

GAME ONLINE DIRECTION TO IMPROVE STUDENT'S GRAMMAR UNDERSTANDING: AN EXTENSIVE READING APPROACH

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GAME ONLINE DIRECTION TO IMPROVE STUDENT'S GRAMMAR UNDERSTANDING: AN EXTENSIVE READING APPROACH

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Abstract

The aim of the study is to improve student grammar approach using Impromptu reading in game online direction which focused on subject verb agreement, adjectives and adverbs. This research combined the classroom action research and content analysis method to reveal how online game direction can assist students to soar their grammar mastery as well as their voices dealing with the impromptu reading implementation. The result showed that students score in Cycle I was not reaching the criteria of success for two reasons; 1) initially, some students randomly choose the game without considering the game quality, 2) they were still trapped in the bias of SV agreement and the changes of part of speech in the sentence order. Followed in the cycle II, the researcher found that there were positive improvement in students' grammar mastery in term of score and motivation. Further, based on the interview, 65% students were more interested using game online than using conventional quiz in learning grammar. It could be concluded that student could improve their grammar understanding by factual text analysis.

Keywords: *Improptu Reading Direction, Reading, Game online*

1. INTRODUCTION

In language learning, there are several elements that must be mastered including vocabulary and sentence structure accuracy. Both of these main elements play an important role in conveying messages to be meaningful and acceptable. For English as Second Language (ESL) learners, vocabulary may no longer be a problem because many absorption words from English are imported into everyday language as in Malaysia, for example. On the other hand, a few of EFL (English as foreign Language) learners argued that acquiring vocabulary and grammar are two complicated thing for learning English grammatical order is very difficult, boring, and tedious (Gustin;2013, Mahmoudian.et.al; 2012). Therefore many researchers and language teachers have formulated several models and techniques of learning English to make it easier to learn. It is important to know that learning languages must be integrated, it is almost impossible to master English just by learning one side, reading without writing or speaking to hear for example (Brown; 2001). For this reason, many researchers and language teachers combine Grammar learning and other language skills so that it is easier to learn, for example by combining Grammar learning with speaking or reading skills. Furthermore, Johnson (2008) argued that reading lead the language learners indirectly have come into contact with grammar; this process might develop a sense of language structure, grammar, and also the vocabulary acquisition.

Many scholars conducted research on Extensive reading contributed to EFL learners in relation to improving Language Proficiency, which this includes increasing vocabulary acquisition, grammar control and improving language skills (Elley and Mungabbai (1983), Ducey-Perez (1993) Holden (2002), and Krashen and Gribbons, (2004) as cited in Mahmoudian.et.al; 2012). Similarly, Khansir and Deghani (2008) conducted a study of 40 students who took part in a training program at the language hall. They were divided into 20 students in game control class and 20 students in the experimental class homogeneously. For 55 days both the control group and the experimental group was given treatment in

2e form of reading books according to their interests and preferences, as well as the level of knowledge. At the end of the treatment the two groups were given 50 multiple choice questions and the results showed significant differences from the two groups, especially on Simple Past, Object Pronoun, Adverbs of Frequency, and Determiners.

In English, it has a concept of Subject Verbs agreement, Pronoun, S / Es addition in the plural, and etc. The fundamental concepts are even sometimes confusing for EFL novice learners for in Bahasa the speaker do not necessarily changing the form of verbs and nouns to indicate the information of time or number. This phenomenon was still often found in English education students who take the English Grammar for Novice course. This phenomena was caused by some factors; 1) the students confuse in distinguishing the addition „S“ in verb based on the pronoun and the addition of „S“ in noun as plural marker, 2) the mindset problem in shifting language concept from Bahasa into English for there are no concept of plural singular verb in Bahasa, 3) the bias in distinguishing part of speech form since they deliver different functions, forms, and meaning; while in the class, most of students were still not able to automatically shift the language concept especially in analyzing a factual text.

