

INTERNATIONAL CONFERENCE PROCEEDINGS

**"Strategies for Creating Highly Competitive Graduates
to Welcome ASEAN Economic Community Era"**

Friday, October 23rd, 2015

**Syariah Hotel Solo , Jl. Adi Sucipto No. 47 Solo,
Indonesia**

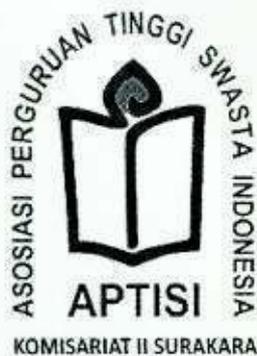


**APTISI COMMISSARIAT II SURAKARTA
October, 2015**

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*“Strategies for Creating Highly Competitive Graduates
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APTISI COMMISSARIAT II SURAKARTA
October, 2015

“Strategies for Creating Highly Competitive Graduates to Welcome ASEAN Economic Community Era”

Oleh: Assoc. Prof. Dr. Vanida Durongritichai dkk.

Edisi Pertama

Cetakan Pertama, 2016

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Jl. Pelangi Selatan, Kepuhsari, Mojosongo
Jebres, Surakarta. Telp. 0271-5820157. HP. 08121547055
E-mail: pustakahanif@yahoo.com

Assoc. Prof. Dr. Vanida Durongritichai dkk.

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FOREWORD

Thank to Almighty God who has given His favor to the Association of Indonesian Private University (APTISI) Commissariat II Surakarta for organizing a international seminar and call for paper on the theme "Strategies for Creating Highly Competitive Graduates to Welcome ASEAN Economic Community Era".

ASEAN Economic Community (AEC) provides challenges and opportunities for Indonesia. One impact of the implementation of the AEC market is the exchange of goods, services, and human resources among ASEAN countries. Therefore, Indonesia must prepare qualified graduates.

International seminar and call for paper is the result of cooperation between APTISI Commissariat II Surakarta and Huachiew Chalrprakiet University Thailand. The purpose of the international seminar and call for papers is to increase knowledge about how to prepare graduates who can compete in the era of the ASEAN economic community and to provide an opportunity for researchers to disseminate the results their research at a scientific forum. Seminar and call for papers was attended by academics from various disciplines, including health, art, technology and other fields of science.

We thank to the speakers who have participated at this international seminar. Hopefully, the proceeding can be useful and can be used as a medium for scientific communication. We realize that the proceeding has still many short comings, therefore we are looking forward to getting any criticism and suggestions.

Surakarta, October 2015

Chairman Of The Committee

SCHEDULE INTERNATIONAL CONFERENCE AND CALL FOR PAPER

“Strategies for Creating Highly Competitive Graduates to Welcome ASEAN Economic Community Era”

Friday, October 23rd, 2015

Syariah Hotel Solo, Jl. Adi Sucipto No. 47 Solo,
Indonesia

| No | Activity | Time | Officer |
|----|--|---------------|---|
| 1. | Registration and Coffee break | 08.00 - 09.00 | Committee |
| 2. | Opening | | Master of Ceremony |
| | a. National Anthem Indonesia Raya | 09.00 - 09.10 | All audient |
| | b. Report speech | 09.10 - 09.20 | Mr. Tominanto, S.Kom., M.Cs |
| | c. Welcome Speech and Official Opening by the chairman of Aptisi | 09.20 - 09.30 | Mr. Drs. Sumargana, M.Si |
| 3. | The Conference | | Moderator : Mrs. Yunita Widiyantari, SS., M.Hum Associate Professor Vanida Durongrattichai |
| | a. 1 st Keynote Speaker | 09.30 - 10.00 | Assistant Professor Nick Soonthorndhai |
| | b. 2 nd Keynote Speaker | 10.00 - 10.30 | Moderator |
| | c. Discussion | 10.30 - 11.15 | Mr. Drs. Sumargana, M.Si to Keynote Speakers |
| 4. | Giving souvenir for memories | 11.15 - 11.30 | All |
| 5. | Break | 11.30 - 13.00 | Speakers and moderators |
| 6. | Call for Paper (Oral Presentation) | 13.00 - 15.00 | Master of Ceremony |
| 7. | Closing | 15.00 - 15.15 | |

