AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING GRAMMAR GAMES TOWARD STUDENTS' SELF CONFIDENCE AT EIGHT GRADERS OF SMPN 01 PUTRA RUMBIA CENTRAL LAMPUNG IN THE ACADEMIC YEAR 2015/2016

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(STAIN) JURAI SIWO METRO
1436 H / 2015 M

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Presented as a Partial Fulfillment of the Requirement
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In English Education Program

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PENGARUH PENGGUNAAN PERMAINAN GRAMMAR TERHADAP SIKAP PERCAYA DIRI SISWA PADA KELAS DELAPAN SMPN 01 PUTRA RUMBIA LAMPUNG TENGAH PADA TAHUN AJARAN 2015/2016

ABSTRAK

Oleh:

Dewi Miftakhul Khoiriah

Percaya diri yang rendah adalah salah satu masalah psikologi yang dapat mempengaruhi prestasi belajar siswa. Masalah ini membuat siswa tidak dapat mengembangkan dan menunjukan kemampuannya. Munurut teori percaya diri adalah kepercayaan pembelajar bahwa mereka secara sepenuhnya mampu untuk menyelesaikan tugas. Siswa seharusnya memiliki kepercayaan diri agar mereka berani dan aktif dalam proses pembelajaran.

Salah satu masalah kepercayaan diri siswa adalah takut untuk belajar bahasa Inggris terutama pada bidang grammar. Grammar memiliki banyak aturan tata bahasa yang harus dimengerti dengan menghafalnya. Untuk menyelesaikan kesulitan belajar tersebut guru menggunakan beberapa pendekatan, teknik, metode atau media. Masalah dari penelitin ni adalah untuk mengetahui apakah teknik grammar games dapat mempengaruhi sikap percaya diri siswa.

Sifat penelitian ini adalah penelitian kuantitatif dalam tipe experimental dengan bentuk pre-experimental. Sampling teknik yang digunakan untuk menentukan jumlah sample adalah teknik sample acak sederhana. Subjek penelitian ini adalah siswa kelas delapan SMPN 01 Putra Rumbia pada tahun akademik 2015/2016 yaitu dikelas VIII B yang berjumlah 35 orang. Untuk mendapatkan data, peneliti menggunakan kuisioner unuk mengetahui pengaruh percaya diri siswa dengan menggunakan grammar games didalam kelas dan kemudian peneliti menghitung hasil kuisioner pretest dan posttest percaya diri siswa. Setelah mendapatkan data, peneliti menganalisis data dengan menggunakan rumus T-test.

Data membuktikanbahwa t_{hitung}lebihbesardaripada t_{tabel} =2,031 <18,07>2,727. Dapat ditafsirkan bahwaadapengaruh yang positifdan significant padapenggunaanteknik grammar gamesterhadap percaya diri siswa pada kelas delapan di SMPN 01 PUTRA RUMBIA tahunajaran 2015/2016.

THE INFLUENCE OF USING GRAMMAR GAMES TOWARD STUDENTS' SELF CONFIDENCE AT EIGHT GRADERS OF SMPN 01 PUTRA RUMBIA CENTRAL LAMPUNG IN THE ACADEMIC YEAR 2015/2016

ABSTRACT

BY:

Dewi Miftakhul Khoiriah

Lack of self confidence is one of the psychology problem that affect the student achievment. It makes students can not improve and show up their ability. Theoritaclly, Self confidence is learnerbelief that they indeed are fully capable of accomplishment a task. The student should have self confidence to make them brave and active in learning proccess.

One of the student self confidence problem is frightened to learn English especially in grammar. It containt lot of rules and the student have to understood by memorize. In order to solve the learning difficulties teacher use some approach, technique, method or media. The problem of this research is to know whether grammar games technique can influence students' self confidence.

The characteristic this research is quantitative research design in the type of experimental design with thepre-experimental form. Technique sampling used to determine the amount of sample was simple random sampling technique. The subject of study is the eighth graders students of SMP N 01 Putra Rumbia in the academic year of 2015/2016 that is in class VII B that consist of 35 students. To get the data, the researcher uses questionnaire to know the influence of students' self confidence on using the grammar games in the classroom and then the researcher measured students' self confidence by questionnaire testthat is pre-test and post-test. After getting the data, the researcher analyzed the data by using T-test formula.

Finally, the data confirmed that $t_{observation}$ is bigger then t_{table} = 2,031 <18,07>2,727. It can be inferred that HI is accepted and HO is rejected. It means there is a significant influenceof using grammar games toward students' self confidence at eighth graders of SMPN 01 PUTRA RUMBIA in academic year 2015/2016.

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Assalamu'alaikum, Wr. Wb.

We have given guidance and enough improvement to the undergraduate thesis which is written by:

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It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the Munaqosah. Thank you very much.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: **THE INFLUENCE OF USING GRAMMAR GAMES TOWARD STUDENTS' SELF CONFIDENCE AT EIGHT GRADERS OF SMPN 01 PUTRA RUMBIA CENTRAL LAMPUNG IN THE ACADEMIC YEAR OF 2015/2016** , written by Dewi Miftakhul Khoiriah, student number 1175847, English Education Study Program, has been examined (munaqosyah) in Tarbiyah Department on Monday, September 07, 2015.

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Stated that it undergraduate thesis is original except certain parts of it quated from the bibliography mentioned.

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Researcher



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MOTTO

و لو انّ ما فی الأر ض من شجر ة اقلا م و البحر یمد ه من بعد ه سبعة ابحر ما نفد ت کلمت اللهؕ ان الله عز یز حکیم (القما : ۲۸)

"And if all of the trees on the earth were pens, and the sea (were ink wherewith to write), with seven seas behind it to add to its (supply), yet the words of Allah would not be exhausted. Verily, Allah is All-Mighty, All-Wise."

(Q.S. Al-Luqman : 27)

When we study human language, we are approaching what some might call the "human essence," the distinctive qualities of mind that are, so far as we know, unique to man

(Noam Chomsky)

Try, hope, pray,and let it flow

(Mifta)

DEDICATION PAGE

This undergraduated thesis would highly be dedicated to:

1. My beloved parents thanks for the deeper prayer, the endless loving and the great support me all of time as long as I life.(Siti Kotimah and Koiri).
2. My beloved younger sister and brother (Baiti Nurul Azizah and Rifky Nurul Huda) And all of te people whom I love.
3. My Almamater State Islamic College (STAIN) of Jurai Siwo Metro.

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Last but not least, the writer hopes that this little piece of work can be useful for her and for all the readers and also this paper can contribute soothing to the better of English teaching and learning in general.

It is Allah who bestows success and guides to the right path.

Metro, 28th August 2015
The Writer

DEWI MIFTAKHUL KHOIRIAH
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language learning is one of the human needed to make a communication among them. English is one of the important language to learn in almost country because it become the international language and widely received as the universal communication. In Indonesia learning English become one of the main lesson in learning proccess as a foreign language lesson.

There are several factors influence language learning successfully. Such factors may be classified into internal (physiological, psychological and learning concentrate)and external factors (social environment and non-sosial environment). Psychological influences learning style, perspectives and attitudes of students in learning proccess. Psychology problem will obtain difficulties in learning English.

Lack of self confidence is one of the psychology problem that affect the student achievment. According to the Safaa Mohammad "Self-confidence is a personal factor that pays a supportive role in the achievement of foreign language learning".[1]Students who have a high level of self-confidence perform better academically. Students who believe they are competent learners thrive under challenging conditions and see it as a way to become better students. Having self-

[1]Safaa Mohammad Al-Hebaish, "The Correlation between General Self-Confidence and Academic Achievement in the Oral Presentation Course" on *Theory and Practice in Language Studies*, (Finland : ACADEMY PUBLISHER Manufactured), Vol. 2/ 2January 2012,p.60.

confidence allows students to share ideas with their peers more.Safaa state that "...Low self-confidence, on the contrary, learners suffer from uncertainty, insecurity, fear and social distance."[2] From this theory if the student disappearance their self-confidence because of their failure or get low score makes them less motivated to go forward , frightened,anxiety, laziness or careless in the process of learning and developing their potential .

One of the student frightened and make them unconfidence to learn English is grammar because it containt lot of rules and the student have to understood by memorize. In another side Grammar is a rule to construct a sentences that should be mastered by the student. Grammar help student to write, speak well, understand the texts ,listen the speakers well and help them to guess the true meaning that is include in the sentences. Without grammar language would simply be chaotic. From that benefit, if the student has unconfidence in learning, it will obstructive student ability.

There are several problem that students face in learning English, it can be seen that :

1. The students have laziness to participate an English lesson and more like to chat or play with friends.
2. The students have a less confidence to speak English.
3. The students aware or has anxiety to using English in class.
4. Student has difficulties to understand the grammar rules.

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[2] *Ibid.*

In order to solve the problem or learning difficulties teacher use some approach, technique, method or media. Many teachers use game as their technique to convey the materials. According to Andrew wright "Games help and encourage many learners to sustain their interest and work".[3]Game is one of the fun activities that promote interaction, thinking, learning, and problem solving strategies. Games are effective tools for learning because they can explore their ability in alternative decisions without the risk of failure.

One kind of games is grammar games. Grammar games change students' perceptions of grammar instruction to learn English. Many teachers use this media to help them decrease the difficulties in learning grammar and know how well the students have mastered their grammar knowledge. When teachers use grammar games, students learn to associate grammar with fun activities without fear about failure. Students are therefore more likely to internalize their new knowledge,it means they will remember the grammar rules and functions when they come up later. Ying Jiang Wang states that "games not only bring fun to the class, they also motivate students and build their confidence".[4]

Furthermore "If students are aware that they are going to play games after they learn either grammar structure or vocabulary, they will look forward to participating in those activities and apply things that they have recently learned with greater motivation. The significance of playing is also supported by Piaget due to its contribution to the development of problem solving, creativity, and

---

[3]Andrew wright, *Games for Language Learning*, (New York: Cambridge University Press,2006), p.2.

[4]Ying-Jian Wang, "Investigating the Impact of Using Games in Teaching Children English",*International Journal of Learning & Development*,(Taiwan: I-Shou University and publisher Macrothink Institute), Vol. 1/ November 2011, p.130.

communication which happens naturally in the process of playing games".[5] This theory is related to using games in teaching English to buildstudents motivation and confidence which can then promote higher levels of English learning.

In this case the writer tries to observe the student self confidence in the eighth grader of SMPN 01 PUTRA RUMBIA, CENTRAL LAMPUNG. The writer has conducted a pre survey on November 01st 2014. I found that most of the students of of SMPN 01 PUTRA RUMBIA, CENTRAL LAMPUNG students have difficulties in learning English their obvious weaknesses were mostly careless and lack of confident.

Based on the pre-survey conducted by the researcher by interview with the English teacher, it can be getting the datum which show in the table below:

Table 1
The Data of Pre-Survey of self confidence in English subject at the Eighth Grade of SMPN 01 PUTRA RUMBIA, CENTRAL LAMPUNG

Affective Aspect	Categories	Students	Percentage
Self confidence	High	6	20,7 %
	Fair	10	34,5 %
	Low	13	44,8 %

Based on the pre-survey data, the researcher found that there are 6 students has a high categories because of they brave to convey opinion, ask and make a question, talk by fluency, and learn English without doubt and most of the students has a low self confidence they does not brave to convey opinion, ask and

[5] *Ibid.*, p.129.

make a question so they has a low attantion and get many difficulties in learning English especially grammar that consist a lot of rules.

Therefore the researcher wants to know how grammar games influence student self confidence. In this case, the researcher are going to use grammar games in learning English and try to research the influence of using grammar games toward students'self confidenceat eight graders of SMPN 01 PUTRA RUMBIA CENTRAL LAMPUNG in academic year 2015/2016.

