THE USE OF FIX THE MISTAKE GAME BOOK TO IMPROVE STUDENTS' GRAMMAR MASTERY

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Abstract*: The objective of the research was to improve students' grammar mastery. It tried to describe the improvement of score and learning atmosphere during the implementation of "Fix the Mistake Game Book". Besides, the research was also designed to know how the improvement of the students' grammar during the implementation of Fix the Mistake Game Book. This research was a classroom action research. The research was carried out at first year students of MTSM Penyasawan. This research was conducted in two cycles by following the procedures of action research, i.e. planning, implementing, observing, and reflecting. The results of the research showed that the learning atmosphere also improved. The class became more enthusiastic and feel comfort. Furthermore, Fix the Mistake Game Book was able to improve the students' grammar mastery. It was proven by the increase of the students' mean score from 41.34 in pre-test to 47.83 in cycle 1, and 49.84 in cycle 2, although the results of the research were just a little improvement. It could be concluded that the use of Fix the Mistake Game Book has proven to be an effective way in teaching-learning of grammar on first year of MTSM Penyasawan.*

Keyword*: Grammar, learning atmosphere, Fix the mistake game book*

INTRODUCTION

English is spoken almost all over the world. It takes important roles as communication language in many sectors of life. Such as, Trading, Bilateral Relationship, Science technology, and another sector. Therefore, people need to master English to break border to express idea to other, grain broader knowledge, information and technology. In order to compete in those sectors, people need to master English.

In Indonesia, English is considered as foreign language. The objective of teaching English is to enable student in speaking and writing properly.

Accuracy and fluency refer to language component: Pronunciation, Vocabulary and Grammar. As one of important language component, grammar should be mastered by student if they want to be successful in learning English. It also can construct the correct sentences meaningful and grammatically. In the school or college, English specially grammar is one of compulsory subject to be taught and most of student face difficulties to understand the English grammatical rules which is different in Indonesia.

Tenses use to express ideas, events, or activities on different time and condition in English. In generally, English tense conclude present tense, past tense and future tense. Those tenses are formulated by using different form and verbs. Through the grammatical difficulty, it is impossible to teach grammar to student in short period. Moreover, the teaching method is old fashioned and boring.

The problem of grammatical must be solved through approaching student with games. Attractive and fun game can melt the class and help student have fun with grammar. It encourages the researcher uses "Fix the Mistake Game Book" as a media to improve students' grammar mastery. It is like board games which played by throwing dice but designed like a book contains of pages. The explanation and games of present tense, past tense and future tense are separated by pages. This game can be applied in teaching and learning. The student also has chance to respond the correct sentences.

LITERATURE REVIEW
GRAMMAR

These are some definitions of Grammar from some experts. According to Swan (2005) grammar is the way how to combine, arranged or changed the word become a good sentence appropriate with the rule and have meaning. In grammar there are tenses conclude present tense, past tense and future tense. Those tenses are formulated by using different form and verbs.

According to Harmer (2003) grammar is the way how the word can change the form and combine into a sentence to express ideas, events, or activities in English. Thornbury (1999) said that: Grammar is defined as:

"A description of the rules for forming sentence, including an account of the meanings that these forms convey". "Grammar adds meanings that are not easily inferable from the immediate context. The kinds of meanings realized by grammar are principally: Representational that is, grammar enables us to use language to describe the world in term of how, when and where things happen"

From the definition above, it can be concluded that, grammar is set of rules in a language. As Thornbury said grammar is a description of rule for forming sentence. It can be explained closer that there are some rules to form sentence properly. For example, when you want to talk about an event that happened today, tomorrow and even in the future they are expressed by different formulation. It called tense. Tense may indicate whether in situation, an event or a period of time.

In this case the author only focusses on general grammar: Present tense, Past tense, and Future tense. According to Hariyono and Carthy (2008).

