, it means there were influence of using error analysis draw game towards students' grammar mastery in the experimental class after the treatment.

Table 8
The Improvement from the Pre-Test to Post-Test in the Control Class and Experimental Class

No	Class	Pre-Test	Post-Test	Development
1	Control	51.19	62.21	11.02
2	Experimental	48.50	72.50	24.01

Based on the table, it can be concluded that students' score pre-test in control class and experimental class was still low. And students' score post-test in control class and experimental higher than in pre-test. There was an influence of using error analysis draw game technique in experimental class after the treatment.

3. Result of Normality Test

The test has been employed to know whether the data is normally distributed or not. The researcher used Kolmogorov-Smirnov/Liliefors normality test by using SPSS Statistic 17.00 and the result was as follow:

Table 9
Tests of Normality

TECHNIQUE		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
SCORE	CONTROL CLASS	.149	47	.011	.926	47	.005
	EXP CLASS	.095	47	.200	.975	47	.418

a. Lilliefors Significance Correction

Based on the table, it could be seen that $P_{value}(Sig)$ for experimental class was 0.200 for Kolmogorov-Smirnov^a. For control class, the $P_{value}(Sig)$ was 0.11 for Kolmogorov-Smirnov^a. Because $Sig(P_{value})$ of experimental class $> \alpha = 0.05$ it means H_a was accepted and $Sig(P_{value})$ for the control class $> \alpha = 0.05$ it means H_a was accepted. The conclusion was that the data in the experimental class and for the control class had normal distribution. (See Appendix 18)

4. Result of Homogeneity Test

The test was intended to test whether the variance of data in the experimental class and in the control class is equal or not. The writer used Levene Test using SPSS Statistic 17.00 and the result is follow :

Table 10
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.897	8	38	.529

From this table, it can be seen that Sig (P_{value}) was 0.529, and $\alpha = 0.05$. it means that Sig (P_{value}) $> \alpha$ and H_0 was accepted. The conclusion was that the data have same variance or homogenous. It was calculated based on the gain of the experimental and control class. (See Appendix 19)

5. Result of Hypothetical test.

After the researcher knew that the data were normal and homogeneous, the data were then analyzed by using independent sample t-test in order to know the significance of the treatment effect.

The hypotheses were:

H_a :There is a significant influence of using error analysis draw game towards students' grammar mastery.

H_0 :There is no any significant influence of using error analysis draw game towards students' grammar mastery.

While the criteria for acceptance and rejection of the hypothesis were:

H_0 is accepted if Sig. (P_{value}) $< \alpha = 0.05$

H_a is accepted if Sig. (P_{value}) $> \alpha = 0.05$

Table 11
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
SCORE Equal variances assumed	1.277	.261	-4.223	92	.000	-10.12766	2.39839	-14.89107	-5.36425
Equal variances not assumed			-4.223	90.562	.000	-10.12766	2.39839	-14.89208	-5.36324

Based on the results obtained in the table above, it was clear that the value of significant generated Sig(P_{value}) or Sig(2-tailed) of the equal variance assumed = 0.00, and $\alpha = 0.05$. It meant that $Sig(P_{value}) < \alpha = 0.05$. So, H_a was accepted. Based on the computation, it can be concluded that there was influence of using error analysis draw game towards students' grammar mastery at the first semester of the eleventh class of SMK YP 96 Bukit Kemuning North Lampung in the academic year of 2017/2018. (See Appendix 20)

B. Discussion

The research had been conducted since November 19th, 2017. The objective of this research is to find out whether the use of error analysis draw game can improve students' grammar mastery at the first semester of the eleventh class of SMK YP 96 Bukit Kemuning North Lampung in the academic year 2017/2018.

Based on the research method, this research was divided into some steps. There are try-out, pre-test, treatment in three times, and post-test. Before the test was used instrument to collect the data, it had been tried out to the students XI TKJ as try-out class. The instrument was prepared 50 items of multiple choice questions of the test items for pre-test and post-test. From 50 test items of try-out, some items were chosen as instrument of the test. The choosing of the instrument had been done by considering two categories, validity and reliability. After being try-out the writer used 25 items of multiple choice questions for pre-test and post-test.

The tests were given before and after the students followed the learning process that was provided. These tests were given for control class and experimental class learnt by using error analysis draw game technique while the control class used lecturing technique.