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TEACHING ENGLISH GRAMMAR FOR NON-ENGLISH DEPARTMENT STUDENTS IN UNIVERSITY USING GAME

Giyatmi

Program Studi Pendidikan Bahasa Inggris, FKIP, Universitas Veteran Bangun Nusantara
giyatmi85jimmy@gmail.com

Abstract

This paper is due to the difficulties on English grammar faced by the students. English learning in Indonesia is focused on language skills mastery with communicative competence. Grammar is the body of rules which underlie languages. As one of the language elements, English grammar is necessary for the learners so they can communicate well and confidently. There is still a debate on teaching English grammar on class. Those who agree on it believing that grammar is the central of learning English. They argue that without English grammar mastery, learners will have no confidence in learning English. They teach grammar deductively. Those who disagree are sure that learning English is not about learning the rules but learning how to communicate with it. They teach grammar inductively. One of the ways of teaching English grammar is using games. It is not a new way but it is always an interesting and challenging way to teach grammar. Using game can help the learners' in grammar mastery to facilitate their communicative ability. Many games can be used to teach grammar like board games, matching games, etc. There are many things to consider in teaching English grammar like time, age, and kind of games used.

Keywords: Grammar, Teaching English Grammar, Games

INTRODUCTION

Teaching English in Indonesia aims at developing the learners' language skills (listening, speaking, reading and writing) so that they can communicate in English well. It influences on teaching English grammar in the class. Grammar is taught integrated so it gets little attention in the class. Grammar is one of the language elements that need to learn in language learning. Grammar is defined as the body of rules which underlies a language (Cross 1995, p.26). Grammar covers the rules organizing the structure of words and rules dealing with how to form clauses and sentences that are acceptable. It means that grammar has an important role in a language so that grammar needs to be taught. Hopefully, good English grammar will help the learners to communicate well and confidently with the language they are learning.

There are still debates about teaching English grammar in the class. Those who agree on teaching English grammar believe that grammar is the central of language learning so it must be taught deductively. On the other hand, those who disagree on it believe that the goal of learning language is the learners' ability to communicate in English well. In their opinion, grammar is taught inductively. Grammar has its own position in many English teaching methods. Grammar Translation Method, the earlier English teaching method believes that learning English is about learning its grammar. Grammar is taught deductively in this method. On the other hand, the English teaching methods coming after it such as Direct Method, Audiolingualism Method do not focus much on grammar. The language learners' learn the English grammar through the examples given by the teachers.

Whatever the opinion about teaching English grammar is, grammar still becomes nightmare for some language learners. They think that English grammar is difficult and confusing so that they do not like it. It influences their attitude toward learning English grammar in the class. They get less motivation on learning English grammar. Such kind of phenomenon is commonly found in some English classes. The same thing happens in the class where the writer is teaching. When the learners try to communicate in English in the class activities, they can express what they mean but some of them still use ungrammatical sentences. Some of them do not use simple present tense when they tell about their daily activity. They say "I am waking up at 5 o'clock then I am praying" instead of saying "I wake up at 5 o'clock then I pray". Another example is when they want to express some expressions using modal. They say "I will to go to campus" instead of "I will go to campus". Based on the phenomenon found in the class, the writer thinks about using games to teach English grammar in the class.

There are some factors contribute to the uninteresting attitude toward English grammar in the class. Monotonous way of teaching English grammar in the class can be one of the factors that influence the learners'

attraction on grammar. There is a requirement for interesting and attractive ways of teaching English grammar in the class. One of them is using games for teaching English. The learners' are invited to study English grammar through many kinds of games such as board games, card games, searching games, information gaps and etc. The games used can make the learners enjoy and relax during learning English grammar. Hopefully, they will learn English grammar unconsciously when they play the games.