1)   Present tense

The simple present expresses *daily habits*, or *usual activities* as in (a). The simple present expresses *general statements of fact* as in (b). In summary, the simple present is used for events o situations that exist always, usually, or habitually in the past, present and future as in (c).

(a)   Ann *takes* a shower *every day*

(b)   I *usually* read the newspaper in the morning

(c)   Babies cry, birds fly

  a. Verbal sentence

A verbal sentence is a sentence that has a verb. The form as follow:

Positive (+)	Negative (-)	Affirmative (?)
S + V1 (s/es)	S+ do/doesn't + V1	Do/ Does + S+ V1
Note: -s/-es for subjects She, He, It		
She goes to school every day	She doesn't go to school every day	Does she go to school every day?

  b. Nominal sentence

A nominal sentence is a sentence that has predicate not a verb, but can be an adjective, noun or adverb.

Positive (+)	Negative (-)	Affirmative (?)
S + To be (is, am, are) + ….	S + To be (is, am, are) not +….	To be (is, am, are) + S + ….
I am happy	I am not happy	Am I happy?

2) Past tense

The simple past is used to talk about activities or situations that began and ended in the past *(e.g., yesterday, last night, two days ago, in 1990)*.

a. Verbal sentence

Positive (+)	Negative (-)	Affirmative (?)
S + V2 + O	S+ didn't + V1 +O	Did + V1 + O?
She studied English last night	She didn't study English last night	Did she study English last night?

b. Nominal sentence

Positive (+)	Negative (-)	Affirmative (?)
S + to be (was/were) + nonverb	S+ to be (was/were) + not + nonverb	to be (was/were) + S + nonverb
I was busy yesterday	I weren't busy yesterday	Were I busy yesterday?

3) Future tense

Future tense is a verb tense that expresses actions or states in the future.

a. Verbal sentence

Positive (+)	Negative (-)	Affirmative (?)
S + will/shall + V1	S+ will/shall + not + V1	will/shall + S + V1?
I shall visit them next week	I shall not visit them next week	Shall I visit them next week?

Note: Shall is used for subject *I* and *we*, while will is used for subjects *you, they, he, she, it.* However nowadays, will is often used to substitute shall for all subjects, especially in daily conversation.

b. Nominal sentence

Positive (+) S + will/shall + be+ non verb	Negative (-) S+ will/shall + not + be + non verb	Affirmative (?) will/shall + S + be + non verb?
She will be busy this afternoon	She will be not busy this afternoon	Will she be busy this afternoon?

c. Expressing Future tense using *be going to*

be going to is used to substitute *will* and *shall* to express future time. However, it is more common in speaking and formal writing than in informal writing. Form of sentence *be going to* using for subjects, I, you, we, they, she, he, it.

(+) S+ to be + (am, is, are) + going to + VI

(-) S+ to be + (am, is, are) + not going to + VI

(?) to be + (am, is, are) + not going to S +VI

Verbal form

(+) She is going to move to Bandung next month

(-) She is not going to move to Bandung next month

(?) Is she going to move to Bandung next month?

Nominal form

(+) You are going to be late

(-) You are not going to be late

(?) Are you going to be late?

GAME

According to Prodromou (1992) "Game is an enjoyable activity involving an objective that is achieved by following certain rules, usually in competition with one or more other people". Another expert, Sadiman, et.al (2009) "Game is something that can be played by certain rules. So, there are no winners and losers with the aim of refreshing. Each contest between the players interacts with each other by following certain rules to achieve certain goals". In addition, this game has some categorized as card games, athletic games, student games, and board games.

Tedjasaputra (2001) said that "Game is something fun to do and something entertaining. The game allows the active participation of learn to students. Game motivates students for the learning process to be more effective and efficient". Richards (1992) said that "Game is rule-based competitive activities usually involving a time limit and/or visual display features in which the player must acquire and/or manipulate knowledge in order to succeed".

