



# BRIGHT VISION

*Journal of Language and Education*

Email: [brightvisionjournal@uinsu.ac.id](mailto:brightvisionjournal@uinsu.ac.id)  
<http://jurnaltarbiyah.uinsu.ac.id/index.php/brightvision>

## THE EFFECT OF DICE GAME IN TEACHING ENGLISH GRAMMAR AT MADRASAH TSANAWIYAH NEGERI 2 LABUHANBATU SELATAN

**Arfemi Widiya Hutauruk**

Department of English Education Faculty of Tarbiyah and Teacher Training  
State Islamic University of North Sumatera – Medan  
Email: [widiyafemi17@gmail.com](mailto:widiyafemi17@gmail.com)

### ABSTRACT

This research was aimed to find out whether the students' ability in English grammar taught by dice game is better than without dice game. The method of this research was quantitative method with the experimental research. The population of this research was the eight grade student which is distributed into two classes totally 60 students. There were 30 students in experimental class and there were 30 students in the control class. The finding of this research shows that teaching English Grammar by using dice game is effective. The mean of experimental class from pre-test was 50.33 and post-test was 67.17. It was also proved by tobserved (9.431) which is higher than ttable (1.671) in degree significance 5%. Furthermore, the hypothesis test that sign 2-tailed (p) was 0.00 while alpha ( $\alpha$ ) was 0.05 ( $0.00 < 0.005$ ). It means that  $H_0$  was rejected and  $H_a$  was accepted. So, the students' English grammar taught by dice game is better than without taught by dice game.

**Keywords:** Dice game, English Grammar

### INTRODUCTION

In curriculum 2013, the objectives of teaching English grammar of The Eighth Grade students is that the students expected to be able to: subject-verb agreement, using quotation marks correctly in dialogue, using punctuation (comma, ellipsis, dash) to indicate a pause or break, forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood, correctly use capitalization, punctuation, and spelling when writing.

However, the objective of teaching English grammar is not achieve yet. This can be proven by the fact that English grammar of students is still low. Based on the researcher's observation, the researcher found students has some problems in English grammar such as,

students had the lack of interest in learning English grammar, it is seen from the lack of students' attention towards the teacher. A lot of students while doing English grammar task sometimes got confused and hard to understand the meaning, this caused of some reasons such as, lack of vocabulary and less understand about the theory of English grammar. Most of the students got frustrated and lost their interest in learning English grammar.

Another factor that make students difficulties in English grammar are teacher just use traditional media in teaching English grammar and teacher doesn't use variety media that make students do not more interest to learning about English grammar. Therefore the student will be unmotivated, bored, not fun, difficulties in teaching process English grammar. Usually, the teacher does not have the media in teaching and delivering the material. The teacher only explains the material and reads the text and only gives examples without knowing the students already understand the material taught by the teacher. Teachers do not get closer to students sometimes teachers only pay attention to students who are more active and respond to them without paying attention to others. They must have good skill and competence to apply the methods, techniques, strategies and media that can motivate the students to enjoy and fun in learning teaching process.

So, if the teacher used technique in teaching especially dice game technique in English grammar make the students enjoyed and were interested in learning English grammar. Besides that, the students were easy to understand about English grammar. The students will be active in teaching learning. The researcher hopes this technique can help the students in English grammar. So that, it is able to increase the students achievement in English grammar and make good sentence in learning language.

