THE USE OF BOARD GAME TO IMPROVE STUDENTS’ GRAMMAR MASTERY
(A CLASSROOM ACTION RESEARCH ON THE EIGHT GRADE OF SMP N 1 BERGAS IN THE ACADEMIC YEAR OF 2014/2015)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

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2015
DECLARATION

In the name of Allah, the most gracious and merciful.

Hereby the writer declares that this graduating paper is made by the writer himself. This paper does not containing materials and written and has been published by other people and other people’s idea except the information from the reference.

This declaration is written by the writer, and he hopes that this declaration can be understood.

Salatiga, March 11th 2015

The writer

Dyah Saraswati

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ATTENTIVE COUNSELOR’S NOTE
Case: Dyah Saraswati’s Graduating Paper

Dear:

Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Muhammad Anad Bahtiar’s graduating paper entitled “THE USE OF BOARD GAME TO IMPROVE STUDENTS’ GRAMMAR MASTERY (A Classroom Action Research on the Eight Grade of SMP N 1 Bergas in the Academic Year of 2014/2015)”. I have decided and would like to propose that if it could be accepted by Teacher Training and Education Faculty. I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

Mashlihatul Umami, S.Pd.I, M.A
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Motto

“Life is nothing without problems”

~Portgas D. Ace~
DEDICATION

This graduating paper is sincerely dedicated for:

❖ Allah SWT, My Lord My God Almighty, thanks for guiding me to face everything in this extraordinary world.

❖ My beloved parents, my father (Riyatno) who is in heaven. My step father. I hope you are proud of me. And my mother (Ngatiyah) who always pray, guide, motivate me to become better person and also give me support. I love you so much.

❖ My beloved best friends (Lutfi Nur Khayati and Berlintu Okta) who never tired give me support to finish this graduating paper.

❖ My big family who fill my life with love.
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In the name of Allah, the most gracious and merciful, the Lord of universe and space. Thanks to Allah because of Him the writer could complete this graduating paper as one of requirement for Sarjana Pendidikan Islam (S.Pd.I) at English Education Department of Teacher Training and Education Faculty of State Institute of Islamic Studies (IAIN) Salatiga in 2015.

This graduating paper would not have been completed without support, guidance and help from individual and institution. Therefore, I would like to express special thanks to:

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Salatiga, March 11\textsuperscript{th} 2014

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ABSTRACT


Board game is a kind of game which the students are given some words and they need to write the correct pattern and make sentences using the words on the card. Board game is one of the techniques that used to improve student's grammar ability in making sentences. The advantages of this technique are the students can enjoy and actively involved in learning grammar. This research is aimed to improve the students’ grammar mastery through Board game. This research analyzes how the procedure of the use of Board game to improve the students’ grammar mastery, whether the use of Board game can improve the students’ grammar mastery, and how far the implementation of the students’ grammar mastery of students of the eight grade of SMPN 1 Bergas 2015 through Board game. This research was conducted in SMPN 1 Bergas, Jl. Ngobo Karangjati, Bergas 50552. Thirty three students of the eight grade of SMPN 1 Bergas 2015 were instructed through Board game to improve their grammar. The research methodology in this research is used Classroom Action Research (CAR). There were three cycles and every cycle include of two meeting to give the students more opportunities to improve their understanding about grammar. The results show that the students’ grammar mastery improves significantly. The T-calculation results shows that the T-calculation of cycle I is 5, 1, cycle II is 8, 3 and cycle III is 6, 5. It means that using board game can improve students’ grammar mastery.

Keywords: Grammar mastery, Board Game, Classroom action research
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a system of symbols through which people communicate. The symbols may be spoken, written, or signed with the hands (Charles: 1998). Without language it is hard to imagine how people can cooperate and get along with one another. Communication has an important role in human life. We must know how to share, to express our idea to other. Because communication is important, so human being should learn how to communicate correctly. Communication will be easy if between sender and receiver understand with the information was given. One of important tools in communication among various groups of people from various part of the world now is English.

English as International language is spoken almost all over the world. In the global area, English takes an important role as communication language used in many sector of life, such as trading, bilateral relationship, politic, science, technology and many others. In fact, people use language to express their feelings, ideas, and desires. English has become the language used by many people over the world to connect and share with another. Therefore, people should understand and master English in order to gain broader knowledge, information and technology.

People need to communicate in doing daily activities and making an interaction to other people in their life. English uses as a medium language in all aspects of national relationship with other countries such as diplomatic, social, cultural, international commerce and also in
education. In other word English takes an important role in communication such a medium for every nation to communicate each other.

In Indonesian government, English is considered as the first foreign language and the compulsory subject to be taught in secondary schools. The objective of teaching English is to enable students to communicate in English orally and writing form. Accuracy and fluency are aspect of language components; pronunciation, vocabulary, and grammar. Meanwhile fluency refers to mastering language skills: listening, speaking, reading and writing. Moreover, mastering language skills is the objective of English teaching based on the current School-Based Curriculum.

Most Indonesian students face difficulties in learning structure because the grammatical rules of Indonesian language are different from those of English. It is one of the problems faced by students of SMP N 1 Bergas. It is obvious why they become passive, confused, shy, afraid of making mistakes, and feel bored when they study English grammar, and sometimes they are sleepy in the class when they have lesson. It can lead the learners get negative results; they become unmotivated to learn it and unable to communicate in English.

Based on the researcher’s observation at the eighth grade at SMP N 1 Bergas, the researcher found that many students at eighth grade at SMP N 1 Bergas had difficulties in learning English especially in the grammar. It was proved by the result of the students’ final examination score. The mean of students’ English score was 60. Meanwhile the Minimum Mastery Criterion-\textit{Kriteria Ketuntasan Minimal (KKM)} was 70. The result indicates that the students’ English achievement is still low. Beside, it was supported by the result of interview to
the English teacher in the preliminary study that the students’ difficulties come from the weaknesses of the students’ grammar mastery.

Those problems of the grammar must be solved because it can be the difficulties for the students to continue the next level or grade. One of the teaching strategies that can make the students motivated to learn English is using suitable strategy such as game. Recently, not only in the Kindergarten, fun and effective learning is hoped can be applied in English learning process for Junior High School and Senior High School.

Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaning. Almost people like game, because game is able to break their boredom and it is possible to learn a language as well as enjoy oneself at the same time. But it depends on the appropriateness of the game and role of the player.

So, according to the problem that is faced by students above, the researcher will use Board game as a media to improve students’ grammar mastery. Board game is one of game that is used in English language teaching. Here, the game is used to deliver the materials in order to be more fun for students in the process of teaching learning, so they will be enthusiastic in joining the activity. It is important to use game as an alternative way in teaching grammar.

This game can be applied in teaching and learning. Beside, students are given some exercises many times, the students also have chance to respond or correct their peers. There is competition on Board game, so it makes students to be more enthusiasm and active in learning process.
Based on above explanation, the writer wants to conduct a research entitled: “The Use of Board Game to Improve Students’ Grammar Mastery (A Classroom Action Research at The Eight Grade Students of SMP N 1 Bergas in The Academic Year of 2014/2015).

B. Statement of the Problem

Based on the background of the study above, many problems arise. Some problems are as follows:

1. How is the procedure of implementation of board game to improve students’ grammar mastery of the eight grade students of SMP N 1 Bergas in academic year of 2014/2015?
2. Whether the implementation of board game improve students’ grammar mastery of the eight grade students of SMP N 1 Bergas in academic year of 2014/2015 or not?
3. How far is the effectiveness of using board game to students’ grammar mastery of the eight grade students of SMP N 1 Bergas in academic year of 2014/2015?

C. Objective of the Study

The objectives of this research are as follows:

1. To describe the procedure of implementation of board game to improve students’ grammar mastery of the eight grade students of SMP N 1 Bergas in academic year of 2014/2015.
2. To find out whether the implementation of board game improve students’ grammar mastery of the eight grade students of SMP N 1 Bergas in academic year of 2014/2015.
3. In order to find out the effectiveness of using board game to improve students’ grammar mastery of the eight grade students of SMP N 1 Bergas in academic year of 2014/2015.
D. Review of the Related Research

In this research, the researcher takes review of related literature from the other research as a comparison. The first was conducted by Eka Septiana Sari (2010) with her research paper “The Use of Texts to Improve Students’ Grammar Mastery of the First Year Students of MAN Salatiga in the Academic Year of 2009/2010”. She conducted that there is a significant difference in the result of teaching grammar between teachings by using text as teaching aids in students’ grammar. In fact in this research there is a different mean in both of these groups. It could be shown from the average score of grammar mastery of the students before using text was 58, it belonged to poor average level and after using text was 69,33. It belonged to average to good level.

In the second research was conducted by Qurotul’Ain (2011) with her research paper “The Use of Students’ Team-Achievement Division to Improve Grammar Mastery (A Classroom Action Research of the Second Year students of MTs N Ngablak in the Academic Year of 2010-2011”. The result of the action shows that using Teams-achievement division method can improve students’ grammar mastery. It could be shown from the average score of grammar mastery of the students before using text was 49,4, it belonged to poor average level and after using text was 63,3. It belonged to average to good level.

The third review related to the research was conducted by Rinta Sari (2005) with her research paper “The Problem of Applying Grammatical Rules in Writing of Seminar on Language Teaching Papers.” The result of the research showed that the problems of applying grammatical rules especially simple present tense in writing thesis proposal which are most made by seventh semester student.

E. Significance of the Study
The researcher hopes that this research can give contribution especially about the use of board game in improving students’ grammar mastery. The researcher also hopes that this research will be useful for the teachers, the students and for the school of SMP N 1 Bergas in the academic year of 2014/2015 as the statement below:

1. For the students

This research expected to encourage the students mastering English lesson, the students feel relax and enjoy when they learn English lesson, and solve their problem in learning grammar because the teacher use the suitable method in teaching. Therefore, the students can use the grammar they have learnt in the communication.

2. For the teacher

The positive impact of this research can support the English teachers to apply this technique in teaching grammar. They can develop and use new methods in order to make the students enjoy and relax in teaching learning process. The media or a game that is given by teachers and the students feel comfort, it can give positive assumption to the teacher that they have competence.

3. For the school

The output of the study will help achieve higher quality of education, because of the well-trained teachers and good performance of the students.

4. For the further researcher

This research is expected to give a new knowledge of the further researcher to do the better research of teaching and learning cases, and to solve the students’ grammar mastery problems, and also the teachers that have the similar problem with this researcher.

F. Limitation of the Research
This study concerns to “The Use of Board Game to Improve Students’ Grammar Mastery”. In order to focus on this research, so the result is valid; there must be limitation of the problem. The topic must be limited in order to investigate the problems more accurately, precisely, and correctly. Therefore, the writer would like to limit this study as follows:

1) The research is limited in using Board Game, the kind of Board Game that is used in this research is Football Board Game.

2) The grammar used in this research is limited in the tense. They are Simple Present Tense, Simple Past Tense and Past Continuous Tense.

3) The research is conducted for the eight year students of SMP N 1 Bergas in the academic year 2014/2015

G. Definition of the Key Term

The researcher classifies the terms are used in this study as follows:

1. Game

   Game is an enjoyable activity involving an objective that is achieved by following certain rules, usually in competition with one or more other people (Prodromou:1992).

2. Board Game

   A board game is any that can be played on a flat surface such as a table or floor. (Parlett : 1999)
A board game is a game that involves counters or pieces moved or placed on a pre-marked surface or “board” according to a set of rules. Games can be based on pure strategy, chance (e.g. rolling dice) or a mixture of the two, and usually have a goal which a player aims to achieve. Early board games represented a battle between two armies, and most current board games are still based on defeating opposing players in terms of counters, winning position or accrual of points.

(Regina : 2012)

3. Grammar Mastery

According to Rutheford (1987), grammar is “a necessary component of any language teaching program”, and thus plays an important role in language teaching. However, the focus on grammar in language teaching was challenged with the emergence of teaching methodologies based on different learning theories, such a challenge influenced not only the content and the curriculum in language teaching, but also the implication for teaching grammar. While according to Hornby (1987), mastery is complete control or knowledge.

As an important element of language, grammar should be mastered by learners if they want to be successful in learning English. Mastering English grammar can help students to construct the correct sentences meaningfully and grammatically, so that they are able to use English well. Improving grammar mastery is crucial for the students because if grammar rules are too carelessly violated, communication may suffer (Harmer, 2001).

H. Outline of Graduating Paper

This graduating paper is composed into systemically five chapters, and able to clarify as follows:
Chapter 1 contains introduction which covers background of the study, statement of the problem, objectives of the study, review of related literature, significant of the study, limitation of the research, definition of key term and graduating paper outline.

Chapter II describes theoretical review of teaching grammar. Firstly the definition of board game, some theories of grammar mastery and possible relation between using board game to grammar mastery.

Chapter III presents about method of research. It discusses about research report and research methodology. The research report explains about the general situation of SMP Negeri 1 Bergas. Then, the research method consists of setting of the research, subject of the study, method of the research, procedure of the research, technique of collecting data and technique of analysis data.

Chapter IV is the data analysis. In this chapter, the writer discusses about the data analysis, which has been collected. The writer will analyze and measure how significant of using board game to grammar mastery.

Chapter V is the last part of this graduating paper. In this chapter, the writer explains about conclusion and suggestion whose tight relationship with any part that got barbed in this graduating paper.

CHAPTER II

THEORITICAL FRAMEWORK
This chapter presents some points to be discussed. It is very important because theoretical view is as the basic concept to the research. The theoretical view below presents some supporting theoretical description related to the research. The first discussion is the general concept of game, the second is board game, the third is the nature of grammar mastery. And the last discussion is Board game for grammar mastery.

