

ABSTRACT

Wahdanawati, Isnaini. 2019. *The Effect of using Charade Games on The Eighth Grade Students' Grammar Mastery at SMP Muhammadiyah 09 Ambulu in 2019/2020 Academic Year*. Thesis. English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Jember.

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Key Words: Grammar Mastery, Charade Games.

Grammar is the most important aspect of language Because it supports the four skills such as listening, speaking, reading, and writing Without grammar, the students will find difficulties for using English. One of the reasons to conduct this research is intend to know "Is there any significant effect on students' grammar mastery between the students who are taught by using Charade Games and Grammar Translation Method of the eighth grade students of SMP Muhammadiyah 09 Ambulu-Jember in the academic year 2019/2020?"

The objectives of this research is intended to investigate whether there is a significant effect on students' grammar mastery between the students who are taught by using charade games and grammar translation method of the eighth grade students of SMP Muhammadiyah 09 Ambulu-Jember in the academic year 2019/2020.

The design of this research is quasi experimental resesarch. The subjects of this study were 46 of the eighth grade at SMP Muhammadiyah Ambulu consist of 23 of VIII B and 23 students of VIII C. Class VIII B was choosen as experimental group which was taught by using Charade Games while VIII C was choosen as control group which was taught by using grammar translation method.

In the beginning of the research, both of experimental and control group were given a pre-test to measure grammar test consist of 40 questions and a post-test after the treatment. The hypothesis was testsed using independent sample test. It is used the computer program SPSS 21 version.

The used of Charade Games could make students actively in classroom learning process by playing charade games to make the students' grammar be mastered. The treatment result showed that experiment group has better than control

group. It can be seen from hypothesis testing result, the significant value is 0,03 which means it is lower than significant level of 5 %.

Based on the result, it can be concluded that there is a significant effect on students' grammar mastery of the students who are taught by using charade games and the students who are taught by using grammar translation method. It means that, the use of charade games has significant positive effect on the students' grammar mastery.