Reading is the process of obtaining information through written symbols and patterns which are divided into at least three levels of meaning namely Lexical Level, Meaning Level, and Socio-Cultural Meaning Level (Ziahosseiny, 2009: 117 as cited in Khansir and Deghani; 2008). Two types of reading approaches are intensive reading and extensive reading. Reading with an intensive or extensive approach has different characteristics, functions, and benefits. Later, it was known that many researchers conducted research about the implementation of extensive reading which contribute significant positivity in learning English and has a positive correlation in improving English mastery (Nishidino: 2007, Macalister: 2008, and Rahim Et.al: 2009 as cited in Delfi and Yamat; 2014). Furthermore, McLeod (2007) in Delfi and Yamat (2014) argued that in general extensive reading is carried out to build student confidence and excitement in the reading process so that students do not feel pressured. In addition, Bamford (1998) as cited in Khansir and Deghani (2008) argued that basically Extensive reading is significantly beneficial in the development of language elements in both the ESL and EFL contexts. In line, Day and Bamford (2004) stated that extensive reading has several advantages including improving reading skills, increasing reading motivation and enjoyment, increasing vocabulary mastery, improving language skills, and as a means of acquiring language. In addition, they also believed that students' understanding in reading can be clear from the written product and their ability to answer questions. On the other hand, besides the benefits of extensive reading approach, the Indonesian literacy climate in term of reading itself tends to dwell on intensive models that emphasize more on reading comprehension that measures learners' understanding of reading macro skills.

The rank of Indonesian reading habit was poor compare with the rank of gadget ownership and internet access which sit on the top 3 around the world. This was tragically reflected that those internet users likely to spent most of their time surf on accessing social media and other entertainment platforms rather than reading. In the era of the industrial revolution 4.0 where creative industry and creativity became the main keywords, then even learning must be adapted to these things, as well. It was undeniable true that most Indonesians in productive age were addicted to playing online games and social media. In relation to the world of education, methods, models, or teaching techniques were increasingly developing. Lately, the directions of educational curriculum development on higher education lead to emphasize on critical thinking by completing learning achievements at level 6 of KKNI. This was explored that the graduates were able to compete in the global era (Perpres 2012). In the learning context, teacher had to provide various material, learning media, and assessment which specifically lead students into a real experience based on everyday contexts in actively improve students' critical thinking skill. In addition, it was aimed to provide meaningful contributions for learners to gain knowledge and globally compatible. Nowadays, in the flipped classroom era the teacher should lead students' creativity to incorporate leaning media that can be accessed anytime and anywhere. In line with the learning media, learning materials can be generated from students' closest habit and interest such as online game. Rather than limiting and prohibiting the students to online gaming, it would be better to integrate them with other digital learning resources in the context of learning. This, of course provided benefit for both the teacher and the student. In this research, Direction or instruction in the game are employed as learning media to deliver grammar material especially subject Verb agreement, Adjectives, and Adverbs. By combining the extensive reading approach and game online direction it expected that students can positively increase their grammar understanding. Lately, there were a lot of researches dealing with the implementation of digital learning resources and its contribution on the learning process. Further, Eady and Lockyer (2013) explored that digital learning resources can effectively help students in processing information in active

memory mode when students are actively involved and interact with multimedia information for they encode them in long-term memory.

In term of Grammar, Azar (2009) argued that states that grammar is a set of rules by which people speak and write which are not consciously understood because the rules referred to are used easily and naturally most of the time. In addition, Al-mekhlafi (2009) stated that Grammar is a set of rules that explores the forms and structures of sentences that can be used in a language. In general, mastery of foreign languages is divided into 3 types namely beginner or beginner, intermediate or intermediate level, and advance. The material composition for the beginner level includes part of speech and tenses (active voice). In fact, the sentence structure in Bahasa (L1) and in English (L2) which can be easily figured out from the pronoun, adverbs, and mainly from the verb itself. Further, the concept of Bahasa and English was also can be seen from the concept of word position (DM→MD), however, in all languages, a good sentence minimally consist of 1 subject and 1 verb which must fits to deliver a meaningful message and grammatically accurate as the example in the following;

Anisa makan (Bahasa)
S Predikat (K.Kerja)

Anisa eats (English)
S Verb (+S)

Ta''kuluAnisa (Arabic)
Mubtada' Khobar

In the Indonesian language concept, the word „makan“ which played as the verb cannot be immediately identified the meaning without the adverb of time; while in the English concept, the verb „eats“ is automatically indicated the time and the doer of the verb. Meanwhile, Arabic concepts, the Concept of Adverb's time and gender Subject in the sentence is automatically detected from the verbs used.