The beginning of the research, the pre-test was conducted on October 16th, 2017 at 07.30 A.M for class XI AK 1 as control class and XI AK 2 as experimental class at 09.30 A.M. The pre-test was administrated to know the students grammar ability before they were given treatments. The result showed that the average score of

control class 51.19 and the average score in the experimental class was 48.50. The normality and homogeneity test showed that the data are homogeneous and normal.

The first treatment was administrated October 17th, 2017. The lesson begun by greeting and introducing and the next step is teaching learning process. Before applying the technique The material was given to the students about grammar especially simple present tense in procedure text. The topic in the first treatment is learning grammar especially simple present tense in procedure text (Teks procedure berbentuk manual dan kiat-kiat (tips)).

The lesson was began by the greeting the students and checking their attendance and noticed 2 students were absent. Thus teaching and learning process was attended by 46 students. After opening the class the students explained about grammar the positive, negative, interrogative and time signals in the simple present tense form in procedure text. Then the students told that they work together as a group to do the exercise. The strips that was already prepared with the contents about sentences of specific grammar (Simple Present Tense) to do the exercise, after that the students introduced about error analysis draw game technique. Then every student asked from the each team came to the front of the class and selected a strip, read the strip aloud, and decided if the sentences are correct. If it is incorrect, students must correct it.

The second treatment was administrated October 24th, 2017. The lesson begun by greeting and introducing and the next step is teaching learning process. Before applying the technique The material was given to the students about grammar especially simple present tense in conditional sentence (type 1). The topic in the first

treatment is learning grammar especially simple present tense in conditional sentence (type 1) (Pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang).

The lesson was began by the greeting the students and checking their attendance. Thus teaching and learning process was attended by 48 students. After opening the class the students explained the material about grammar the positive, negative, interrogative and time signals in the simple present tense form in conditional sentence (type 1). Then the students told that they work together as a group to do the exercise. The strips that was already prepared with the contents about sentences of specific grammar (Simple Present Tense) to do the exercise, after that the students introduced about error analysis draw game technique. Then every student asked a student from the each team came to the front of the class and selected a strip, read the strip aloud, and decided if the sentences are correct. If it is incorrect, students must correct it.

The third treatment was administrated November 7th, 2017. The lesson begun by greeting and introducing and the next step is teaching learning process. Before applying the technique The material was given to the students about grammar especially simple present tense in factual report. The topic in the first treatment is learning grammar especially simple present tense in factual report (Teks ilmiah faktual (*factual report*) lisan dan tulis sederhana tentang benda, binatang dan gejala/ peristiwa alam).

The lesson was began by the greeting the students and checking their attendance. Thus teaching and learning process was attended by 48 students. After opening the

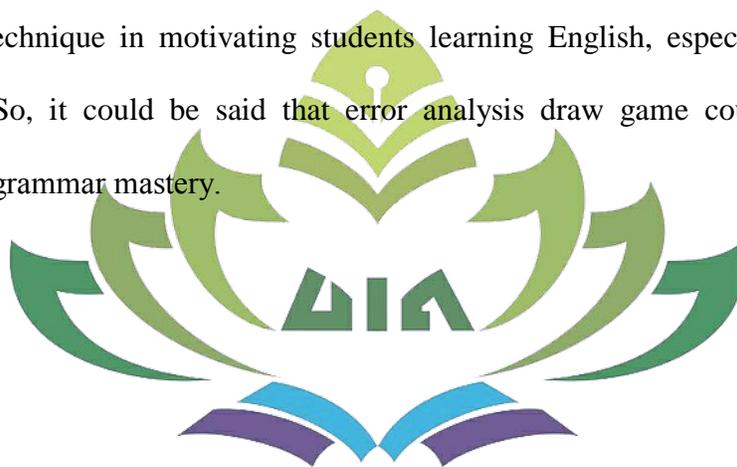
class the material explained to the students about grammar the positive, negative, interrogative and time signals in the simple present tense form in factual report. Then the students told that they work together as a group to do the exercise. The strips that was already prepared with the contents about sentences of specific grammar (Simple Present Tense) to do the exercise, after that the students introduced about error analysis draw game technique. Then every student asked from the each team came to the front of the class and selected a strip, read the strip aloud, and decided if the sentences are correct. If it is incorrect, students must correct it.

