

**TEACHING THREE BASIC TENSES BY USING BOARD RACE GAME AT THE
TENTH GRADE OF SENIOR HIGH SCHOOL PMDS PUTRI PALOPO**



IAIN PALOPO

A THESIS

*Submitted to the English Language Studies Program of S1 Tarbiyah
and Teacher Training Faculty of the state Institute for Islamic Studies of Palopo
in Partial Fulfillment of Requirement for S.Pd
Degree in English Education*

COMPOSED BY,

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REG. NUM. 14.16.3.0077

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2019

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THESIS APPROVAL

This thesis, entitled "Teaching Three Basic Tenses By Using Board Race Game at The Tenth Grade of Senior High School PMDS Putri Palopo" written by Muh. Ikhwan, Reg. Number 14.16.3.0077, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Monday, September 09th 2019 M, coincided with Muharram 09th 1441 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, October 09th, 2019 M
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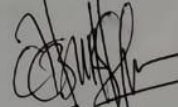
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ABSTRACT

Muh.Ikhwan, 2019.*“Teaching Three Basic Tenses by Using Board Race Game at the Tenth Grade of Senior High School PMDS Putri Palopo.* Thesis English study Program of Tarbiyah Department of Institute for Islamic Studies (IAIN) Palopo. Supervised by (1) Dr. Rustan S, M.Hum. (2) Muh. Irfan Hasanuddin, M.A.

Key Words : Teaching three basic tenses, board race game.

This thesis concerned about teaching three basic tenses by using board race game at the tenth grade of Senior High School PMDS Putri Palopo. The problem statement of the research was “What is the using board race game is effective way in teaching three basic tenses at the tenth grade of senior high school PMDS Putri Palopo ?. And the objective of the research was ” To find out the using of board race game in teaching three basic tenses is effective way at the tenth grade of Senior High School PMDS Putri Palopo”.

This research used descriptive quantitative research. The target of this research was class X IPA 1 of Senior High School PMDS Putri Palopo. The procedure of the research used two meeting. The data was collected through three basic tenses test, to find out the students score and participant during the used board race game in teaching three basic tenses. The level of successful in implementing used of the test and observation sheets in learning three basic tenses.

The result of this research is to find the effective way of board race game in teaching three basic tenses : the teacher divided the students into 4 groups. Then, the teacher explained how to play board race game. Then, the teacher wrote simple sentence on the white board to change into positive, negative, and interrogative sentences. After that, the students started the game. After playing the game, the teacher corrected their answer on the white board. Then, the teacher gave them score and a gift. Then the teacher gave feedback to the students about the incorrect answer. After that, the teacher distributed the test and completed the test. After completed the test, the teacher collected the test. Before closing the class, teacher asked again about the learned.

Based on the data analyzed, board race game can improve the students three basic tenses. The students score had significant different score in every meeting. The result of the 1st meeting (67,8%) was low than 2nd meeting (84,2%). In addition, most of students were more active and interested in learning three basic tenses by using board race game. It can be seen from the students' participant and result of their test.

CHAPTER I

INTRODUCTION

A. Background

Grammar is an essential part of the use of language process, both in spoken and written language. The grammar of a language is a description of the ways in which the language uses patterns of structure to convey the meaning, so it would be impossible to learn language effectively without knowing the grammar, because grammar helps learners to identify grammatical forms, which serves to enhance and sharpen the expression of meaning. Thus the researcher interests to do research related with grammar of language that cannot separated from the language itself.

Grammar is one of the English components which are taught to every language learner. It has an important role in understanding the English language. Without proper knowledge of grammar the students will find many problems to build up the sentences and express their ideas for communication activities. But if they have a good grammar, they will be confidence in speaking and writing English and they are also able to use the language correctly and clearly. Penny Ur, her said that “a learner who knows grammar is one who has mastered and can apply the rules to express him or herself in what would be considered acceptable language forms.”¹

¹ Penny Ur, *Grammar Practice Activities: A Partical Guide for Teacher*, (New York : Cambridge University Press, 1980), p. 4.