This research was conducted with 2 main objectives, namely 1) exploring the use of the impromptu reading direction method in online games to improve the ability of students to master grammar that focuses on subject verb agreement, adjectives, and adverbs. 2) The weaknesses and strengths of the impromptu reading direction method from the point of view of students and lecturers in grammar teaching that focuses on subject verb agreements, adjectives, and adverbs.

2. RESEARCH METHOD

This research explored the implementation of game on line direction by combining the classroom action research and content analysis method to reveal students achievement, motivation and voices during the class of compulsory subject, English Grammar for novice, especially in *subject and verb agreements, adjectives, and adverbs*. Conducted in two cycle of CAR, this research involved 30 students aged from nineteen to twenty. To obtain the valid data, researcher were incorporated with some instrument namely Test, observation checklist, interview and questionnaire which are eloquently explained as follows.

Table 2.1 Specifications on Data Sources and Instruments used

No	Instrument	Data	Variable
1.	Test	Score	Score assessment of student worksheets in doing tests and factual test analysis in the form of command sentences in online games
2.	Observation Check list	Student activities in the teaching and learning process in class Student performance in implementing impromptu reading direction in online games in grammar learning in subject and verb agreement, adjectives, and adverbs.	Students'' involvement in the learning process. The attitude of students during the learning process. Learning steps are implemented as planned.
3.	Questionnaire	Students' reflections on the implementation of impromptu reading direction in online games in grammar learning in subject and verb agreement, adjectives, and adverbs.	Student opinion about the implementation of impromptu reading direction in online games in grammar learning in subject and verb agreement, adjectives, and adverbs.

4. Interview	Profile of perceptions of students and lecturers supporting courses on the weaknesses and weaknesses of the implementation of impromptu reading direction in online games in grammar learning in subject and verb agreement, adjectives, and adverbs.	Profile of perceptions of students and lecturers supporting courses on the weaknesses and weaknesses of the implementation of impromptu reading direction in online games in grammar learning in subject and verb agreement, adjectives, and adverbs.
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Initially, this research came out from the researcher observation which also the teacher in grammar class. The researcher found out that students score in the previous semester and their achievement in the first half semester was insatiable. The core problem was their poor ability in implementing and analysing the concept of *subject and verbs agreement*, as well as the difference between *adverbs and adjectives* in the *factual texts*. This phenomena was caused by some factors; 1) the students confuse in distinguishing the addition „S“ in verb based on the pronoun and the addition of „S“ in noun as plural marker, 2) the mindset problem in shifting language concept from Bahasa into English for there are no concept of plural singular verb in Bahasa, 3) the bias in distinguishing part of speech form since they deliver different functions, forms, and meaning; while in the class, most of students were still not able to automatically shift the language concept. Further, the result of students score in the preliminary study was elaborated in the following table.

Table 2.2 The Pra-Survey Result Data of Grammar Mastery Especially at Subject verbs agreement, adjectives, and adverbs.

Conversion	Range of Score	Percentage	Frequency
C +	60 – 65	40 %	12
B -	66 – 70	23 %	7
B	71 – 75	17 %	5
B +	76 – 80	23 %	3
A -	81 – 90	10 %	3
Total		100 %	30 students

Source : The Pre-Survey Result Data at students achievement on the first half-semester on the Academic Year 2019/2020

In the table above, the students score while having a daily quiz in analysing the usage of *subject and verb agreements, adjectives, and adverbs* in factual text were generally in 60 - 65 or equal with C score. Those phenomena then lead the researchers to bring game online into academic setting, for most of students are gamer addict. To achieve the research goal, researchers also determined the minimum criteria of success; here; the students were not only set to improve their grammar score compare to their score in preliminary study. Besides, the students' improvement were also measured from their attitudes and knowledge which indicated by their ability in analysing and implementing *SV – agreements, adjectives, and adverbs* in factual texts. In terms of Score, students were planned to achieve 71 or B and the score gained when the students were able to analyse the direction or instruction in online game at least 75% accurate based on grammar standard rules.

