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The Description of Game that is Used in Morphology Syntax Class: a Student's Observation

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ABSTRACT

The purpose of this paper is to describe game in Morphology Syntax class. As the writer knew that most students nowadays were difficult to understand the word structures. The teacher named the game as The Marathon Game. This research was conducted in the Morphology Syntax class that consisted of 44 students. The purpose of the game was to review the materials. The teacher made a competition and divided it into three sessions with knocked out system. The first session, the teacher gave 6 questions about the materials. The second session, the teacher gave students some movie or song titles and the students should guessed what kind of the phrase which were used in the title. The last session was to rearrange the lyrics of songs. The findings of the research described the process of the activity in the class room. At the end of this research it could be concluded that teaching Morphology Syntax using game could increase students' enthusiasm. Therefore, the teacher can give the application of the theory.

Keywords: game, students, descriptive analysis, Morphology Syntax.

Introduction

English is an international language, spoken in many countries both as a native and as a second or foreign language. It is taught in the schools in almost every country on this earth. It is a living and vibrant language spoken by over 300 million people as their native language. Millions more speak it as an additional language (M.S. Thirumalai, 2002). Why learning English is so important especially for students? It is because people can communicate with other people from another country by using English.

In Indonesia itself, English is one of the compulsory subjects. One of the purposes of teaching English is to develop the ability in communicating with others. There are four main skills which should be learned, they are reading, writing, listening and speaking. There are also some other skills such as, grammar, pronunciation, vocabulary and spelling.

Grammar is the structure and system of a language, or of languages in general, usually considered to consist of syntax and morphology. Do we need to study grammar to learn a language? The short answer is "no". Very many people in the world speak their own, native language without having studied its grammar. Children start to speak before they even know the word "grammar". But if you are serious about learning a foreign language, the long answer is "yes, grammar can help you to learn a language more quickly and more efficiently." It's important to think of grammar as something that can help you, like a friend. When you understand the grammar (or system) of a language, you can understand many things yourself, without having to ask a teacher or look in a book. That's why study grammar is important to learn English.

The term grammar is often used to refer to morphology (the study of word forms) and syntax (the study of sentence structure) together. Many students especially college students nowadays are difficult to understand about morphology and syntax even some of them hate to study this subject. To increase students' enthusiasm and to get students' anxiety in Morphology Syntax class, the teacher using game. The name of the game is The Marathon Game.

Why game? Game is organized according to rules, and it is enjoyable. Play and competition that are provided by game enhance the motivation of the students. Thus, potential classroom ideas come into being, and a successful, joyful and enthusiastic learning is provided. The Marathon Game is an effective way to increase students' enthusiasm and to review the materials. The findings of the research described the process of the activity in the class room.

The Description of the Marathon Game

The Marathon Game is a game that is used in Morphology Syntax class. The purpose of this game is to review the materials. It also motivating and challenging. It encourages students to interact and communicate. This research had been conducted in Morphology Syntax class that consisted of 44 students. 30 from 44 students in the class said that it was fun, enthusiastic and made them recalling the materials before. Using game in the classroom has many advantages.

These are the advantages of using game in the classroom (Lee Su Kim, 1995):

1. Game is a welcome break from the usual routine of the language class.
2. It is motivating and challenging.
3. Learning a language requires a great deal of effort.
4. Game helps students to make and sustain the effort of learning.
5. Game provides language practice in the various skills- speaking, writing, listening and reading.
6. It encourages students to interact and communicate.
7. It creates a meaningful context for language use.

According to Tyson (2000), there are five ways to choose game, as follows:

1. A game must be more than just fun.
2. A game should involve "friendly" competition.
3. A game should keep all of the students involved and interested.
4. A game should encourage students to focus on the use of language rather than on the language itself.
5. A game should give students a chance to learn, practice, or review specific language material.

The processes in the Marathon Game

The teacher made a competition and divided it into three sessions with knocked out system. The class was divided into several groups, each group consisted of 3 students. Here are the sessions.

The First Session

In this session, every two groups would play. The teacher gave 6 questions about the materials and a group who raised their hands first was allowed to answer the question. If their

answer was right, they got the score, however if their answer was wrong, the other group had a chance to answer it. But if both of the groups answered it wrongly, they got no score for the question.

Examples of the questions that given in the first session:

No.	Statements	Questions
1.	I got a catfish when I fished with my uncle.	Is “catfish” a compound or a phrase?
2.	There was a rainbow after the rain yesterday.	Is “rainbow” a compound or a phrase?
3.	I ate pancake this morning with my little brother.	Is “pancake” a compound or a phrase?
4.	There is a lighthouse in Baron beach.	Is “lighthouse” a compound or a phrase?
5.	The sunflower looks so beautiful.	Is “sunflower” a compound or a phrase?
6.	My friends saw a grasshopper in the backyard this morning.	Is “grasshopper” a compound or a phrase?

From the table above, we can see the statements and the questions. When the teacher already gave all the questions, the highest score would proceed to the next session.

The Second Session

Same as the previous session, there would be every two groups played. In this session, the teacher would show several song and movie titles on the screen and the students were asked to guess what kind of phrase that was used in each title. A group who raised their hands first was allowed to answer the question.

Examples of the song and movie titles:





When the teacher already gave all the titles, the highest score would proceed to the next session.

The Third Session

This is the last session of the game. The teacher would show the lyrics of the songs desultory. There were three songs that were used in this session. A group who raised their hands first was allowed to answer the question. The students should guess the title of the song and rearrange the lyrics correctly and in accordance.

Examples of the lyrics of the songs:

🎵 First Song

Look mind for the girl everyday on rain
 Corner I spending the with the your broken
 Pouring smile in out don't

The answer : She will be loved by Maroon5

I don't mind spending everyday
 Out of your corner in the pouring rain
 Look for the girl with the broken smile

🎵 Second Song

Were Cash you I was pact one never and
 Johnny I other sometimes you without the miss
 June my made a we when

The answer: The one that got away by Katy Perry

I was June and you were my Johnny Cash
 Never one without the other we made a pact
 Sometimes when I miss you

🎵 Third Song

Freedom when missing realized December I but that
 Wishing mine I'd go you back to I you it
 Nothing out had turns ain't what were

The answer: Back to December by Taylor Swift

It turns out freedom ain't nothing but missing you
 Wishing that I realized what I had when you were mine
 I'd go back to December

The group who could guess the title and rearrange the lyrics correctly will win the game.

Conclusion

There is another way to make students interest with the materials that are given in Morphology Syntax class. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games. The writer knew that most of the students get bored and have no interest to study this subject, therefore the writer made an observation about using game to review the materials in Morphology Syntax class. This kind of game proved that students' looked enthusiastic and more fun during the game and after the game. This game is not hard to play, no need many stuffs and tools. It needs team work, speed, and also knowledge about the materials. Therefore, the teacher can give the application of the theory through this game.

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Appendix

This is the question that was given to the students to know their opinions about using this game in Morphology Syntax class:

- What is your opinion about our last game named Marathon Game in the last meeting before last exam? Was it fun or anything else?