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## Memory Trick Game Towards Students' Enthusiasm In Learning Grammar

**Tri Setianingsih, Bq Zuhrotun Nafisah<sup>2</sup>**

<sup>12</sup>Universitas Pendidikan Mandalika

Email: [trisetianingsih@ikipmataram.ac.id](mailto:trisetianingsih@ikipmataram.ac.id) , [baiq.nafisa@gmail.com](mailto:baiq.nafisa@gmail.com)

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### Abstrak

*This was a qualitative research and aimed to investigate whether how memory trick game could improve students in learning grammar at SMPN 18 Mataram in the academic year of 2019/2020. The subject of this research was the second grade students of SMPN 18 Mataram that only one class consist of 15 students. This research was limited by the grammatical role only. The research instruments consisted of questionners, field note, and documentation. The data analyzed in transcript for the observation and taking note for shows that the students at SMPN 18 Mataram still low enthusiasm and comprehend the Memory Trick Game. The researcher took the research and has the provident which the questioner was looking for the students' surface knowledge about the what is grammar and how enthusiasm student in learning grammar. The result of cycling process also shows that in the first cycle consist of three meetings, and the students were still need to be more concentrate in order to make them more understand in expanding their ideas into a good grammar. Then the cycle two was also consist of three meetings, the students' score in this cycle was better than the cycle one. The memory trick game as the solution from the researchers also proved that there was an improvement from the first cycle to the second cycle.*

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### Corresponding Author:

**Tri Setianingsih**

<sup>12</sup>Universitas Pendidikan Mandalika

Email: [trisetianingsih@ikipmataram.ac.id](mailto:trisetianingsih@ikipmataram.ac.id)

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## 1. INTRODUCTION

Brown (2000:12) said that Language is a media or tool by means of communication. It was used by many people all over the world as the international language for communication. That's why English applies very importance role in every field such as in educational field. So Indonesian government put English as a compulsory subject.

English is taught from Junior High School until University. there are so many elements in learning English, such as Grammar etc.. As in line with Greenbaum and Nelson in Ningsi (2017: 63) said that in the study of language, grammar occupies a central position. Their theory tells us about the importance of grammar. It is made up of the descriptions that tell how to use a language correctly.

As we know that English grammar is different between First Language and Second Language. In line with (Ningsi, 2017: 64) English grammar sometimes makes the students confused because it is different from the grammar of their first language, so that the ability of almost the students in grammar still low. In this case, the teacher apply or should be able to apply

a strategy to improve their students' grammar. One of the strategies in teaching English is Memory Trick, it might be to improve the students' enthusiasm.

Enthusiasm is a valuable quality for anyone, regardless of the kind of work one does. As an enthusiastic person is someone who literally is inspired by a powerful force, in a little time, the inspired person comes to regard himself as a distinguished favorite of the divinity. When this frenzy takes place, which is the summit of enthusiasm, every whimsy is concentrated (Nur, 2019: 25). Enthusiasm is defined in Cambridge Advanced Learner Dictionary (2008:CD-ROM Version) as "a feeling of energetic interest in a particular subject or activity and an eagerness to be involved in it." As a feeling, enthusiasm involves sensory to enable an organism understands, recognizes, values or reacts to something physically. Energetic interest is a reaction or response of a powered stimulus in a particular activity that results in excitement or pleasure to perform. In short, this definition focuses on cause and effect of such a feeling.

As a matter of fact, some learning grammar, in some cases just focus only on the accuracy of creating sentences which grammatically correct which does not give much contribution to the students' interest in learning grammar activity. So that, the researchers are interested in improving the students' enthusiasm in learning grammar by using games. Like Harmer (2007:210) says grammar can be introduced in a number of ways and one of them is game. As Sultanova (2011:35) in his research say that one of the advantages of using game to teach grammar is that games can lower anxiety, thus making the acquisition of input more likely and games are highly motivating and entertaining, and they can give shy students more opportunities to express their opinions and feelings. One of the that used in this research is Trick Memory Game. By using this game, hopefully, the students could understand the grammar lesson and it would help the students easier to memorize what they had learned.

## 2. RESEARCH METHOD

The research design is Classroom Action Research (CAR). Stephen Kemmis (1983) state in Hopkins book (2008: 48), Action research is a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. It is most rationally empowering when undertaken by participants collaboratively, though it is often undertaken by individuals, and sometimes in cooperation with outsiders.

The subject of the research are the students in second grade of SMPN 18 Mataram in academic year 2019/2020, that consist of 20 students. The object of this research is the use of memory trick game to improve students' enthusiasm in learning grammar. Questionnaire was conducted to know the students' responses toward the teaching learning activity during Classroom Action Research. Questionnaire in this study consisted of 20 questions was covered by the indicator of enthusiasm.