3. DISCUSSION AND FINDING

3.1. The implementation of impromptu reading in game online direction

The research was thoroughly planned to improve students' grammar mastery in term of *subject verb agreement, adjectives, and adverbs* in online game direction. In detail, the research was conducted from 28 May to 15 July 2019 which includes planning, acting, observing and reflecting. In detail, the descriptions are as the following;

1. Planning

The researchers came with the formula to tackle students' obstacles in understanding grammar mainly in the usage of *subject and verb agreements, adjectives, and adverbs* in factual text. The researcher prepared the lesson plan, learning media, material, the procedure of the method, and also the research timetable on 28 May 2019. The researcher stated the implementation of the learning process in the cycle I was conducted on 31 May and 7 May

2019. the researcher thought that 2 meeting would be proper to handle students problems and were able to increase students understanding. In the following, the cycle II planned on 28 July cycle II while the teaching learning processes were conducted on 5 July and 12 July.

2. Acting

The researchers, initially, gave all the instrument of teaching learning process such as, material, and present it in suitable learning media namely quizizz. This media was not only as a tool to deliver material but also to assess their understanding toward material which just given. This first meeting in the cycle I was conducted on 31 may 2019. In the following, to assess students understanding toward the usage of *subject and verb agreements*, *adjectives*, and *adverbs* in factual text, the researcher conducted the meeting on 7 May 2019. In this meeting, students got to present the result of their analysis in term of *subject and verb agreements*, *adjectives*, and *adverbs* which they found in the game online direction or instruction. In gaming, before start the game, while gaming and in time leaving or losing the game there must be some instruction giving in English. Those words, phrases, clauses, or sentences are the data to be analyzed by the students. Then, the student presented the result in front of the researcher, while presenting, to ensure students personal understanding the researcher deliver one question to confront the analysis result, like which in is the subject? why this is classified into adjective?, and so on. The students independently chose the type of the game online since the requirement of the success is determined by their deep analysis toward material rather than the game type.

Meanwhile in the cycle II, the researchers also presented the same stage as in the cycle 1 with some revisions due to the result of observation and reflecting session in cycle 1, they were; 1) students are divided into pair work so they can effectively discuss dealing with the usage of *subject and verb agreements*, *adjectives*, and *adverbs* in the game, 2) the type of game were determined by the researchers (Garden Scapes, Plants Vs. Zombies, Burger Shop, Pokémon Go, and Mobile Legend, PUBG, and Game of Throne). The cycle II was conducted on 5 July 2019 for the material session while for the students presentation was held on 12 July 2019. The students are allowed to choose one of the games and analyze it based on the material given, and then presented the analyses in pair orally.

3. Observing

During the observation, researcher implemented Test and observation checklist to obtain data dealing the improvement on students score. Further, their participation during the material session and mainly the presentation session were also assessed. The result of the research in term of students score presented in the following table;

Table 2.3 The Students Score in Cycle I and Cycle II

No.	Initial	Students Score in Cycle 1	Pair Initial	Students Score in Cycle 2
1.	IIS	55	Pair 1 (IIS & AWP)	77
2.	AWP	55		
3.	AAD	55	Pair 2 (AAD&DYA)	76
4.	DYA	70		
5.	KA	80	Pair 3 (KA&AI)	81
6.	AI	80		
7.	MJ	70	Pair 4 (MJ&ZZK)	80
8.	ZZK	80		
9.	PW	75	Pair 5 (PW&DAW)	80
10.	DAW	60		
11.	TC	75	Pair 6 (TC&APS)	78
12.	APS	55		
13.	IY	80	Pair 7	81

14.	PK	70	(IY&PK)	
15.	MRA	60	Pair 8	81
16.	FD	80	(MRA&FD)	
17.	SAM	80	Pair 9	78
18.	EA	70	(SAM&EA)	
19.	MRA	65	Pair 10	76
20.	LB	65	(MRA&LB)	
21.	LB	70	Pair 11	80
22.	DZ	60	(LB&DZ)	
23.	RA	70	Pair 12	79
24.	FWN	80	(RA&FWN)	
25.	DFH	70	Pair 11	73
26.	AFN	70	(DFH&AFN)	
27.	SDA	60	Pair 11	80
28.	SYE	70	(SDA&SYE)	
29.	TNP	80	Pair 11	83
30.	DF	75	(TNP&DF)	
	Average Score	69.5	Average Score	78.8

Based on the information in table above it generated that students score in cycle was slightly improve but did not reach the minimum standard of criteria of success. The student average was only 69.5 which caused by their ability in analysing the text were still poor. Even though some of them were successfully determine the Subject and the Verb correctly but there were a lot of students still confuse the position of adjective and adverb in the sentence. Due to some errors happened in the cycle I then the researcher concerned to lead students in understanding adjective and adverb in the direction. Further, the implementation of second cycle, students score were significantly increase even beyond the criteria of success which hit 78.8.