A. Board Game

1. The Definition of Board Game

Since learning grammar or structure is difficult and sometimes is boring for the students, teachers are expected to find the effective way to help students in learning second language. Games can help the students to revise language they learn. “Games also help the teacher to create contexts in which the language is useful and meaningful”. Board game is one of games which is used to help students learn their lessons in English class easily.

According to Parlett (1999):

“A board game is any that can be played on a flat surface such as a table or floor.” A board game is a game played across a board by two or more players. The board may have markings and designated spaces, and the board game may have tokens, stones, dice, cards, or other pieces that are used in specific ways throughout the game. (http://www.wisegeek.com/what-is-a-board-game.htm accessed on 8 July 2014).

Based on definition above, board game is a game using flash card and dice. The flash card contains the words that make students easier to arrange the sentences appropriately with the tenses. This game attract students’ motivation to follow the teaching and learning process because board game can make the students more focus in learning, because they do not feel that they are forced to learn. They are also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson.
2. The Advantages of Using Board Game

Board game can be a method that will give many advantages for teacher and the students either. Buckby (1994), the benefits of board game is to attract the students to learn English because the game is fun and makes them want to have experiment, discovers and interacts with their environment such as:

a. Board game adds variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivation factor. Board game can provide this stimulus. Buckby (1994).
b. The game context makes the foreign language immediately useful to the children. It brings the target language to life. Buckby (1994). the board game makes the reason for speaking plausible even to reluctant children.
c. Through playing board game, students can learn English they way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.
d. Even shy students can participate positively.
e. Make your classroom a lively place through the use of attractive wall displays, displays of pupils’ work, etc. language classroom is noisy with the language (English) is good because it will make the classroom more live in English (practice).
f. Motivate pupils to want to learn English by using interesting and enjoyable learning activities. E.g., project work, board game, drama. It means learning by playing.
g. Create warm and happy atmosphere where teacher and pupil enjoy working together. Teacher arranges good atmosphere in classroom and make the students interested.
h. Help pupils to develop personal reasons for learning English. For example by encouraging
out-of–school class activities, e.g. pen friends, project, reading story books.

i. Make learning English enjoyable and fun—remember you are influencing their attitude to language learning. (Lower as affective filter). It means teacher has to try in order to students are having fun in learning (learning by playing). Remember teacher is influencing their attitude to language learning.

j. Do not worry about mistakes. Be encouraging – make sure children feel comfortable, and not afraid to take part. It means teacher does not blame directly to students, teacher must give support to students while repair their mistakes.

k. Use a lot of gestures, actions, pictures to demonstrate what you mean. It means teacher has to try to accompany her explanation with method in order to students understand easily. Don’t force the students to use the language directly, just give them examples by gestures

l. Talk a lot to them in English, especially about things they can see. Teacher must teach them by using English, especially about anything in their surroundings.

m. Play board game, singsongs, say rhymes and chants together. It means teacher has skills in playing board game, singsong etc to make them enjoy and interest in learning.

n. Tell simple theories in English, using pictures, acting with different voices.

o. Do not worry when they use their mother tongue. You can answer a mother tongue question in English, and sometimes recast in English what they say in their mother tongue. It means if the students use their mother tongue, the teacher translate to English and repeat again, again and again to make them always remember what teacher means.

p. Constantly recycle new language but do not be afraid to add new things or to use words they will not know. Teacher gives new language while remember the last topic.

q. Plan lesson with varied activities, some quiet, some noisy, some sitting, some standing and
moving, it means teacher must demonstrate his teaching with several activities (moiling teaching), sometimes teacher sit, stand up in front of or behind the students.

3. Football Board Game

In teaching and learning English, there are many kinds of Board game. In here, the researcher only uses Football Board Game. Football Board Game is one kind of Board Game that is used in Learning English. This football game is ideal for activities that require students to collocate words and make sentences. It is therefore a great vocabulary and grammar practice game. Give your ESL/EFL students communicative practice while having fun. In this game there are CUE WORDS and MAIN TEXTS. Players try to combine a CUE WORD at the side with a MAIN TEXT in the middle to make sentences.


Here the picture of Football Board Game:

![Figure 2.1](image)

The procedures of talking football board game are as follows:
1. Prepare a list of **Main Texts** you want to practice. For example if you want to practice making sentences using the simple past tense, choose a number of verbs as your **Main Text**. For example, read, eat, go, dance, visit etc. Type in the **Main Text** in the spaces. Also prepare a set of Cue Text. Cue Texts combine with main texts to build sentences. For example in practicing simple past tense the Main Texts could be the verbs and the Time adverbials the Cue Text. For example Verb=**watched**, Time adverbial=**Yesterday**. The student should combine both words in a sentence as such: **Yesterday I watched a football match**.

2. Students are expected to combine the Main Texts with the Cue Texts at the side to make sentences.

3. The two teams or players would toss a coin to decide who starts first, or do Rocks, Paper and Scissors. The winner starts combining a cue word and a key word to make sentences. For example **Last summer + visit**

   **Last summer I visited my grandma.**

4. Every time a student successfully combines a Cue Text with a Main Text, they move to the next word. Each time they land on a Main text, they should use a different Cue Text to make a sentence.

5. Both teams (players) keep advancing until they meet on their way in the same space. When they meet they do ROCKS, PAPER and SCISSORS. The team that loose the ROCKS, PAPER & SCISSORS duel goes back to restarts from his or her end. The winning side continues until they meet again. Every time they, meet they do rocks, paper, and scissors to see who wins. The team that gets to the other team’s goal first, wins.

6. When players get to the centre, it is a FREE space so they can create any sentence they like.
In teaching and learning, teacher applies this game as a medium to teach English. Board game is a fun way for students to practice their English while enjoying some competition. This game is best played as a class with the teacher checking answer. However, with larger classes, the game can also be played in pairs while the teacher goes around the room checking answer. Unfortunately sometime when applying this game in the class, teacher cannot control the class.

B. Grammar

1. The Definition of Grammar

According to Gerot and Wignel (1994), grammar is a theory of language, of how languages is put together and how it works. Scott Thornbury(1999) said that:

Grammar is defined as:

“A description of the rules for forming sentences, including an account of the meanings that these forms convey.”

And said that:

“Grammar adds meanings that are not easily inferable from the immediate context. The kinds of meanings realized by grammar are principally: Representational that is, grammar enables us to use language to describe the world in term of how, when and where things happen.”

Based on the explanation above the meaning of message conveyed by language has to be converted into words put together according to grammatical rules, and these words are conveyed by sound. It is hoped that the rule of this grammar helps the readers, listeners, and
the viewers to catch the main means of sentences or utterances that the writer or speaker produces. In short, grammar means the basic signals by which a language transmits its meanings. So learning grammar is a must when students are expected to acquire a language.

2. Methods for Teaching Grammar

Because of many viewpoints stating that grammar is an important language aspect should be possessed and mastered. It would be better to review some methods includes the grammar aspects in language teaching and learning (Larsen and Freeman, 2000). Following are some of them:

a. Grammar Translation Method
   This method emphasizes grammar component to be taught, grammatical rules are given in quite large proportion and are taught deductively because the fundamental purpose of language learning is to be able to read literature written in the target language.

b. Communicative Language Learning
   This method has main objective in language teaching and learning; that is students’ communication ability. However the grammar aspect is given in quite proportion as the pre communicative activities.

c. Audio-lingual Method
   The goal of this method is that students are hoped to be able to use the language communicatively. There are many drillings as forming habits in target language. Grammar is taught inductively through given examples, explicit grammar rules are not provided.

d. Direct Method
   The objective of learning is to make the learners communicate in target language. Thus, the proportion of grammatical rules to be taught is relatively just little. It tends to be taught inductively, that learners are provided with examples and they figure out the rule or generalization from the examples.

3. Kinds of Grammar

There are so many types of English grammar that should be known, but the most basic of English Grammar is tenses. In learning English, one of the general and base problems that are
usually faced is tenses problem. Most of students do not understand what is spoken in tenses problem (Pardiyono: 2007)

Based on Webster’s dictionary, tense is any of the forms of a verb expressing the time of the action or the state of being present tense, future perfect tense; a set of forms for the various persons for a given time (Meriam: 1982). According to Pardiyono (2007), tense is a variation of the change of verb form includes full verb, be and auxiliary that are usually used as predicate in the sentence, which should be appropriated with the kinds of time expression. The words tense stands for a verb form or series of verb form used to express time relation. Tenses may indicate whether in action, activity, or state is past, present or future (Hornby: 1986).

Many teachers find that tenses are far more difficult to teach than: say, vocabulary; although planning a lesson around a tense is obviously easier, actually teaching it may be a different matter. Despite their best efforts, students consistently misuse, misunderstand and misapply tenses (Aitken: 1998). Therefore, considering the essential role of tenses, teacher should consider what kind of method is appropriately used in teaching tenses.

There are many kinds of tenses, but in this case, the writer just want to explain some tenses; simple present tense, simple past tense and past continuous tense. According to Pardiyono (2007), if you understand the rules about the change of verb form and also understand about the grouping of time expression, you have not gotten difficulties in using tenses.

(a) Simple Present Tense

Simple present tense is a tense used to assert an activity that has been a habit or action. There are two types of present tense; verbal and nominal (Sujardi: 1980).
1. Verbal, it means that the sentence of present tense uses a verb. The form as follow:

<table>
<thead>
<tr>
<th>Table 2.1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Pattern of Simple Present Tense Verbal</strong></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive (+)</strong></td>
<td>S + V1 (s/es)</td>
</tr>
<tr>
<td><strong>Negative (-)</strong></td>
<td>S + do/does not + V1</td>
</tr>
<tr>
<td><strong>Affirmative (?)</strong></td>
<td>Do/Does + S + V1?</td>
</tr>
</tbody>
</table>

For example:

(+) She goes to school every morning

(-) She doesn’t go to school every morning

(?) Does she go to school every morning?

For the interrogative sentence, do/does must be put before subject. We use /s/ or /es/ if the pronouns are he, she, it. We add /es/ in a verb if the verb is ended by /o/, /ss/, /x/, /sh/, and /ch/, and the subject are he, she, it.

2. Nominal, it means that the sentence does not use a verb, but it can be adjective or adverb of place. The pattern as follow:
Table 2.2
The Pattern of Simple Present Tense Nominal

<table>
<thead>
<tr>
<th>Positive (+)</th>
<th>S + To be(is, am, are)+ .....</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative (-)</td>
<td>S + To be(is, am, are)not+....</td>
</tr>
<tr>
<td>Affirmative (?)</td>
<td>To be(is, am, are) + S +.....?</td>
</tr>
</tbody>
</table>

For example:

(+) Jenny is beautiful.

(-) Jenny is not beautiful.

(?) Is Jenny beautiful?

For interrogative sentence, to be (is, am, are) must be put before subject because it indicates question. 'Is' is used for ‘he’, ‘she’, and ‘it’. ‘Am’ is used for ‘I’. While ‘are’ is used for ‘they’, ‘we’ and ‘you’.

(b) Simple Past tense

Past tense is generally used to assert an action or event that is done or happens in the past time (Wilkinson and Haryanto: 2004). Common time expressions that are used the Simple Past Tense includes yesterday, ago, last week, last month, for three years, etc.

The simple past tense is used to talk about:

- It is used for actions completed in the past at a definite time.
- It is used for past habit.
- It is used in conditional sentences type 2 (Thomson and Martinet: 1995)
• Past states (long-lasting situations or feelings).

Example: My father knew the Prime Minister.

The forms of Simple Past Tense:

Table 2.3
The Pattern of Simple Past Tense

<table>
<thead>
<tr>
<th>Positive (+)</th>
<th>S + V1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative (-)</td>
<td>S + did not + V1</td>
</tr>
<tr>
<td>Affirmative (?)</td>
<td>Did + S + V1?</td>
</tr>
</tbody>
</table>

For example:

(+): They came to my party last week

(-): They did not come to my party last week

(?): Did they come to my party last week?

(c) Past Continuous Tense

Past continuous tense is a form of time to express an event which is happening in the past (Susanto:1991)

The uses of past continuous tense are:
Past continuous is used with a point in time, it expresses an action that begins before that time and is probably continue after (Thomson and Martinet: 1995)

- To express activity or event happening in the past using time expression of adverb of time.
- To express two things or activities happening at the same time in the past (Pardiyono: 2007)

The form of past continuous tense are:

**Table 2.4**

The Pattern of Past Continuous Tense

<table>
<thead>
<tr>
<th>Positive (+)</th>
<th>S + to be past (was, were) + V-ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative (-)</td>
<td>S + to be past (was, were) not + V-ing</td>
</tr>
<tr>
<td>Affirmative (?)</td>
<td>To be past (was, were) + S + V-ing?</td>
</tr>
</tbody>
</table>

For example:

(+) I was watching TV when my father came home.

(-) I was not watching TV when my father came home.

(?) Was I watching TV when my father came home?
The goal of language teaching is communicative competence. Richards (2006) explains that communicative language teaching sets as its goal the teaching of communicative competence. Communicative competence is viewed as mastery of functions needed for communication across a wide range of situations. Vocabulary and grammar are then chosen according to the functions being taught, and in Communicative Language Teaching or communicative approach grammatical knowledge (linguistic competence) is one component of communicative competence.