Board game is a game using flash card and dice. The flash card contains the words that make students easier to arrange the sentences appropriately with the tenses. This game attracts students' motivation to follow the teaching and learning process because board game can make the students more focus in learning, because they do not feel that they are forced to learn. They are also enabling learners to acquire new experiences within a foreign language which are not always possible during a typical lesson.

There are some differences between Fix the Mistake game with fun with board game. It designed same as board game but it is included in a book consists of pages. So, before playing students must learn the form of general tenses. The example and correct sentences also explained in that book (Kardila, 2018). Meanwhile, fun with grammar board game is training student to express ideas based on the question given.

METHODOLOGY

1. Research Type and Design

Classroom action research is a method of finding out what works best in teachers' own classroom so that they can improve students' learning. Many teachers practice personal reflection on teaching, others conduct formal empirical studies on teaching and learning. Classroom action research is more systematic than personal reflection but it is more informal and personal than formal educational research.

Action research is classroom-based research conducted by teachers in order to reflect upon and evolve their teaching; it is a systematic, documented inquiry into one aspect of teaching and learning in a specific classroom. The purpose of this research is to gain understanding of teaching and learning within one's classroom and to use that

knowledge to increase teaching efficacy student learning. Reflective teachers do this every day, only not as carefully and systematically. By and large, classroom action research is a reflective process which helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve.

This research applies the principles of action research. The design of this kind of research was based on the spiral model suggested by Kemmis and McTaggart (Koshy, 2005:4). The researcher plan, act, observe and reflect on the students' grammar mastery through fix the mistake game book.

a. Plan

Before using the method, a researcher must prepare the lesson plan, material, media, time, schedule and instrument in order that researcher can design the materials what will be as learning process as possible.

b. Action

The activities in these steps were:

- Give pretest
- Teach grammar using Fix the Mistake Game Book
- Give occasion to the students to ask difficulties or problems

- Ask the students some questions and the students have to answer related the material
- Give posttest

c. Observation

In this step, the researcher as the practitioner implemented Fix the Mistake Game Book in the teaching and learning process, and the English teachers as the collaborator observed students' understanding, participation and activities in the teaching and learning process. Observation was one of the techniques which was used in collecting the data.

d. Reflection

After carrying out the process using Fix the Mistake Game Book, the researcher and collaborator recited the result of the activities which occurred in classroom as the reflection of the action. They evaluated the process and the result of the implementation of Fix the Mistake Game Book. It was a basic consideration to make plan and to conduct the next meeting.

2. Data Collecting Technique

To support this research, researcher completes the data collecting procedure by using questionnaire,

interview, test and observation.

 a. Distributing Questionnaire

Questionnaire is a set off questions provided to obtain responses indirectly as it is occurred in non-face-to-face situation. It was given in the form of written questions with available answers in ranged-degree. It was aimed to know the students' personal problem faced in grammar. The researcher used questionnaire in the preliminary research and the end of the implementation.

 b. Doing Observation

In this research, the researcher would observe and made diary while the observer would make field notes of all activities done in the process of teaching and learning grammar mastery through Fix the Mistake Game Book. In doing the observation, the researcher was helped by his collaborator. The function of collaborator here was to observe, evaluate and give suggestion about the implementation of Fix the Mistake Game Book.

 c. Having interview

The researcher was held at the beginning and the end of the research to get information from the students and the collaborator about personal perception, experiences, opinions and ideas related to the teaching learning process, especially in teaching grammar.

 d. Giving Test

There were a pre-test and post-test which were used to collect the data. The researcher chooses this test because there are some advantages. To get the instrument validity and reliability in grammar mastery test, the researcher used IBM SPSS version 22 for windows.

 3. Data Analyzing Technique

After collecting the data, the researcher classified the data into two groups as follows:

 a. Analyzing Quantitative Data

The classroom action research in this study would be successful if there was an improvement or enhancement of students' grammar mastery. It could be shown when the students could do the test, felt easy and enjoyed learning in the classroom. After the data were collected, the researcher analyzed the scores from those tests by calculating the mean of pre-test and the post-test by using descriptive statistics. The researcher used it to answer whether there was difference between students' grammar mastery before and after the action.