After conducting three meetings of treatments, post-test was given to the sample. The post-test was conducted on Monday, October 17th at 07.30 A.M for class XI AK 1 as control and at 09.30 A.M for XI AK 2 as experimental class. The average score of control class is 62.21 and the average score in the experimental class is 72.50. deviation standard is 1.090, median score is 72.00 and for mode, the score is 72, the variance is 118.942. From the result showed that the students' post-test score in the experimental class is higher than students' post-test in control class.

Based on the result of data calculation in previous chapter, sig(2-tailed) of the equal variance assumed in independent sample test table is 0.000. It is the lower than $\alpha = 0.05$. It means that null hypothesis was accepted. It can be concluded there was a significant influence of using error analysis draw game towards students' grammar mastery at first semester of the eleventh class of SMK YP 96 Bukit Kemuning North Lampung in the academic year of 2017/2018. This finding is relevant with previous research conducted by Atin Dewi Iriyanti under the title "The Influence of Using

Error Analysis Draw Game towards Students' Grammar Mastery at the Second Semester of Tenth Class of SMK PERSADA Bandar Lampung in 2011/2012.” The result of the study showed that error analysis draw game technique is effective way to enrich students' grammar mastery. By using error analysis draw game technique, students' are involved directly and actively with the error analysis draw game in grammar especially simple present tense.

Based on the data above, it can be concluded error analysis draw game is one of suitable technique in motivating students learning English, especially in grammar mastery. So, it could be said that error analysis draw game could influence the students' grammar mastery.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on research that was carried out in SMK YP 96 Bukit Kemuning North Lampung in academic year 2017/2018, it might can be draw conclusion as follows:

Based on the statistically analysis, there was significant influence of using error analysis draw game towards students' grammar mastery at the first semester of eleventh class of SMK YP 96 Bukit Kemuning North Lampung in academic year 2017/2018. The significant influence can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) was 0.000. It was lower than $\alpha=0.05$ and it means that H_0 is rejected and H_a is accepted.

B. Suggestion

In reference to the conclusion above, there are some suggestions as follows:

1. Suggestion to the Teacher

- a. In this research was found out that error analysis draw game can be used to develop students' grammar mastery. Due to the finding, the English teacher could use this technique because it is good for teaching grammar, English teacher can help students increase their grammar mastery by using other effective and

relevant technique. This can be done, among others, by providing certain clues based on the technique so that they can help develop their composition appropriately.

- b. From the result, the score of the students are not really satisfying. Therefore, the teacher can still improve the students' grammar mastery. The teacher should help the students increase their score by giving more explanation.

2. Suggestion for the Students

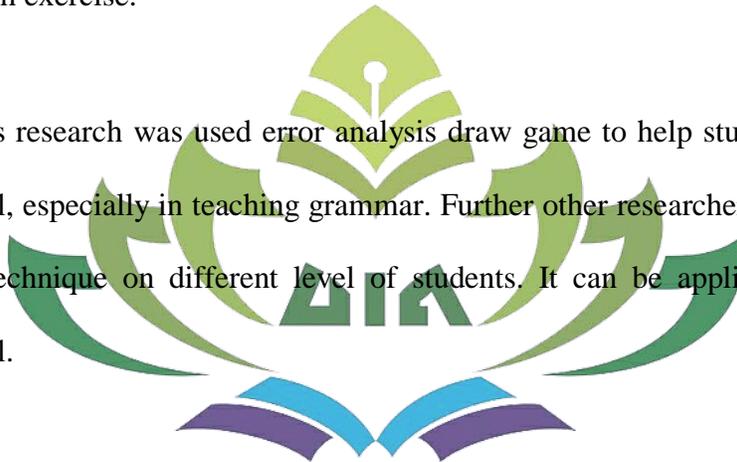
- a. The students should learn and be more seriously in learning English in order to develop their Simple Present Tense mastery.
- b. The students should practice the pattern they have to learn with their environment even with their friends or teachers.

3. Suggestion for the School

- a. The school should provide some more English books to be read by the students, so they can increase their knowledge.
- b. The school should provide another facility for students to practice their English competency.

4. Suggestion for other Researchers

- a. Error analysis draw game was applied to increase students' grammar mastery. Other researchers can find out the appropriate more technique to increase students' grammar mastery.
- b. In this research the treatments were done three meetings. Other researchers can spend more time in giving the treatments to the students so that they can get enough exercise.
- c. In this research was used error analysis draw game to help students senior high school, especially in teaching grammar. Further other researchers should conduct this technique on different level of students. It can be applied a senior high school.



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