As an important part of language, grammar should be mastered by the students. However, most of students consider that grammar is the most difficult part of English language. Therefore, it is important to increase students’ motivation to learn grammar. Motivation is the thoughts and feelings we have which make us to do something, continue to want to do it and turn our wishes into action. Motivation influences how hard they are prepared to work to achieve it (Harmer: 2003).

One of the best ways of reinforce students’ motivation in learning grammar structure is taught by using game. There are two kinds of game; they are competitive game and Co-operative games. In communicative language teaching, game is one example of task activities, and grammar can be taught through tasks. Furthermore, game is a teaching device, which is good for practicing grammar points. Game is an activity with rules, a goal, and an element of fun. Game can make the teaching learning process fun and enjoyable because it creates fun and enjoyable but in disciplined atmosphere.

One kind of game that can be used to improve students’ grammar is board game. Using board games in the language classroom is an effective, low-anxiety, and fun way for students to learn and practice grammar because in board game, the students are given the paper which contains the words that make them easier to arrange the sentences appropriately with the tenses.
Board game also makes them more competitive because during the play board game, each student should make the sentences correctly and then they are allowed to make the next sentences. If one of them makes the sentence incorrectly, they should remake the sentence so the sentence is correct. The student who makes all sentences correctly and finishes quickest is the winner.
CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Report

The classroom action research was conducted in SMP N 1 Bergas. In these sections, the researcher tries to describe about the situation of this school.

1. Identity of SMP N 1 Bergas

   Name of school : SMP Negeri 1 Bergas
   Address : Jl. Ngobo Karangjati, Bergas 50552
   Website : www.smpn1karangjati.sch.id
   E-mail : smpn1_bergas@yahoo.co.id
   Accreditation : A
   Phone : (0298) 522378
   Fax : -
   Build : August 1st, 1954
   Headmaster : Dra. Murtingsih, M.Pd

2. Vision and Mission of SMP N 1 Bergas

   a. Vision of SMP N 1 Bergas

      The visions of SMP Negeri 1 Bergas are as follows:
      
      Supperior in the achivement and in the noble character (unggul dalam 

      prestasi dan berbudi pekerti luhur)

   b. Mission of SMP N 1 Bergas
The missions of SMP Negeri 1 Bergas are as follows:

1) Effectively conducting activities in order to achieve the curriculum.
2) Conduct training and activities that aim to support the improvement of the performance of teachers and employees.
3) Provide training and guidance for the learning process become a qualified.
4) Promote the procurement, utilization, and maintenance of educational facilities in an optimal.
5) Pursue activities related to student graduation competency.
6) Implement effective school-based management.
7) Pursue the development of education funding to support school activities.
8) Carry out a full assessment and continuous

3. Organization Structure

The structure of organization is a composition or people’s position in a cluster job, so that there is an arranged in pack for regularly job patterns, which has a goal for retrieving target from its cluster. The following chart is the structure of organization in SMP N 1 Bergas

Table 3.1
The Organization Structure of SMP N 1 Bergas

<table>
<thead>
<tr>
<th>Headmaster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dra Murtiningsih, M.Pd</td>
</tr>
</tbody>
</table>
1. Situation of the Teacher

The important role in teaching learning process is a teacher. Teacher is someone who transfers knowledge for the students. They help the students to understand materials in the class and give knowledge to them to be better. In SMP Negeri 01 Bergas, there are 18 teachers’ male and 32 teachers’ female.
<table>
<thead>
<tr>
<th>No</th>
<th>Code</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>Dra Mutiningsih, M.Pd</td>
<td>Headmaster</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>Dra rini Listyawati</td>
<td>Teacher of Fashion Design</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>Suroso, S.Pd</td>
<td>Teacher of Indonesian</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>Joko Supriyono, S.Pd</td>
<td>Teacher of Matemathic</td>
</tr>
<tr>
<td>5</td>
<td>E</td>
<td>Muhlazin, S.Pd</td>
<td>Teacher of PKN</td>
</tr>
<tr>
<td>6</td>
<td>N</td>
<td>Dra. Weci Nurani</td>
<td>Teacher of Conseling</td>
</tr>
<tr>
<td>7</td>
<td>G</td>
<td>Hasni Fazati, S.Pd</td>
<td>Teacher of Natural science</td>
</tr>
<tr>
<td>8</td>
<td>H</td>
<td>Turyono, S.Pd</td>
<td>Teacher of Sport</td>
</tr>
<tr>
<td>9</td>
<td>I</td>
<td>Bambang W, S.Pd</td>
<td>Teacher of Natural science</td>
</tr>
<tr>
<td>10</td>
<td>J</td>
<td>Ekowati, S.Pd</td>
<td>Teacher of Fashion Design</td>
</tr>
<tr>
<td>11</td>
<td>K</td>
<td>Sri Darmi R, S.Pd</td>
<td>Teacher of Social science</td>
</tr>
<tr>
<td>12</td>
<td>L</td>
<td>Kardarto</td>
<td>Teacher of Computer</td>
</tr>
<tr>
<td>13</td>
<td>M</td>
<td>Sri Nurhidayati</td>
<td>Teacher of Art</td>
</tr>
<tr>
<td>14</td>
<td>F</td>
<td>Tri Puji Hartati, S.Pd</td>
<td>Teacher of Conseling</td>
</tr>
<tr>
<td>15</td>
<td>O</td>
<td>Ag. Siwi Hartati, S.Pd</td>
<td>Teacher of English</td>
</tr>
<tr>
<td>16</td>
<td>P</td>
<td>Samsul Hadi, Amd</td>
<td>Teacher of Natural science</td>
</tr>
<tr>
<td>17</td>
<td>Q</td>
<td>Harsono, S.Pd</td>
<td>Teacher of Natural science</td>
</tr>
<tr>
<td>18</td>
<td>R</td>
<td>Retno K R, S.Pd</td>
<td>Teacher of Javanese</td>
</tr>
<tr>
<td>19</td>
<td>S</td>
<td>F. Legiman, S.Pd</td>
<td>Teacher of Christian</td>
</tr>
<tr>
<td>20</td>
<td>T</td>
<td>Dy. Sukirman, S.Pd</td>
<td>Teacher of Social science</td>
</tr>
<tr>
<td>21</td>
<td>W</td>
<td>Faisal Najib, S.Pd</td>
<td>Teacher of Javanese</td>
</tr>
<tr>
<td>22</td>
<td>X</td>
<td>Paino, S.Pd</td>
<td>Teacher of Indonesian</td>
</tr>
<tr>
<td>23</td>
<td>U</td>
<td>Ch. nanik Supriyati, S.Pd</td>
<td>Teacher of Art</td>
</tr>
<tr>
<td>24</td>
<td>Y</td>
<td>Widhiyani Rusyanti</td>
<td>Teacher of Matemathic</td>
</tr>
<tr>
<td>25</td>
<td>V</td>
<td>Chesna Yuni Astuti, Adm</td>
<td>Teacher of Computer</td>
</tr>
<tr>
<td>26</td>
<td>AA</td>
<td>Mukimin</td>
<td>Teacher of Matemathic</td>
</tr>
<tr>
<td>27</td>
<td>BB</td>
<td>Eni Nadhiroh, S.Pd</td>
<td>Teacher of English</td>
</tr>
<tr>
<td>28</td>
<td>Z</td>
<td>Titik Haryani, S.Pd</td>
<td>Teacher of Indonesian</td>
</tr>
<tr>
<td>29</td>
<td>DD</td>
<td>Dra Henni Astuti</td>
<td>Teacher of PKn</td>
</tr>
<tr>
<td>30</td>
<td>CC</td>
<td>Drs. Muchlis</td>
<td>Teacher of Islamic religion</td>
</tr>
<tr>
<td>31</td>
<td>EE</td>
<td>Nur Amin, S.Ag</td>
<td>Teacher of Islamic religion</td>
</tr>
<tr>
<td>32</td>
<td>FF</td>
<td>Dra. Dyan Nur S</td>
<td>Teacher of English</td>
</tr>
<tr>
<td>33</td>
<td>GG</td>
<td>Suswatiningsih, S.Pd</td>
<td>Teacher of Matemathic</td>
</tr>
</tbody>
</table>
### Table 3.3

**Educational Facilities and Tools in SMPN 01 Bergas in the Academic Year of 2014/2015**

<table>
<thead>
<tr>
<th>No</th>
<th>Facilities</th>
<th>Total</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Classroom</td>
<td>24 unit</td>
<td>Good</td>
</tr>
<tr>
<td>2.</td>
<td>Library</td>
<td>1 unit</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>Science laboratory</td>
<td>2 unit</td>
<td>Good</td>
</tr>
<tr>
<td>4.</td>
<td>Language laboratory</td>
<td>1 unit</td>
<td>Good</td>
</tr>
<tr>
<td>5.</td>
<td>Computer room</td>
<td>2 unit</td>
<td>Good</td>
</tr>
<tr>
<td>6.</td>
<td>Multimedia room</td>
<td>1 unit</td>
<td>Good</td>
</tr>
<tr>
<td>No.</td>
<td>Room/Field</td>
<td>Unit</td>
<td>Condition</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------</td>
<td>------</td>
<td>-----------</td>
</tr>
<tr>
<td>7.</td>
<td>Teachers’ room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>8.</td>
<td>Headmaster room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>9.</td>
<td>Health room</td>
<td>1</td>
<td>Poor</td>
</tr>
<tr>
<td>10.</td>
<td>Volley/Basket field</td>
<td>1</td>
<td>Poor</td>
</tr>
<tr>
<td>11.</td>
<td>Cafeteria</td>
<td>4</td>
<td>Poor</td>
</tr>
<tr>
<td>12.</td>
<td>Teachers’ toilet</td>
<td>3</td>
<td>Good</td>
</tr>
<tr>
<td>13.</td>
<td>Students’ toilet</td>
<td>10</td>
<td>Poor</td>
</tr>
<tr>
<td>14.</td>
<td>Mosque</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>15.</td>
<td>Comittee room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>16.</td>
<td>OSIS room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>17.</td>
<td>Conseling Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>18.</td>
<td>Art room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>19.</td>
<td>Catholic room</td>
<td>1</td>
<td>Good</td>
</tr>
</tbody>
</table>

3. The Class Distribution

Students are people who like to get something new, not only to get new knowledge, but also other aspects in their life such as; social relation, morality and culture. They learn in school at certain time. The total numbers of students of SMP N 1 Bergas are 836 students. The distribution of the class of SMPN 1 Bergas could be seen in the table below:

Table 3.4

The Class Distribution of SMP N 1 Bergas in The Academic Year Of 2014/ 2015

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>First</td>
<td>135</td>
<td>167</td>
<td>300</td>
</tr>
<tr>
<td>2</td>
<td>Second</td>
<td>126</td>
<td>148</td>
<td>274</td>
</tr>
<tr>
<td>3</td>
<td>Third</td>
<td>101</td>
<td>161</td>
<td>262</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td></td>
<td>836</td>
</tr>
</tbody>
</table>
B. Research Method

1. The setting of the Research

The research conducted at SMP N 1 Bergas on karangjati Ngobo Street Karangjati, Bergas 50552. The object of this research is the students of second grade in 2014-2015 academic years. The students are from various areas with various level economic families. Most of the students have the difficulties in grammar mastery and that have underaverage ability.

2. Subject of the Research

a. Population

According to Arikunto (2010), the population is all members of the research subject. So, the population is all individuals that involve in that research. The researcher takes population in the eight grade students of SMP N 1 Bergas in the academic year of 2014/2015.

b. Sample

Sample is a part of population representative which is researched Arikunto (2010). The researcher takes one class of the sample on the eight grade students of SMP N 1 Bergas. According to Mursid Shaleh sample is actually part of population deliberately selected to represent the population (2012).

Table 3.5
The List of VIII H Class Group of SMPN 01 Bergas in the Academic Year Of 2014/2015
<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aditya Bayu Aji</td>
</tr>
<tr>
<td>2</td>
<td>Agin Ricardo</td>
</tr>
<tr>
<td>3</td>
<td>Alfina Safitri</td>
</tr>
<tr>
<td>4</td>
<td>Anisa Frika Afriyani</td>
</tr>
<tr>
<td>5</td>
<td>Annisa Agustin Rahmasari</td>
</tr>
<tr>
<td>6</td>
<td>Annisa' Kharismawati</td>
</tr>
<tr>
<td>7</td>
<td>Artika Nur Latifah</td>
</tr>
<tr>
<td>8</td>
<td>Atik Kotijah</td>
</tr>
<tr>
<td>9</td>
<td>Ayu Methanti</td>
</tr>
<tr>
<td>10</td>
<td>Deluna Hayang Faista</td>
</tr>
<tr>
<td>11</td>
<td>Deo Denaldo Sitompul</td>
</tr>
<tr>
<td>12</td>
<td>Devi Noer Cahya Anggraeni</td>
</tr>
<tr>
<td>13</td>
<td>Devi Yunita Sari</td>
</tr>
<tr>
<td>14</td>
<td>Eva Dewi Kencanawati</td>
</tr>
<tr>
<td>15</td>
<td>Febina Risqi Qonitah Arief</td>
</tr>
<tr>
<td>16</td>
<td>Gladiola Lavinia Ambayu</td>
</tr>
<tr>
<td>17</td>
<td>Indriyani Setyaningrum</td>
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<tr>
<td>18</td>
<td>Kevin Fachrurozi Bahtiar Romadhon</td>
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<td>19</td>
<td>Miftahul Babil Yasari</td>
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<td>Mila Dea Zulfani</td>
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<td>Muhammad Priyagung Mawahib</td>
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<td>Muhammad Satrio Wibowo</td>
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<td>24</td>
<td>Ninik Ambarwati</td>
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<td>25</td>
<td>Nofiyan Aji Tama</td>
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<tr>
<td>26</td>
<td>Ony Aung Krisnawan</td>
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<tr>
<td>27</td>
<td>Rifka Zakiyyatz Zahra</td>
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<td>28</td>
<td>Rifqi Choirulloh</td>
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<td>29</td>
<td>Risky Pradikma Yudha</td>
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<td>30</td>
<td>Rizky Nanda Widiyanto</td>
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<td>Sahdan Fitram Mukholisun</td>
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<td>32</td>
<td>Sinta Aprilia</td>
</tr>
<tr>
<td>33</td>
<td>Sofatun Misrofah</td>
</tr>
</tbody>
</table>

*Source: SMPN 01 Bergas 2015*

c. Sampling technique
Sampling technique is a technique to take sample (Sugiyono: 2008). In this research, the researcher uses purposive sampling. Purposive sampling is a technique to take sample based on consideration. The researcher takes this technique because there are considerations. The English teacher in this school, Mrs. Supadmiyati suggested to the researcher to conduct the research in VIII H class. She also explained to the researcher that the students in this class still lack of grammar, but they have spirit to study in the class. So, the VIII H class becomes the sample of this research.