4. Reflecting

In this cycle, the researchers reflect the teaching learning process in term of the weaknesses, error, and also the strength to reach the research goal. Overall, in term of the implementation of the Impromptu reading on game online direction was successfully increase students grammar understanding in term of SV agreement, adjective, and adverb. The table below showed that the students starting average score in preliminary was in C score while in the very last cycle soared to B+ score, which means they improve 15.5 point.

Table 2.4 The Students Score in Cycle I and Cycle II

Preliminary study	Cycle 1 (2 Projects)	Cycle 2 (2 Projects)	Significance improvement from C1 to C2
63	69.5	78.8	9.3 points (from B- to B+)

3.2. Students voices towards the implementation of impromptu reading on game online direction

To reveal the weakness and the strength of the implementation impromptu reading in game online direction, researcher implemented questionnaire and open ended interview. In term of interview, the researcher found that generally students enjoyed learning grammar by using impromptu reading mainly when it was done in pair. They argued that working in pair contributed a greater chance for them to discuss with friend without feeling nervous and stressful. In line, some students believed that game online provide them many benefits either in learning language and earning money since some games also required coin and reward the player with point or token that can be reimbursed to bit coin or data package. On the other hand, in term of the weaknesses of the implementation game online as learning media there was few students tend to choose another media (Quizizz and conventional structured test) for they were not gamer addict. In detail, the result of the interview presented as followed (As the representation only):

Data 1 DF I like gaming since I was a 6 grader. Firstly, I just followed my friend but then I found it nice. I can get 2 benefits, first, I can earn extra pocket money, and then, I can learn English. You know, the first time I was interested in English was also because playing game. I can know new vocab like hostage, abandon was also from game. I love playing mobile legend and PUBG.

Data 2 TNP I am an introvert person, so I spent most of my time in reading and gaming. I love Superstar BTS and Wizard Pokémon Go. I like everything deals with Korea and my favourite boy band is BTS. Here I can add friend, learning Korean language, and most importantly I can get my idol news accurately since this app is also the product of BTS management. I do agree and like this method the most for I can enjoy my self-gaming while learning English also.

Data 3 LB well, initially I don't really interested in game. To me, it wasting time and do not give you positive contribution. So I downloaded it just because the task given. But after I played Green farm I found it was interesting. In term of learning Grammar I don't think so because you just can skip the stage (direction) to jump to the next level once you succeed in your level. I personally choose Quizizz that you ever gave in the class. It was more joyful to me.

In addition, the researchers also conducted interview with the teacher. It revealed that the teacher was also interested in implementing the impromptu reading in game online for the teaching learning was not only in stressful classroom setting, likewise, students experienced new beneficial learning process. In line with result of the interview, researcher found the result of questionnaire dealing with the impromptu reading implementation was presented as follow;

Table 3.1 The Students questionnaire dealing with their motivation in learning grammar