The researchers applied the methods to analyze the qualitative data. The qualitative analysis is to know the phenomena happened during the classroom action by applying memory trick game through questionnaire and observation sheet which already explained. In order to get the description of the qualitative data, the researcher analyzed the data by using the formula of percentages to measure the score of questionnaires, there were three categories of Score interpretation criteria of enthusiasm, there were score between 20-40 was categorize as lack or low enthusiasm, score between 41-60 is categorized as average enthusiasm and score between 61-100 was categorized as highly enthusiasm. To know how the respond of the student by applying questionnaire.

## 3. FINDINGS AND DISCUSSION

### 3.1.1. Cycle I

On the first cycle consisted of two meetings in one week on, on the first meeting the teacher applied some story and also the teacher gave clear instruction to the students.

On the second meeting the teacher gave students' paper consist of four story, students chose one story to be explained into paragraph, the students came in front of the class one by one to tell their story and also the teacher help the student with words and write any accident-related vocabulary up on the board. In this case, the researchers use observation sheet. It was used to know the activities during teaching and learning process, to record events happen in the class. This form of observation sheet by the collaborator in this case was English teacher of SMPN 18 Mataram. On the students' sheet paper provide during teaching and learning process in every meeting and the data that was collected by researcher including in Qualitative data. Questionnaire was a list of questions to be answered by a group or people to get information. Questionnaire was prepared in order to know their enthusiasm of student's motivation along teaching learning process. The questionnaire was given after post-test. There were 20 items that should be answered by the students.

Before the lesson started, the teacher gave a simple question or known as brainstorming related to telling story. The teacher began the teaching-learning process by asking the students an essential question like, "How to tell your story", and then the teacher started explaining about how to tell the story, how to use it and gave a simple example by giving famous story and asked them to telling. The teacher began the lesson by having a short discussion. The teacher asked the students' about what was the purpose of telling the story and so on. Teacher began to build students background knowledge about how to write more easy and fun. Teacher gave students an opportunity to ask questions by asking, "Any questions?" No one answered, means they are not really responding on the first meeting. Then the researcher helped by the teacher explaining the material. One of the students then asks about the theme we might use to telling. Then the teacher answered that "you can use any theme you want as long as it was something or someone that you can tell." And to make sure all of the students understand about the material, the teacher asked the students to stand in front of the class in a pair to start explaining each other again, this activity was helped by the researcher to organize the students so the situation was all under control. At the closing activity, the teacher reminded the students about the material that would be discussed and gave the students homework to bring their any memory story next meeting. After that the researcher motivated the student to study at home and ask the students to prepare their selves for the next meeting. On the first meeting, the researcher found that the students were not that active and shy, but all of them were a good listener and they understood the material given on that day.

The second meeting started with the teacher and researcher came to the classroom and the researcher opened the second meeting by praying together with the students and then greeted all of the students and the response was better than the first meeting, the students started to open a little bit with the researcher. After that the teacher checked the students' presence. On the second meeting, the teacher asked their homework to bring their memory story. The teacher gave instructions to the students to discuss about their memory story. First of all, the teacher divides all of the students into 5 groups, each group consist of 3 students. The teacher gave students time to think and discuss with their group before they were going to telling one by one, Even though they are a team but the teacher and the researcher make sure that all of the students worked by their selves. while the students prepared all the material needed to speak, the teacher act as a facilitator helped by the researcher, the researcher also analyzed the students' activity by filled the observation sheet that has been made before the research started.. Through the whole process, all of the students were excited to work together. They seemed a little bit noisy but the teaching and learning process went well because the teacher and the researcher worked together to monitored all of the students. In 45 minutes left, the teacher invited the students' one by one, to speak what their memory

story. On the second meeting, the researcher found out the differences between the first and second meeting; first was the students were more responsive and active (asking their teacher and the researcher if they had any problem during the teaching and learning process), also the student had mastered the procedure of describing people and all of them worked really well. The students felt excited because they were able to work with their friends and talking about their idols.

The third meeting started with the teacher and researcher came to the classroom and the researcher opened the meeting by praying together. After that the teacher checked the students' presence. On the third meeting, the teacher gave a some kind of brainstorming to the students about the previous meeting. The response of the students was really good, the researcher started to gave the students' speaking test in order to saw students' improvement speaking skill. On the third meeting, the researcher found that the students' response was really good compared to the previous meeting Also the student had mastered the procedure how to tell their story. But a few of the students still got stuck when telling in front of the class.

After monitoring students' activities, the researcher could see that the students were a good listener but they still got a little bit confused when their grammatical. From the capitation, the students' score percentages as which 69, 6%. It means the students has low of enthusiasm. There 9 students has low enthusiasm, 1 of student has average enthusiasm and 5 students has high enthusiasm. It is need to be improve to make students' enjoyed and felt comfort during the learning activity especially in learning English.

After analyzed the result of cycle1, teacher and the researcher realized that there were still many things to be fixed. Students need to be more concentrate in order to make them more understand in expanding their ideas into a good grammar. The students needed more practice and guidance in order to enhance their habit in speaking. On this phase, the researcher concluded that most of the students' grammar was not improved and mostly still low. In order to get a better result, the researcher continued the research to the cycle 2.