Harmer defines that “grammar as the description of the ways in which words can change their forms and can be combined into sentence in that language.”² Michael swan stated that “grammar is the rules that say how words are combined, arranged, and changed to show different meaning.”³

In teaching and learning English, grammar has a big effect in assisting the students to master the major target of learning English in communication. For example in writing, if a student wants to write a text but student does not understand about grammar, student will not produce a good text. This is one of the consideration in which grammar must be understood by the learner before students used English. In this case, the teachers have a big role in teaching grammar. English teacher must be capable of teaching grammar. Grammar is important because to arrange sentence and conveys the meaning clearly, the speaker have know about it. Grammar is a foundation in learning language.

Based on the problem descriptions above, the researcher actuated to research this study with to teaching three basic tenses by using board race game. This idea is also supported by the writer experience in teaching such topic in his PPL (Praktek Pengenalan Lapangan) in one of Senior High School in Palopo.

Juniati in her thesis stated that the board games are effective to improve the students participation, confidence, interaction, and enthusiasm. All of students follow

² Jeremy Harmer, *The Practice of English Language Teaching*, (New York : Longman Group, 1983), p.12.

³ Michael Swan, *Practical English Usage*, (New York: Oxford University Press, 1980), p.23.

the lesson from the beginning until the end of the lesson. They enjoyed and happy learned with board games.⁴

In board race game, the students will have many opportunities to practice their English. Furthermore, some various topics can be used in board race game in order to make the students interested. In addition, board race can make the students enjoy the interactive situation and they will know their friend closer. Finally, the board race will make their relationship become better.

B. Problem Statement

Based on the background above, the researcher would like to formulate the problem as follow : “What is the using board race game is effective way in teaching three basic tenses at the tenth grade of senior high school PMDS Putri Palopo ?”.

C. Objective of the Research

The objective of the research is to find out the using of board race game in teaching three basic tenses is effective way at the tenth grade of Senior High School PMDS Putri Palopo.

D. Significance of the Research

On basis of the objective above, the significance of the study can be stated as follows :

⁴ Juniati Nurkasanah, *Improving The Fourth Grade Students Speaking Skills Through Board Race Games at SDN 1 Pandak Bantul*, (Thesis UN Yogyakarta : 2014), http://eprints.uny.ac.id/1981/1/Juniati%252009202244008.pdf&ved=2ahUKEwifYWW6r_jAhXEXSsKHeoeAKwOFjALegOIBBAB&usq=AOvVaw0djHCpBBUZ4hKMutt9Jixz&cshid=153499922735. Accessed at July 19th 2019

1. For the teachers, it was expected that the teachers could improve three basic tenses effectively so that the students would enjoy the study.

2. For the students, teaching three basic tenses by using board race game can motivate the students in order to be more improve their three basic tenses.

3. For the other researchers, as a useful information for the next researcher who intends to study similar topic.

E. Scope of the Research

This research is focused on using board race game to improve students grammar especially three basic tense (simple present tense, simple past tense, and simple future tense) for the tenth grade of Senior High School of PMDS Putri Palopo. The scope of this study is restricted to building the students' three basic tenses.

F. Operational Definitions of the Terms

1. Board race game is to have some people race to the board and write the answer to a question on the board.

2. Three basic tenses are basic of tenses which involve simple present tense, simple past tense, and simple future tense.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There are some research findings related to this research as follows :

1. Nurmalasari Usman in her thesis (2015) entitled **“The Ability of The Second Year Students of SMK Negeri 1 Palopo in Mastering Five Basic Tenses”** found that ability of the students in mastering five basic tenses still under standard because there were many students categorized average although there were some students got “excellent” and some students got “good”. So the ability of the students in mastering five basic tenses should be improving.⁵

2. Rosnawati in her thesis (2016) entitled **“Prior Knowledge of Tenses at The First Year Students of English Study Program at IAIN Palopo”** found that respondents prior knowledge of the tenses are in poor category. It means that grammar subject particularly tenses should be improved.⁶

3. Jumaidah in her thesis (2011) entitled **“Enhancing Student’s Grammar Ability Through Grammar Racing at The Eight Year of Students SMPN 8 Palopo”** found that grammar racing is effective to increase students’ grammar ability at the eight year of SMPN 8 Palopo.⁷

⁵ Nurmalasari Usman, *The Ability of The Second Year Students of SMK Negeri 1 Palopo in Mastering Five Basic Tenses*, (Thesis IAIN Palopo : 2015).

