

**USING “THE ADD A WORD” GAME IN TEACHING GRAMMAR TO
JUNIOR HIGH SCHOOL STUDENTS**

PAPER

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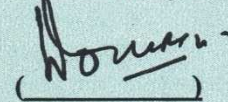
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Tanda Tangan







ABSTRAK

Fauza. 2013. “Using the Add a Word Game in Teaching Grammar to Junior High School Students”. *Makalah*. Padang: Jurusan Pendidikan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penulisan makalah ini bertujuan untuk menjelaskan bagaimana cara pengajaran tata bahasa (grammar) kepada siswa sekolah menengah pertama dengan menggunakan “The Add a Word” game. Kemampuan siswa menengah pertama dalam memahami tata bahasa inggris masih sangat kurang. Ini disebabkan karena mereka menganggap belajar tata bahasa itu sulit dan membosankan. Untuk itu guru harus dapat menggunakan cara yang tepat agar siswa dapat enjoy dan tidak mengalami kesulitan dalam belajar tata bahasa. Salah satu cara yang cocok adalah dengan menggunakan “The Add a Word” game.

“The Add a Word” game adalah permainan yang dilakukan oleh guru dan siswa. Peraturan dalam permainan ini yaitu setiap siswa hanya mengucapkan satu kata saja. Pada permainan ini guru memberikan satu topik, lalu siswa disuruh membuat kalimat sesuai dengan tata bahasa inggris. Setelah guru memberitahukan topiknya, lalu guru menunjuk satu siswa untuk memulai kalimat hanya dengan mengucapkan satu kata saja. Kemudian guru menunjuk siswa kedua untuk melanjutkan kalimatnya dan dia juga harus mengucapkan satu kata juga. Ini juga berlaku pada siswa ketiga dan selanjutnya, sampai kalimat tersebut berakhir. Apabila tidak terdapat kesalahan, maka akan dimulai lagi dengan kalimat yang baru. Disini guru juga bisa merekam apa yang diucapkan siswa, jadi jika terdapat kesalahan, maka guru akan mendiskusikannya, dan memperbaiki kesalahan tersebut. Jadi siswa bisa memahami dimana letak kesalahan mereka, dan mereka akan lebih mudah mengingatnya. Permainan ini berakhir apabila seluruh siswa yang ada di dalam kelas sudah mendapat giliran. Permainan ini berlangsung pada tahap whilst-teaching.

Teknik ini dapat mengurangi kejenuhan serta mempermudah siswa dalam meningkatkan pemahaman tata bahasa. Penulis berharap makalah ini akan bermanfaat bagi guru Bahasa Inggris dalam pengajaran tata bahasa, sehingga proses belajar mengajar mencapai hasil yang optimal.

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TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS.....	iii
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Limitation of the Problem	3
C. Formulation of the Problem	3
D. Purpose of Paper	4
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Grammar	5
B. Teaching Grammar.....	7
C. Games in Teaching Grammar	9
D. Using The Add a Word Game in Teaching Grammar to Junior High School Students.....	11
CHAPTER III USING THE ADD A WORD GAME IN TEACHING GRAMMAR TO JUNIOR HIGH SCHOOL STUDENTS	
A. Preparation	13
B. Teaching Procedure.....	14
1. Pre Teaching.....	14
2. Whilst Teaching	16
3. Post Teaching.....	24
C. The Advantages of Using The Add a Word Game in Teaching Grammar	25

CHAPTER IV CONCLUSION AND SUGGESTUINS

A. Conclusion	27
B. Suggestions	28

BIBLIOGRAPHY

APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Problem

Learning to master a language is a kind of learning process in which people use the language to communicate with others in a social life. English as an international language should be master for a world-wide communication and to function well in an international community. Because of that, Indonesians students are required to learn English in order to compete with the students from others countries in this globalizations era.

One of the most important language components is grammar. By using grammar, a language can be used communicatively; it tells us how to construct a sentence and use it in actual of the language. Grammar is also the way of how language components are arranged when we speak, listen, write, and read. Consequently, grammar is needed to support all of the four skills because it is the foundation of the language.

It is difficult to teach and learn grammar because the English grammar has many kinds of rules and patterns (Parrot, 2001). Those rules and patterns should be used correctly to produce meaningful sentence. Through learning grammar, students would be able to master the rules of how English sentences were formed. They would be able to arrange and combine words into a good order to form phrases, clauses, and sentences.

In English sentences, word order is important. In constructing well-formed grammatical sentences, the word order in sentences should be correct. If the word order of a sentence is changed, the meaning may change too. A complete sentence requires, minimally, a subject and a predicate or a noun and verb.