B. Problem Identification

Based on the background above, some problems are identifying as follows:

1. The student fear to explore their potential in the class.
2. The student has a low self-confident in learning English.
3. The students have less understanding in the structure of grammar.
4. Most of the students make the errors grammatical form and make them has a less confident in learning proccess.

C. Problem Limitation

In line with the problems mentioned above, the researcher limits the problems in the fourth problem which is most of the students make the errors grammatical form and make them has a less confident in learning proccess. Therefore the researcher use grammar games in group game or team work as technique in learning grammar and at eigth grader of SMPN 01 PUTRA RUMBIA, CENTRAL LAMPUNG in the academic year 2015/2016 to help them in self confidence problem. The researcher use match word game and it helps students writing skill.

D. Problem Formulation

Based on the background of study and problems identification above, the writer formulates the problem in this research is "Is there any positive and significant influence of using grammar games toward students' self confidence at eight graders of SMPN 01 PUTRA RUMBIA CENTRAL LAMPUNG in academic year 2015/2016?"

E. Objective and Benefits of the Study

Generally, the objective of this study is to know the influence of using grammar games toward student self confidence.

1. The Objective of the Study

The objectives of the studies in this research are

a. To know the student self confidence.

b. To know student self confidence by using grammar games.

c. To find out whether there is any positive and significant influence of using grammar games toward students'self confidence at eight graders of SMPN 01 PUTRA RUMBIA CENTRAL LAMPUNG in academic year 2015/2016.

2. The Benefits of the Study

a. For the Student

As a stimulate for the students' confidence to learn grammar and it can improve their ability in grammar.

b. For the Teacher

As a suggestion to the teacher to develop and enhance using grammar games to solve the student confidence problem.

c. For the Headmaster

As an useful input for headmaster in improving the quality of learning in the school.

d. For another researcher

As the new knowledge for the other researcher and it may help them to develop the research.


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CHAPTER II

REVIEW OF THE RELATED THEORIES

A Theoritical Review

1. The Concept of Self Confidence.

a. The Definition of self -confidence

Self confidence is one of the psychology variables, in learning process. According to Brown the affective domain is the emotional side of human behavior and it involves a variety of personality aspects such as emotion, motivation, attitude, anxiety, personality and self-confidence.[6] It means that self-confidence is one of the important variables which affect learning process. Brown defines "Self confidence is learner belief that they indeed are fully capable of accomplishment a task."[7] Self-confidence is defined in Oxford Dictionaries as having feeling that you can trust, believe in and sure about the abilities or good qualities of yourself.[8] Furthermore Reldan state that "Confidence is knowing one's own abilities and having enough faith in them to make sound decisions in the face of

---

[6] H. Douglas Brown, *Teaching by Principles. An Interactive approach to Language Pedagogy* , (California: Longman, 2002), Second Edition, p. 61.

[7] *Ibid.*, p. 62.

[8] A S Hornby, *Oxford Advanced Learner Dictionary*, (China: Oxford University Press,2000), sixth edition, p. 1206.

uncertainty andpressure".[9] It should be cited that self confidence is a belief in self ability that can do something good.

Based on the quotations above, it can be inferred that self confidence concept is a belief to make decision to do something as suitable as their own ability. It means that self confidence comes when student do the task appropriate with their ability. How people believe on their ability affect their own attitude and also motivation in learning proccess either positively or negatively.

b. The Confidences aspect

Self confidence influence by another affective aspect in language learning.

Suhardita said that "High confidence actually only refers to the presence of some aspects of the individual's life in which he feels has competence, confident, capable and believe that he can, because it is supported by the experience, the actual potential, achievement realistic expectations of himself." [10]

It means that confidence influence by students' prior and ability.Moreover,according Ghufron, confidence aspect is as follows:

1) Optimistic

Optimistic is the positive attitude of a person who always holds well in the face of everything about themselves and their abilities.

[9] Reldan S. Nadler, *Leading With Emotional Intelligence*, (United States America: Mc Graw-Hill Companies Inc, 2011), p.109.

[10]Kadek Suhardita, "Efektifitas Penggunaan Teknik Permainan dalamBimbingan Kelompok untuk Meningkatkan Percaya Diri Siswa"on *Jurnal UPI* (Bandung: Versi Elektronik, 2011), p. 130.

2) Objective

Someone who sees the problem in accordance with the truth should, instead of by himself.

3) Responsible

Responsible is a person's willingness to bear everythingwhich has been the consequence.

4) Rational and realistic

Rational and realistic is the analysis of a problem, something, and an event by using ideas that can be accepted by reasonable and in accordance with reality.[11]

Based on some theory above, the self-confidence is the beliefthat make students' understanding and feelings about his ability in aspects of positive thinking, optimistic, objective, responsible and able to resolve the problem and realistic.

c. Developing of self confidence

Preston states that aspects that building of self cofidence consist of self awareness, intention,positive thingking, imagination and act.[12]Self awareness is a capacity to understand their own ability, making good self awareness will develop student self confidence. Intention is plan to do, good preparation make someone decrease their anxiety to do something. Positive thingking describe as someone who think that every activities will be perform better withot doubt. Imagination is how someone think creatively to do something, so

[11]Mahrita J. Hapsari, "Upaya Meningkatkan *Self-Confidence* Siswa", Published on December 3th 2011, Paper in year 2011

[12]D.L Preston, *Steps To Self Confidence*, (UK: how to books, 2007), p. 14.

student will have many way to solve their problem and make them avoid from despair. Act is how someone do something. Student can not be confidence if they never do and afraid to make action in learning. Teacher have role for students' act by giving them push to act.

Self confidence get from life experience and correlate with the ability to do good in something. High self confidence will actualize students potentials. Self confidence born from the awareness that decide to do something.[13] In the other theory "Inaction breeds doubt and fear. Action breeds confidence and courage."[14] It is means that to find out the student self confidence, they need to act.

Furthermore Angelis states that there are three aspects to develop confidence. Firstly behavior, which has three indicators; do something to the fullest, help by other people, and able to deal with all the constraints. Secondly Emotions, consists of four indicators; understand their own feelings, express their own feelings, gain affection, attention when they in difficulty condition, and understand the benefits of what can be donated to others. Thirdly Spiritual, consists of three indicators; understand that the universe is a mystery, believes the providence of God, and glorify God.[15]

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[13] Kadek Suhardita, *Efektifitas Penggunaan*., p. 130.
[14] http://blog.dalecarnegie.com/ at September 09, 2015
[15] Ibid.,

Based on the quotations above, it can be inferred that the students' self confidence itself is influenced by others' attitude. Developing self awareness, intention,positive thingking, imagination and act will increase student self confidence. Self confidence is one of the importance aspect that influence student motivation and attitude in language learning.

2. The Concept of Grammar games

a. The Definition of game

Game is familier for us. The people who like challanges automatically like the game. many student like it too. There are many theories about game.

> Amy said that "Games are fun activities that promote interaction, thinking, learning, and problem solving strategies. Often, games have an aspect that permits the players to produce information in a short time period. Some games require the players to engage in a physical activity and/or complete a mental challenge."[16]

Games is a way to get new information for their learning and to make a relation with their environment.Moreover, Khan in Kasihani said that, " games are conducted activites according to the certain rules". Every games has certain rule to get the purposes of it. Martin explains that game is any fun activity which gives young learners the opportunity to practice the foreign language in a relaxed and enjoyable

[16]Amy talak kiryk, "Using Games In A Foreign Language Classroom", on *MA TESOL collection paper,* (Vermont: SIT graduate Institute), No.484/ July 2010, p. 4.

way.[17] It means that many student like the game because they are enjoy in practice English through it.

Games is an effective means to promote children's pedagogical and psychological potential in English learning.[18] Ersoz argued that Language learning is a hard task which can sometimes be frustrating for student in language learning. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same help them time allow students to practice language skills.[19]

From statement above it can see a suitable game bring the student enjoy in learning and understand easily. Games make student learn English naturally without pressure.In addition vygotsky in shu-yun yu state that

> Games can be seen as a means of enhancing learning outcomes by creating more interactive opportunities for learner. Grammar games, especially communication oriented ones, seem to be percieved as good for bringing about natural, meaningful and ow anxiety interaction in a formal linguistic environment, because they require pair or group work and are they very nature informal tasks.[20]

It can be inferred that by playing games the student achievment can be increase and games also decrease student anxiety.

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[17]Jean Brewster and Gail Ellis, *The Primary English Teacher's Guide New Edition*, (England: Pearson Education Limited, 2004), p. 117.

[18]Ying-Jian Wang, "Investigating the Impact., *P. 128.*

[19]Kasihani K.E Suyanto, *English for Young Learners,Melejitkan Potensi Anak Melalui English Class yang Fun, Asyik, dan Menarik*, (Jakarta: Bumi Aksara,2007),p. 12-13.

[20]Shu-Yun Yu, "The Effect of Games on The Acquisation of Some Grammatical Features of L2 German on Students' Motivation and on Classroom Atmosphere", Paper in year 2005, (Unpublish), p. 38.

Furthermore Yin Jiang Wang argue that "Student motivation and confidence can be raised in English learning and their anxiety can be reduced by playing game because of the elements of fun and interest"[21]

In addition Yin Jiang state that "students motivation and confidence can be enhanced in the process of playing games when they achieve learning goals in a relaxing environment. It is easier to maintain the attention of students by playing games because having fun satisfies an inborn predisposition toward attentiveness in human subjects."[22]

Based on the statement above, game is the interesting media that can used by teacher in language learning proccess. Learning proccess will be more fun and affect students' confidence. A game has such component, such as a game should involve form a play to be performed or activity to be done, it should have particular objective to be achieved and it also has particular rules to be followed.

Choosing games should be suitable with learning activity beecause aim of games is to get purpose in learning activity. Amy states that some good games should be fulfill this requirement to be good games there are :

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[21] Ying-Jian Wang, et.al., "Investigating the Impact of Using Games in Teaching Children English"on *International Journal of Learning & Development,*(Taiwan: I-Shou University), Vol. 1/ November 2011, p. 140.

[22] *Ibid.*, p. 128.

1) They are based on a learning objective.

This gives the developer a focus pointfor the format, skills involved and material covered. Through play, the players usepreviously learned knowledge and skills to acquire new knowledge and enhance theirabilities. For example, games that require recall improve the players' memory as theytest strategies for memorization. Their knowledge is reinforced with success andmistakes are corrected due to negative consequences. They also are able to manipulatestrategies for memorization and recall. Hopefully, if the players falter, they realize thatextra studying or help may be necessary to acquire the skill or pass the "test."

2) They give the player control over his own destiny.

Not only does this increasemotivation and responsibility, but it also improves decision making skills by showing thatthere are direct consequences for actions made or those not taken. The player is adaptingto the situation in order to succeed or he is coping as a result of making poor decisions.

3) They include doable challenges.

The player should succeed and struggle atvarious points throughout the game. This increases the player's determination and drivetowards success and completion. Challenge students by adding new information or a newsituation to which previous knowledge can be applied.

4) They are fun and interesting, thus motivating.

This encourages the player tonot only play today but to return later to the game. Because of the emotion andexcitement involved, the student often forgets that he is learning something.Furthermore, it is likely that the player will begin to research information, study harderand practice more so that the next outcome of the game meets his ideals. By calling classactivities a game when they really aren't, the students get excited and have fun withoutrealizing that they are learning something.

5) They are based on reality in order to intrinsically motivate the players tocontinue to play the game.

The player is able to practice a useful skill without the stressthat the real situation may incur. There are chances for multiple practice

and redemption.There is support from peers as well as time to think and react. Situational games allowthe players to assume a new identity in a simulated world where they feel comfortablemaking mistakes and testing hypotheses. In this instance, the games I play are not reallygames at all, but are perceived as games by the students because of the introduction orbuild up I give it. They involve speaking and listening skills. For example, describingsomeone's outfit in the room while others guess who it is; giving directions from oneplace to another while someone else makes it into a map; or, describing your room whileothers draw it.