The mean or average is computed by adding a list of scores and then dividing by the number of the score. The mean of the pre-test and post-test can be calculated with the formulas as follows:

$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{Y} = \frac{\sum Y}{N}$$

Where: $\overline{X}$ = means of pre-test scores

$\overline{Y}$ = means of post-test scores

N = the number of samples

b. Analyzing Qualitative Data

To analyze the qualitative data, the researcher applied Interactive Model of Data Analysis as propounded by Matthew B. Miles and A.M. Huberman (1992). This model includes four different interconnected process: data collection, data reduction, data display and conclusion drawing and verification.

DISCUSSIONS

The discussion is focused on using Fix the Mistake Game Book in the teaching learning of grammar mastery at MTSM Penyasawan. In this process identified some factors causing the low achievement of students' grammar mastery. The factors came from the teacher and students. First, most of the students may feel afraid. In other words, the researcher can say that the students are hopeless to do the task given. They are lazy to enter the class room because they are studying English by textbook and doing the task most of the time. Secondly, most students are shy. Thirdly, the students have low interest in English Grammatical.

After implementing the action in the first and second cycle, some points can be taken, there were:
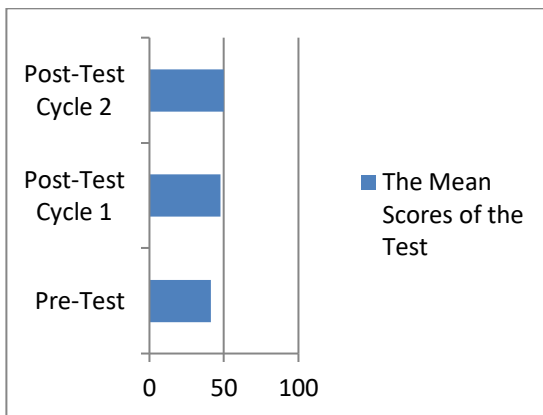
The Improvement of Learning Atmosphere.

Teaching grammar through Fix the Mistake Game Book made the students more enthusiastic and feel comfort in learning process. They became more active in learning grammar. Fix the Mistake Game Book help students to correct the error of grammar and make a good sentence while they play game. This book makes them competitive because during the play this book each student should make sentences correctly.

The Improvement of Students' Grammar Mastery

From the tests, it could be concluded that Fix the Mistake Game Book could improve the students' grammar mastery. Students feel enjoy to learn grammar because the ground rules have created an environment that promotes participation by all. The students' grammar scores improve from cycle 1 to cycle 2 which can be seen on the following table, although the improvement just a very little bit improvement.

The Mean Scores of the test

Pre-test	41.34
Post-test cycle 1	47.83
Post-test cycle 2	49.84

From the table above showed that there was an improvement of students' test result before and after the action. Although the improvement just a very little bit improvement. It was proved by

increase of the students' mean score from 41.34 in the pre-test to 47.83 in post-test cycle l, and 49.84 in cycle 2.

CONCLUSION

After the researcher did the action research by using Fix the Mistake Game Book, it can be drawn conclusion as follows:

Fix the Mistake Game Book can improve the learning atmosphere. The learning atmosphere becomes more enthusiastic and feel comfort in learning process. And the advantages of using Fix the Mistake Game Book in teaching grammar are Fix the Mistake Game Book can help the students to fix the mistake and make sentences easier and enjoyable when they learn the material about grammar. This game book can improve the vocabulary of the students with arrange the sentences. Fix the Mistake Game Book also makes the students more competitive during the play the game.

Fix the Mistake Game Book can improve students' grammar mastery. It was proven by the increase of the students' mean score from 41.34 in pre-test to 47.83 in cycle 1, and 49.84 in

cycle 2. Although the results of the research were just a little bit improvement, but the researcher appreciated the students' hard work following the research.

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