3. Research Method

The researcher uses classroom research. According to Aqib (2009) the definition of action Research is the research which is done by the teacher in their class through self reflective inquiry with aim to make the better work to improve the result if students’s learning.

The second definition is given by Hopkins (1993), he argues that action research is a form of self reflective inquiry undertaken by participant in a social (including educational) situation in order to improve the rationaly and justise of:

a. Their own social or educational practices.

b. Their understanding of these pracctices.

c. The situation in which practices are carried out. (Basrowi and Suwandi: 2008)
From the definition above, the researcher concludes that classroom action research means a way for teachers to discover what works best in their own classroom situation. Thus, allowing informed decision about teaching, it involves four steps: planning, acting, observing and reflecting.

4. The procedure of research:

This study uses classroom action research, so in those cases the researcher uses some steps as Kemmis and McTaggart (1988). There are three cycles in this action research and in each cycle consist of two meetings. The procedures are as follows:

a. Planning

The activities the planning are:

1) Preparing materials, making lesson plan and designing the steps in doing the action.

2) Preparing list of students’ name

3) Preparing teaching aids.

4) Preparing sheets for classroom research

5) Preparing a test (to know whether students’ reading mastery improve or not).

b. Acting
The activities in action are:

1) Giving pre test

2) Teaching grammar using board game.

3) Giving occasion to the students to ask difficulties or problem.

4) Asking the students some questions orally and the students have to answer orally related to the material.

5) Giving post test

c. Observing

Observation is one of the instrument used in collecting the data. Observation can be systematically to observe and note the phenomena investigated like the students feeling, thinking and something do in teaching and learning process. In research, the researcher as a teacher and the peer teaching (observer) is English Teacher (Mrs. Supadmiyati).

d. Reflecting

Based on the result of observation, the researcher makes an evaluation to the students during teaching and learning process. Beside, the observer make evaluation the the researcher of teaching grammar using board game. Then, after finding the result of teaching grammar using board game in a cycle. It make the improvement and decide whether the researcher will conduct the next cycle.

5. Techniques of Collecting the Data
In this research, the researcher uses some technique to collect the data, as follows:

a. Observation

Observation plays an important role not only classroom research, but also more generally for supporting the professional growth of teacher, in addition in the process of school development. The researcher has a role as a teacher. in this observation, the researcher uses a technique which is field note. The field note collected from observer during teaching learning process.

b. Test Instrument

Test is a set of question or exercise or other instrument used to measure knowledge, intelligence, ability or attitude of groups or individual (Arikunto: 1998). Grammar test items were given in each meeting after the action to know whether the students’ grammar improved or not.

1) Pre Test

Pre test is used to know how far is the students’s ability in grammar skill before utilize Board game.

2) Post Test

Post test is used to know how far the students’ ability in grammar skill after using Board game.

c. Documentation
The researcher would record visual data about learning process or result of learning in the class. So, the researcher knows about the learning activity of the students in the class.

d. Field Note

The researcher would use field note that it uses to show how the description about the students in the real condition in learning process.

6. Techniques of Data Analysis

The researcher uses statistical technique to know the influence of the students’ grammar mastery from the pre test and post test. The researcher uses the quantitative research. According to Nanang Martono (2010), quantitative research is a process of finding knowledge which uses numeral data as analysis tools Statistical technique The steps of this techniques are:

a. Mean Calculation

Mean is formula to know the average of the students’ score. The formula is:

\[ M = \frac{\sum X}{N} \]

Explanation:

\( M \) = Mean of the student’s score

\( \sum X \) = the sum of student’s score
N  = the total number of students

b. Standard Deviation Calculation

The formula is:

\[
SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]

Explanation:

SD = Standard Deviation

D  = difference between pre test and post test

N  = the number of observation

c. T- test Calculation

T- test is formula to know the significant differences between pre test and post test. The formula is:

\[
to = \frac{\left(\frac{\sum D}{N}\right)}{\frac{SD}{\sqrt{N-1}}}
\]

Explanation:

To  = T- test for different of pre-test and post-test

SD  = Standard deviation for one sample t-test

D  = difference between pre test and post test

N  = the number of observation in one sample

CHAPTER IV

DATA ANALYSIS
This chapter describes the detail of several activities developed as part of implementation the board game in improving students’ ability in grammar mastery in the classroom action research. The objective is to present the research finding which provides evidence answering problem statements in chapter one. The description of finding is based on the research field note and written test.

A. Data Analysis

This research consists of three cycles; they are cycle I, cycle II and cycle III. For the whole steps of this research will be explained in the description below:

1. Cycle I

a. Planning

In this research, the writer in the first meeting taught about past continues tense based on syllabus in the second semester. Before conducting the research, the writer prepared the instruments of research, such as:

1) Lesson plan

In order to control the teaching learning process, the writer used the lesson plan as guidance when she taught in the class.

2) Materials
In the first meeting the writer used topic of past continues tense. She used several reference books of the second grade include of book “Let’s talk” that used by the teacher to teach.

3) Teaching Aid

The writer prepared some instrument, such as board markers, question papers, cards and LCD projector.

4) Sheets of Classroom Observation

The writer prepared the sheets from classroom observation in order to know the condition of teaching learning process when “board game” was implemented in the class.

5) Camera

The writer used a camera in order to take photos the situation of the students in teaching learning process. In this section, she was helped by her partner.

6) Test Instrument

The test instrument consists of pre-test and post-test. The pre test is the test that is given to the students before the teaching learning process through “board game”. Post test is test that is given to the students after teaching learning process through “board game”.

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b. Implementation of the action

On Wednesday 11th 2015, the teacher and her partner entered to the English class, the teacher opened the lesson by introducing herself and checked the students’ attendance list. In the first meeting, it was followed by 31 students in the class.

Before the lesson, she introduced herself to the students in front of the class. The conversation between the writer and the students are the following:

Teacher : “Good morning class?”

Students : “Good morning mom.”

Teacher : “Before we start our lesson today, let us open by say ‘basmallah’ together”

Students : “Bismillahirahmanirrohiim”

Teacher : “How are you today?”

Students : “I’m fine, and you?”

Teacher : “I’m so fine too, thank you.

“Ok, may i introduce my self?

Students : “Sure mom“

Teacher : “Ok, let me introduce myself. My name is Dyah Saraswati. You can call me Miss Dyah. And my partner name is Choirin Tria Kartika. You can call her Miss Orin.”
Before the lesson, she gave the pre test for students in 10 minutes about simple past tense text without Board game. She divided the sheets and walked around the class in order to check the students along doing the test. Actually, she found that most of students were confused while doing the test. Some of them thought so hard and the others asked their friends. After the students have finished the pre-test, she collected the students’ test and began to teach.

The teacher told the students about the topic that day, and then the teacher asked the students about it. The situation in the class as follows:

Teacher :"Ok class, today, we will discuss about ‘simple past tense’,
(Pernahkah kalian mendengar tentang simple past tense?)

have you ever heard about simple past tense? “.

Student : ”Yes Miss”.

Teacher : ”Ok, what is simple past tense?”

The class became noisy, some of them tried to answer as they know. Then, the teacher gave explanation about simple past tense.

Teacher : “Simple Past Tense is kind of tense which is used to talk about an action that happened in the past. It can also used to tell a story.” (Simple past tense merupakan sebuah bentuk tenses untuk menyatakan peristiwa yang terjadi di masa lampau, simple past tense juga dapat digunakan untuk menceritakan sebuah cerita).

Teacher : “Does anyone know the pattern of simple past tense?”

(Ada yang tahu pola kalimat simple past tense?)
Almost students confused and there were some students tried to open their book and then the teacher showed in LCD, what is simple past tense, pattern of simple past tense and then explained about it. After explaining the material, the writer and the students tried to make sentence using simple past tense and then translated to Indonesian. Then the writer asked the students whether they have understood or not yet. The students said that they have understood about the material. Then, the writer asked the students to be a volunteer to make a sentence in simple past tense. She asked Bayu to make sentence in positive, negative and interrogative. He wrote the sentence in the white board and then read the sentence. He got reward from the writer.

The writer asked the students to make groups and each group consists of 4 students. And then, the writer gave 2 sheets of board game to each group. She also explained how to play the board game. Each group needed to make sentences based on words in the board game. The writer gave example how to play the board game. When the students have understood how to play, the writer asked them to start played the game. They looked so enthusiastic when played the game. The time was over, The writer continued the meeting in the next day on Friday.

On Friday, February 13th 2015, the writer continued the second meeting.

Teacher : “Good morning students?”
Students : “Good morning miss.”
Teacher : “How is life today?”
Students : “I’m fine, and you?”
Teacher: “I’m very well, thank you. “Ok, did you remember about the material in the last meeting?”

Students: “Yes, ingat miss” (Yes, I did).

Teacher: “What is it?”

Student: ”Simple past tense Miss”.

Teacher: ”Great! How is the pattern of simple past tense?”

They tried to answer but there were some students who did not remember about the pattern of simple past tense. The writer explained again about simple past tense. After explaining, she asked the students to go back to their own group.

Teacher: “Ok, please back to your own group.”

Students: “Ok, mom (they joined with their group.)

Then, the writer asked the students to make groups again and they played “board game”. They had big spirit and more active in the class. Then, the writer asked each group to write their sentences in the white board. The writer and the students corrected the sentences together which group who made sentences incorrectly.

In the end of meeting, the writer gave post test to the students. The post-test was done for about 15 to 20 minutes. “Before the class will be over, I will give you post-test, are you ready class?” Yes mom.”After the students had finished the post test, the writer asked them to submit it and she closed the meeting.
Teacher: “Ok class, because the time was over, please submit your test and we closed our meeting.”

Students: “Ok, miss”

c. Observation

In the first cycle, the teacher and her partner observed teaching learning process by monitoring the students’ activity and attention during the action. Observation made at the time of learning simple past tense before and after using board game, observation focused on students’ grammar mastery. The result of the observation are as follow:

Table 4.1
The Result of Observation

Cycle I

<table>
<thead>
<tr>
<th>Source of the Data</th>
<th>Before Implementing the Action</th>
<th>After Implementing the Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>The students still confuse about “board game”. They are still ashamed and afraid to answer the question from the writer. The students are still weak in vocabulary.</td>
<td>The students understand about “board game”. They have bravery to answer the questions from the writer. They improve their</td>
</tr>
</tbody>
</table>
The students cannot pronounce the words correctly.

The students can pronounce most of word correctly.

<table>
<thead>
<tr>
<th></th>
<th>vocabulary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students cannot</td>
<td>The students can</td>
</tr>
<tr>
<td>pronounce the words</td>
<td>pronounce most of word</td>
</tr>
<tr>
<td>correctly.</td>
<td>correctly.</td>
</tr>
</tbody>
</table>

**d. Reflecting**

Based on the observation of the cycle I, the writer had to reflect the weakness that happened in the learning process to maximize the students’ grammar mastery.

1. The writer needs to ask the students to bring dictionary to help their vocabulary difficulties.

2. The writer has to motivate the students to present in front of the class.

Furthermore, to know there is a significant improvement in grammar mastery, the writer analyzes by using *t-test* calculation from the result of pre test and post test. Before analyzing *t-test*, the writer will show the data presentation of pre test and post test.