6) They require interaction.

The players should interact with material on avariety of levels and of course with other players, more and less experienced orknowledgeable. Once again, this promotes learning from sympathetic peers who havebeen in or will be in a similar situation.

7) Games must include everyone.

Each student should be able to participate as aplayer in order to effectively develop and promote social interaction, goodcommunication and a sense of community. Games are meant to level the playing fieldgiving everyone an equal chance to win because everyone starts with the same amount ofresources and time while seeking to accomplish the same goal. While the students areplaying the game, the teacher should be observing the students and their interaction witheach other and the material.[23]

A good game should be consist all of this requirement, so that the purpose of learning English will gotten by student.

In addition Caillois state that "A game is as activity that must have the following characteristics: fun it means that the activity is chosen for its light-hearted character, separate it is circumscribed in time and place, uncertain it means that the outcome of the activity is unforeseeable, non-productive means that participation is not productive, governed by rules means thatthe activity has rules that are

[23]Amy talak kiryk, *Using Games.*, p. 12-13.

different from everyday lif,fictitious means that it is accompanied by the awareness of a different reality".[24]

From the theory above games is a fun activity followed by rule to get the aim of the game. Game is not only for making the student enjoy and entertain in the class but also learning by doing without anxiety.

b. Classification of game

Hadfield classify games into two catagories. First is linguistic games focus on accuracy, such as supplying the correct antonym. The second is communicative games focus on successful exchange of information and ideas. The important of communicative language is Correct language usage and achieving the communicative goal is the secondary aim.[25]

From theory above games devide into categories and each categories has a purpose to get the aim of learning. There are linguistic and communicative games.

Lee classify game in language into ten categories, they are: the first is structure games which provide experience of the use of particular patterns of syntax incommunication, the second is vocabulary games in which the learners' attention is focused mainly on words, spelling games, pronunciation games,number gameslisten-

[24] Luu Trong Tuan, Nguyen Thi Minh Duan, "Teaching English Grammar Trough Games"on *Studies Literature and Language*, (Vietnam: Nong Lam University and publisher Cscanada), Vol. 1/ 2010, p. 68.

[25] Ying-Jian Wang, et.al., *Investigating the Impact of Using Games.*, p. 129.

and-do games, games and writing, miming and role play, and the last discussion games.

From the thoery above games has a much kind and function. Teacher should be decide the best one as suitable as their learning goal.Game can stimulate students to learn English better, particularly structure and grammar. Game element creates a desire to communicate. Games can provide attractive and instructionally effective for learning activities. Games are attractive because they are fun. One of the most important reasons for using games is simple that they are enjoyable for both teachers and students and reduce their anxiey so they have confidence in learning english.

c. The Definition of grammar games

Hadfield define grammar games is "The games are used as practice exercise to help student get used to and remember grammatical rules and patterns. They are design as fun activities to help lghten the load of grammar learning."[26]

Gulin states that increasing learner proficiency in practicing grammar communicatively by grammar games, help the student in developing their ability in using language as they are given a chance to use language in te situation which have a purpose.[27]Grammar

[26]Jill Hadfield, *Elementary Grammar Games*, (England: Longman, 2003), p. 4.

[27]Gulin Yolageldili, Arda Arikan, "Effectiveness of Using Games in Teaching Grammar to Young Learners", http://ilkogretim-online.org.tr. Diunduh pada 20 Desember 2014.

games consist of rules and patterns which served by fun activities that can be develop the student ability in learning.

Hadfield state that" games and activities are important parts of the grammar classroom. The study of grammar should be fun and engaging when playing game, the atmosphere should be relaxed not competitive."[28]Grammar is one of the difficult aspect whereas it is consist of rules or patterns for arrange a good sentences and games will make learning relaxed.

In addition Hadfield state that " The games are used s practice exercise to help students get used to and remember grammatical rules and patterns.. they are designee as fun activities to help lighten the load of grammar learning"[29]Playing games is one of way to remember and practice exercise in a fun atmosphere.

d. Types of Grammar Games

There are several types of grammar games. Andrew Wright state 8 types of games, they are :

1) Care and Share

   Caring and sharing games include all those games in which the learner feels comfortable while sharing personal information with other learners. These games relate more to invitation than to challenge. The striving implied by challenge is incompatible with the notion of 'caring and sharing'.

[28]Jill Hadfield, *Elementary Grammar Games.*, p. 4.
[29]*Ibid.*

2) DO: Move, Mime, Draw, Obey

The learner is expected to do something non-verbally in response to a read or a heard text.

3) IDENTIFY: Discriminate, Guess, Speculate

The learner is challenged to identify something which is difficult to identify or to hypothesise about something which is then compared with the facts.

4) DESCRIBE

The learner is challenged to describe something to another learner, by speaking or writing, so well that the other learner can do something, for example, draw a picture. The learner may describe something objectively or subjectively, communicating his or her own feelings and associations.

5) CONNECT: Compare, Match, Group

The learner is challenged to connect, compare, match or group various itemsof information, perhaps pictures or texts, objectively or subjectively. He orshe uses language to describe or comment on the pairs or groups ofinformation.

6) ORDER

The learner is challenged to put various bits of information into an order ofquality and importance, subjectively or objectively, or to put texts, pictures,objects, into a developmental sequence, also subjectively or objectively.

7) REMEMBER

The learner trics to remember something and then communicate what he orshe has remembered.

8) CREATE

The learner is challenged or invited to make a story, write a poem or producesome other kind of material using their imagination. Here the distinctionbetween 'challenged' and 'invited' is worth making. 'Challenged' might include those story-making starters in which you stipulate certain features: for example, you stipulate that a certain tense form must occur very often, or that the story must be exactly 50 words long. 'Invited', because sometimes the best way to stir the creative forces is to 'invite', 'encourage', 'show interest', and so on.[30]

[30]Andrew Wright, et.al., *Games for Language Learning*, (United States of America: Cambridge University Press,2006), p. 4-6.

The teacher should use each kind of game as suitable as from the age and from the level of knowledge of the student. the best game for the young learner is a game that use movement because in they are bore to stay on their chair.

e. The Preparation and Procedures of matching word games

Here the researcher uses build a sentence cubes games or match the word to the true sentences.This game can explore grammar and usage convention,develop sentence fluency and learn to read the function of word.[31]

1) The Preparation

a) The teacher writes a simple present tense formula with a board marker in a cube or square paper, one paper for one word consist of subject, verb, object.

b) The teacher prepares 5 different sentences that has been copied in 4 copies, puts it in a box and hastily the paper.

c) The teacher puts the board marker and box in the back of the class, the far side from the whiteboard.

d) The teacher divides the students into 4 group.

[31] Anonym, *Sentence Building With Word Cubes*, (California: Primary Concept, 2007), p. 3.

2) The Procedures

a) The student takes place in front of box.

b) The student takes the paper and arranges the words to be a good sentence.

c) The student run to the whiteboard and patch the word in the white board.

d) One of the student in team A count and record the time of team B player,B count and record team C, C count and record team D, and D count and record team A.

e) After the game has been finished the teacher ask the team one by one to explain the meaning and the function of words in the sentence (grammatical form).

f) The teacher checks and corrects the sentence.

g) The student who gets a high point (take from the how many sentences that is success to arranging and the most fast one) will be the winner and get the reward.

f. The Advantage and disadvantage of grammar games.

1) The Advantages of Using Games

Constantinescu argues this following advantages of games:

a) Games build up learners' English repertoire in a familiar and comfortable environment where they feel confident.
b) Games increase motivation and desire for self improvement.
c) Challenge and competition are key factors for any game and students pay more attention to completing the task.
d) Interdisciplinary approach. Students use knowledge from other classes, too.
e) Games develop students' ability to observe.
f) Games have clear rules and objectives.
g) Games develop critical thinking, problem solving, and imagination.
h) Games offer new and dynamic forms of teaching/ practicing which replace the traditional worksheets.
i) Games are adaptable for different levels of knowledge.
j) Educational games are easy to understand and use.
k) Educational games do not take long time to be played in the class.
l) There are many online educational games which are free of charge.
m) Immediate feedback both for the students and the teacher.
n) The results are more visible (sometimes both visual and acoustic) and have a stronger impact.
o) The working time is usually known from the beginning and it is respected
p) Games facilitate collaborative learning but, in the same time, students may learn at their own speed and cognitive
q) level.
r) Games may be used in the classroom as rewards for students.[32]

From a large number of advantages above grammar games is alternative way to teach grammar in effectively way.

2) The disadvantages of using games

a) Children will tend to speak in their mother tongue during the lesson
b) Games can become a meaningless habit.
c) Children may simply finish quicker than others.
d) The class sometimes is not the best place for using games.
e) The noise can be another problem, because if they have to speak orally it can be noisier than classes in which children are doing written exercises.

[32]Onur Koksal, et.al., "Views of Turkish Efl Students With Regard to Learning Grammar With Games" on *International Journal on New Trends in Education and Their Implications*,(Turkey: Selcuk University and publisher IJONTE), Vol. 5/January 2014, p. 84.

f) The different levels of the student can be a problem too.

g) And sometimes if the weaker students are mixed with more able students, the weaker students can feel bad in comparison with the others.

h) And there are also some students that may not feel like participating in the class and can disturb the others.[33]

From this disadvantage the teacher can limits the problem by giving a fresh game and also give the clear rule for student. the game should be as suitable as student needed and also see the situation and condition of class.

B Theoretical Framework and Paradigm

1. Theoretical Framework

Theoretical framework is a conceptualization of how the theories relate to various factors that have been identified as an important issue.[34]

So, based on frame of theories and statement above there are two variables in this research, independent variable (x) isgrammar games, and dependent variable (y) is students' self confidence.

Self-confidence is one of the important variables in affective domain which affect learning proccess. Self-confidence is the beliefthat make students' understanding and feelings about his ability in aspects of positive thinking, optimistic, objective, responsible and able to resolve the problem and realistic. Sudent who has a high confidence will lean English better

[33] www.ujaen.es download at 12 February 2015.

[34] Tim Penyusun, *Pedoman Penulisan Karya Ilmiah edisi revisi*, (Metro:STAIN Jurai Siwo Metro, 2010), p. 38

Grammar games is the games are used as practice exercise to help student get used to and remember grammatical rules and patterns. Grammar games help the student to understand a structure in fun and low anxiety activities.

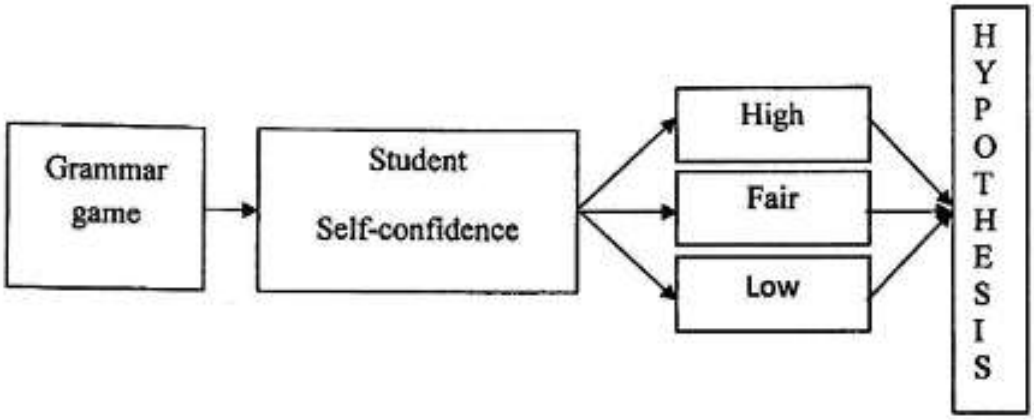
Grammar games believe as one of the way to help student get and develop their confidence. Game make student fun and enjoy in the learning proccess. Throgh games students will understand the structure easily and make them confidence because they fell that they have knowledge and can do the exercise. If grammar games done well, in accordance with the rules and the learning material, hence there is a positive and significant influence on students' self confidence in learning English . On the contrary if the grammar games done worse without using true rules and does not suitable with the content of learning material so, so there is no a positive and significant influence on students' self confidence in learning English.