Game applied on teaching grammar can be the connector between two important parts of learning English, i.e. knowledge and communicative skill. Hopefully, games can help the learners to master English grammar. On the other hand, good grammar mastery can influence the learners to communicate in English well and confidently. Some of learners feel reluctant to speak in English when they do not have good knowledge. So hopefully, the learners can master English grammar to support their communicative skill.

Many kinds of games can be used to teach English grammar such as information gap, guessing games, board games, card games and many more. There are many books offering games that can be used to teach English grammar. Besides, there are now many websites in the internet providing free printable games for teaching English grammar. It means that it is quite easy to find games for teaching English grammar nowadays. When the teachers have decided to use games for teaching grammar, there are several things that they have to consider such as kinds of games, time, the age of the students, the language level, etc. For example, kind of games must be matched with grammar material taught in the class so that the game can run well and the learners feel enjoy to play it.

DISCUSSION

Definition of Grammar

There are many opinions dealing with the definition of grammar. Grammar is commonly related to how to construct good sentences. Debata defines that grammar is the study of ways words work together; an invisible force that guides us as we put words together into sentences (Debata 2013, p.483). Along with the previous opinion is Cross' (1995, p.26) saying grammar as the body of rules which underlies a language. Grammar includes rules which govern the structure of words (suffixes and prefixes) and rules which govern to form clauses and sentences that are acceptable to educate native speakers.

Other definition on grammar is the way the language manipulates and combines words (or bits of words) in order to form longer units of meaning. The longer units can be sentences, clauses, phrases (Penny Ur in Ahmad, 2009). Meanwhile Thornbury (1999, p.13) states grammar as a description of the rules for forming sentences including an account of meaning that theses forms convey and grammar adds meaning that we are not easily inferable from the immediate context. Based on the last two definitions it is mentioned that grammar dealing not only with rules about sentences formation but also with meaning. In addition, Thornbury (1999, p.4) mentions that grammar is a process for making a speaker's meaning clearer when contextual information is lacking.

From several definitions of grammar above, it can be concluded that grammar consists of rules that can be used to form language units such as words, phrases, clause and sentences that have meaning. Grammar in English covers types of words, phrases, sentences, tenses, auxiliaries (to be, modals), etc.

Grammar Roles in Language Learning

Grammar is one of the language elements that can support the language skills such as listening, speaking, reading, and writing. Grammar role is as important as vocabulary and pronunciation role in a language. Vocabulary and grammar are important parts in language learning. There, however, is still a debate on whether teaching grammar is needed or not.

There are some reasons that support the importance of teaching English grammar in the class. Some times ago, grammar was the central in learning language. Language teaching was equated with grammar teaching and grammar was used as content as well as organizing principles for developing curriculum and language teaching material (Celce-Murcia in Nasaji and Fotos 2011, p.2). From that statement, it is obvious that teaching English language is about teaching grammar itself. Even grammar becomes the content and guideline in the curriculum development as well as material in teaching. Grammar is considered as the essence of a language that will support the language learners in learning language.

Grammar is the fundamental item in language, without grammar a language will not exist (Nassaji and Fotos 2011, p.1). Along with Fauziati (2010, p.80) mentions that grammar is the central in the language learning. Zhang (2009, p.184) declares that knowledge about grammar and vocabulary is the basic things in language learning. Grammatical competence is one of the communicative competences covering the ability to apply grammar and vocabulary correctly as well as the ability to apply them well and appropriately in the society.

As mentioned previously, grammar consists of rules about sentence formations. It means that good grammar mastery will help the learners to form sentences. So that the reason why Thornbury mentions grammar as sentence-

making (199, p.15). It underlies that teaching grammar is important. The language learners can produce sentences or utterances well and confidently with grammar in their communication.

Zhang (2009 p.185) states grammar especially the second language grammar is not acquired so it needs to be learnt. Teaching grammar can give some information dealing with grammar knowledge that the learners have not get yet before. It is possible for the language learners to produce sentences without enough grammar skill but teaching the learners with grammar can help the language learners to get accuracy in producing sentences. Research suggests that learners who receive no instruction seem to be at risk of fossilizing sooner than those who do receive instruction (Thornbury 1999, p.16). Fossilization refers to language errors that happens in second language learners' language production have become embedded because of habitual factors. It happens because they get no corrective feedback from the teachers. Fossilization may occur on the communicative classroom where fluency is valued over accuracy. It means that the teachers prefer encouraging their learners to express their meaning when they speak and write to focusing on their correct grammar used.

