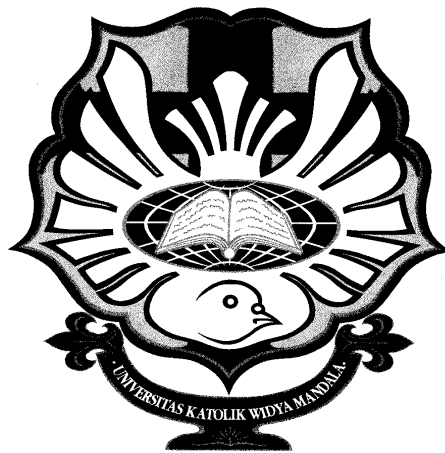


**THE EFFECTIVENESS OF GRAMMAR GAMES AND DRILL AS A  
MEANS OF REINFORCEMENT IN TEACHING THE PRESENT  
CONTINUOUS TENSE**

**A THESIS**

**In Partial Fulfillment of the Requirement  
for the Sarjana Pendidikan Degree  
in English Language Teaching**



**By:**

**Ronald Yohanes**

**1213003026**

**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
JURUSAN PENDIDIKAN BAHASA DAN SENI  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

**June 2007**

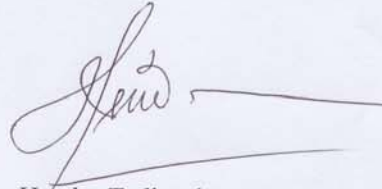
## APPROVAL SHEET

(1)

This thesis entitled **“THE EFFECTIVENESS OF GRAMMAR GAMES AND DRILLS AS A MEANS OF REINFORCEMENT IN TEACHING THE PRESENT CONTINUOUS TENSE”** which is prepared and submitted by Ronald, has been approved and accepted as a partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching by the following advisors:



Y.G. Harto Pramono, Ph.D  
Advisor I



Drs. Hendra Tedjasuksmana, M. Hum  
Advisor II

## APPROVAL SHEET

(2)

This thesis has been examined by the committee of an Oral Examination  
with the grade of \_\_\_\_\_ on \_\_\_\_\_, 2007

Dra. Susana Teopilus, M.Pd  
Chairperson

M.G. Retno Palupi, M.Pd  
Member

Y.G Harto Pramono, Ph.D  
Member

Dra. Ruruh Mindari, M.Pd  
Member

Drs. Hendra Tedjasuksmana, M. Hum.  
Member

Approved by,



Dra. Agnes Santi Widiati, M.Pd  
Dean of Teacher Training  
Faculty of Widya Mandala  
Catholic University



Dra. Susana Teopilus, M.Pd  
Head of Teacher Training  
Faculty of Widya Mandala  
Catholic University

## ACKNOWLEDGEMENTS

First of all, the writer would like to thank God for the blessing and spirit that enable him to accomplish this thesis. The writer would also like to express his deepest gratitude, and appreciation to those who gave their valuable guidance and time that make the accomplishment of his thesis possible, especially to:

1. Y.G Harto Pramono, Ph.D, his first advisor, who has patiently guided, given comments, and suggestions on his thesis.
2. Drs Hendra Tedja Suksmana, M. Hum, his second advisor who has patiently guided, given comments, and suggestions on his thesis.
3. Sister Yuliana Antin, MJ, the headmaster of SMPK Santa Clara, Surabaya, who has permitted and given a valuable chance for him to carry out his study at the school.
4. Mrs. Eveline Anggraeni, Spd, the English teacher of SMPK Santa Clara Surabaya, who has given him chance to carry out his study.
5. The students of SMPK Santa Clara, Surabaya. Especially class VIIA, VIIB, and VIIC at the academic year 2006-2007 who have participated in this study.
6. The writer's family for their love and support for the accomplishment of this thesis.

Finally, the writer would like to thank many others whose names are not mentioned here for their valuable contribution and helping the writer in the thesis accomplishment.

