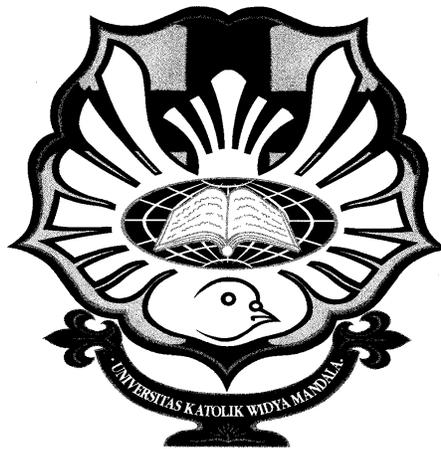


**THE EFFECTIVENESS OF GRAMMAR GAMES AND DRILL AS A  
MEANS OF REINFORCEMENT IN TEACHING THE PRESENT  
CONTINUOUS TENSE**

**A THESIS**

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



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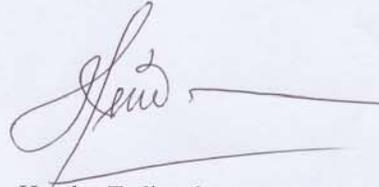
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Surabaya, June 2007

The writer

## TABLE OF CONTENTS

	<b>Page</b>
Acknowledgements	i
Table of contents	ii
Abstracts	vi
<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
<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.