2. Paradigm

"Research paradigm is link pattern between one and other variable that will be researched".[35]According the theory research paradigm is the description that shows thinking pattern of the researcher, and the correlation between each variables.

[35]*Ibid*., p. 38.

Based on the theoretical framework above, the writer describes the paradigm as following:



3. Hypotheses

A hypothesis isstatement which is still weak and still needs to prove its truth in reality[36]. Basically, there are two kinds of hypotheses that are alternative hypothesis and null hypothesis.

1. Alternative hypothesis (Ha): there is a positive and significant influence of using grammar game influence of using grammar games toward students' self confidence at eight graders of SMPN 01 PUTRA RUMBIA CENTRAL LAMPUNG in academic year 2015/2016.
2. Null hypothesis (Ho): there is no a positive and significantinfluence of using grammar games toward students' self confidence at eight graders of SMPN 01 PUTRA RUMBIA CENTRAL LAMPUNG in academic year 2015/2016.

[36]Cholid Narbuko and Abu Achmadi, *Metodologi Penelitian*, (Jakarta: Bumi Aksara, 2004), p. 28.


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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research will be conducted in SMPN 01 Putra Rumbia, especially on the eighth grader students which consist of three classes. The researcher conduct a quantitative research to investigate whether there is any positive and significant influence of using grammar games on student self confidence. Quantitative research is define as phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)[1].

Furthermore, Daniel decided that there are two main types of quantitative research design, experimental design and non-experimental design.[2] Also, the researcher will conduct the quantitative research in the form of pre-experimental research. Pre-experimental designs with one group pretest and posttest design. The researcher uses one class, the researcher gives pretest quetionarries brfore does the treatment and gives the posttest after the researcher does the treatment, that is teaching by using grammar games.

Moreover the characteristic of this research is descriptive kuantitatif research. This research has aim to describe or explain exactly the influence of grammar games on student self confidence.

The research are focused on independent variable and dependent variable. This research contains two variables. The independent variable that is grammar games (X) and dependent variable that is students' self confidence (Y).

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[1] Daniel Muijs, *Doing Quantitative Research in Education*, (London:SAGE Publications Ltd, 2004), p. 1.

[2] *Ibid.*, p. 13.

B. Population and Sampling Technique

1. Population

Muijs defined, "population is the group of people we want generalize to".[3] It means that population is amount of the responden which will be observed. The population of this research is the students at eighth class of SMPN 01 Putra Rumbia in the academic year of 2014/2015. The total of population in this research is 105 students who divided into three classes.

2. Sample

Marczyk *et. al* insist that sample as "a subset of population."[4] Form this theory sample is part of the population that is choosen to do the experiment.

Suharsimi Arikunto explains that if the subjects are less than 100 people, it will be better if all subjects are used but if the subjects are more than 100 people, the subjects are used just 10-15%, 20-25%, or more.[5] From theory above the researcher takes the samples of this research are the students at the eighth grade in class VIII B that consist of 35 students.

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[3] *Ibid.*, p. 15.

[4] Geoffrey Marczyk*et. al., Essential of Research Design and Methodology*, (New Jersey:John Willey and Sons Inc,2005), p. 84.

[5] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 134.

3. Sampling technique

Sampling is indispensable technique of behavioral research the research work cannot under taken without use of sampling, the sampling is the fundamental to all the statistical technique and statistical analysis. In this research the researcher take all of the population as a sample reasearch, they are 35 students in one class therefore the researcher use simple random sampling technique.

C. The Operational Definitions of Variables

Variable can be defined a general class of objects, events, situations, characters and attributes that are of interest to the researcher.[6]

Based on the theory above, the operational definition of this research variable as follows:

1. Independent variable

Independent variable of this research is using grammar as a technique in language learning proccess. Grammar games is a fun activities which consist of rules that can be develop the student ability in learning. This media can be used to ask the students how to use grammar in right context and enrich comprehension. Grammar games in arranging word games type use present tense rule as the indicator of student comprehension. Grammar games help them to have competency in

[6]Mark Balnaves and Peter Caputi, *Introduction Quantitativ Research Methods*, (New Delhi: Sage Publications, 2001), p. 46.

comprehen, brave to explain material and follow the class in a good atmosphere, so the student at the eighth graders of SMPN 01 PUTRA RUMBIA in the academic year 2015/2016 can catch the lesson well. To operate this research in variable X, the researcher use essay test in a form arranging word.

2. Dependent variable

Dependent variable of this research is student self confidence that defined asbelief on their own ability to do something. Self confidence is a belief to make decision to do something as suitable as their own ability.Self confidence is one of the afective aspect in learning proccess that consist of brave convey opinion, ask and make a question,do a cooparative work in a group,brave to have a persentation in front of the class,make a fast and right decision, do the activities without doubt, brave to ask someone helps and stare their friends when they are talking and presenting about English that should be owned by the student of the eighth graders of SMPN 01 PUTRA RUMBIA in the academic year 2015/2016. To operate this research in variable Y, the researcher use questionnaries test in a types close-ended multiple choice.

D. Data Collection Method

1. Questioner

Questioner is a question draft to get information of answering respondent or the people would like answer it.[7]

Based on theory above, the researchergives the questioner on the Students at the eighth graders of SMPN 01 Putra Rumbia in the academic year 2015/2016. The questioner used was close- ended questionnaire where answer was limited to measure self confidence, the writer gave questioner test after use the grammar games in order to students' to get data. From this result the writer knew how the students' self confidence in learning English.The researcher give thequestionerto all of the sample in this research there are 35 students.

2. Observation

Observation is a data collection tool that was done by observing and recording systematically investigated symptoms.[8] This method is hoped that to get information about the learning process, the facilities of there and the other. In this research the researher is the only one participant to observe the school of SMPN 01 PUTRA RUMBIA in the academic years 2015/2016.

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[7]Edi Kusnadi,*Methodology Penelitian*, (Bandar Lampung: GunungPesagi, 2002), p.93.
[8]Cholid Narbuko, Abu Achmadi,*Metodologi Penelitian*.,p. 70.

3. Documentation

Kusnadi defines documentation as the method which is used to get information from written language or documentation, for instant, book, magazine, rule, note, and other.[9] In another word, documentation is note of information in the form of documentation. Moreover, the researcher was used this method to get the data about eighth graders of junior high school of Putra Rumbia about school history, the profile, the total of the students and teachers of SMP N 01 Putra Rumbia in the academic year of 2015/2016. The researcher take the data from the school documentation.

E. Research Instrument

The research instrument in this research will be the test which will be described as follow:

1. Instrument Blueprint

This research use questioner test to know wthe student self confidence. The writer has grill works of students' self confidene and the questionnaire-test as follow:

[9]Edi Kusnadi, *Methodology Penelitian.*, p.102.

Tabel 2

Blue Print

Self Confidence scale[10]

ASPECT	INDICATOR	Number	Total
Self confidence behaviour	Brave to convey opinion, ask and make a question.	1,2,3,4	4 items
	Brave to ask someone helps.	5,6,7,8	4 item
	Do a cooparative work in a group.	9,10,11,12	4 items
	See the face of friends.	13,14,15,16	4 item
	Talk by fluency.	17,18,19,20	4 items

The instrument that will be used for questionnaire is guidance questionnaire. This questionnaire method is to measure the self confidence of students, the self confidence questionnaire that the researcher gives to students consist of positive (+) and negative

(-) statement . The questionnaire item will be arranged by using multiple-choice types that it will be given to responden. And then the responden answers the statements by choosing one of available alternative choice. Every item will be given 5 alternative choices, and scoring system of these questions is as bellow:

For positive statements

[10]Jhon W Santrock, *Adolescence Psikologi Remaja*, diterjemahkan oleh Shinto B Adelar, Sherly Saragih, dari judul asli *Adolescence*, (Jakarta: Erlangga, 2003), Jilid 6, p.338.

1) If the respondent choose alternative answer A, score 5.

2) If the respondent choose alternative answer B, score 4.

3) If the respondent choose alternative answer C, score 3.

4) If the respondent choose alternative answer D, score 2.

5) If the respondent choose alternative answer E, score 1.

And then, for the negative statement, the answer A will get score 1, B will get score 2 and soon.

2. Instrument Calibration

Instrument calibration is screening or examination of items of instrument that made by the researcher.[11] In other word, it can be inferred that instruments calibration is scale of measurement which has used to screening or examination of items instrument that made up by researcher.

a. Validity

Arikunto states that "a test in valid if the measure what it purpose to measure".[12] From this statement validity has a means measurement to know how a test good or not for applied.To check whether the test have good validity or not, the researcher used the "product moment formula" as follow:

[11]Tim Penyusun, *Pedoman Penulisan.*, p. 33.

[12]SuharsimiArikunto,*ProsedurpenelitianSuatuPendekatanPraktik*, (Jakarta: RinekaCipta, 2006), p.168.

$$r_{xy} = \frac{n.\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n.\sum X^2 - (\sum Y)^2\}.\{n.\sum Y^2 - (\sum Y)^2\}}}$$ [13]

In a statistic manner, to know the validity each item. We compare with table interpretation below:

Table 4

Interpretation

Value of "r hitung"	Interpretation
0.800 – 1.00	Very high correlation
0.600 – 0.800	High correlation
0.400 – 0.600	Fair correlation
0.200 – 0.400	Low correlation
0.000 – 0.200	Very low correlation[14]

b. Realiability

Reliability is the extent to which a test produces consistent results when administered under similar conditions.Realibility is the accuracy of the measurement result to examine measurement instrument. in this research used the product moment formula. The coefficient correlation reflect the reliability of the test was 0.75. It was to be continued to use Spearman Brown as follows:

[13] *Ibid.*, p.170.
[14] *Ibid.*,p. 276.

$$r_{11} = \frac{2(r_{xy})}{1+(r_{xy})}$$

Notes:

r_{11} = coefficient of reliability test

r_{xy} = coefficient of product moment between even and odd items.