Meanwhile there are also some reasons that are proposed against teaching grammar in the class. Thornbury (1999, p.18) mentions that learning language is about knowledge-how. Hyme (in Nassaji and Fotos 2011, p.6) distinguishes between linguistic competence (i.e. knowledge of grammar rules) and communicative competence (i.e. knowledge of language use and the ability to use language), and argues that knowing a language does not simply mean knowing to produce grammatical sentences accurately but also how to produce them appropriately. It shows that knowing about grammar or vocabulary is not enough in language learning. The next important thing after that is how to apply grammar and vocabulary in the real life to communicate.

Language learning can be done by doing or it is also called as experimental learning. Language learning is not only about cognitive learning which deal with learning rules in grammar. It is now being focused on developing skill to use the language in communication. Widdowson (in Nassaji and Fotos 2011, p.6) declares that the aim of language learning as acquiring communicative ability, that is, the ability to use and interpret meaning in real-life communication, not simply learning formal grammatical rules and structure. It is known as the aims of the communicative approach. So to sum up this part, language learning is about having experience of applying the knowledge of language such as grammar, vocabulary, pronunciation in communicating in the real life.

Those who are against toward teaching grammar in the class believe that grammar especially second language grammar is acquired just like the first language acquisition, so it does not need to be learnt. People can get the first language grammar without learning and so can the second language grammar. Krashen (in Nassaji and Fotos 2011, p.7) argues that learners should acquire language unconsciously and implicitly as a result of exposure to comprehensible input rather than learn it consciously through explicitly teaching of grammatical rules. Language stimulus from outside supporting the communication process can help the learners to acquire language unconsciously.

English Grammar Teaching

The different point of view on teaching grammar in the class has an effect on teaching grammar. Those who are pros on teaching English grammar teach English grammar separately. On the other hand, those who are against it teach grammar integrated. There are some ways of teaching grammar in the class such as deductive, inductive, and PPP (Presentation-Practice-Production) in (Fauziati 2010, p.83).

1. Deductive

Thornbury calls it rule-driven (1999, p.29). Teaching grammar uses a deductive approach means start with the presentation of rules and is followed by examples where the rule is applied. The teachers explain about the grammar rules in their mother tongue. This explanation is provided with examples dealing with the grammar rules applied. At the end the learners are given exercises dealing on the grammar rule. This approach is associated with Grammar Translation Method.

The use of the learners' mother tongue gives little opportunity for the learners to use target language. Besides, this approach is teacher centered.

2. Inductive

Thornbury calls it rule-discovery (1999, p.49). This approach starts with some examples from which a rule is taught. The teachers invite the learners to comprehend the grammar rules by providing them with examples using the rules applied. The learners are encouraged to find the rules applied from the examples. By finding the rules themselves will make the rules more meaningful, memorable, serviceable, and self-reliance. However, this approach takes more time in the class. This approach is equated to the process of first language acquisition.

3. PPP (Presentation-Practice-Production)

Another approach to teach English grammar is called PPT (Presentation-Practice-Production). In the presentation stage, the learners are introduced to grammar through texts, dialogs, and stories that accommodate the grammar. This stage aims at making the learners get accustomed with the new grammar rules. The next stage is practice that can be done by giving exercises to reinforce the grammar rule that has been given. The last stage is production in which the learners are encouraged to use the grammar rules that have been used in the previous stages to communicate.

Grammar Teaching in Several Language Teaching Methods

Every method has its own emphasis in teaching grammar. Grammar Translation Method considers that the main thing in second or foreign language learning is learning the grammar rules. That is why this method focuses on grammar teaching. Grammar is taught deductively in this method. The end of language teaching with this method is language literacy. The next method is known as Direct Method which gives priority on oral skills. Grammar is taught implicitly. The language learners learn grammar in the same way they learn their first language. They learn it unconsciously.

