

**THE EFFECT OF BOARD GAMES ON SEVENTH GRADE
STUDENTS' GRAMMAR ACHIEVEMENT**

A THESIS

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



**by:
ARINA HIDAYATI
1213014055**

**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA
2018**

APPROVAL SHEET

(1)

This thesis entitled **The Effect of Board Games on Seventh Grade Students' Grammar Achievement** prepared and submitted by **Arina Hidayati** has been accepted as a partial fulfillment of the requirement for the *Sarjana Pendidikan* degree in English Language Teaching by the following advisor:

A handwritten signature in black ink, appearing to read 'Retno Palupi', is written over the printed name.

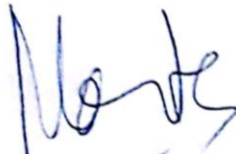
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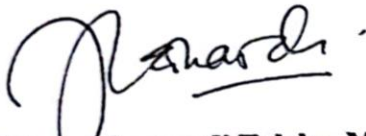
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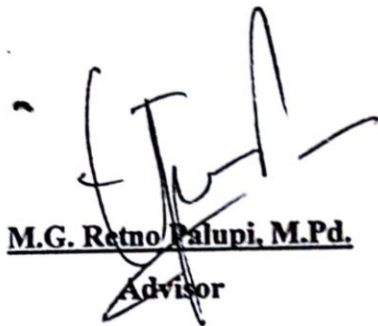
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Faculty



P. Hady Sutris Winarlim, M.Sc.

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Nomor Pokok : 1213014055
Program Studi Pendidikan : FKIP Bahasa Inggris
Jurusan : Bahasa Inggris
Fakultas : FKIP
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NRP. 1213014055

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Bersama ini saya:

Nama : Arina Hidayati

Nomor Pokok : 1213014055

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa dan Seni

Fakultas : Keguruan dan Ilmu Pendidikan Unika Widya Mandala Surabaya

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Dosen Pembimbing II,

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The Writer

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ABSTRACT

Hidayati, Arina. 2018. *The Effect of Board Games on Seventh Grade Students' Grammar Achievement*. S-1 Thesis, English Department, Faculty of Teacher Training and Education, Widya Mandala Catholic University, Surabaya.

Advisor: M.G. Retno Palupi, M.Pd.

Grammar is one of the important language components to learn, as it helps learners to understand how the structure used in the target language so that they can communicate effectively both in spoken and written. Unfortunately, the writer found out that grammar teaching at school tended to be teacher-centered so that it often made students feel bored and learning grammar became a hard work for them.

In this modern era, many of the teaching techniques can be applied in grammar teaching, which one of them is by using games since it does not only generate fun but teachers can also become creative and have various ideas to teach. The writer used board games as the teaching technique because this game is popular enough and teacher can design his/her own board games according to the students' language competence and physical environment of the classroom.

This is a pre-experimental study using one group pre-test post-test. The writer did the treatments four times with different topics and levels of the game on each meeting. The result of T-test showed that there is a significant difference on students' grammar achievement before and after they were taught using board games. The finding of t-calculation is 10,206 and t-table is 2,048 at the level significance of 0.05. Since t-calculation (10,206) is greater than t-table (2,048) so Null Hypothesis (Ho) is rejected and Alternative Hypothesis (Ha) is accepted.

Keywords: Grammar, Grammar Achievement, Game, Board Game