F. Data Analysis technique

To investigate whether there is any positive and significant influence of grammar games on students' self confidence in learning English at the eigth graders of SMPN 01Putra Rumbia in the academic year of 2015/ 2016. The writer analyzes the data by using t-test, the formula of t-test:

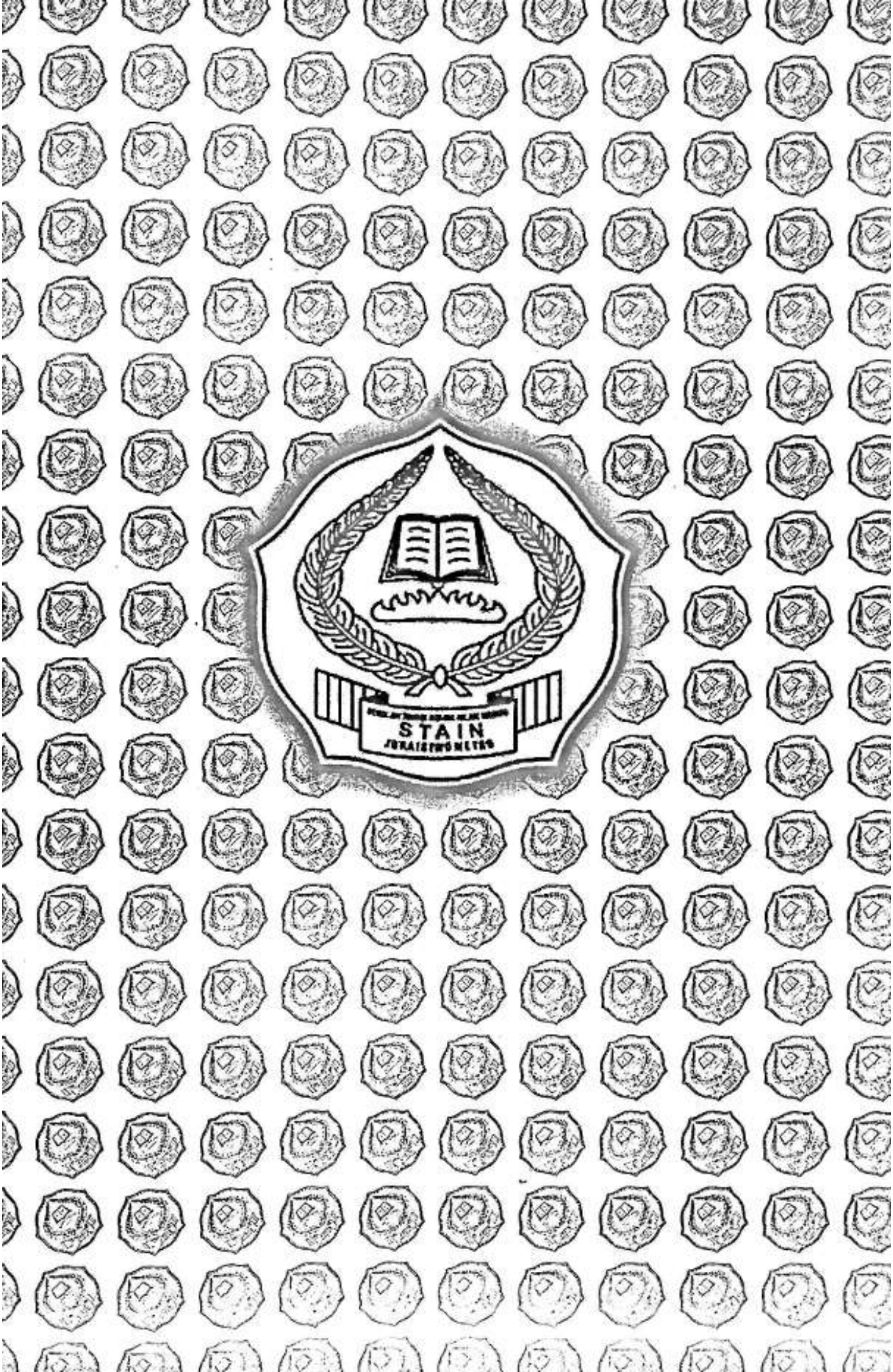
$$t = \frac{\sum D}{\sqrt{\frac{(N\sum D^2)-(\sum D)^2}{N-1}}}$$

Where:

t : t-test

N : Number of Students

$\sum D$: Mean


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CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Data

1. Research Setting

a. The Short History Establishment ofState Junior High School 01of Putra Rumbia, Central Lampung.

The State Junior High School 01of Putra Rumbia located on : Merdeka street No.2 Binakarya Utama Putra Rumbia, Central Lampung. It was established on 2012. When the StateJunior High School 01of Putra Rumbia established had been lead by Mr.Kliman S.Pd now. This school had not accreditation yet cause of they had the first graduated for their student this year.

b. The building of State Junior High School 01 of Putra Rumbia, Central Lampung.

The State of Elementary School 1 has following buildings:

1) 10 Class Room
2) 1 Library and art room
3) 1 Teachers and TU's room
4) Principal's Room
5) Bathroom For Teacher and Principal
6) Bathroom For Students

7) 1 Sport Yard

8) 3 Canteens

9) 1 Parking Area

10) 1 Science Laboratory

11) 1 Language Laboratory and Computer Room

c. The Condition of Teacher and Official Employees State Junior High School 01of Putra Rumbia, Central Lampung.

The number of teachers and official employees in academic year of2015/2016 are 34 that can be identified as follows:

Table 3

The Condition of Teachers and Official Employees State Junior High School 01 of Putra Rumbia, Central Lampung.

No	Name	Sex	Occupation
1	Kliman, S.Pd	male	Headmaster
2	Budiono, S.Pd	male	Vice Headmaster
3	Narti, S.Pd	female	Treasure
4	Eka Dedi M., S.Pd	male	Conselor Teacher
5	Zaini Anwar, S.Pd	male	Social Science Teacher
6	Bagus Pria Sutapa, S.Pd	male	Social Science Teacher
7	Suyono, S.Pd	male	Natural Science Teacher
8	Purwanto, S.Ag	male	Islamic Religion Teacher
9	Hendri Agus S., S.Pd	male	Mathematics Teacher
10	Welly Nuryani, S.Pd	male	Sport Education Teacher
11	Eko Andriyanto, S.Pd	male	Mathematics Teacher
12	Suyanti, S.Pd	female	English Teacher
13	I Wayan Sekar, S.Pd	male	Civics Teacher
14	Subandi Afandi, S.Pd.SD	male	Lampung Language Teacher
15	Eka Ariyanti, S.Pd	female	English Teacher
19	Ni Wayan Sri Astuti, S.Pd	female	Indonesian Language Teacher
17	Kadek Murahjaye, S.Pd.H	male	Hindu Religion Teacher
18	Irwan Kurniawan, S.Pd	male	Art Education Teacher
19	Musriati	female	Lampung Language Teacher

20	Ni Putu Suarpiyani, S.Pd	female	Art Education Teacher
21	Drs. Bayu Widodo	male	Indonesian Language Teacher
22	Kalingga Puja K., S.Pd	male	IT Teacher
23	Dwi Novi P., S.Pd	female	Natural Science Teacher
24	Sanusi, S.Pd	male	Islamic Religion Teacher
25	Seno, S.Pd	male	Sport Education Teacher
26	Rumiyati, S.Pd	female	Art Education Teacher
27	Siti Ariyani, S.Pd	female	Islamic Religion Teacher
28	Vreddy Sumanjaya, S.Pd	male	Mathematics Teacher
29	Ana Alimaidawati, S.Pd	female	Sport Education Teacher
30	Sujarwo	male	officer
31	Dwi Noviandhi, S.Kom	male	Officer
32	Mayang Riyanti	female	School Operator
33	Arif Yudianto	male	Officer
34	Wahyu Imantoro	male	Officer

Source: Documentation result in SMP Negeri01Putra Rumbia onNovember , 11 2014

d. The students' Quantity of Junior High School 01 Putra Rumbia Central Lampung, in the academic year of 2015/2016.

The student's quantity Junior High School 01 Putra Rumbia Central Lampung, in the academic year of 2015/2016 is 419 that can be identified as follows:

Table 4
The Quantity of Junior High School 01 Putra Rumbia Central Lampung, in the academic year of 2015/2016

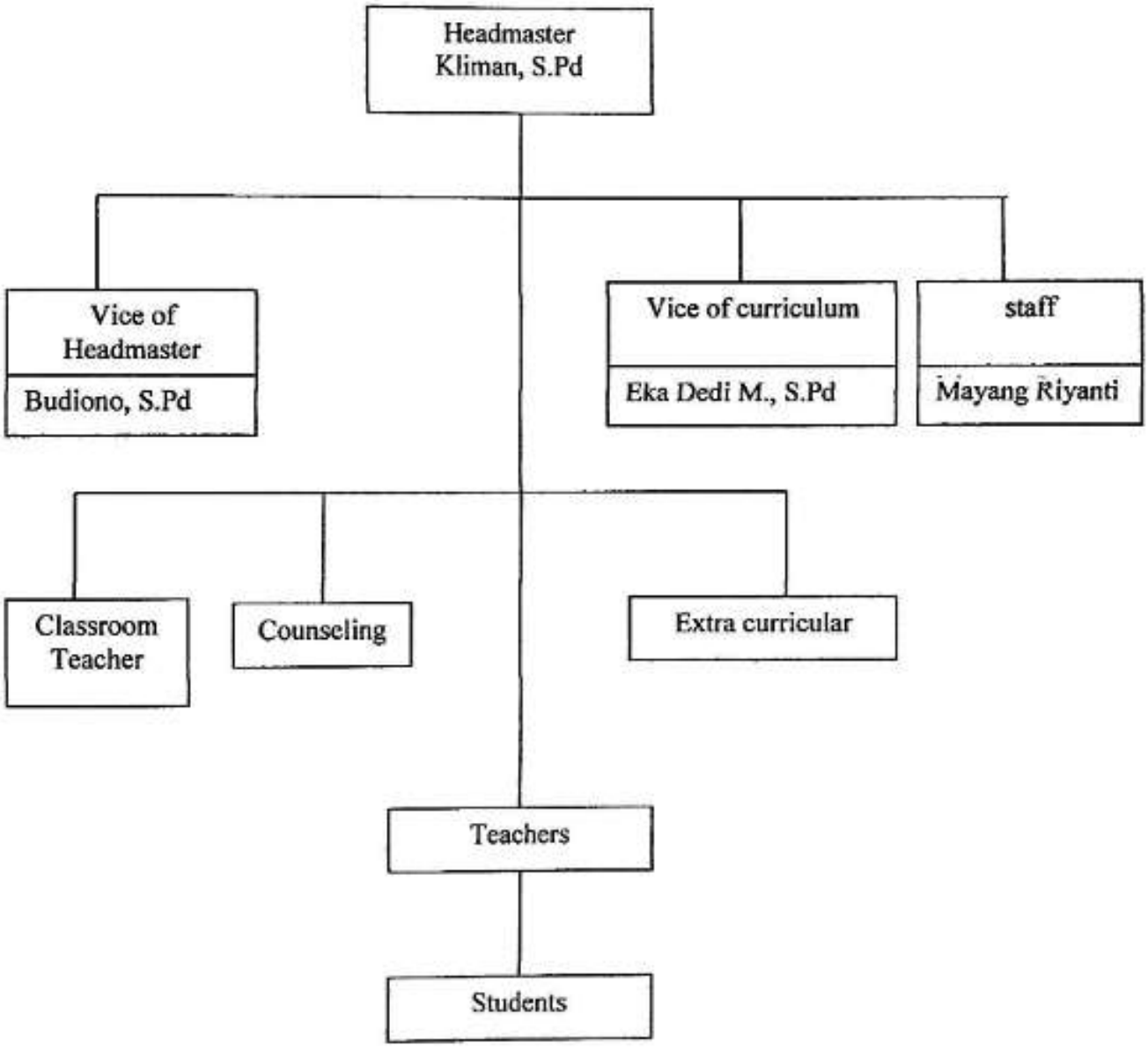
No	Class	Classification			Total
		A	B	C	
1	Class VII	36	36	36	108
2	Class VIII	36	35	34	105
3	Class IX	35	35	-	70

Source: Observation result in Junior High School 01 Putra Rumbia Central Lampung, in the academic year of 2015/2016 on August, 3 2015

e. Organization structure of Junior High School 01 Putra Rumbia Central Lampung, in the academic year of 2015/2016