Audiolingualism argues that language is a form of behavior that is learnt through correct habits. This method gives attention on oral skills. This habitual process does not involve grammar so that this method does not focus on grammar teaching like Direct Method that still gives attention on grammar. Audiolingualism, a largely North American invention, stayed faithful to the Direct Method belief in the primacy of speech, but was even stricter in its rejection of grammatical teaching (Thornbury 1999, p.21).

Another method is Cognitive Code Approach that focuses on grammar. Grammar is taught inductively and deductively in the class. Communicative Language Teaching believes that communicative is more than knowing grammar rules. However, at shallow-end version Communicative Language Teaching does not reject grammar teaching. Grammar still includes on syllabus but appear in function such as asking direction, talking about yourself, making future plans, etc. At deep-end Communicative Language Teaching version, on the other hand, rejects both grammar-syllabus and grammar instruction.

The deep-end Communicative Language Teaching promoted by an Indian English teacher, N.S. Prabhu is the predecessor of what is now known as Task-Based Learning. Learners do not first acquire language as a structural system and then learn how to use this system in communication but rather actually discover the system itself in the process of learning how to communicate. However, Task-Based Learning does not deny that the learners need to attend to language form (Fauziati 2010, p.153-154).

Games

Hadfield (1990, p.4) says that game is an activity with rules, a goal and an element of fun. Hadfield adds that game should be regarded as an integral part of language syllabus, not only for amusing. It means game can be brought to language class. Games for teaching language such as teaching grammar can bring an opportunity for real communication in the class. Haycraft (in Yolageldili and Arikan 2010, p.219) conveys that games are agreeable way of getting a class to use its initiative in English. Along with the previous statement, Greenall (in Luu and Nguen 2010, p.67) states the term game is used whenever there is an element of competition between individual students or teams in a language activity.

There are competition and cooperation on games. Hadfield (1990;4) mentions there are two kinds of games: competitive games in which the players and teams race to be the first to reach the goal, and co-operative games in which players or teams work together towards a common goal. Co-operative games are preferable for language class as the competitive element and quickness often distorts the language used. In addition Hadfield classifies games into communicative games, as distinct from linguistic games: that is, they are activities with non-linguistic goal or aims (1990, p.4). Linguistic games emphasize on accuracy such as supplying the correct synonym, antonym, and homonym. On the other hand communicative games emphasize on such as the successful exchange of information and ideas among the players and teams.

As mentioned previously, there must be some rules dealing with technique of playing games so that the games can be played well. Hadfield (1990, p.4-5) classifies the games into several types based on the technique of playing them such as;

1. Information gaps

In this game a student has some information which is not held by the other students. Every student must gain the information from their friends to complete the missing information so they can complete the games. The game may be played in pairs or in small groups

2. **Guessing games**
A student has certain information about something and the other students have to guess it. The student with the information must give some clues about the information by imitating some movement, sound. Another way is the students with no information must ask some questions dealing with the information so they can guess the information.
3. **Search games**
This game involves the whole class. Every student in the class has one piece of information. Students must gain all or some information available to fill the questioners or to solve the problem. They must work together (take and give information) to finish the games.
4. **Matching games**
These games involve matching identical pairs of cards or picture and may be played as a whole class activity. To complete the game the students must go around the class until they find their partner. As variation these games also can be played in a pair or small group activity.
5. **Matching-up games**
These games are based on a jigsaw principle. Each student in a group has a certain kind of topic such as a list of preferences, possibilities, or opinions. Only one of these is shared by every student. The students in the group must discuss to decide on something dealing with the topic.
6. **Exchanging and collecting games**
These games are based on the principle of barter. Every student has certain information and they have to exchange each other in order to complete the game. The games can be played as a whole class so the students must go around the class or as an inter-group activity where students collect the set of information as a group then exchange the information that has been collected to the other groups.
7. **Combining activities**
These are kinds of activities in which the players must act on certain information in order to arrange themselves in group such as families or people living in the same flat. All the activities may include elements of puzzle-solving, role play, or simulation. These activities are better done in group.
8. **Puzzle-solving**
Each student has certain information dealing with certain topic. Each student has to share information to finish the problem in the form of puzzle, for example the game of detective finding the murder. This game can be done both as a whole class activity, as a pair or as a small group activity.
9. **Role-Play**
Role-play is an activity where the students are pretending to be someone else or pretending to be in a specific situation. Each student is given names and traits of a fictive story. Role-play can be held as a whole class activity or group activity.
10. **Simulation**
In this game, the class is set to be a market, a hotel, a bank, or an office to support the topic in the game. Simulation is better done as a whole class activity or group activity.
11. **Arranging games**
The point of these games is the students get some information needed to arrange some things in a specific order. The information can be pictures or events. These games can be done as a whole class activity, a pair or a small group activity.
12. **Board games**
To play these games we need a board that can be placed on the table or in the floor, pointers, and dice. We can give pictures or writing on the board according to the topic we want to play. To play the games we have to roll the dice and move the pointers on the board.