**Table 4.2**

The Result of Pre-test and Post-test
## Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
<th>Pre-Test Cycle I</th>
<th>Post-Test Cycle I</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aditya Bayu Aji</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
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<td>Agin Ricardo</td>
<td>6</td>
<td>8</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Alfina Safitri</td>
<td>8</td>
<td>10</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Anisa Frika Afriyani</td>
<td>7</td>
<td>8</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
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<td>4</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
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<td>Annisa' Kharismawati</td>
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<td>9</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Artika Nur Latifah</td>
<td>7</td>
<td>6</td>
<td>-1</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Atik Kotijah</td>
<td>7</td>
<td>6</td>
<td>-1</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Ayu Methanti</td>
<td>9</td>
<td>10</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Deluna Hayang Faista</td>
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<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
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<td>6</td>
<td>5</td>
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<tr>
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<td>10</td>
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<td>17</td>
<td>Indriyani Setyaningrum</td>
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<td>1</td>
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<tr>
<td>18</td>
<td>Kevin Fachrurozi Bahtiar Romadhon</td>
<td>6</td>
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<td>Miftahul Babil Yasari</td>
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<td>8</td>
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<td>1</td>
</tr>
<tr>
<td>20</td>
<td>Mila Dea Zulfani</td>
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<td>6</td>
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<td>21</td>
<td>Muhammad Priyagung Mawahib</td>
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<td>4</td>
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<td>1</td>
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<td>22</td>
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<td>5</td>
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<td>Ninik Ambarwati</td>
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<tr>
<td>25</td>
<td>Nofiyan Aji Tama</td>
<td>10</td>
<td>10</td>
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</tr>
<tr>
<td>26</td>
<td>Ony Aung Krisnawan</td>
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<td>Rifka Zakyyatuz Zahra</td>
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<td>Sofatun Mirofah</td>
<td>7</td>
<td>10</td>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>

Total: 211 258 51 173
a. Mean of Pre test I

\[ M_x = \frac{\sum X}{N} \]

\[ M_x = \frac{211}{33} \]

\[ M_x = 6.3 \]

b. Mean of Post test I

\[ M_y = \frac{\sum Y}{N} \]

\[ M_y = \frac{258}{33} \]

\[ M_y = 7.8 \]

- Mean of pre test = 6.3
- Mean of post test = 7.8
- Mean of pre test \(\leq\) than post test
- There is an improvement of grammar mastery through Board Game between pre test I (before the action) and the post test I (after the action)

c. SD of Post-test and Pre-test

From the data above, the teacher calculates SD pretest and posttest
\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\overline{D}}{N}\right)^2} \]

\[ SD = \sqrt{\frac{173}{33} - \left(\frac{51}{33}\right)^2} \]

\[ SD = \sqrt{5.2 - (1.54)^2} \]

\[ SD = \sqrt{5.2 - 2.3} \]

\[ SD = \sqrt{2.9} \]

\[ SD = 1.7 \]

d. T-test calculation

\[ t_o = \frac{(\overline{D})}{SD} \frac{N-1}{\sqrt{N-1}} \]

\[ t_o = \frac{(51)}{33} \frac{32}{\sqrt{32-1}} \]

\[ t_o = \frac{1.54}{1.7} \frac{1.7}{5.4} \]

\[ t_o = \frac{1.54}{0.3} \]

\[ t_o = 5.1 \]

T calculation is 5.1

T-table < t-calculation = 2.04 < 5.1

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The score of the result above shows that the students’ score increases from the pre test to the post test. The mean of pre test is 6,3 while the mean of the post test result is 7,8. Based on the comparison, the students’ grammar mastery enhances since they got the treatment. It means that the Board Game is successful in improving the students’ grammar mastery.

The T-calculation also shows that there is significant influence of Board Game in improving the students’ grammar mastery. It can be seen in the T-calculation of this cycle. The T-calculation is bigger than T-table which means that there is considerable influence in cycle I. The T-calculation shows that The T-table is 2,04 while the T-calculation is 5,1.

2. Cycle II

Based on the result of cycle I, it is necessary for the writer to continue the next level:

a. Planning

Before the research, the instruments of the research are prepared:

1) The lesson plan as a guide for teacher and the material.
2) Cards, the cards are used by writer to apply “Board” game.
3) Board marker
4) Sheets of Classroom Observation.
5) Camera
6) Test Instrument (pre-test and post-test)
b. Implementation of the action

On Wednesday, February 17th 2015 the writer began her English class. In this action, the writer explained more about learning grammar with “Board” game, the steps were as they did before.

Teacher : “Good morning students?”

Students : “Good morning mom.”

Teacher : “How are you today?”

Students : “I’m fine, and you?”

Teacher : “I’m so fine too, thank you. Before we start our lesson today, let us open by say ‘basmallah’ together”

Students : “Bismilahirrohmannirrohiiimmm”

Teacher : “Ok, before the lesson, as usual I will give you pre-test. Ready?”

Students : “Yes, miss.”

The writer gave the pre-test for the students and she walked around the class to check the students if there were difficulties in doing pre-test. Then, the writer told the students about the topic on that day. The topic was about past continues tense. The writer asked the students what they were doing last night. Oni, Agung, Bayu, Adit, Deluna and Gladiola were more enthusiastic to answer it. The teacher asked “Were you studying at 7 pm last night?” students answered “yes miss”. Then, the writer asked “Is there anyone who did not study last night?” some of them answered “Yes, mom”.

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Teacher said, “Do you know what is past continuous tense?” The class became noisy, some of them tried to answer as they know. Then, the teacher gave explanation about past continues tense.

Teacher : “Past continuous tense is a form of time to express an event which is happening in the past” (*Past continuous tense merupakan sebuah bentuk tenses untuk menyatakan peristiwa yang sedang terjadi di masa lampau*).

Teacher : “is there anyone who knows the pattern of past continuous tense?” (*Ada yang tahu pola kalimat past continuous tense?*)

Deluna raised her hand and tried to answer “Subject + to be past (was, were) + Ving”. The writer asked the other students to give her applause because she could answer the question. “Good job, Deluna!” Then the writer gave the explanation about past continues tense, the definition, pattern, how to make sentences in positive, negative and interrogative. After explaining the material, the writer asked students to make groups and each group consist of 4 students. And then, the writer gave 2 sheets of board game to each group. Each group consist of 4 students, 2 students need to compete with 2 other students during play the board game. When there was the team who could get the other team’s goal first, they win the game. The team which could make the most correct sentences, they would get reward from the writer. They played the game enthusiastically. The time was over. The writer continued the meeting next Friday.
On Friday, February 20th 2015 the writer and her partner entered the class. She began the class. She asked the students about the material before, "Did you remember about our material in the last meeting?”, and some students answered "yes mom”. The writer asked the students to go back with their group to continue playing board game. Then, the writer asked each group to write their sentences in the white board. The writer and the students corrected the sentences together which group who made sentences incorrectly. Then, the writer gave post test to know whether their grammar mastery was increase or not.

She gave them 10 minutes to finish it, after time was up, the students collected their answer. Then the teacher closed the meeting.

c. Observation

In the cycle II, the writer and her partner observed teaching learning process by monitoring the students’ activity and their attention during teaching learning process. The writer and her partner watched the students were enjoyed with this method. They was not afraid to speak up. There were students named Deluna, Bayu, Oni, Agung and Gladiola who was always enthusiastic in learning grammar through Board Game. This was the result of the observation.

**Table 4.3**

<table>
<thead>
<tr>
<th>Source of the Data</th>
<th>Before Implementing the Action</th>
<th>After Implementing the Action</th>
</tr>
</thead>
</table>

66
Observation | The students still have difficulty in changing Verb I into Verb II. | The students do not have difficulty in changing Verb I into Verb II. 
---|---|---
| The students cannot pronounce the words correctly. | The students can pronounce most of word correctly. | 

### d. Reflecting

In this cycle, the writer and teacher as the collaborator conclude that Board Game was successful in improving the grammar mastery. The result of students’ grammar mastery could be seen by the students' score. They completed their work before the time was over. In addition, all students are seriously paid attention to the teacher’s explanation and active in engaging in the learning process; such as asking question, responding question, and enthusiastic in doing their work.

Then, the following is score from the students’ worksheet which was given for in the pre test and the post test of cycle II.

<table>
<thead>
<tr>
<th>Table 4.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The result of pre test and post test cycle II</td>
</tr>
</tbody>
</table>

67
<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
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<th>Post Test 1</th>
<th>D</th>
<th>D²</th>
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<tbody>
<tr>
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<td>1</td>
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<td>4</td>
</tr>
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<td>9</td>
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<td>1</td>
</tr>
<tr>
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<td>7</td>
<td>10</td>
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</tr>
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<td>0</td>
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<tr>
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<td>11</td>
<td>Deo Denaldo Sitompul</td>
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<td>8</td>
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</tr>
<tr>
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<td>8</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
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<td>Nabila Khoerunnisa</td>
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<td>4</td>
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<td>1</td>
</tr>
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<td>24</td>
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<td>1</td>
<td>1</td>
</tr>
<tr>
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</tr>
<tr>
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<td>Risky Pradikma Yudha</td>
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<td>9</td>
<td>5</td>
<td>25</td>
</tr>
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<td>2</td>
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<tr>
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<td>Sahdan Fitram Mukholisun</td>
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<td>4</td>
</tr>
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<td>Sinta Aprilia</td>
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<td>1</td>
<td>1</td>
</tr>
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<td>Sofatun Misrofah</td>
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<td>10</td>
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</tr>
<tr>
<td></td>
<td>Jumlah</td>
<td>199</td>
<td>281</td>
<td>83</td>
<td>333</td>
</tr>
</tbody>
</table>

a. Mean of pre test II
\[ Mx = \frac{\Sigma X}{N} \]

\[ Mx = \frac{199}{33} \]

\[ Mx = 6, 0 \]

b. Mean of post test II

\[ My = \frac{\Sigma Y}{N} \]

\[ My = \frac{281}{33} \]

\[ My = 8, 5 \]

- Mean of pre test = 6, 0
- Mean of post test = 8, 5
- Mean of pre test ≤ than post test
- There is an improvement of grammar mastery by using Board Game between pre test II (before the action) and the post test II (after the action)

c. SD of post test and pre test

From the data above, the teacher calculated SD pretest and posttest

\[ SD = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2} \]

\[ SD = \sqrt{\frac{333}{33} - \left(\frac{83}{33}\right)^2} \]

\[ SD = \sqrt{10 - (2.5)^2} \]
SD = $\sqrt{10 - 6,25}$

SD = $\sqrt{3,75}$

SD = 1, 7

d. T-test calculation

The t-test calculations are:

$$t_o = \frac{\sum D}{S_D} \sqrt{N-1}$$

$$t_o = \frac{82}{1,7} \sqrt{83-1}$$

$$t_o = 2,5 \frac{1,7}{\sqrt{82}}$$

$$t_o = 2,5 \frac{1,7}{5,6}$$

$$t_o = 2,5 \frac{0,3}{5,6}$$

$$t_o = 8,3$$

- T calculation is 8, 3
- T-table < t-calculation = 2, 04 < 8, 3

In the cycle II, the result shows that the students’ grammar mastery increases significantly. It is described in the result above. It displays that the mean of pre test is 6, 0 and the mean of the post test 8, 5.
The T-calculation also shows that there is significant improvement of Board game in improving the students’ grammar mastery. It can be seen in the T- calculation of this cycle. The T-calculation is bigger than T-table which means that there is improvement in cycle I. The T-calculation shows that The T-table is 2,04 while the T-calculation is 8, 3.

3. Cycle III

Based on the result of cycle II, it is necessary for the writer to continue the next level:

a. Planning

Before the research, the instruments of the research are prepared:

1) The lesson plan as a guide for teacher and the material.
2) Cards, the cards are used by writer to apply “Board” game.
3) Board marker
4) Sheets of Classroom Observation.
5) Camera
6) Test Instrument (pre-test and post-test)

b. Implementation of the action

On Wednesday, February 25th 2015 the writer began her English class. In this action, the writer explained more about learning grammar with “Board” game, the steps were as they did before.

Teacher : “Good morning students?”
Students : “Good morning mom.”
Teacher : “How are you today?”
Students : “I’m fine, and you?”
Teacher : “I’m so fine too, thank you. Before we start our lesson today, let us open by say ‘basmallah’ together”
Students : “Bismilahirrohmannirrohiimmm”
Teacher : “Ok, before the lesson, as usual I will give you pre-test.” Ready?”
Students : “Yes, miss.”

The writer gave the pre-test for the students and she walked around the class to check the students if there were difficulties in doing pre-test. Then, the writer told the students about the topic on that day. The topic was about Simple present tense. Teacher said, “Do you know what is simple present tense?” The class became noisy, some of them tried to answer as they know. Then, the teacher gave explanation about simple present tense.

Teacher : “Simple present tense is a tense used to assert an activity that has been a habit or action” (Simple present tense merupakan sebuah bentuk tenses untuk menyatakan fakta, kebiasaan, atau kejadian yang terjadi pada saat ini)

Teacher : “Is there anyone who knows the pattern of simple present tense?” (Ada yang tahu pola kalimat simple present tense?)

Bayu and Ayu raised her hand and tried to answer. The writer gave opportunity to Ayu to answered. “Subject + VI(s/es) + O.” The writer asked the
other students to give her applause because she could answer the question. “Good job, Ayu!” Then the writer gave the explanation about simple present tense, the definition, pattern, how to make sentences in positive, negative and interrogative. After explaining the material, the writer asked students to make groups and each group consist of 2 students. And then, the writer gave 1 sheets of board game to each group. Each group consist of 2 students, 1 students need to compete with the other student during play the board game. When there was the team who could get the other team’s goal first, they win the game. The team which could make the most correct sentences, they would get reward from the writer. They played the game enthusiastically. The time was over. The writer continued the meeting next Friday.

On Friday, February 27th 2015 the writer and her partner entered the class. She began the class. She asked the students about the material before,” Did you remember about our material in the last meeting?”, and some students answered ”Yes mom”. The writer asked the students to go back with their group to continue playing board game. Then, the writer asked each group to write their sentences in the white board. The writer and the students corrected the sentences together which group who made sentences incorrectly. Then, the writer gave post test to know whether their grammar mastery was increase or not.

She gave them 10 minutes to finish it, after time was up, the students collected their answer. Then the teacher closed the meeting.

c. Observation

In the cycle II, the writer and her partner observed teaching learning process by monitoring the students’ activity and their attention during teaching
learning process. The writer and her partner watched the students were enjoyed the lesson with this method. They was not afraid to speak up. There were students named Deluna, Bayu, Oni, Agung and Gladiola who was always enthusiastic in learning grammar through Board Game. This was the result of the observation.