Figure 1

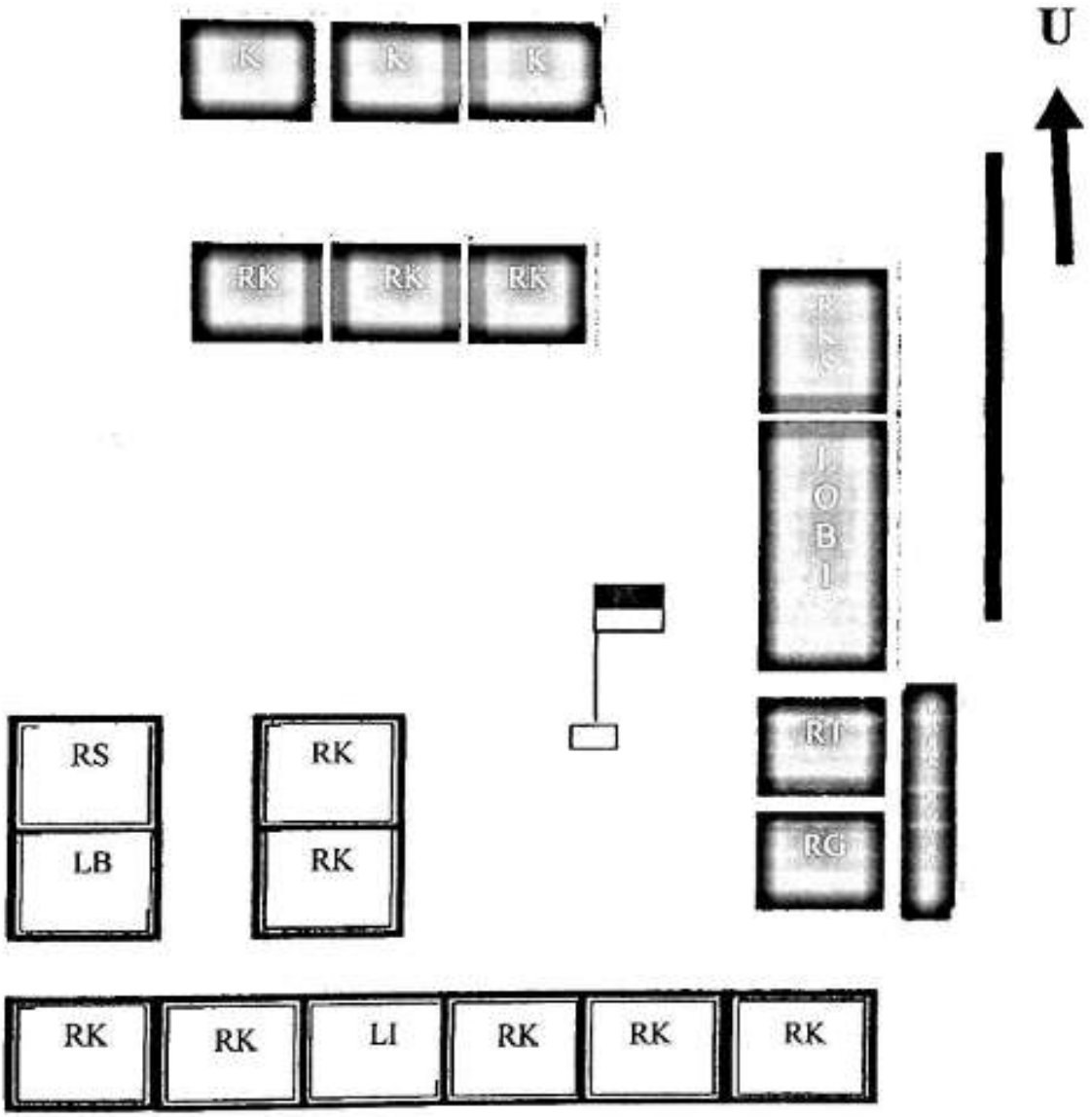
Organization structure of Junior High School 01 Putra Rumbia Central Lampung, in the academic year of 2015/2016



f. Location Sketch of Junior High School 01 Putra Rumbia Central Lampung, in the academic year of 2015/2016

Figure 2

Location sketch of Junior High School 01 Putra Rumbia Central Lampung, in the academic year of 2015/2016



2. Research Data

Table 5
The results of questionarriestest in pretest of Junior High School 01 Putra Rumbia Central Lampung, in the academic year of 2015/2016

No	Name	Result of Questionnaire Score																				Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	AS	3	3	1	4	3	3	5	5	1	3	5	4	5	5	3	3	5	3	2	3	69
2	TH	5	3	4	4	3	3	5	5	1	3	5	4	4	4	3	1	3	3	2	3	68
3	RA	3	1	2	2	3	3	3	5	1	3	5	4	4	5	3	5	3	3	2	5	65
4	HI	2	3	2	2	1	3	3	3	3	1	3	2	2	1	3	2	3	2	3	2	46
5	WPA	3	3	3	2	4	2	5	5	3	1	3	3	5	5	2	5	3	2	2	2	63
6	R	2	1	2	3	2	3	5	5	1	1	5	4	5	5	2	3	3	5	2	3	62
7	PA	3	3	1	4	2	5	5	5	1	3	5	3	2	5	3	5	5	2	3	3	68
8	MK	2	1	3	3	2	3	3	5	1	3	5	4	4	3	3	5	5	3	2	2	62
9	DA	3	3	2	3	2	3	5	5	1	3	5	4	4	5	2	5	5	3	5	2	70
10	MRD	4	3	2	4	3	2	4	2	5	3	5	3	2	5	2	3	4	4	2	3	65
11	AD	3	4	2	3	3	2	2	3	3	3	3	4	5	5	3	5	4	4	3	3	67
12	DWS	2	3	2	3	2	3	3	5	3	2	3	4	4	4	2	3	5	2	2	3	60
13	DR	5	3	3	2	5	3	5	5	3	2	5	4	1	2	3	4	3	3	2	2	65
14	FM	2	1	1	3	3	3	5	5	3	3	5	4	5	5	3	5	5	3	3	2	69
15	HEP	3	3	2	2	3	3	2	5	1	2	5	4	4	5	2	5	3	2	2	3	61
16	RDS	2	3	1	3	1	2	2	3	1	2	2	3	3	1	3	3	3	2	3	2	45
17	PWW	2	3	2	1	2	2	5	5	1	3	3	4	5	2	3	5	5	2	2	3	60
18	DIR	2	1	2	2	2	3	2	3	2	1	4	2	3	2	2	3	1	3	2	3	45
19	AK	2	3	2	2	3	3	3	5	1	3	5	4	4	5	5	5	5	3	2	2	67
20	OA	3	3	3	3	3	5	3	5	3	2	5	4	4	5	3	5	3	3	3	2	70
21	KS	2	5	2	4	2	3	4	2	3	5	4	4	2	3	5	5	5	4	3	3	70
22	BA	5	4	3	4	2	5	3	5	1	2	5	4	4	1	1	4	1	3	4	3	64
23	DS	3	3	1	4	3	3	3	5	3	2	3	4	5	5	3	3	3	3	3	2	64
24	FS	3	3	4	3	2	3	4	3	3	4	5	4	2	3	4	3	3	2	5	3	66
25	TAA	3	1	2	2	2	3	1	5	1	2	1	4	4	4	2	2	1	1	2	3	46
26	CL	2	1	3	3	2	3	5	5	1	3	5	4	4	5	2	3	5	3	3	2	64
27	KWA	3	2	2	1	2	3	3	1	1	3	2	2	2	5	2	5	3	3	3	3	51
28	RS	2	3	1	2	2	3	3	5	3	2	5	4	4	5	3	5	5	3	3	2	65
29	DR	3	4	2	3	3	3	5	5	3	3	5	4	4	3	3	3	5	3	2	2	68
30	DR	2	4	2	3	3	2	5	5	1	3	5	4	4	5	3	5	5	3	2	3	69
31	KRW	3	1	5	2	3	3	3	5	1	3	5	4	4	1	2	5	5	3	3	3	64
32	AK	3	2	4	2	3	3	5	5	4	3	5	4	4	5	3	5	5	2	5	2	74
33	SSS	1	3	2	2	3	4	5	3	3	1	5	2	4	3	2	3	3	3	2	2	56
34	RK	2	3	2	3	2	3	5	5	3	2	5	4	4	5	2	5	2	2	3	2	64
35	NPPS	3	3	1	3	2	2	3	5	3	3	5	4	4	2	3	5	2	2	3	2	60
																						2192
																						62,63

Source: Observation result in Junior High School 01 Putra Rumbia Central Lampung, in the academic year of 2015/2016 on July, 30 2015

a. Result of questioner-pretest

The purpose of administering questioner is to measure the students' self confidence in learning. The researcher tested the students by giving present tense test, such as making the simple sentence and rearranges the words. The results of the preetest can be identified as the table above.

Based on the table above, the writer then measured the class interval, as follows:

K = 1 + 3.3 log n[1]
= 1 + 3.3 log 35
= 1 + 3.3 x 1,54
= 1 + 5.082
K = 6.082 = 6

R = the highest score – the lowest score + 1
R = 74 – 45 + 1
R = 30

$I = \frac{R}{K}$

$I = \frac{30}{6}$

I = 5

[1] Sugiyono, Statistika untuk Penelitian (Bandung : Alfabeta, 2010), p.35.

The total of class interval (I) of this result pre-test research is 5. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 6

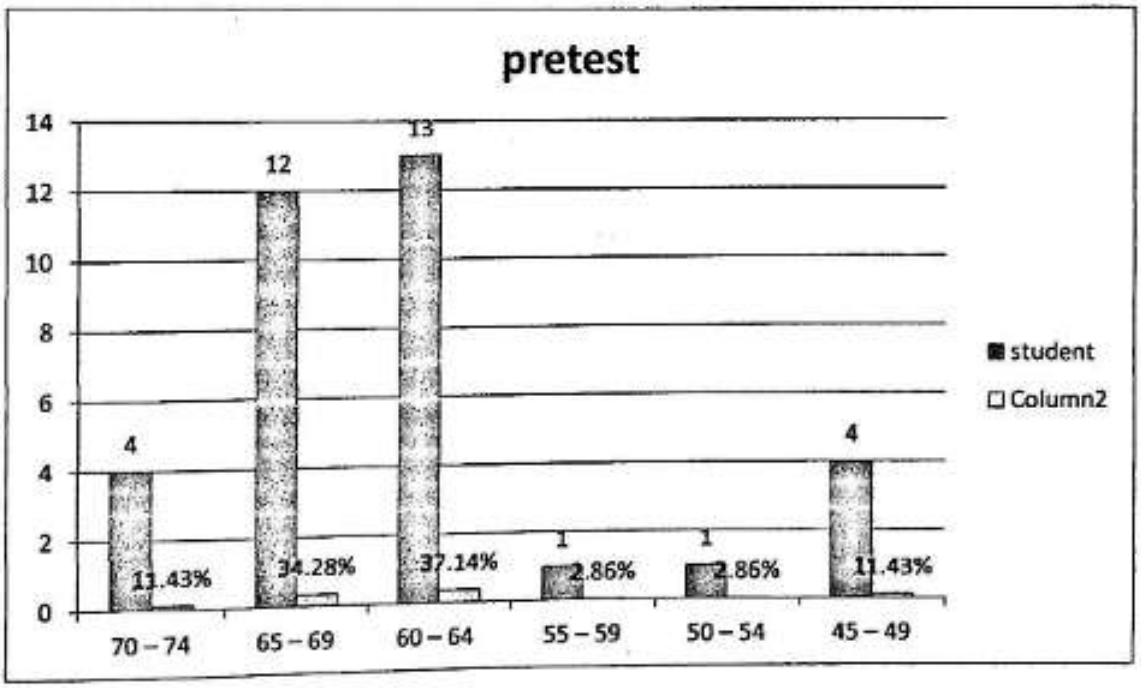
Frequency distribution of students score in questionnaire

No.	Class Interval	Frequency	Percentage
1	70 – 74	4	11,43%
2	65 – 69	12	34,28%
3	60 – 64	13	37,14%
4	55 – 59	1	2,86%
5	50 – 54	1	2,86%
6	45 – 49	4	11,43%
Total		**35**	**100 %**

The data from the table above can be appear in this graph below :