⁶ Rosnawati, *Prior Knowledge of Tenses at The First Year Students of English Study Program at IAIN Palopo*, (Thesis IAIN Palopo : 2016).

⁷ Jumaidah, *Enhancing Student’s Grammar Ability Through Grammar Racing at The Eight Year of Students SMPN 8 Palopo*, (Thesis IAIN Palopo : 2011).

4. Susanti in her thesis (2005) entitled “**A Board Game for Vocabulary Learning of Grade X Senior High School Students**” found that the students were interested in playing the board game for English vocabulary learning. It also affected the students’ vocabulary mastery. By playing the board game, it improved the students’ mastery in English vocabulary.⁸

Based on the research above, it could be assumed that the research which conducted by the researcher was similar. However the researcher focused on her research dealing with teaching three basic tenses by using board race game at the tenth grade of Senior High School PMDS Putri Palopo.

B. Grammar

Grammar is the study of how the formation of words that have a certain form into a proper sentence. So, English grammar is a science that learns how to construct some kind of English word to become a proper English sentence.⁹

Grammar is important in learning English as foreign language. In this case, grammar guides the students in constructing English sentence to communicate with other people. Grammar is bounded to other language skill like listening, speaking, reading, and writing. When a learn language, learn the sounds used in that language, the basic units of meaning such as words and the rules to combine these to form

⁸ Susanti, *A Board Game for Vocabulary Learning of Grade X Senior High School Students*, (tThesis of State University of Malang : 2005).

⁹Rudy Hariyono, Andrew Mc. Carthy, *ABC Plus English Grammar*, (Surabaya : Gitamedia Press, 2008), p.13

sentences, study a language means that we study about the sentence structure of the language that cannot be separated from studying the grammar.¹⁰

According to Harmer (1987:4) grammatical rules is a essential for the mastery of language. People cannot use words unless they know how the words should be put together. Besides, the grammatical aspect of a language specifies the way in which sentences in that language construct. For English learners, many students are still confused about grammar and they are sometimes difficult to express things they want to say. On the other hand, they are confused when they find English in written form especially dealing with sentence structure because they do not understand or even do not know the form used in English. Therefore, they have to pay more attention to the rules in constructing correct sentence.¹¹

Teaching grammar is to show how language works. Accurate teaching of grammar guides learners how to use the language correctly.¹² The deductive method of teaching grammar is an approach that focuses on instruction before practice. A teacher gives students an in-depth explanation of a grammatical concept before they encounter the same grammatical concept in their own writing.

In teaching grammar, three areas have to be considered : grammar as a rules, grammar as form, and grammar as resource. For many learners, learning grammar

¹⁰Muh. Arif Muhsin, *The Correlation Between Students Grammar Knowledge and Writing Ability*, January 3rd 2016, p. 2

¹¹*Ibid*, p. 3

¹²Cagri Tugrul Mart, *Teaching Grammar in context : Why and How ?*. Vol.3 No.1, January 2013,p.125.

often means learning the rules of grammar and having an intellectual knowledge of grammar.¹³

C. Tenses

1. Definition of Tenses

Tenses is basic of the English language, especially in learning grammar. Michael Swam (1996) says that is a verb form that shows the time of an action, event or state. While Manser Martin in Oxford learners Dictionary tenses is verb form that shows the time of the action or state.¹⁴

Tense in English is form of time. Tenses is one of the main topics in grammar, which must be mastered by the English learner in order to understand the English language well. It becomes very important because one of the standard in mastering English language is knowledge about tenses. In English there are several kinds of tenses and it always used in daily conversation.

Tenses actually have a sense of the verb form that indicates the change of time. That is, different time statements can affect the form of a verb used in a sentence. So tenses can be interpreted as a change in verb form in a sentence that is caused due to changes in the form of time or description of the time.¹⁵

¹³Abdu Mohammed Al-Mekhlafi and Ramani Perur Nagaratnam, *Difficulties in Teaching and Learning Grammar in An EFL Context*, Vol.4, N0.1, July 2011, p.70.

¹⁴Michael Swam, *Practical English Usage*, (New Edition : Oxford University Press, 1996), p.24.