## **REVIEW OF LITERATURE**

Thornbury, grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey.<sup>1</sup> Meanwhile, Ur, states that grammar can be defined as the way of manipulating and combining words in order to make longer units of meaning. He also says that the knowledge about grammatical rules is essential for the mastery of a language.<sup>2</sup> Harmer, grammatical rules is essential for the mastery of language. People cannot use words unless they know how the words should be put together. Besides,

---

<sup>1</sup> Scott Thornbury, *How to Teach Grammar*, (Essex: Pearson Education Limited, 199), p.13

<sup>2</sup> Onesty, R., & Fitrawati, F. (2013). Using Word By Word Games in Teaching Grammar For Junior High School Students. *Journal of English Language Teaching*, 1(2), 10-19

the grammatical aspect of a language specifies the way in which sentences in that language construct.<sup>3</sup>

From the statement above it can be concluded that grammar is a description of the structure of a language. It has always been the elements of a language and the rules of how to arrange these elements into a meaningful unit and knowledge about grammatical rules is essential for the mastery of a language. English is an international language other than those used for relations between countries, is also used to deepen and develop science, for the most part science books imported from abroad.<sup>4</sup> Rayner, English is an international language so it is a language most widely used worldwide. We can see the position of the language English as an international language with anglophone speakers (speakers English) spread across five continents. English is not only used by anglophone speakers, but used by people around the world especially in modern societies. This is also due to various advantages in English, including the richness of its idioms (special expressions), which are more varied and always developed than other European languages.<sup>5</sup> Broughton, English is the official language of international aviation, and unofficially as the first language of international sport and pop scene.<sup>6</sup> From the statement above it can be concluded that English is an international language used for relations between countries so it is a language most widely used worldwide. Due to various advantages in English and always developed than other European languages.

Based on the explanation above English grammar is the way in which meanings are encoded into wordings in the English language. This includes the structure of words, phrases, clauses, and sentences, right up to the structure of whole texts. From the statement above it can be concluded that English grammar is a set of rules that construct English sentences in order to be meaningful.

### **Dice Game**

According to Merriam-Webster, a dice is a small cube that is made of plastic, wood, and etcetera. It has one to six dots on each side, and that is usually used in pairs in various games. According to Blomberg a dice game is a board and a dice to play. He added that the dice is used usually in order to move the students to places where they need to use their language skills. He stated that each player will get a chance to roll the dice and then they will get a task from

---

<sup>3</sup> J Harmer, *Teaching and Learning Grammar*, (New York: Longman, 1987), p.04

<sup>4</sup> Izzan, Ahmad dan Mahfuddin, FM. *How To Master English*. (Jakarta: Kesaint Blanc, 2007), p.01

<sup>5</sup> Hardjono Rayner, H. *Kamus Istilah Bahasa Asing*. (Jakarta: PT Gramedia. Pustaka Utama, 2001), p.25

<sup>6</sup> Geoffrey Broughton et. al., *Teaching English as A Foreign Language*, (New York: Taylor& Francis e-Library, 2003), p. 1

the teacher.<sup>7</sup> Meanwhile, according to Mahardika, dice game is also movement game, because his game is played by doing movement from one place to another. Shed said that this game is also adapted from snake and ladder game.<sup>8</sup>

From the statement above it can be conclude that dice games is versatile game also add variation to a lesson and increase motivation the target language. Dice games are incredibly versatile Remember that the dice need not only have numbers on the faces. Dice game has multi functions such as to builds new vocabulary for the students, make a good sentence, enhancing English grammar, and understand theory English grammar to complete the task. It state in the holy Al-Qur'an An-Nahl 125:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدِّ لَهُمْ بِالَّتِي  
هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ  
بِالْمُهْتَدِينَ

Meaning: invite (all) to the way of the lord with wisdom and beautiful preaching; and argue with them in ways that are best and most gracious: for the lord knoweth best, who have strayed from his path, and who receive guidance.”<sup>9</sup>

From the verse above, Allah SWT instructed him to provide knowledge by using learning techniques with games and giving useful lessons with great tenderness through motivational advice. Techniques with games are used in the teaching and learning process in order to achieve a good learning process. By using the appropriate method is able to create an effective, relaxed, fun learning environment and gain useful knowledge for students.

