

## **THE USE OF GRAMMAR NINJA GAME IN TEACHING STUDENTS' WRITING AND SPEAKING SKILL**

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### **Abstract**

The aim of this paper is to know whether Grammar Ninja game have an impact on students' grammar knowledge and writing skill. The students in Elementary School who have just start English class will be confusing to use any vocabulary of English. Moreover, they need to consider about part of speech. Thus, through this paper the researchers want to increase those two things from students by using game. Students in this age will be more interested and understand easily the material, if it is delivered through game. Researchers choose a grammar ninja as the game, because by this student can play games and study about grammar well. This research will be implemented in EFL classes of Elementary School learners, in order to consider students' assessment and developing understanding after having the game. Thus, the use of Grammar Ninja game will give a better understanding for students and be able improve their writing and speaking skill.

**Keywords:** Grammar Ninja, Game for learning, writing skill, Elementary School Learning

### **A. Introduction**

English becomes international language to communicate. In Indonesia, this condition urges the education intention to apply the English language in basic until university. That is why English becomes one main subject in school.

Grammar had been claimed as a central role in studying a language in students' expectation (Scrivener 1994:156). According to some experts, speaker need to master grammar, or at least know the basic to make their word can be understood by others.

However, only with grammar students cannot be claimed as an outstanding learner. Because knowledge are made to be applied, students need to be skilled with some skills, as speaking and writing.

Elementary school students as young learner are having problem deals with attention. They have short attention to teaching activities in class. (Richard, 2015). Thus, it can be overcome by changing class environment by adding physical activity and interesting teaching for them.

Considering some concern above, researcher made a course by using game and some physical activities for students. The game that is chosen is grammar ninja, an eye catching grammar game which made for students 10-14 year old. The aim of the study is to reveal whether grammar ninja give impact on students' grammar knowledge, speaking and writing skill, based on students' score

## **B. Theoretical Framework**

### **Grammar**

Grammar is the rules of word structure that reveal how the sentence are formed (Macmillan, 2002:618). Grammar had been claimed as a central role in studying a language in students' expectation (Scrivener 1994: 156). Scrivener (1994) claimed that understanding grammar is a must when people want to communicate to others and being understood (p.157). Someone can be said that "know a language" when the person is able to use the language with grammatically acceptable sentences (Dickins and Woods, 1998: 624). Based on previous statements, we can assumed that learning grammar is important. The reason is because grammar is involve in all language skills; listening, speaking, reading, and writing. It is impossible if someone speak without any grammar, even the smallest part, such as vocabulary use. Without grammar, the language cannot be understood by target person.

### **Writing**

Albertson and Billingsley (2001) stated that improving writing (technique and outcomes) is important, because students are still having lack improvement of writing in both elementary and secondary level

### **Speaking**

Speaking is a series of making meaning that involve produce, process, and receive information. (Brown, 2001). Another words, speaking is a way a speaker express and deliver their meaning to others in order to build communication.

## **Why Should We Use Games in Language Teaching**

The recent research shows that using games will not only increase students' interest but also make students contribute in many beneficial factors that it has.(Chen 2015)

I-Jung Chen (2005, pp.125) stated that there are 9 advantages of using games in classroom for students, five of them are, (1) Enrich students' communicative competence, (2) (3) Make meaningful context of language use, (4) Combine various linguistics skill, (5) Students be more active

Teacher as a class facilitator need to be careful in choosing the game. The game will only bring benefit in classroom activity if it is suitable with the condition (Yolageldili, 2011: 211). Some aspects need to be considered, such as purpose (outcomes given), level (compatibility), and interaction (discussion, participation, cooperating).

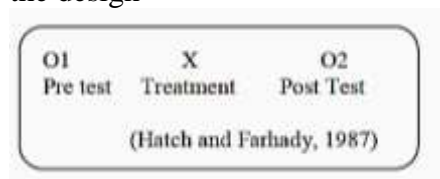
Some previous researches proved that the use of game in teaching and learning process bring positive effect for young learners. They are difficult to give their attention and concentrate to something for more than 10-20 minutes (Nedomova, 2001:17). Moreover, they will start to get bored and lazy. Teacher needs to give special treatment in class through teaching strategy. A creative teaching strategy is able to re-call their enthusiasm. Their enthusiasm will simply increase through some physical activity, or audio-visual games. It is enabling students to be active in class without worrying their understanding.

### Grammar Ninja

Grammar ninja is an education game which aims to teach grammar to young children in interesting way. It has different level that categories in ninja skills (beginner, medium, and skilled). Then, display some sentences with selected part of speech categories. If the categories if noun, player need to click which word is belongs to noun, etc.