**Table 4.5**

**Result of Observation in Cycle II**

<table>
<thead>
<tr>
<th>Source of the Data</th>
<th>Before Implementing the Action</th>
<th>After Implementing the Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>The students are still confused between VI and VII</td>
<td>The students can differentiate between Verb I and Verb II.</td>
</tr>
<tr>
<td></td>
<td>The students cannot pronounce the words correctly.</td>
<td>The students can pronounce most of word correctly.</td>
</tr>
</tbody>
</table>

**d. Reflecting**

In this cycle, the writer and teacher as the collaborator conclude that Board Game was successful in improving the grammar mastery. The result of students’ grammar mastery could be seen by the students' score. They completed their work before the time was over. In addition, the all students seriously paid attention to the
teacher’s explanation and active in engaging in the learning process; such as asking question, responding question, and enthusiastic in doing their work.

Then, the following is score from the students’ worksheet which was given for in the pre test and the post test of cycle II.

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
<th>Pre-Test 2</th>
<th>Post test 2</th>
<th>D</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>Aditya Bayu Aji</td>
<td>10</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Agin Ricardo</td>
<td>7</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Alfina Safitri</td>
<td>10</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Anisa Frika Afriyani</td>
<td>8</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Annisa Agustin Rahmasari</td>
<td>6</td>
<td>7</td>
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<td>6</td>
<td>Annisa' Kharismawati</td>
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</tr>
<tr>
<td>7</td>
<td>Artika Nur Latifah</td>
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<td>9</td>
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<td>8</td>
<td>Atik Kotijah</td>
<td>5</td>
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</tr>
<tr>
<td>9</td>
<td>Ayu Methanti</td>
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<td>10</td>
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</tr>
<tr>
<td>10</td>
<td>Deluna Hayang Faista</td>
<td>9</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
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<td>Miftahul Babil Yasari</td>
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<td>28</td>
<td>Rifqi Choirulloh</td>
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<td>29</td>
<td>Risky Pradikma Yudha</td>
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<tr>
<td>30</td>
<td>Rizky Nanda Widiyanto</td>
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<td>Sinta Aprilia</td>
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<td>Sofatun Misrofah</td>
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<td><strong>Jumlah</strong></td>
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<td>53</td>
</tr>
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</table>

a) Mean of pre test II

\[ M_x = \frac{\sum X}{N} \]

\[ M_x = \frac{246}{33} \]

\[ M_x = 7.4 \]

b) Mean of post test II

\[ M_y = \frac{\sum Y}{N} \]

\[ M_y = \frac{299}{33} \]

\[ M_y = 9.0 \]

- Mean of pre test = 7.4
- Mean of post test = 9.0
- Mean of pre test ≤ than post test
- There is an improvement of grammar mastery by using Board Game between pre test III (before the action) and the post test III (after the action)
c) SD of post test and pre test

According to the data in the table, the researcher calculates the standard deviation of pre-test and post-test as follow:

\[
SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]

\[
SD = \sqrt{\frac{167}{33} - \left(\frac{53}{33}\right)^2}
\]

\[
SD = \sqrt{5 - (1,6)^2}
\]

\[
SD = \sqrt{5 - 2,5}
\]

\[
SD = \sqrt{2,5}
\]

SD = 1, 5

SD = 1, 7

d) T-test calculation

The t-test calculations are:

\[
t_o = \frac{\left(\frac{\sum D}{N}\right)}{SD} \quad \frac{1}{\sqrt{N-1}}
\]

\[
t_o = \frac{\left(\frac{53}{33}\right)}{1,5} \quad \frac{1}{\sqrt{33-1}}
\]
\[ t_o = \frac{1.6}{1.5} \]

\[ t_o = \frac{1.6}{1.5} \]

\[ t_o = \frac{1.6}{0.26} \]

\[ t_o = 6.51 \]

- T calculation is 6.5
- T-table < t-calculation = 2.04 < 6.5

In the cycle III, the result shows that the students’ grammar mastery increases significantly. It is described in the result above. It displays that the mean of pre test is 7.4 and the mean of the post test 9.0.

The T-calculation also shows that there is significant improvement of Board game in improving the students’ grammar mastery. It can be seen in the T-calculation of this cycle. The T-calculation is bigger than T-table which means that there is improvement in cycle I. The T-calculation shows that The T-table is 2.04 while the T-calculation is 6.5.

B. Analysis and Discussions

In this section, the researcher would like to analyze all data and describe the finding of the research.

Cycle I is the first meeting between the researcher and the students of VIII H class of SMP Negeri 1 Bergas. In the first meeting, the students look afraid and they are shy. In the action of applying the game, the students are more enthusiastic and feel comfort in the
learning process. This game is used to help and encourage many learners to sustain their interest. Board game is game that help students to make sentences while they play game. This game makes them competitive because during the play board game each student should make sentences correctly and they are allowed to make the next sentences. The procedures of board game (http://www.eslgamesworld.com/members/games/printables/index.html accessed on 21 May 2014) are as follows:

1. The teacher prepares the board game which has completed with the main text and cue text based on tenses which want to be taught.

2. Divide the students into groups. Each group consists of 2 or 4 students. Each group is divided into 2 teams.

3. Giving the board game to each team.

4. Each team is expected to combine the main text with the cue text at the side to make sentences.

5. The two teams would toss a coin to decide who starts first, or do Rocks, Paper and Scissors. The winner starts combining a cue word and a key word to make sentences.

6. Every time a student successfully combines a Cue Text with a Main Text, they move to the next word. Each time they land on a Main text, they should use a different Cue Text to make a sentence.

7. Both teams (players) keep advancing until they meet on their way in the same space. When they meet they do ROCKS, PAPER and SCISSORS. The team that loose the ROCKS, PAPER & SCISSORS duel goes back to restarts from his or
her end. The winning side continues until they meet again. Every time they meet
they do rocks, paper, and scissors to see who wins. The team that gets to the other
team’s goal first, wins.

8. When players get to the centre, it is a FREE space so they can create any sentence
they like.

9. When they play this game, the teacher need to walk around class to monitor the
students whether they finding difficulties or not.

10. After they finish played this game, teacher should give them feedback and check
their sentences whether their sentences is correct or incorrect.

In this treatment, when the writer explained board game, the students looked
interest, because the game was very interesting and it made them felt happy and enjoy
with this game. The students who have big spirit in the first cycle were Bayu, Deluna and
Gladiola.

Several data are taken from the field notes. In the first cycle, the researcher
summarizes that the students feel enjoy and interest with the “board game”. The
researcher analyzes the student’s activities as follows:

a) Board game is the first method applied to the students of VIII H class SMPN 1
   Bergas.

b) Students have high curiosity about the “board game” in the first time.

c) Students feel comfort when the “board game” applied.

d) Most of them are still weak in vocabulary.

e) Most of students less of confidence to speak up English.
In the first cycle, the test instrument also shows the student’s improvement in class. The mean score of pre-test is 6, 3 and the post-test is 7, 8. The best score of pre-test is 10 and the worst score is 1. Then, the best score of post-test is 10 and the worst is 3. It means that the student’s competences increase in grammar with “board game”.

In order to get more data, the researcher continues to the next cycle. In this cycle, the students are more enthusiastic and relax because they have known about the “board game”. While applying this method, they look happy, enjoy and more relax. They have spirit to go in front of the class to make the sentences and they look happy. Many students become active to speak up and they have bravery to ask to the teacher, such as (Deluna, Bayu, Oni, Gladiola, Ayu).

The test instrument in second cycle also shows the improvement of students’ achievement. The mean score of pre-test is 6, 0 and the post-test is 8, 5. The best score in pre-test is 10 and the worst is 2. Then, the best score in post-test is 10 and the worst is 4. It means that the student’s achievements increase in grammar mastery. The researcher concludes that the students feel happy and comfort when they are learning with “board game”. They are more active to speak up and they feel enjoy, so they are easily understand what they have learned in the class.

The test instrument in second cycle also shows the improvement of students’ achievement. The mean score of pre-test is 7, 4 and the post-test is 9, 0. The best score in pre-test is 10 and the worst is 4. Then, the best score in post-test is 10 and the worst is 6. It means that the student’s achievements increase in grammar mastery. The researcher concludes that the students feel happy and comfort when they are learning with “board
“game”. They are more active to speak up and they feel enjoy, so they are easily understand what they have learned in the class.

Based on the explanation above, the researcher would analyze the students’ attention improvement. The analysis of students’ improvement between cycle I, cycle II and cycle III are as follows:

Table. 4.7
The Mean of Students’ Scores

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
<th>Cycle III</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre test</td>
<td>6, 3</td>
<td>6, 0</td>
<td>7, 4</td>
</tr>
<tr>
<td></td>
<td>Post test</td>
<td>7, 8</td>
<td>8, 5</td>
<td>9, 0</td>
</tr>
<tr>
<td>2.</td>
<td>t-table</td>
<td>2, 04</td>
<td>2, 04</td>
<td>2, 04</td>
</tr>
<tr>
<td>3.</td>
<td>t-calculation</td>
<td>5, 1</td>
<td>8, 3</td>
<td>6, 5</td>
</tr>
</tbody>
</table>

Based on the table above, it can be seen that $H_0$ is rejected if t-test is greater or same with t-table. $H_0$ is no significant difference between pre-test and post-test. The table shows that t-test is greater than t-table, so $H_0$ is rejected, it means that there is significant difference between pre-test and post-test. It can be seen that the mean of post-test is higher than the mean of pre-test. The students are easier to make sentences with “board
game”. They also participate well by giving feedback in teaching learning process, they enjoy and pay their attention along the teaching learning process.

From the research finding, it can be concluded that using “board game” can motivate students to improve language learning. Board game is game that help students to make sentences easier and enjoyable. It can be seen that most of the students are very excited when the board game applied in their class. Higher score is coming from students’ high motivation in learning.

One of the best ways of reinforce students’ motivation in learning grammar structure is taught by using game. There are two kinds of game; they are competitive game and Co-operative games. Furthermore, game is a teaching device, which is good for practicing grammar points. Game is an activity with rules, a goal, and an element of fun. Game can make the teaching learning process fun and enjoyable because it creates fun and enjoyable but in disciplined atmosphere.

Richards (2006) has stated that communicative language teaching sets as its goal the teaching of communicative competence. It means that Board game becomes one of the games to help students learn grammar while during play the game there is competition between teams. Board game makes the students feel enjoy when they learn the material and also can improve their vocabulary when they arrange the sentences.

Board game also makes them more competitive because during the play board game, each student should make the sentences correctly and then they are allowed to make the next sentences. If one of them makes the sentence incorrectly, they should remake the sentence so the sentence is correct. The student who makes all sentences
correctly and finishes quickest is the winner. The researcher concludes that using “board game” strategy in teaching grammar can improve students’ grammar mastery.
CHAPTER V
CLOSURE

A. Conclusion

The title of this research is “The Use of Board Game to Improve the Students’ Grammar Mastery (A Classroom Action Research at the Eight Grade of SMP N 1 Bergas in the Academic Year 2014/2015). The finding of the research in SMP Negeri 1 Bergas shows:

1. The procedures of Board game in grammar mastery of students of the second grade of SMPN 01 Bergas can be done effectively. The students have good participation in teaching grammar using “board game”. This game runs well and the students are enthusiastic to follow the lesson in the class. They can arrange the sentences correctly and look enthusiastic when playing the game. It also help them to enrich their vocabulary.

2. The students’ achievement of grammar can be improved by “Board game” in teaching learning process. It can be proved by the score of pre-test and post-test. The score of post-test are greater than pre-test. The cycle I shows that the score of pre-test is 6, 3 and the score of post-test is 7, 8. Meanwhile, the cycle II shows that the score of pre-test is 6, 0 and the score of post-test is 8, 5. And the cycle III shows that the score of pre-test is 7, 4 and the score of post-test is 9, 0. It means that there is significant difference mean between pre-test and post-test. This indicates that “Board game” can improve the students’ grammar mastery of the second grade students’ of SMP N 1 Bergas in the academic year 2014/2015.
3. The extent of using “Board game” can be proved by t-test calculation. T-test is formula to know the significant differences between pre test and post test. The t-test from this research is from 5, 1 in the first cycle until 8, 3 in the second cycle and 6, 5 in the cycle III. From the t-test, it can be seen that there is improvement from the first cycle to the second cycle. Furthermore, the board game also improves the students’ vocabulary. When they make the sentences, they need many words so they can make sentences correctly. So, indirectly they improve their vocabulary.

B. Suggestion

Having known the findings of the research, the researcher gives suggestions as follows:

1. For the students

   The result of this research can motivate the students to improve their grammar mastery. Teaching grammar through “Board game” could make the students are more enjoy, relax and fun in following teaching learning process.

2. For the teacher

   The result of this research can support the English teachers to apply this method in teaching grammar. Teachers should prepare the main words and the text word according to the tenses that would be taught.