Graph 1

Result of questionnaries-pretest



Based on table frequency distribution above, it can be inferred that 35 students as the research sample can be divided into sixth class interval for the class of 70 – 74, there were 4 students or 11,43%, for the class of 65 – 69, there was 12 student or 34,28%, for the class of 60 – 64, there were 13 students or 37,14%, for the class of 55 – 59, there was 1 student or 2,86%, for the class of 50 – 54, there was 1 student or 2,86%, for the class of 45 – 49, were 4 students or 11,43%

From the data of the questionnaire-pretest most of the students are in the avarage category with the score under 74, and several students had lack of self confidence to learn English as a foreign language. They did not like to show up their ability and to go forward in front of the class.

b. Result of questionnaire-posttest

To measure the students' self confidence in learning English by using Grammar games , writer tested the students by giving them questionnaire test. The result of questionnaire-test can be identified as follows:

Table 7

The results of questionarriestest in posttest of Junior High School 01 Putra Rumbia Central Lampung, in the academic year of 2015/2016

No	Name	Result of Questionnaire Score																				Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	AS	5	3	5	4	3	5	3	5	5	5	3	3	5	3	5	5	4	5	5	5	86
2	TH	5	5	4	4	3	4	5	5	5	3	3	3	5	4	5	5	5	5	5	3	86
3	RA	3	3	3	4	3	5	5	5	5	3	5	5	5	4	3	4	5	3	3	5	81
4	HI	5	2	3	3	5	4	3	5	3	5	3	5	5	4	3	4	3	3	5	5	78
5	WPA	3	2	3	3	4	4	3	5	5	5	3	3	5	3	5	3	5	5	5	5	79
6	R	5	3	5	3	3	5	2	5	2	5	3	3	5	3	5	3	5	5	5	5	80
7	PA	5	3	5	3	3	5	5	5	5	3	3	5	3	4	5	5	5	3	5	3	83
8	MK	3	5	5	3	3	4	2	5	5	3	3	5	5	4	5	5	4	3	5	5	82
9	DA	3	5	3	5	2	5	5	5	3	3	5	5	5	4	5	3	3	5	5	5	84
10	MRD	5	3	3	4	3	4	5	5	5	5	5	5	5	4	5	5	3	5	3	3	85
11	AD	3	5	5	3	3	3	5	5	5	5	3	5	3	3	5	5	4	3	5	5	83
12	DWS	3	5	5	3	2	3	2	5	5	3	3	3	5	3	3	3	5	5	5	5	76
13	DR	5	3	5	2	4	4	5	5	5	3	5	5	5	3	3	5	5	5	5	3	85
14	FM	5	3	5	3	3	5	5	5	5	5	4	5	5	4	3	5	5	5	5	5	90
15	HEP	3	3	5	2	3	5	2	5	5	5	3	5	5	3	5	5	5	5	5	3	82
16	RDS	3	3	3	3	2	5	3	5	3	3	3	2	3	3	5	3	4	3	3	5	67
17	PWW	3	5	3	4	2	4	2	5	5	3	3	3	5	4	5	5	4	5	5	5	80
18	DIR	3	5	5	4	5	4	2	5	5	3	5	5	5	3	5	5	5	5	5	5	89
19	AK	5	5	5	4	3	4	5	5	5	3	3	5	5	4	3	5	5	3	5	5	87
20	OA	3	3	5	2	5	3	5	5	3	5	3	5	5	3	5	5	5	5	5	5	85
21	KS	5	3	5	3	4	5	5	5	5	5	3	3	5	4	5	3	5	5	3	3	84
22	BA	5	5	5	3	2	5	3	5	5	5	5	3	5	3	5	5	5	5	5	5	89
23	DS	5	3	5	3	3	5	5	5	5	3	3	5	3	4	5	5	3	5	5	5	85
24	FS	5	5	5	3	3	5	5	5	5	3	5	5	5	4	5	5	3	5	5	4	90
25	TAA	3	2	3	1	2	5	5	5	5	3	2	2	5	4	5	3	3	4	5	5	72
26	CL	5	3	3	3	2	5	5	5	3	3	3	5	5	3	5	5	5	5	5	5	83
27	KWA	5	3	5	2	3	5	3	5	3	5	2	5	5	4	5	5	2	3	5	5	80
28	RS	5	2	5	1	3	5	5	5	3	5	5	5	5	4	3	5	5	3	5	5	84
29	DR	3	2	2	1	3	4	5	5	5	5	5	5	5	4	5	3	5	3	5	5	80
30	DR	5	3	4	3	3	4	5	3	5	3	3	5	5	4	5	3	3	5	5	3	79
31	KRW	5	3	3	4	4	4	5	5	5	3	5	5	3	4	5	5	5	5	5	5	88
32	AK	5	3	3	3	4	5	3	5	2	5	3	5	5	4	5	5	5	5	5	5	85
33	SSS	3	2	3	3	3	4	5	5	5	5	3	5	5	4	5	3	3	5	3	5	79
34	RK	5	2	3	3	3	4	5	5	5	3	3	5	3	4	5	5	3	5	3	5	79
35	NPPS	3	3	5	3	2	4	5	5	5	5	5	5	5	4	5	5	5	5	5	5	89
$\sum x =$																						2894
Average Score =																						82,68

Source: Observation result in Junior High School 01 Putra Rumbia Central Lampung, in the academic year of 2015/2016 on August, 3 2015

Based on table above, the writer then measured the class interval, as follows:

K = 1 + 3.3 log n
= 1 + 3.3 log 35
= 1 + 3.3 x 1,54
= 1 + 5.082
K = 6.082 = 6

R = the highest score – the lowest score + 1
R = 90 – 67 + 1
R = 24

$I = \frac{R}{K}$

$I = \frac{24}{6}$

I = 4

The total of class interval (I) of this result questionnaire-test research is 4. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

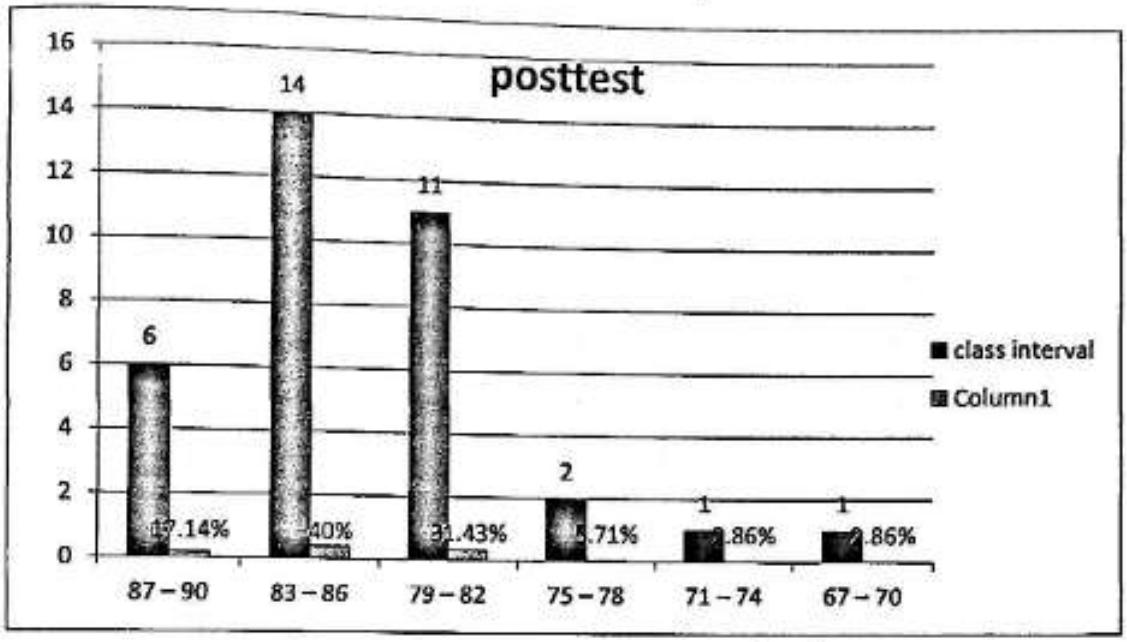
Table 8
Frequency distribution of students score in questionnaire

No.	Class Interval	Frequency	Percentage
1	87 – 90	6	17,14%
2	83 – 86	14	40%
3	79 – 82	11	31,43%
4	75 – 78	2	5,71%
5	71 – 74	1	2,86%
6	67 – 70	1	2,86%
Total		35	100 %

The data from the table above can be appear in this graph below :

Graph 2

Result of questionnaries-posttest



Based on the table frequency distribution above. It can be inferred that 35 students as the research sample can be divided into sixth classes, for the class of 87 – 90, there were 6 students or 17,14%, for the class of 83 – 86, there were 14 students or 40,00%, for the class of 79 – 82, there were 11 students or 31,43%, for the class of 75 – 78, there were 2 students or 5,71%, for the class of 71 – 74, there was 1 student or 2,86%,for the class of 67 – 70, there was 1 student or 2,86%.

So the questionnaire-posttest is categorized into good category, even though part of them still lack of self confidence in answering the question but it was good because most of them in a good categories or the value are more high than 74. From the

B. Hypotheses Testing

Table 9
The result students' self confidence questionnaire-test at theeighth class of Junior High School 01 Putra Rumbia Central Lampung, in the academic year of 2015/2016

Participants	Posttest	Pretest	d (x_2-x_1)	d^2 (x_2-x_1)^2
1	86	69	17	289
2	86	68	18	324
3	81	65	16	256
4	78	46	32	1024
5	79	63	16	256
6	80	62	18	324
7	83	68	15	225
8	82	62	20	400
9	84	70	14	196
10	85	65	20	400
11	83	67	16	256
12	76	60	16	256
13	85	65	20	400
14	90	69	21	441
15	82	61	21	441
16	67	45	22	484
17	80	60	20	400
18	89	45	44	1936
19	87	67	20	400
20	85	70	15	225
21	84	70	14	196
22	89	64	25	625
23	85	64	21	441
24	90	66	24	576
25	72	46	26	676
26	83	64	19	361
27	80	51	29	841
28	84	65	19	361
29	80	68	12	144
30	79	69	10	100
31	88	64	24	576
32	85	74	11	121
33	79	56	23	529
34	79	64	15	225
35	89	60	29	841
N = 35	$\Sigma X_1 = 2894$	$\Sigma X_2 = 2192$	$\Sigma d = 702$	$\Sigma d^2 = 15546$

After applying the documentation and questionnaire, the writer analyzed the data by using analysis of t-test in order to prove whether there is aninfluence of using grammar games toward students' self confidence at eighth graders of SMPN 01 PUTRA RUMBIA in academic year 2015/2016 as follows :

1. Preparing the table in order to prove whether there isaninfluence of using grammar games toward students' self confidence at eighth graders of SMPN 01 PUTRA RUMBIA in academic year 2015/2016.
2. Putting the Data above in to the Formula of t-test in order to get "$t_{observed}$"

$N = 35$

$\sum X_1 = 2894$

$\sum X_2 2192$

$\sum D = 702$

$\sum D^2 = 15546$

$$t_{obs} = \frac{\sum D}{\sqrt{\frac{(N\sum D^2) - (\sum D)^2}{N-1}}}$$

$$= \frac{702}{\sqrt{\frac{(35.15546) - (702)^2}{35-1}}}$$

$$= \frac{702}{\sqrt{\frac{(544110 - 492804}{34}}}$$

$$= \frac{702}{\sqrt{\frac{51306}{34}}}$$

$$= \frac{702}{\sqrt{1509}}$$

$$= \frac{702}{38,85}$$

$T_{obs} = 18,07$

C. Interpretations

1. Interpretation of *"t observation "*

In this research all of the test had done individually by the students. It is aimed to know aninfluence of using grammar games toward students' self confidence at eighth graders of SMPN 01 PUTRA RUMBIA in academic year 2015/2016 the result of these questionnaire-testthere was different score from the students. In can be seen from the result of the students questionnaire-test between pretest and postest.