### **3.1.2. Cycle II**

Based on the result of cycle1, it is necessary for the teacher to continue to the next cycle. Here, the researcher improved several things in order to get a better result. Those were: planning, acting and observing. In the acting the researchers prepared materials (this cycle consisted of two meetings), made a lesson plan and designed the steps in doing the action. Prepared list of the students' name. Prepared the teaching aids and teacher and students' observation sheet. On Friday 15th of November 2019, the steps were applied as same as the students did before. In the beginning of first meeting, the researcher helped by the teacher re explained how to telling their memory story and guided the students. After that, teacher began to teach. Teacher showed any famous story and give them what memory and to the students' and asked theme "what is the best memory in this story?". The students' answer together " wedding". The teacher teaching-learning process by asking the students an essential question like, "what is favorite part of this movie". The teacher began the lesson by having a short discussion. Teacher began to build students background knowledge about how to speak more easy and fun. The researcher filled a checklist on the observation sheet based on the situation that happened in the classroom such as the students' activity, students' response.

On the first meeting, the researcher found a few of the students still got stuck. The teacher reviewed the material that has been discussed earlier. The researcher also motivated all of the students to study harder. the teacher reviewed the material that has been discussed earlier and reminded the students about the material that would be discussed on the next meeting.

On the second meeting, the step was applied as same as the students did before. Before the lesson is started, teacher greeted and the students' greeted back. After that, the teacher checked the attendant list, and then the teacher began to teach grammar. The theme in cycle2 was about "famous story" .After all students were seated and the class situation was under control, the teacher gave a brainstorming and asked the students some questions related to the topic. The topic today was about favorite story. The teacher asked, "What is your favorite story?" All of the students' answered at the same time and the class became noisy. After seeing the students' responds, the teacher asked again, "How do you describe them in words?" The classroom became noisy because of the students were very responsive and so enthusiast to answered the question. They spend for about 3 minutes to discuss and arguing with each other. And then after that, the teacher gave the students' an asked them to describe their favorite story one by one. The students spend approximately 45 minutes to finish. On the second meeting, the researcher found that the students were quite responsive. Also a few of the students still got stuck when the teacher asked them to describe about their favorite story.

On the third meeting of cycle 2, the teacher gave a brainstorming to the students and asked about the material given on the previous meeting. The teacher make a group consist of 5 students each group. The teacher sends 3 better students each group comes out the classroom, an tell one famous story to them (students out). After that, the teacher call one of the students out comes in and tell the story what the teacher gave them. The story has been told to another students in classroom before, and the students write down what the things add, left, and changed. While during this game, the students become noisy and more active than before. On the third meeting, the researcher found that the students' were finally able to improved their enthusiasm in teaching learning process. On the second cycle, the researcher and the collaborator then collaboratively observed all of the action. In general, the action in the cycle two was well-implemented. The improvements in the previous cycle were maintained and the problems occurring in the previous cycle were solved.

Based on the research finding, memory trick game could improve students' enthusiasm learning grammar by using any famous story to known their capable memory. It was proven by students' mean score and the total class percentage or the students' learning activity that is increased in every meeting during teaching and learning process. From the capitation, the students' score percentages as which 69, 6%. It means the students has low of enthusiasm. There 9 students have low enthusiasm, 1 of student has average enthusiasm and 5 students has high enthusiasm. It is need to be improve to make students' enjoyed and felt comport during the learning activity especially in learning English. In running the teaching and learning process on the first cycle, the researcher found that the students seemed less interested in learning grammar. But ever since the teacher started implemented the memory trick game that was introduced by the researcher, the students started showing their interested on the strategy itself.

Then on cycle 2, the activities process in this cycle was done better than the previous cycle. The students had become accustomed with the activities given by the teacher and the researcher. They felt brave and confidence ever since the direct memory trick game was implemented. This method familiarizes students' active in English. From the capitation, the students' score percentages as which up 80, 53%. It means the students has high enthusiasm. Based on the data above it is known the students' respond toward the learning activities that had done shows almost all the students agree to the teachers' professionalism and performance during the learning activity. In line with Ningsi (2017:68) said in her research that Memory Trick game helped the students easier to remember what they had learned and also made the students improve their concentration during the learning process. This strategy was suitable for students to

improve their English specifically in grammar. Second cycle showed that the students' quality in grammar had increased day by day.

### 3.2. CONCLUSION

The students' progress during teaching-learning process was better than before the implementation of Memory Trick Game was implemented. This statement is supported by the result of the mean score at cycle 1 69,6% for enthusiasm. cycle 2 were 80, 53% for Enthusiasm. From the data calculation shown that by applying Memory Trick Game to improve students' enthusiasm. Most of the students' said that the Memory Trick Game helped them very much in their understanding about writing aspects, especially about the best way on how to express their ideas to telling the story. From the explanation above, the researcher concluded that Memory Trick Game is suitable for the second grade students' of SMPN 18 Mataram.

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