It can be concluded that dice game is a small cube that is made of plastic, wood, and etcetera with each side having a different number of spots on it used with thrown. Dice not only have numbers but also with letters of colors that are more interesting to make a dice better than dice that can be seen by children. It is a game used by teachers to achieve an effective learning atmosphere and a fun learning process for students. Therefore by using this technique a lesson can achieve the desired goal.

#### a. Principle of Dice Game

There are some principle of dice game. Firstly, class work. It is easy to demonstrate that leaners say only one or two students in a lesson or, indeed, in a week. The greatest mistake is for the leaner not to speak at all. Although some mistakes of grammar or pronunciation or idiom may be made in pair or group work, the price is worth paying. If the learners are clear about what

---

<sup>7</sup> S Blomberg. The Usefulness of Game in Foreign Language Learning: Using Game as an Aid and Motivation in Language Lesson. (unpublished-Thesis: University of Oulu, 2004) P. 15.

<sup>8</sup> Sinta Mahardika. Bermain Dadu Ajaib – Belajar Kosa Kata Bahasa Inggris. 2013

<sup>9</sup> Mahmud Y. Zayid, 1980 The Quran: An English Translation of The Meaning of the Quran Lebanon: Dar Al-Choura. p.200

they have to do and the language is not beyond them, there need be view mistakes. Secondly, group work. Some games require for to nine player; in this case group work is essential. Membership of group should be constant for the shake of good will and efficiency. In class work, it easy to demonstrate that learners say only one or two sentences in a lesson or, indeed, in a week. The greatest mistake is for the learners not to speak at all. Although some mistakes of grammar or pronunciation or idiom may be made in pair or group work, the price is worth paying. If the learners are clear about what they have to do and the language is not beyond them, there need be view mistakes. The last, pair works. This is easy and fast to organize. It provides opportunities for intensive listening and speaking practice. Pair work is better than group work if there are discipline problem. Indeed for all these reason we often prefer to organize game in pair or general class work, rather than in group work.<sup>10</sup>

**b. Design of Dice Game**

Dice game design in this study in order to be easier to understand. First, the English grammar teacher explains to the students, the students pay attention to the teacher explanation. Secondly, teacher divide the students into six groups using dice, two dice which top the group number and the second material to the group each member of the group has task of each. Third, the teacher gives challenge to use dice to challenge each group to enhance the activity of each student. Fourth, before all finished orders given teachers each group make conclusion from the lessons they get to know the improvement obtained by the students using dice game in learning.

**c. Procedure of dice game**

The procedure of dice game, she also gives procedure that is: (a) Preparation steps: Explaining the materials to students, Diving groups by dice and material for each group, giving a challenge so that every child is active, (b) Application steps: Applying dice game in the learning process of English grammar, Opening question and answer session or asking the students ability, Giving positive feedback and reinforcement orally for the students' success.

**d. The Advantages and the Disadvantages of Dice Game**

Using games in language teaching can help students develop their structure and produce the same grammar and structure repeatedly. We can also use game as vehicle of the language teaching learning. The following are some opinion of game advantages proposed by some others experts: states four major advantages of using games in language learning, Dice games help and encourage many students or learners to sustain their interest and work on learning a language, Dice games can help teachers to create contexts in which language is useful and meaningful. Teaching English involves the teaching of patterns. This pattern can be taught meaningfully through games, Dice games provide the repeated use of language form or drill.

---

<sup>10</sup> Ayu Rini, *Excellent English Games*, (Jakarta; Kesaint Blane, 2009), P.6.

By making the language convey information and opinion, games provide the key feature of drill with the opportunity to the working of language as living communication, Dice games can be found to give practice in all the skills, in all the stages of the teaching learning sequence and for many types of communication.<sup>11</sup>

There are disadvantages of dice game: it takes a lot of time to do dice games in learning such as for groups, material, and challenge to increase student activity and preparation that must be done by each group and the situation is less controlled.