Surabaya, June 2007

The writer

## TABLE OF CONTENTS

|   | Page |
|---|------|
| Acknowledgements                                    | i    |
| Table of contents                                   | ii   |
| Abstracts   | vi   |
| <br>  |      |
| <b>I. INTRODUCTION</b>                              |      |
| 1.1 Background of the study                         | 1    |
| 1.2 Statement of the problem                        | 3    |
| 1.3 Objective of the study                          | 3    |
| 1.4 Significance of the study                       | 3    |
| 1.5 Scope and limitation of the study               | 4    |
| 1.6 Theoretical framework                           | 5    |
| 1.7 Hypothesis                                      | 6    |
| 1.8 Definition of the key terms                     | 6    |
| 1.9 Organization of the study                       | 7    |
| <br>  |      |
| <b>II. RELATED LITERATURE REVIEWED</b>              |      |
| 2.1 The teaching of language grammar                |      |
| 2.1.1 A deductive approach                          | 8    |
| 2.1.2. An Inductive approach                        | 10   |
| 2.2 Reinforcement                                   | 11   |
| The importance of reinforcement in teaching grammar | 12   |
| 2.3 The nature of grammar games                     |      |
| 2.3.1 Games as a technique to teach grammar         | 13   |
| 2.3.2 Characteristics of games                      | 14   |
| 2.3.3 Type of games                                 | 14   |
| 2.3.3.1 Cooperative games                           | 15   |

|         |  |    |
|---------|--|----|
| 2.3.3.2 | Competitive games  | 16 |
| 2.3.3.3 | Communication games                                      | 16 |
| 2.3.4   | The reason of using grammar games in teaching structure  | 17 |
| 2.3.5   | The purpose of using grammar games in teaching structure | 18 |
| 2.3.6   | The advantages of using games                            | 19 |
| 2.3.7   | Tips for organizing games                                | 21 |
| 2.3.8   | The games used   | 21 |
| 2.4     | The nature of drills                                     |    |
| 2.4.1   | The importance of drills                                 | 24 |
| 2.4.2   | The use of drills in the teaching of structure           | 25 |
| 2.4.3   | The kinds of drills                                      | 27 |
| 2.4.4   | How to conduct drills                                    | 28 |
| 2.4.5   | Procedure in presenting drills                           | 29 |
| 2.4.6   | The characteristics of a good pattern drills             | 30 |
| 2.4     | Tenses   |    |
| 2.5.1   | Tenses   | 31 |
| 2.5.2   | The present continuous tense                             | 31 |

### III. RESEARCH METHOD

|       |                               |    |
|-------|-------------------------------|----|
| 3.1   | Research design               |    |
| 3.1.1 | Form                          | 38 |
| 3.1.2 | Variables                     | 39 |
| 3.1.3 | Time Schedule                 | 40 |
| 3.1.4 | Instructors                   | 41 |
| 3.2   | Subjects of the study         | 41 |
| 3.3   | Instrument(s)                 | 42 |
| 3.4   | The Try Out of the Instrument | 43 |
| 3.4.1 | Test validity                 | 43 |
| 3.4.2 | Item reliability              | 43 |
| 3.4.3 | Item analysis                 | 45 |

|            |  |     |
|------------|--|-----|
| 3.4.3.1    | Item difficulty                        | 45  |
| 3.4.3.2    | Item discrimination                    | 46  |
| 3.5        | Treatments                             | 48  |
| 3.6        | Procedure of collecting the data       | 48  |
| 3.7        | The techniques of data analysis        | 49  |
| <b>IV.</b> | <b>FINDINGS AND DISCUSSION</b>         |     |
| 4.1        | Data analysis                          | 52  |
| 4.2        | Interpretation of findings             | 54  |
| <b>V.</b>  | <b>CONCLUSION AND SUGGESTIONS</b>      |     |
| 5.1        | Summary                                | 57  |
|            | Suggestions                            | 57  |
| 5.2.1      | Suggestion for language teacher        | 57  |
| 5.2.2      | Suggestion for further research        | 58  |
|            | Bibliography                           | 60  |
|            | Appendix                               |     |
|            | Appendix 1                             | 62  |
|            | Appendix 2                             | 66  |
|            | Appendix 3                             | 68  |
|            | Appendix 4                             | 71  |
|            | Appendix 5                             | 74  |
|            | Lesson plan for the experimental group | 82  |
|            | Rules of the game                      | 90  |
|            | Lesson plan for the control group      | 93  |
|            | Drills for the first meeting           | 103 |
|            | Drills for the second meeting          | 104 |
|            | Drills for the third meeting           | 107 |

|                                  |     |
|----------------------------------|-----|
| The pretest and posttest problem | 109 |
| Answer keys                      | 112 |
| Materials                        | 114 |



## Abstract

Yohanes, Ronald. The Effectiveness of Grammar Games and Drills as a Means of Reinforcement in Teaching the Present Continuous Tense. Jurusan Pendidikan Bahasa dan Seni. Program Studi Pendidikan Bahasa Inggris. FKIP. Universitas Katolik Widya Mandala, Surabaya. Advisors : (1) Y.G Harto Pramono, Ph.D ; (2) Drs Hendra Tedja Suksmana, M. Hum

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

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

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

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