- If $t_{observation} > t_{table}$, Ha is accepted, and Ho is rejected

The critical value "t observation "is 18,07. If we interpreted it is based on the text above, it can be inferred that there is a significant different between result of questionnaire-test between experimental class and control class toward students' self confidence at eighth graders of SMPN 01 PUTRA RUMBIA in academic year 2015/2016 Statically Significance.

The writer has formulated the Alternative Hypothesis (Hi)as follows :

a. Alternative Hypothesis

There is a positive and significant influence of using grammar game influence of using grammar games toward students' self confidence at eight graders of SMPN 01 PUTRA RUMBIA in academic year 2015/2016.

To know critical value of t-test (t_{table}), the writer firstly counted df, *df* is degree of freedom. The formulation of df = N-1. N is the number of research population:

df = N-1

= 35-1

= 34

After considering the t-test table by using df 34, it can be seen the level of significant from the table below: After considering the t-test table by using df 34, because 34 bigger than 30 and smaller than 40, so it is done by interpolation and it can be found that:

Table 10
Level of significant

Level of Significant	5%	1%
db 30	2, 042	2,750
db 40	2, 021	2,704

Table 11
Inter Polation

Interpolation	5%	1%
db 30 + db 40/2	2, 042 + 2,021/2	2,750 + 2,704 /2
	2, 031	2, 727

1. The critical value of t-test (t_{table}) for the 5% level is 2,031
2. The critical value of t-test (t_{table}) for the 1% level is 2, 727

From all of data analysis above, it can be found that:

1. "$t_{observation}$" = 18,07
2. "t_{table}" = 2,031

"$t_{observation}$" > "t_{table}" or 2,031<18,07>2, 727

Finally, it can confirmed that "$t_{observed}$"is higher than "t_{table}". Therefore, it can be inferred that Ha is accepted . It means that there is a a positive and significantinfluence of using grammar games toward students' self confidence at eight graders of SMPN 01 PUTRA RUMBIA in academic year 2015/2016.

D. Disscussion

This research contains two variables. The independent variable is grammar games (X) and the dependent variable is students' self confidence (Y).The variables were tested by using calculation T-test analysis to investigate whether there is influence of independent variable (grammar game) toward dependent variable (student self confidence). The calculation demonstrated that there is any positive and significant influence of using grammar games toward students' self confidence.

Moreover, the positive influence was clarified by the result of T-test that confirmed that "$t_{observed}$"is higher than "t_{table}". Based on the result of research, the class that has been gave the treatment had a high valuemore than before the researcher gave the treatment.

Furthermore, in discussion of pretest and postest results are included in high, average, and low category. The formulation to get the limit of categories

μ $= 20 \text{ X } 3 = 60$

σ $= 1/6 \ (X_{max} - X_{min})$

$= 1/6 \ (100 - 20)$

$= 1/6 \ (80) = 14$

Low $= X < (\mu - 1.0\sigma) = X < 60 - 14 = X < 46$

Avarage $= (\mu - 1.0\sigma) < X \leq (\mu + 1.\sigma) = 60 - 14 < X \leq 60 + 14 = 45 < X \leq 74$

High $= (\mu + 1.0\sigma) < X = 60 + 14 < X = 74.$[2]

And the result from the calculationcan be shown in the table below:

Table 12
The frequency distribution of pretest and postest result

No	Variable	High	Average	Low	Total
1	Pretest	1 (2,86%)	30 (85,71%)	4 (11,43%)	35 (100%)
2	Postest	33 (94,29%)	2 (5,71%)	0 (0%)	35 (100%)

Based on the table above, it can be inferred that from 35 students who followed the measurement process, most of them were included into average and low category before the researcher did a treatment, after the researcher gave a treatment the increment of students from the avarage to high score ware 28 person or 80 % and there was not student in a low categories it means that the students has a high significant influence by using grammar games. There was not low score before and after the treament.

[2]Saifuddinazwar.,"PenyusunanSkalaPsikologi". (Yogyakarta : PustakaPelajar), 2008, p.109

Moreover, based on the result of hypothesis testing result demonstrated that $t_{observed}$ is higher than t_{table} with N = 35, it can be looked at significant either for level 5 % or 1 %. In the table also demonstrated that the level of significant was "$t_{observation}$" > "t_{table}" or 2,031<18,07>2, 727. It means thatthere is aa positive and significantinfluence of using grammar games toward students' self confidence at eight graders of SMPN 01 PUTRA RUMBIA in academic year 2015/2016. So, the Alternative Hypothesis (Ha) is accepted.

Furthermore, the result of this research confirmed what Yin Jiang Wang statement about "Students' confidence can be raised in English learning and their anxiety can be reduced by playing game because of the elements of fun and interest"[3]. Students' self confidence can be raised because of several factors. It can be seen from this research are the students brave to perform the teacher's question when they played grammar games in front of the class and otomatically they tried to learn build up their own self confidence and also learn the grammar. It is suitable from the theory that the students' confidence can be enhanced in the process of playing games when they achieve learning goals in a relaxing environment.[4] Some student that had a little valuein the test because of several factors, they were some students who followed the test cannot answer the question seriously because they did not have good concentration to fill the tests and some student had a problem out of school and affect their progress to raise up their self confidence that did not explain and disscuss in this research.

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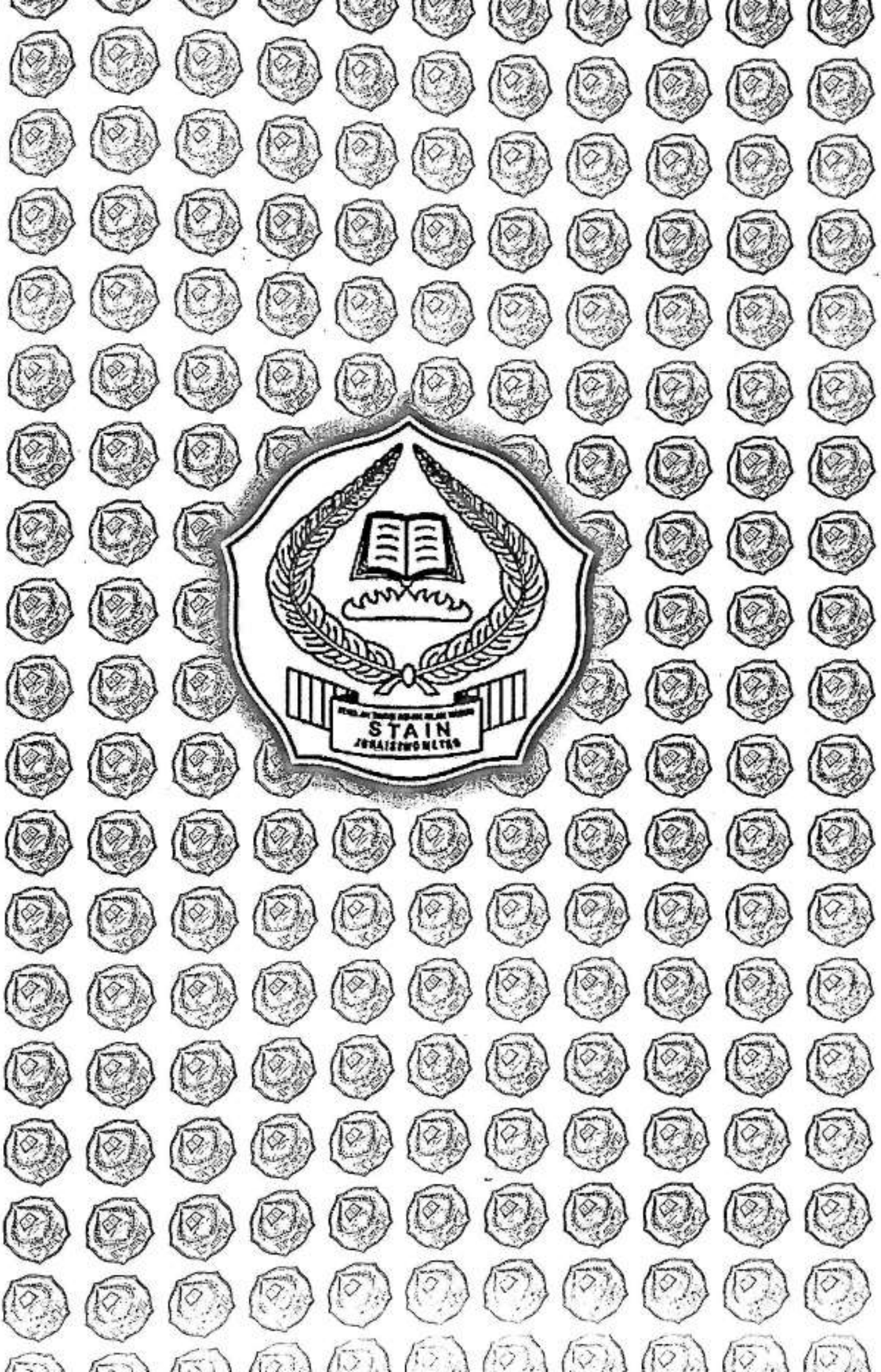
[3] Ying-Jian Wang, et.al., "Investigating the Impact of Using Games in Teaching Children English"on *International Journal of Learning & Development*,(Taiwan: I-Shou University), Vol. 1/ November 2011, p. 140.
[4] *Ibid.*, p. 128.

The problem that teacher facedto applied the game in learning activities were; there was no facilitation to evolving game because it is a new school that had the difficulties to get internet acces and game equipments, so the games was only used a simple equipment.

This research also explained that the theory of the using grammar games toward students' self confidence at eight graders of SMPN 01 PUTRA RUMBIA in academic year 2015/2016. In other word, the result of the research may vary on other educational institutions. It depends on several factors such as condition, situation, research setting, and subject of the research. The differences of ability and other uniqueness of each student also becomes a decisive factor which causes the difference result of the research in the other educational institutions.

E. Limitation

This research was conducted at Junior High School 01 Putra Rumbia Central Lampung at the 3rd August 2015.This research was prevailed on the class VII B of Junior High School 01 Putra Rumbia Central Lampung in academic year of 2015/2016. The result of this research is only for this school. It could not generalize to another


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CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

Based on the data collected and analysis, the researcher concludes that :

1. The data appear that the level of significant was "$t_{observation}$" > "t_{table}" or 2,031<18,07>2, 727 . it confirmed that "$t_{observation}$" is bigger than " t_{table}". Therefore, it can be inferred that hi is accepted and ho is rejected.
2. This research can be proof that using grammar games technique can be influence affective aspect because it made the students more confident and comfortable when they arranging word to the good sentences. Through the grammar games, the students learn English in a funactivity and decrease their anxiety about the difficulties in learning foreign language.
3. There is positive and significant influence of using grammar games toward students' self confidence because after treatments the result of questionnaries shows that the students' self confidence builds up.

B. Suggestions

After the researcher had done the research at the seven class of SMPN 01Putra Rumbia, Central Lampung. The researcher would like to give some suggestions as follows:

1. For The Headmaster

   a. It is suggested for the headmaster in order to persuade the teachers to use this technique because it helps the students to understand grammar in fun and easy activiteas beside it can build up the students' self confidence

   b. It is suggested in supporting in English learning process by preparing the facilitation and instrument completely.

2. For The Teacher

   a. The English teachers are suggested to help the students build up their self confidence.

   b. It is better for the teacher to use the Grammar Games Technique in teaching English because it can build up students' self confidence.

   c. It is suggested to the teacher gives more attractives and innovative activities to the students to make them confidence in learning English as a foreign language

3. For The Students

   a. This method can build up the students' self confidence in studying English.

   b. To be more active in learning English by using grammar games technique because it helps the students to enjoy and decrease their anxiety in following material that the teacher given. So it can build up theirself confidencein learning foreign language.


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