## **RESEARCH METHOD**

In this research, the researcher used the experimental research method. The sample was divided into two classes; one of the classes was assigned as the experimental group and the other one as the control group. Experimental group is gave the treatment using dice game and control group is without treatment dice game.

This research was conducted in grade junior high school in sabungan class 8 at Madrasah Tsanawiyah Negeri 2 Labuhanbatu Selatan. The location of research in sabungan kec. Sungai kanan kab. Labuhanbatu Selatan provinsi Sumatera Utara. The research was conducted on October 2020. The Effective meetings including giving the latest questionnaires and tests. The treatment schedule is adjusted to the schedule set by the school. The researcher found the problem which was related to the tittle of this research and the same research was never been conducted and in this school which the ability of the students in learning English grammar were still low and difficult to learn.

Population of this research is all the students class Eight Madrasah Tsanawiyah Negeri 2 Labuhanbatu Selatan in the year of 2019-2020. There were classes of the research population, namely; VIII-A was 32 students, VIII-B was 31 students, VIII-C was 27 students, VIII-D was 30 students, VIII-E was 30 students, VIII-F was 30 students. So the total number of the eight grades was 180 students.

The sample is part of the number and characteristics possessed by population.<sup>12</sup> The sample is selected by using cluster random sampling, caused the population is big and individual group, those are 2 classes which are taken. The sample randomly was taken by using lottery technique. The classes have been chosen were the sample. The sample consist in two class, the classes were VIII E and VIII F. These two classes were divided into two

---

<sup>11</sup> Humaira, H. (2019). The Us of Dice Game in Teaching Vocabulary for Young Learners. *Linguistics and ELT Journal*, 5(1), 39-45.

<sup>12</sup> 3 Sugiyono, *Metode Penelitian Pendidikan Pendidikan Kuantitatif, Kualitatif, dan R & D*, (Bandung: Alfabeta, 2007), p. 112

groups, experimental and control groups. The class VIII F as the control group was taught by direct method while the class VIII E as the experimental group was taught by dice game.

The normality test has purpose to show whether the data came from normal distribution or not. The normality test in this research used windows SPSS 21. In this research, data normality test was done with using the Lilliefors (Lo) test was performed with the following steps.<sup>13</sup>

The aim of the homogeneity test is to understand the homogeneity or similarity of data both of the experimental class and control class.<sup>14</sup> In analysis, the homogeneity test used SPSS 21 for windows well. The homogeneity test was done in pre-test and post-test form experimental class and controlled class.

In this research, the data were Analyze by experiment group and control group to find out the result of students' English grammar by using dice game and without dice game. The technique of analyzing data is used by researcher to get the data observation by using t-test the formula will be used to test the null hypothesis truth or falsity, or to look for and whether or not there is a significant difference between the results of dice game in teaching English grammar and without dice game. But, before doing a hypothesis examination by t-test, the researcher dis some test steps of this research data, they are normality test is using the formula Lilliefors and homogeneity test to test variants of both samples are homogeny used two variants homogeneity test.

Then the researcher did the calculation after the data was normally distributed and homogeneous. The information obtained was used to find out the differences of students' reading comprehension in experimental class and control class. Statistical analysis technique through t-test formula used to analyze the data. The researcher used Independent Samples t-test in SPSS 21 Windows to measure the data. Next the result would show whether trading place strategy is effective or not in students' reading comprehension. Compared with data from two classes, x was the experimental class and y was the control class.

## **RESULT AND DISCUSSION**

Based on the analysis data MTs Negeri 2 Labuhan Selatan can be showed that, the students' English grammar taught by dice game is better than without dice game. The result of the data taken from the test divided pre-test and pro-test. The students that taught by dice game had a higher score than the students that taught without dice game.

---

<sup>13</sup> Nuryadi, dkk. (2017). *Dasar-dasar Statistika Penelitian*. Yogyakarta: Sibuku Media. p. 81

<sup>14</sup> Ibid., P.160.