Occasionally, Based on the writer's experience in teaching practice at SMP 1 Canduang there are several problems occurred in the process of teaching learning grammar. Those problems can be classified in to two sides; the students' side, and the teachers' side. From students' side, the students tend to be pattern-oriented in learning tense. They try to memorize the pattern instead of to understand the use and characteristics of the tenses.

From the teacher side, there are also some problems in teaching grammar. First, the technique that is used by the teacher is not motivated and interesting for the students. Basically, classroom technique plays importance role in teaching grammar. In the classroom practice, the teacher should provide the students with motivated and interesting techniques. If there is no such motivated and interesting technique in language classroom, there will be no attention; such condition will lead to the failure of teaching learning process. Secondly, most of the teachers in junior high school are text book-oriented in teaching grammar. This old technique is boring for the students. So, the teacher should find an appropriate technique to teach English in order to make learning more fun and can activate the students to learn.

One of the appropriate techniques that can be used by the teacher in teaching grammar is a game. Through the game junior high school students can

enjoy learning as they love to play. By using a game provide enjoyment and relaxation. One of an appropriate game that can make the junior high school students enjoy learning grammar is The Add a Word Game.

Based on the background above, the writer would like to propose an activity that can make junior high school students be interested in learning grammar by using The Add a Word Game.

B. Limitation of the Problem

As it is explained above, teacher should find an appropriate way that can attract students' interest in learning the grammar. Using The Add a Word game is assumed to be fascinating for students and will create good class atmosphere. Here, the writer tries to use The Add a Word game in teaching grammar to Junior High Students. Hence, this paper only focuses on the use of The Add a Word game to teach grammar especially in using simple present tense in Junior High School Students.

C. Formulation of the Problem

The problem of this paper is formulated as follow: "How is The Add a Word game implemented in teaching grammar to junior high school students?"

D. Purpose of Paper

The purpose of this paper is to give a description of implementation of The Add a Word game in teaching grammar to junior high school students. This game is expected to be one of a new way in teaching grammar which is effective and fun to students.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on previous discussion, it can be concluded that teaching grammar to junior high students is not an easy thing. The characteristics of the students have where they easily get bored in learning and they think learn grammar is difficult, it needs appropriate technique to teach grammar to them which is fun and interesting. “The Add a Word game” is appropriate one in teaching grammar to junior high school students.

In pre-teaching stage, the teacher does some activities: praying, greeting, and checking the student’s attendant list, continued to check the student’s readiness for the lesson. The teacher may also do apperception and motivation in this stage. Apperception means the activity which emphasizes to recall what the students have learned in the previous meeting. Also, the teacher motivates the students to follow the upcoming lesson, do brainstorm for the next lesson.

In whilst-teaching stage, there are some parts here: exploration, elaboration, and confirmation. First in exploration, teacher assesses students’ background knowledge of a topic. Teacher shows a video about describing house and asks students about the video. Then teacher explain about the simple present tense.

Second in elaboration, this part is playing the game, teacher explains about the game. First student just say one word, and next students also say one word to

continue the sentence. After students make one sentence, teacher writes on the white board. . In this game, the students continue the sentence until someone says a word that does not fit syntax grammatically. They should stop the sentence there. At the end of the game teacher and students discuss the error that stopped the sentence. If the sentence comes to a logical end without error, the next student may say "period" and begin a new sentence with a new word. In confirmation, teacher checks students' understanding by asking some question about simple present tense. Post-teaching stage, teacher and students conclude the lesson. Teacher may also give a funny video.

“The Add a Word” game has several advantages. Besides this game is an easy way, it increase students' motivation, will transform a boring class into a challenging class, it reduces students' stress, it makes students interesting in learning grammar.

B. Suggestions

Through this paper the writer would like to give some suggestions for the teachers related in teaching grammar for junior high school students. Thus, “The Add a Word” game can be use to teach grammar. The writer gives some suggestions and it may be useful for them.

It is recommended to the teacher using appropriate technique in teaching grammar than the traditional one (the teacher only teaches the students by English textbook and later ask students to answer those questions, which relate with the topic that is being taught) because today's education demands the teachers to be

attractive and creative in the learning process. In addition, the teachers should encourage themselves to create new and creative ways of teaching one of is by using game, including “The Add a Word” game. So, the students more interested in learning grammar. “The Add a Word” game not only can be implemented in junior high school students’ level but also in senior high school students’ level. It depends on how the teacher applies.

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