No	Questions	Cycle 2 30 students				
		SA	A	N	D	SD
1	Impromptu reading <i>Game online direction</i> is an interesting technique in pair work.	15	12	3	0	0
2	Teamwork makes me hard to socialize work others	0	2	0	12	16
3	Impromptu reading <i>Game online direction</i> in actively participate in the class.	19	10	1	0	0
4	The limitation time in the project is challenging	5	17	5	2	1
5	After implementing Impromptu reading <i>Game online direction</i> I increase the accuracy of my <i>grammar understanding</i> .	10	12	8	0	0
6	After implementing Impromptu reading <i>Game online direction</i> I am more aware about sentence structure (SV agreement)	15	14	1	0	0
7	Impromptu reading <i>Game online direction</i> lead me have a better insight of indicating <i>adjective and adverb</i> in the factual text.	12	15	3	0	0
8	After implementing Impromptu reading <i>Game online direction</i> I am able to implement the concept in my writing skill.	12	16	2	0	0
9	After implementing Impromptu reading <i>Game online direction</i> I am greatly interesting in implementing this technique to improve my <i>grammar understanding</i> .	16	17	2	0	0
10	Impromptu reading makes me difficult to analyse the sentence structure.	0	2	0	12	16
11	By cooperating with the pair member I find it easier to understand the application of SV – agreement, adjective, and adverb.	7	9	14	0	0
12	In my opinion, Impromptu reading <i>Game online direction</i> is useless	0	0	0	13	17
13	After implementing Impromptu reading <i>Game online direction</i> my friend greatly interesting in implementing this technique to improve my <i>grammar understanding</i> .	5	9	12	3	1
14	In my opinion, Impromptu reading <i>Game online direction</i> let the students to be more aware of <i>grammar understanding</i> .	12	15	3	0	0
15	PBL with <i>Vlog</i> gives me a greater chance to learn english sentence structure	16	14	0	0	0
16	Impromptu reading <i>Game online direction</i> in the class leads me to be more responsible with the group task	14	13	3	0	0
17	Impromptu reading <i>Game online direction</i> puts me in a	0	0	0	17	13

	stressfull learning athmosphere					
18	Impromptu reading <i>Game online direction</i> accomodate my interest in gaming and learning language	5	21	4	0	0
19	Impromptu reading <i>Game online direction</i> is possibly to be highly recomended to be implemented to improve grammar mastery	15	15	0	0	0
20	Impromptu reading <i>Game online direction</i> contribute a lot of benefits than the drawbacks	12	13	5	0	0

On the table above, it can be generated that the implementation of impromptu reading can accommodate students' interest in learning grammar as well as gaming for 21 students and this method was also recommended to be implemented in teaching grammar. Further 12 students argued that after implementing this method they can generate a better insight of grammar mainly in SV agreement, adjective and adverb. Likewise, 75% of students believed that this method was not stressful and useless, means that they agreed that impromptu was beneficial and effective in improving their grammar understanding.

4. CONCLUSSION

This research was conducted to explore the implementation of impromptu reading in online reading direction during the English grammar for novice class. To meet the significance of the research, the researchers draw the result as followed;

1. The researchers found that in the cycle I there was no significant improvement either in students' grammar understanding in term of SV-agreement, adverbs, and adjectives, or students' attitude in learning grammar. Initially, students were less motivated since the class were set out in individual presentation where students had to deliver their analysis result to the teacher in person, for some reasons, they thought it was stressful for they were nervous with their own ability in analysing the factual text (game online direction). Furthermore, many of them were choosing the same game to ensure their analysis results by comforting them among the friends. Since the score were still under the criteria of success, then the researchers continued their research to cycle 2, here, the researcher gave them a chance to work in pair in analysing the SV-agreement, adverbs, and adjectives in the online game direction. Beside they can engage in pair discussion, the researcher also determined the types of the game and gave a bit longer time for them to discuss the sentence structure. At last, students grammar mastery level was reaching the criteria of success then it can be concluded that the implementation of game online direction contribute positively in improving students grammar mastery mainly in SV-agreement, adverbs, and adjectives.
2. In term of student motivation in learning grammar, most of them (65%) showed positive attitude and found it joyful while implementing game online direction to analyse SV-agreement, adverbs, and adjectives. They said that can unconsciously interact with grammar and understand the concept at the same time they enjoy their leisure time gaming and some of them also possibly to earn money from it. In conclusion, they believed that this method can activate their grammar awareness compare with conventional quiz. Nevertheless, not all research participants were grammar addict or interested in online gaming and said that analysis factual text much stressful since they have to indicate the sentence thoroughly in order to find the correct formula and reasoning. Likewise, they tend to be more focus in the structured quiz where the directions are clearly mentioned what to do and what grammar aspect they should concern.

To put things into a nut shell, the game online direction was successfully increase students grammar understanding mainly in SV-agreement, adverbs, and adjectives under some conditions; 1) type of online gaming must contain of rich direction then the gamer possibly interact with grammar unconsciously, 2) provide more time for them to analyse and sure with the result, and 3) put them work in a pair work, somehow, discussion lead to a better insight.

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Biodata

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