### C. Method

The research use quantitative method with pre experimental design. Quantitative method is a method that is used to find out questions that can be best answered by collecting and statistically analyzing data in form of number (Crowl, 1997:267). The research use pre experimental design, and the writer choose one group pre-test and post-test design. Here is the design



### Subject of the Research

Population is whole object who become the real subject of the research (Feriwijayanti, 2017), while sample is small group that is part from population which is observed (Ary, 2010:148). For this research, the population is all students grade 5 from SD N Tegalsari, Candimulyo, Magelang Regency, Central Java. The sample is 13 students from the class who joins the learning process from beginning until end. There are 13 students, 5 males and 8 females.

### Data Collection and Data Analysis

The data of this research was collected by pre-test and post-test. The pretest is given before the students get treatment (grammar) ninja. The data then analyzed by formula (Ary, 2010:177) :

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

### Hypothesis

- Null Hypothesis(Ho) : Grammar ninja is not effective in teaching grammar, speaking, and writing to Elementary school students.
- Alternative Hypothesis(Ha) : Grammar ninja is effective in teaching grammar, speaking and writing to Elementary school students.

#### D. Findings and Discussion

The data collected through the pretest and post-test shows that students grammar knowledge and writing skill are increasing. the data that researcher got then being displayed below.

Table 1  
Grammar Test Analysis

	Pre-test	Post-Test
N	13	13
$\sum x$	750	1077
$\sum D$	327	
$\sum D^2$	13375	
Mean	57,69231	82,84615

Based on table 1, the mean of pre-test was 57,69231 from total score 750. While the post-test total score are 1077 and the mean is 82,84615. Only from those mean from pre-test and post-test, the number is increasing 25,15384 points. The table also show the total score of D (total scoring of pre-test and post-test) is 327, while the  $D^2$  is 13.375.

After calculate mean and D from grammar data score, then it will be calculate by using t-test formula to know whether the treatment is effective in teaching the grammar knowledge or not. To know t-test score, calculating value of t-test and degree of freedom is a must (Feriwijayanti, 2017). Based on t-test formula from Ary (2010: 177), t score for students' grammar knowledge is 4,378 at the degree of freedom 12. Compared to t-table with same degree of freedom, at level of significance id 1% (0,01) is 3,012, it means that t score (4,378) > t-table (3.012).

Well, from the calculations result above it is clearly proved that students have better score in post-test than pre-test.

Table 2  
Writing Test Analysis

	Pre-test	Post-Test
N	13	13
$\sum x$	487	880
$\sum D$	393	
$\sum D^2$	14875	
Mean	37,46	67,69

Based on table 2, the mean of pre-test was 37, 46 from total score 487. While the post-test total score are 880 and the mean is 67,69 the score showed increase 30,23 points. Even, the mean upsurge is higher than grammar knowledge has. The table shows that the D is 393 and  $D^2$  is 14875.

The result of mean and D above then being calculate again to find the t-test score based on t-test formula from Ary (2010: 177). T-score for students' writing skill is 6,9 at the degree of freedom 12. Compared to t-table with same degree of freedom, at level of significance id 1% (0,01) is 3,012, it means that t score (4,378) > t-table (3.012). There is a huge difference from t-test score and t-table.

From calculations result above, clearly proved that students have better result after the treatment given.

Table 3  
Speaking Score Analysis

	Pre-test	Post-Test
N	6	6
Fluency( $\sum x$ )	450	480
Pronoun( $\sum x$ )	435	450
Performance( $\sum x$ )	455	475
Fluency( $M\sum x$ )	75	80
Pronoun( $M\sum x$ )	72,5	75
Performance( $M\sum x$ )	75,83	79,17

Table above shown the result of students speaking score before and after getting grammar ninja as a threatment of the research. There are three scoring aspects, they are fluency, pronun, and performance. In pretest, the average score that students get for fluency, pronun, and performance are 75; 72,5; 75,83 ; yet the mean for students post-test are 80; 75; and 79,17. It is explicitly shown that there are significance difference of students' speaking score before and after getting treatment.

### Conclusions

Related to findings and discussion explained above, conclude that the use grammar ninja in increasing elementary school students' grammar knowledge, writing, and speaking skills based on the research conducted in SD N Tegalsari, Magelang. It is proven by the result of t-test from each elements (grammar, writing skill) at db 12, 1% level of significance, the t-test is higher than t-table. Hence, Ho is rejected and Ha is accepted, using grammar ninja in teaching grammar and writing to elementary school students is effective to help them have a better score in learning, and be one alternative game to be applied.

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