After being calculated the normality test by using SPSS 21 it can be proved that the data pre-test and post-test both experimental class and control class were distributed normally. It can be stated that the data of experimental class and control class are much less than the calculation Lilliefors table which critical points of 30. The result of the data pre-test in experimental class is 0.029 while the data of control class is 0.023. Besides, the result of the data post-test in experimental class is 0.052 while the data of control class 0.007. It can be concluded that the whole of the used in this research was normal.

Next, based on the result of the homogeneity test the data both experimental class and control class were divided as the homogenous group of the data. It can be seen from the significant result of pre-test both of control class and experimental class are 0.590 that is higher than the significance value 0.05 and the significance result of post-test bot of control class and experimental class are 0.212 that is higher than the significance value 0.005. However, it can be concluded the data is homogenous.

In analyzing the data, the researcher analyzed the hypothesis of pre-test and post-test both experimental class and control class to know whether using trading place strategy towards the students' reading comprehension is better than or not. The researcher analyzed by conducting t-test using SPSS 21 with 0.05 the significant level, then the criteria is tobserved got tobserved = 9.431 > ttable = 1.671; the sign. (2-tailed) is 0.00 < 0.005. It means that the alternative hypothesis ( $H_a$ ) is accepted and hypothesis null ( $H_o$ ) is rejected. It can be concluded that the students' English grammar taught by dice game is better than without dice game.

Based on the explanation above, the researcher concluded that using dice game on English grammar is better than without dice game especially Madrasah Tsanawiyah Negeri 2 Labuhanbatu Selatan.

## **CONCLUSION**

Based on the result of this study, it can be concluded that the students' English grammar taught by dice game is better than without dice game. From the t-test calculation, it can be seen that the significance level 0.05 tobserved (9.431) is higher than ttable (1.671). Besides, the experimental class got the mean 67.17 and the control class got the mean 42.67. However, the Alternative Hypothesis ( $H_a$ ) is accepted and Null Hypothesis ( $H_o$ ) is rejected. It means that the students' English grammar is taught by dice is better than without dice game.



## REFERENCES

- Blomberg, S. 2004. The Usefulness of Game in Foreign Language Learning: Using Game as an Aid and Motivation in Language Lesson. Unpublished-Thesis: University of Oulu
- Geoffrey et.al. 2003. Teaching English as A Foreign Language. New York: Taylor& Francis e-Library.
- Harmer, J. 1987. Teaching and Learning Grammar. New York: Longman.
- Humaira, H. (2019). The Us of Dice Game in Teaching Vocabulary for Young Learners. Linguistics and ELT Journal.
- Izzan, Ahmad dan Mahfuddin, FM. (2007). How To Master English. Jakarta: Kesaint Blanc.
- Mahmud Y. Zayid, 1980 The Quran: An English Translation of The Meaning of the Quran Lebanon: Dar Al-Choura, 1980
- Nuryadi, dkk. (2017). Dasar-dasar Statistika Penelitian. Yogyakarta: Sibuku Media. p. 81
- Onesty, R., & Fitrawati, F. (2013). USING WORD BY WORD GAMES IN TEACHING GRAMMAR FOR JUNIOR HIGH SCHOOL STUDENTS. Journal of English Language Teaching, 1(2), 10-19.
- Rayner, H. 2001. Kamus Istilah Bahasa Asing. Jakarta: PT Gramedia. Pustaka Utama.
- Rini,Ayu 2009. Excellent English Games. Jakarta: Kesaint Blane..
- Sinta, Mahardika. 2013. Bermain Dadu Ajaib – Belajar Kosa Kata Bahasa Inggris
- Sugiyono. 2007. Metode Penelitian Pendidikan Pendidikan Kuantitatif, Kualitatif, dan R & D. Bandung: Alfabeta.
- Thornbury, Scott. 1999. How to Teach Grammar. Essex: Pearson Education Limited.