3. For the researcher

   The researcher would understand more about the “board game”. Then, she must expand her knowledge in teaching grammar through the other method.
4. For the other researcher

The result of this research can be used as input by the other researchers who want to make research about teaching grammar as reference.
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Kisito, Futunge. www.esl-galaxy.com. accessed on Thursday 3 April 2014 at 11.11 PM

Wisegeek. http://www.wisegeek.com/what-is-a-board-game.html. accessed on Tuesday 8 July 2014 at 11.00 PM.
CURRICULUM VITAE

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Email/Phone Number : Dyah.saras22@gmail.com/085876332955

Educational Background :

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2. SDN Samban 01, graduated in 2003

3. SMPN 1 Bawen, graduated in 2006

4. SMAN 2 Ungaran Kab.Semarang graduated in 2010
Rencana Pelaksanaan Pembelajaran

( RPP )

Satuan Pendidikan : SMP Negeri 1 Bergas
Kelas/Semester : VIII/2
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 4 x 40 menit (2 x pertemuan)
Tema : Simple Past Tense
Aspek : Menulis ( writing )

I. Standar Kompetensi :

1. Memahami penggunaan Simple Past Tense dalam teks tulis fungsional pendek dan penggunaannya dalam percakapan untuk berinteraksi dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar :

1.2 Menggunakan Past Continuous Tense untuk mengekspresikan kegiatan yang terjadi di waktu lampau kemudian merespon makna yang terdapat dalam percakapan maupun tulisan pendek sederhana secara akurat, dalam konteks kehidupan sehari-hari.

III. Indikator Kompetensi :

- Memahami Simple Past Tense secara akurat baik dalam bentuk kalimat maupun percakapan
- Menggunakan Simple Past Tense secara akurat baik dalam bentuk kalimat maupun percakapan

IV. Tujuan Pembelajaran :

Pada akhir pelajaran siswa diharapkan dapat :

- Memahami penggunaan Simple Past Tense secara akurat baik dalam bentuk kalimat maupun percakapan
Menggunakan Simple Past Tense secara akurat baik dalam bentuk kalimat maupun percakapan

Mengidentifikasi kalimat yang menggunakan Simple Past Tense

V. Materi Pembelajaran :

Simple Past Tense

Simple Past Tense is kind of tense is used to talk about an action that happened in the past. It can also used to tell a story.

The time signals: yesterday, this morning, just now, a few minutes ago, last……...(last Saturday, last night, last week, etc), ……. ago (long time ago, two days ago, etc)

- Pola kalimat positif yang digunakan yaitu :

(+) Subyek + V2 + O

Contoh :
1. Florensia went to Semarang last night.
2. Rendi played football yesterday.

- Pola kalimat negatif yang digunakan yaitu :

(-) Subyek + did not + V1 + O

Contoh :
1. Florensia did not go to Semarang last night.
2. Rendi did not play football yesterday.

- Pola kalimat tanya yang digunakan yaitu :

(?) Did + Subyek + V1 + O?

Contoh :
1. Did Florensia go to Semarang last night?
2. Did Rendi play football yesterday?

Regular Verb
<table>
<thead>
<tr>
<th>V1</th>
<th>V2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study</td>
<td>Studied</td>
</tr>
<tr>
<td>Play</td>
<td>Played</td>
</tr>
<tr>
<td>Help</td>
<td>Helped</td>
</tr>
<tr>
<td>Cook</td>
<td>Cooked</td>
</tr>
<tr>
<td>Borrow</td>
<td>Borrowed</td>
</tr>
<tr>
<td>Attend</td>
<td>Attended</td>
</tr>
<tr>
<td>Invite</td>
<td>Invited</td>
</tr>
<tr>
<td>Call</td>
<td>Called</td>
</tr>
</tbody>
</table>

**Irregular Verb**

<table>
<thead>
<tr>
<th>V1</th>
<th>V2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin</td>
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</tr>
<tr>
<td>Bring</td>
<td>Brought</td>
</tr>
<tr>
<td>Buy</td>
<td>Bought</td>
</tr>
<tr>
<td>Catch</td>
<td>Caught</td>
</tr>
<tr>
<td>Come</td>
<td>Came</td>
</tr>
<tr>
<td>Cost</td>
<td>Cost</td>
</tr>
<tr>
<td>Do</td>
<td>Did</td>
</tr>
<tr>
<td>Drink</td>
<td>Drank</td>
</tr>
<tr>
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<td>Ate</td>
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<tr>
<td>Fall</td>
<td>Fell</td>
</tr>
<tr>
<td>Find</td>
<td>Found</td>
</tr>
<tr>
<td>Fly</td>
<td>Flew</td>
</tr>
<tr>
<td>English</td>
<td>Indonesian</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td>Get</td>
<td>Got</td>
</tr>
<tr>
<td>Give</td>
<td>gave</td>
</tr>
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<td>Go</td>
<td>Went</td>
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<td>Have</td>
<td>Had</td>
</tr>
<tr>
<td>Hear</td>
<td>Heard</td>
</tr>
<tr>
<td>Know</td>
<td>Knew</td>
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<tr>
<td>Lose</td>
<td>Lost</td>
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<td>Make</td>
<td>Made</td>
</tr>
<tr>
<td>Meet</td>
<td>Met</td>
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<tr>
<td>Put</td>
<td>Put</td>
</tr>
<tr>
<td>Say</td>
<td>Said</td>
</tr>
</tbody>
</table>

VI. Metode Pembelajaran :

Penjelasan, Diskusi, Board Game

VII. Langkah-langkah kegiatan :

- Kegiatan awal
  - Guru memberi salam dan berdoa bersama
  - Guru mengecek kehadiran siswa
  - Guru memberi pre test
  - Guru bertanya mengenai kegiatan yang dilakukan kemarin.
Kegiatan inti melalui Eksplorasi, Elaborasi dan Konfirmasi

- Eksplorasi
  - Guru bertanya mengenai kegiatan yang dilakukan kemarin, 2 hari yang lalu
  - Guru menjelaskan materi tentang Simple Past Tense

- Elaborasi
  - Guru membagi siswa dalam beberapa kelompok saat menerapkan board game
  - Guru menjelaskan bagaimana cara menerapkan Board Game
  - Setiap 2 kelompok diminta untuk bersaing dalam membuat kalimat sesuai dengan yang ada di Board game
  - Kelompok yang tercepat menuju garis finish akan diberi reward oleh guru
  - Setelah itu siswa disuruh kembali ke tempat duduk masing-masing untuk mengerjakan soal latihan

- Konfirmasi
  - Guru membahas sol latihan bersama-sama siswa
  - Guru memberi soal post test untuk siswa

Kegiatan Akhir

- Guru mengidentifikasi kesulitan siswa untuk memahami materi berdasarkan tanya jawab dengan guru
- Siswa diberi kesempatan untuk bertanya
- Guru bersama siswa menyimpulkan materi yang telah dipelajari.

VIII. Sumber Belajar

- Buku Let’s Talk for Junior High School Grade VIII
- LKS Kelas 8 Semester genap

IX. Penilaian:

- Tes
  - Bentuk : Pilihan Ganda

X. Proses Penilaian

Pilihan Ganda  = Benar x 1
                = 10 x 1 = 10
• Nilai total maksimal = 10

Bergas, 11 Februari 2015

Mengetahui,

Guru Bahasa Inggris Teacher (Researcher)

Supadmiyati, S.Pd Dyah Saraswati

NIP.19670901 200701 2 012 NIM.11310052

Rencana Pelaksanaan Pembelajaran

( RPP )
Satuan Pendidikan : SMP Negeri 1 Bergas
Kelas/Semester : VIII/2
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 4 x 40 menit (2 x pertemuan)
Tema : Past Continuous Tense
Aspek : Menulis ( writing )

I. Standar Kompetensi :
   1.1 Memahami penggunaan Past Continuous Tense dalam teks tulis fungsional pendek dan
   penggunaannya dalam percakapan untuk berinteraksi dalam konteks kehidupan sehari-
   hari.

II. Kompetensi Dasar :
   1.2 Menggunakan Past Continuous Tense untuk mengekspresikan kegiatan yang sedang
   terjadi dalam waktu tertentu di waktu lampau kemudian merespon makna yang
   terdapat dalam percakapan maupun tulisan pendek sederhana secara akurat, dalam
   konteks kehidupan sehari-hari.

III. Indikator Kompetensi :
   • Memahami Past Continuous Tense secara akurat baik dalam bentuk kalimat maupun
     percakapan
   • Menggunakan Past Continuous Tense secara akurat baik dalam bentuk kalimat maupun
     percakapan

IV. Tujuan Pembelajaran :
   Pada akhir pelajaran siswa diharapkan dapat :
   ➢ Memahami penggunaan Past Continuous Tense secara akurat baik dalam bentuk kalimat
     maupun percakapan
   ➢ Menggunakan Past Continuous Tense secara akurat baik dalam bentuk kalimat maupun
     percakapan
   ➢ Membedakan penggunaan to be (kata bantu) dalam kalimat Past Continuous Tense
   ➢ Mengidentifikasi kalimat yang menggunakan Past Continuous Tense

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V. Materi Pembelajaran:

- Past Continuous Tense

Past continuous tense merupakan sebuah bentuk tenses untuk menyatakan peristiwa yang sedang terjadi di masa lampau. Bentuk tenses ini, dapat disela oleh peristiwa lain, dan juga dapat digabungkan dengan peristiwa lainnya di waktu yang bersamaan.

Pola kalimat positif yang digunakan yaitu:

Untuk subyek I, We, You, They:

- Subyek + were + V1 + ing

Untuk subyek He, She, It:

- Subyek + was + V1 + ing

Contoh:
- I was writing a letter when the bell rang.
(Saya sedang menulis sepucuk surat ketika bel berbunyi.)
- They were washing when I visited them yesterday.
(Mereka sedang mencuci ketika saya mengunjungi mereka kemarin.)

- Pola kalimat negatif yang digunakan yaitu:

Untuk subyek I, We, You, They:

- Subyek + were + not + V1 + ing

Untuk subyek He, She, It:

- Subyek + was + not + V1 + ing

Contoh:
- I was not writing a letter when the bell rang.
(Saya tidak sedang menulis sepucuk surat ketika bel berbunyi.)
- They were not washing when I visited them yesterday.
(Mereka tidak sedang mencuci ketika saya mengunjungi mereka kemarin.)

- Pola kalimat tanya yang digunakan yaitu:

Untuk subyek I, We, You, They:

- Were + subyek + V1 + ing?
Untuk subyek He, She, It :

Was + subyek + V1 + ing ?

Contoh :
- Was I writing a letter when the bell rang ?
  (Apakah saya sedang menulis sepucuk surat ketika bel berbunyi?)
- Were they washing when I visited them yesterday?
  (Apakah mereka sedang mencuci ketika saya mengunjungi mereka kemarin?)

VI. Metode Pembelajaran :

- Ceramah
- Tanya jawab
- Board Game

Football Board Game is one kind of Board Game that is used in Learning English. This football game is ideal for activities that require students to collocate words and make sentences. It is therefore a great vocabulary and grammar practice game.

VII. Langkah-langkah kegiatan :
1. Kegiatan awal
1. Guru memberi salam dan berdoa bersama
2. Guru mengecek kehadiran siswa
3. Guru memberi pre test

2. Kegiatan inti melalui Eksplorasi, Elaborasi dan Konfirmasi

- **Eksplorasi**
  - Guru bertanya mengenai kegiatan yang dilakukan di waktu tertentu di masa lampau
  - Guru menjelaskan materi tentang Past Continuous Tense

- **Elaborasi**
  - Guru membagi siswa dalam beberapa kelompok saat menerapkan board game
  - Guru menjelaskan bagaimana cara menerapkan Board Game
  - Setiap 2 kelompok diminta untuk bersaing dalam membuat kalimat sesuai dengan yang ada di Board game
  - Kelompok yang tercepat menuju garis finish akan diberi reward oleh guru
  - Setelah itu siswa disuruh kembali ke tempat duduk masing-masing untuk mengerjakan soal latihan

- **Konfirmasi**
  - Guru membahas soal latihan bersama-sama siswa
  - Guru memberi soal post test untuk siswa

3. Kegiatan Akhir

- Guru mengidentifikasi kesulitan siswa untuk memahami materi berdasarkan tanya jawab dengan guru
- Siswa diberi kesempatan untuk bertanya
- Guru bersama siswa menyimpulkan materi yang telah dipelajari.

VIII. Alat dan Media Pembelajaran

- Fotocopy teks narrative
- Board
- Soal soal pre dan post tes
- Power point presentation (PPT)
IX. Instrumen Penilaian:

1) Indikator, Teknik dan Bentuk

<table>
<thead>
<tr>
<th>Idikator</th>
<th>Teknik</th>
<th>Bentuk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memahami Past Continuous Tense</td>
<td>Tes tertulis</td>
<td>Multiple-choice</td>
</tr>
<tr>
<td>secara akurat baik dalam bentuk kalimat maupun percakapan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

X. Proses Penilaian

Pilihan Ganda = Benar x 1

= 10 x 1 = 10

Nilai total maksimal = 10

Bergas, 18 Februari 2015

Mengetahui,

Guru Bahasa Inggris  Teacher (Researcher)

Supadmiyati, S.Pd  Dyah Saraswati

NIP.19670901 200701 2 012  NIM.11310052
Rencana Pelaksanaan Pembelajaran

(RPP)

Satuan Pendidikan : SMP Negeri 1 Bergas
Kelas/Semester : VII/2
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 4 x 40 menit (2 x pertemuan)
Tema : Simple Present Tense
Aspek : Menulis (writing)

I. Standar Kompetensi :

2. Memahami penggunaan Simple Present Tense dalam teks tulis fungsional pendek dan penggunaannya dalam percakapan untuk berinteraksi dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar :
2.2 Menggunakan Simple Present Tense untuk mengekspresikan kegiatan yang sering dilakukan, kejadian berulang-ulang dan fakta, kemudian merespon makna yang terdapat dalam percakapan maupun tulisan pendek sederhana secara akurat, dalam konteks kehidupan sehari-hari.