Games in Teaching English Grammar

There are still many language learners thinking that English grammar is difficult. Many language learners show uninteresting attitude toward English grammar. This attitude results in the low grammar mastery. This phenomenon may happen in English as second language classes. There are many factors causing the uninteresting attitude of the learners toward English grammar. One of them could be the monotonous way of teaching grammar. Using game for teaching English grammar in the class can give new air for the learners.

Language learners sometimes feel lazy to do tasks or exercises that are given. Using game in grammar teaching is hopefully able to make the learners feel comfortable and enjoy learning about English grammar. The learners are able to master English grammar in the unconscious way since they learn it through games. In addition games can bring real-life situation to the classrooms which give the learners to practice the language rules that have been taught.

There are some benefits of teaching grammar with games. Teaching English grammar with games will motivate and encourage the learners to survive during the teaching learning process because they feel interested. Games can increase the cooperation and interaction among the learners. Besides, it can motivate the learners to express their feeling and idea. Games can also motivate the students to keep active in the class since games are students-focused activities requiring active involvement of learners.

Teaching grammar must be balance between the rules and communicative skills. Grammar has not only form but also meaning. Using games to teach English grammar can bridge grammar as rules and grammar as function in communication. Games can give the learners chances to express the new rules in grammar through games that are set communicatively.

There are some factors need to think when applying games in teaching English grammar. (Ahmad, 2009) mentions some factors the teachers should to think before teaching grammar using games such as;

1. Age
Age determines the kinds of game. The games for young learners are different with hose for adult learners.
2. Ability in the target language
The game used must be matched with the learners' ability in the target language. The learners will feel enjoy and comfortable if the game used relevant to their ability and level of proficiency in the target language.
3. Motivation
Motivation is necessary so that the learners will play the game nicely. By using game, the learners will feel not only enthusiastic but also motivated to keep the meaning of the game in their mind and even to apply it t the real life.
4. Size of group
Sometimes group games are preferable so the teachers must divide the class into some groups. The teacher should think about the number of group members so the group will be managed easily and the game can run effectively and efficiently.
5. Time
The teachers should plan the game by seeing time allocation. Using game can be time consuming so the teachers must think about time carefully. It is needed so the learners have enough time to play the games or they do not run out time when applying the game at class.

In addition, there are still other factors such as the classroom, the equipment of the game, the material of the game.

CONCLUSSION

Many learners still consider that English grammar is difficult. Most of them get low English grammar mastery. Some factors influence the learners' low English grammar mastery. One of them can be monotonous way of teaching English grammar. One alternative way to teach English grammar in a fun way is using games. Games can help the learners learn English grammar comfortably and relax. Those feelings hopefully enable the learners to understand the grammar rules taught. In the end, the grammar rules can be used in real life communication.

Nowadays the teachers can get many games for language learning especially grammar. They are available in books such as Elementary Communication Games and Intermediate Communication Games or website of ESL in

the internet such as www.simpleesl.com, www.englishsheet.com. They are free download and printable so the teachers can use them in the class for teaching grammar. They are completed with the rules and guidance of how to play them.

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