

ABSTRACT

THE IMPLEMENTATION OF GESTURE GROUP GAME FOR DEVELOPING STUDENTS GRAMMAR ACHIEVEMENT OF SMP GANESA METRO

By
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Grammar was needed by the learner to communicate in the right way. There were many aspects of grammar. Tenses are one of the most difficult aspects of English to be learnt by the learners. So, the teacher should use variation of technique to avoid students' boredom. The teacher should consider how the teaching learning process would be easier, more enjoyable, and more effective. Thus, the learning activities will be able to be done by the students actively. There were a lot of serious problems, relate to the teaching English for students. One of them was that most of students had difficulties in mastering English tense. This might be due to a number of tenses and the uses of each tense that make students confuse. Tenses in English were very essential because a tense stands for a verb form that shows when something happens. So, it was very important to learn tenses in learning English.

In the pre-observation at SMP Ganesa metro in class VII 1, the writer found that the students got difficulties in comprehending passages in Grammar, especially in Grammar to the passages, only 21 students from 40 students; it means 53 % students who can pass the passing grade. By implementing Gesture Group Game (GGG) the researcher hopes that GGG will be helpful to improve the teaching learning process in general and grammar especially.

The aim of this research was to investigate implementation Gesture Group Game used during teaching grammar, precisely to see whether Gesture Group Game can improve not only students' Grammar achievement significantly but also students' activities and teacher's performance.

The research was conducted at SMP Ganesa Metro. The subject of the research was students of first year (VII I) in the academic year 2010/2011. In this classroom action research, the researcher acted as the teacher, and the teacher of SMP Ganesa Metro acted as the collaborator and observed his own students, meanwhile the researcher also helped by an observer that observed the teacher's performance. There were three cycles done in this research.

The result of the test are student's achievement, student's participation, and teacher's performance above are a proof that Gesture Group Game as a technique in teaching has correlation in student's achievement, participation, and teacher's performance. Students' participation in the lesson during the research increased from 51.5% in cycle 1 to 70% in cycle 2 and 84.5% in cycle 3 of the number of students in the classroom. Because teacher was

able to improve the technique by applying Gesture Group Game. It was proved by the score that the teacher got, in cycle 1, the teacher got 73, in cycle 2 he got 78 and in cycle 3 he got 81. The increase of the participation and teacher's score is in line with the increase of the student's Grammar score, from 55% in cycle 1 to 67.5% in cycle 2 and 82.5% in cycle 3. This fact is caused by they were able to master the materials well. It can be concluded that Gesture Group Game (GGG) is applicable to improve students' Grammar achievement, students' activities and teacher teaching performance.