III. **Indikator Kompetensi** :

- Memahami Simple Present Tense secara akurat baik dalam bentuk kalimat maupun percakapan
- Menggunakan Simple Present Tense secara akurat baik dalam bentuk kalimat maupun percakapan

IV. **Tujuan Pembelajaran** :

Pada akhir pelajaran siswa diharapkan dapat:

- Memahami penggunaan Simple Present Tense secara akurat baik dalam bentuk kalimat maupun percakapan
- Menggunakan Simple Present Tense secara akurat baik dalam bentuk kalimat maupun percakapan
- Mengidentifikasi kalimat yang menggunakan Simple Present Tense

V. **Materi Pembelajaran** :

- **Simple Present Tense**

  Simple Present Tense is kind of tense is used to tell about general statement, or to tell about habitual activity.

  1. **Verbal**

     Tanda waktu/time signal-nya:

     - always = selalu
     - on and of = kadang-kadang
     - as a rule = biasanya, lazimnya
✓ generally = biasanya, umumnya
✓ normally = biasanya
✓ usually = biasanya
✓ often = seringkali
✓ never = tidak pernah
✓ regularly = secara tetap
✓ sometimes = kadang-kadang
✓ seldom = jarang
✓ nowadays = pada waktu sekarang
✓ steadily = selalu, terus-menerus
✓ frequently = seringkali
✓ when (kata sambung) = kalau
✓ here = di sini
✓ there = di sana
✓ every day = tiap hari
✓ every other day = dua hari sekali, berselang sehari
✓ every sunday = tiap hari minggu
✓ every week = tiap minggu, tiap pekan
✓ now and then = kadang-kadang
✓ occasionally = kadang-kadang
✓ on and off = kadang-kadang
✓ once in a while = sekali-sekali, kadang-kadang
✓ once a week = sekali seminggu

- Pola kalimat positif yang digunakan yaitu :

(+) Subyek + V1(s/es) + O

<table>
<thead>
<tr>
<th>Subyek</th>
<th>V1(s/es)</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, you, we, they</td>
<td>play.</td>
<td></td>
</tr>
<tr>
<td>He, she, it</td>
<td>plays.</td>
<td></td>
</tr>
</tbody>
</table>

Contoh:
1. Florensia goes to Semarang with her friends.
2. The children play football in the field.

- Pola kalimat negatif yang digunakan yaitu:

| (-) Subyek + do/does not + V1 + O |
|---|---|---|---|
| He | I | Does | Do |
| She | You | We | They |

Contoh:

1. Florensia does not go to Semarang with her friends.
2. The children do not play football in the field.

- Pola kalimat tanya yang digunakan yaitu:

| (?) Do/ Does + Subyek + V1 + O? |
|---|---|---|---|

Contoh:

1. Does Florensia go to Semarang with her friends?
2. Do the children play football in the field?

<table>
<thead>
<tr>
<th>Silent e</th>
<th>Vowel + y</th>
<th>Consonant + y</th>
<th>Verbs ending in o</th>
<th>Verbs ending in s, z, sh, tch, ch</th>
</tr>
</thead>
<tbody>
<tr>
<td>close = closes note = notes</td>
<td>play = plays say = says</td>
<td>study = studies marry = marries</td>
<td>go = goes do = does</td>
<td>miss = misses buzz = buzzes hatch = hatches finish = finishes teach = teaches</td>
</tr>
</tbody>
</table>

2. **Nominal**
Pola kalimat positif yang digunakan yaitu:

\[(+ \) S + to be 1(am, is, are) + Adj / Noun / Adverb\]

Contoh:
1) Marcella is a stronger woman.
2) He is a Doctor.

Pola kalimat negatif yang digunakan yaitu:

\[(- \) S + to be 1(am, is, are) + not + Adj / Noun / Adverb\]

Contoh:
1) Marcella is not a stronger woman.
2) He is not a Doctor.

Pola kalimat tanya yang digunakan yaitu:

\[ (?) \) to be 1(am, is, are) + S + Adj / Noun / Adverb \]

Contoh:
1) Is Marcella a stronger woman?
2) Is he a Doctor?

VI. Metode Pembelajaran:
Penjelasan, Diskusi, Board Game

VII. Langkah-langkah kegiatan:

- Kegiatan awal
  - Guru memberi salam dan berdoa bersama
  - Guru mengecek kehadiran siswa
  - Guru memberi pre test
  - Guru bertanya mengenai kegiatan yang sering dilakukan.

- Kegiatan inti melalui Eksplorasi, Elaborasi dan Konfirmasi
• Eksplorasi
  - Guru bertanya mengenai kegiatan yang sering dilakukan
  - Guru menjelaskan materi tentang Simple Present Tense

• Elaborasi
  - Guru membagi siswa dalam beberapa kelompok saat menerapkan board game
  - Guru menjelaskan bagaimana cara menerapkan Board Game
  - Setiap 2 kelompok diminta untuk bersaing dalam membuat kalimat sesuai dengan yang ada di Board game
  - Kelompok yang tercepat menuju garis finish akan diberi reward oleh guru
  - Setelah itu siswa disuruh kembali ke tempat duduk masing-masing untuk mengerjakan soal latihan

• Konfirmasi
  - Guru membahas sol latihan bersama-sama siswa
  - Guru memberi soal post test untuk siswa

❖ Kegiatan Akhir
  - Guru mengidentifikasi kesulitan siswa untuk memahami materi berdasarkan tanya jawab dengan guru
  - Siswa diberi kesempatan untuk bertanya
  - Guru bersama siswa menyimpulkan materi yang telah dipelajari.

VIII. Sumber Belajar

• Buku Let’s Talk for Junior High School Grade VIII
• LKS Kelas 8 Semester genap
IX. Penilaian:

Tes
- Bentuk: Pilihan Ganda

X. Proses Penilaian

Pilihan Ganda = Benar x 1
= 10 x 1 = 10
- Nilai total maksimal = 10

Bergas, 25 Februari 2015

Mengetahui,
Guru Bahasa Inggris Teacher (Researcher)

Supadmiyati, S.Pd Dyah Saraswati
NIP.19670901 200701 2 012 NIM.11310052

Pre test Cycle I
Name : 
Number : 

Choose correct answer a, b, c or d below based on the question!
1. Last Saturday, I . . . to Tasikmalaya.
   a. does not go  c. did not go
   b. do not go  d. have not go
2. I . . . at Nisa’s house yesterday.
   a. stay  c. stayed
   b. stays  d. staying
3. My mother . . . rainbow cake last week?
   a. make  c. made
   b. makes  d. making
4. We . . . picture of the beautiful sceneries last vacation.
   a. take  c. took
   b. takes  d. taking
5. Did Clara . . . English last Monday?
   a. study  c. studied
   b. studies  d. studying
6. The cat . . . the mouse an hour ago.
   a. catch  c. caught
   b. catches  d. catching
7. Ditta . . . her shoes yesterday morning.
   a. wash  c. washed
   b. washes  d. is washing
8. Did your father . . . coffee this morning?
   a. drink  c. drank
   b. drinks  d. drinking
9. Did we . . . some food, fruit, and drink for our lunch yesterday?
   a. bring  c. brought
   b. brings  d. bringing
10. They . . . couple t-shirt last night.
    a. wear  c. wore
    b. wears  d. wearing
Choose correct answer a, b, c or d below based on the question!

1. I . . . my friend on the street last night.
   a. meet  
   b. meets  
   c. met  
   d. meeting

2. Faisal . . . mathematic class last semester.
   a. study  
   b. studies  
   c. studied  
   d. studying

3. My sister . . . me a rose flower a week ago.
   a. give  
   b. gives  
   c. gave  
   d. giving

4. My cousin and I . . . spaghetti two days ago.
   a. do not cook  
   b. does not cook  
   c. did not cook  
   d. have not cook

5. Six months ago, my family . . . to Gembira Loka zoo.
   a. go  
   b. goes  
   c. went  
   d. going

   a. buy  
   b. buys  
   c. bought  
   d. buying

7. Did Rendi . . . his friend last night?
   a. call  
   b. calls  
   c. called  
   d. calling

8. The children . . . together in the play ground two days ago.
   a. play  
   b. plays  
   c. played  
   d. playing

9. My aunt and I . . . fried rice this morning.
   a. make  
   b. makes  
   c. made  
   d. making

10. Did Syafira . . . her home work last night.
   a. do  
   b. does  
   c. did  
   d. doing
Pre test Cycle II

Name : 
Number : 

Choose correct answer a, b, c or d below based on the question!
1. My sister and I . . . on the beach at 5 pm last week.
   a. is walking  
   b. are walking  
   c. was walking  
   d. were walking
2. He . . . when I made fried rice.
   a. is sleeping  
   b. are sleeping  
   c. was sleeping  
   d. were sleeping
3. Sinta. . . . her motorcycle when I passed by her house.
   a. is washing  
   b. are washing  
   c. was washing  
   d. were washing
4. At six o’clock when I ate breakfast, my sister. . . . cleaning the table.
   a. is  
   b. are  
   c. was  
   d. were
5. . . . Saphira . . . when you arrived her house?
   a. is-sweeping  
   b. are-sweeping  
   c. was-sweeping  
   d. were-sweeping
6. At 7 pm last night, Cindy . . . with her mother.
   a. is having  
   b. are having  
   c. was having  
   d. were having
7. The children. . . . at 9 am yesterday morning.
   a. is playing  
   b. are playing  
   c. was playing  
   d. were playing
8. When the teacher . . . on the blackboard, the students wrote on their notebooks.
   a. is writing  
   b. are writing  
   c. was writing  
   d. were writing
9. My sister and I . . . television when my father came home.
   a. is watching  
   b. are watching  
   c. was watching  
   d. were watching
10. . . . you. . . . at nine pm last night?
    a. is-studying  
    b. are-studying  
    c. was-studying  
    d. were-studying
Choose correct answer a, b, c or d below based on the question!

1. The boys . . . football at 4 pm yesterday.
   a. is playing
   b. are playing
   c. was playing
   d. were playing

2. Deni and his friends . . . when the phone rang.
   a. is swimming
   b. are swimming
   c. was swimming
   d. were swimming

3. When my mother cooking, my father . . . on the phone.
   a. is talking
   b. are talking
   c. was talking
   d. were talking

4. I . . . the house when Tina knocked the door.
   a. is cleaning
   b. are cleaning
   c. was cleaning
   d. were cleaning

5. . . . the kids . . . sate an hour ago?
   a. is-eating
   b. are-eating
   c. was-eating
   d. were-eating

6. My father . . . newspaper when my mother made breakfast.
   a. is reading
   b. are reading
   c. was reading
   d. were reading

7. . . . Clara. . . . flower when her sister talked to her friend?
   a. is-watering
   b. are-watering
   c. was-watering
   d. were-watering

8. We. . . . riding bike when Tina swept the floor.
   a. is
   b. are
   c. was
   d. were

9. My parents . . . movie when I did my homework.
   a. is watching
   b. are watching
   c. was watching
   d. were watching

10. Rendi. . . . washing his hair when his friend called.
    a. is
    b. am
    c. was
    d. were
Pre test Cycle III

Name: 

Number: 

Choose correct answer a, b, c or d below based on the question!

1. She always . . . her face before going to bed..
   a. wash  
   b. washes
   c. washed  
   d. is washing

2. Mother . . . breakfast every morning.
   a. cook  
   b. cooks
   c. cooked  
   d. cooking

3. Andy . . . basketball 2 times in a week?
   a. play  
   b. plays
   c. played  
   d. playing

4. Ani . . . a shower every day.
   a. take  
   b. takes
   c. took  
   d. taking

5. Does Clara . . . English every Friday?
   a. study  
   b. studys
   c. studied  
   d. studying

   a. am  
   b. is
   c. are  
   d. was

7. Ditta usually . . . some books every day.
   a. read  
   b. reads
   c. is reading  
   d. reading

8. Does your father . . . coffee every morning?
   a. drink  
   b. drinks
   c. drank  
   d. drinking

9. Do we . . . some food, fruit, and drink for our lunch every day?
   a. bring  
   b. brings
   c. brought  
   d. bringing

10. They . . . couple.
    a. is  
    b. am
    c. are  
    d. were
Post test Cycle III

Name : 

Number : 

Choose correct answer a, b, c or d below based on the question!

1. Doctor . . . the patients twice in a dat.
   a. check              c. checked
   b. checks             d. checking

2. Rini . . . mathematic on Wednesday.
   a. study              c. studied
   b. studies            d. studying

3. My sister . . . magazine every morning.
   a. read               c. reading
   b. reads              d. is reading

4. My cousin and I . . . to Surabaya by train.
   a. go                 c. went
   b. goes               d. going

5. The children . . . together in the yard.
   a. play               c. played
   b. plays              d. playing

6. Does Jenny . . . Japanese in the meeting?
   a. speak              c. spoke
   b. speaks             d. speaking

7. . . . Rendi a doctor in Hermina hospital?
   a. am                 c. are
   b. is                 d. was

8. The flowers . . . so beautiful.
   a. am                 c. are
   b. is                 d. was

9. The post man . . . to my school.
   a. come               c. came
   b. comes              d. coming

10. The cat . . . mouse every day.
    a. catch              c. caught
    b. catches            d. catching
Mrs. Supadmiyati introduces the researcher
The Researcher gives the pre test

The students were doing the pre test

The researcher gives explanation about the material
Student tries to make sentences according the board game
The students were playing the Board Game
The Student writes down his sentences
The students were doing the post test