¹⁵Dony Harianto, Rudy Hariyono, *English Grammar For General Application*, (Surabaya : Gitamedia Press, 2003), p.230.

The basic or simple tenses are the three tenses which are the simplest in the English language (present, past, and future) without any other condition and character.¹⁶ In English there are sixteen forms of time and it is usually call tenses. Meanwhile, there are three kinds of tense which related to the time in English, namely : simple present tense, simple past tense, and simple future tense.¹⁷

2. Types of Tenses

There are three verb forms usually use to express time relationship, they are :

- a. Simple present tense is used to express habitual action, general truth and series action. This tenses does not tell us whether or not the action is being performed at the moment of speaking.
- b. Simple past tense is used for action completed in the past at definite time. It is used for part action when the time given, or when the action clearly took place at the definite time even though this time is not mentioned.
- c. Simple future tense is used to express the speaker opinion , assumptions, and speculations, about the future. The future can be used with or without the time expression.

¹⁶ Glossary. English plus. <http://englishplus.com/grammar/00000311.htm>. Accessed at December 19th 2018.

¹⁷ Dina Wahyuni, Dewi Setyorini & Dina Ramadhona, *Problem in Eglish*, (Complete Edition Media Press, 2006). p.39.

3. Difficulties in Understanding Tenses

Tenses sometimes makes confuse in usage. It is caused by the rules of tenses is complicated. Those make the students difficult in understanding the tenses, some of difficulties in understanding the tenses are :

- a. Tenses have many forms and function that make the students difficult to used and apply them.
- b. There are many structure systems that related in tenses, which make the students difficult to remind and use all of them e.g. verbs, to be, preposition, etc.
- c. The students difficult to adopted tenses in Indonesian language context, because there is no verbs and time division Indonesian language.
- d. There are several situations that use tenses but it does not express the time of the action (present, past, and future). For example : I was hoping we could have dinner together. Example above does not express politeness or respect, when ask for something.
- e. Sentences in English usually require more than one tenses to become complete sentence and the students difficult to combine the tenses into one correct sentence.

D. Simple Present Tense

Simple present tense is a form of time used to express an ongoing course or occurring in the present moment in the form of simple, or repetitive activity or work of an act or to reuse, or daily habits, or unrelated events or deeds with time.¹⁸

1. The function of simple present tenses :

a) As habitual action

I take a bath every morning

The muslims habitually go to the mosque every Friday.

b) As general truth

The sun rises in the east and in the west.

In a week, consist of seven days.

Indonesia lies in the south car Asia.¹⁹

There are some adverb of frequency that used in simple present tense namely :

Always

Never

Usually

Once

Twice

Often

¹⁸ Rudy Hariyono, Andrew Mc. Carthy, *ABC Plus English Grammar*, (Surabaya : Gitamedia Press, 2008), p.407.

¹⁹ Sriyadi Junaida, *English Complete Grammar*, (Yogyakarta : Pustaka Pelajar, 2007), p.244

Sometime

Three times

Seldom

Four times

The examples of simple present tense are as follows :

I always get up very early.

I never get up before about moon.

I usually run for about two hours

Rosi visits the beach twice a year.

Sometimes, I just stay at home and watch TV.

I just seldom invited.

Some friends over.

Often, ledduring my break time.²⁰

2. Form

a) Positive sentence

For subject I, You, They, We

S + verb1 + O

For subject She, He, It

S + V1-s/-es + O

Example:

²⁰ Pardiyono, *Communicative Grammar of Conversation*, (Yogyakarta : Andi, 2014), p.84

She goes to school everyday.

They bring my book.

b) Negative sentence

For subject I, You, They, We

S + do + not + V₁ + O

For subject She, He, It

S + Does + Not + V₁ + O

Example :

They do not listen to the radio.

Ani does not save on the floor.

c) Interrogative sentence

For subject I, You, They, We

Do + S + V₁ + O ?

For subject She, He, It

Does + S + V₁ + O ?

Example:

Do you enjoy your English lesson ?

Does she eat rice ?

3. Time signals

Every hour

Every minute

Every morning

Everyday

In the morning

At night

At noon

Once a week

Three times a week

Twice a day

On Sunday

At five o'clock

E. Simple Past Tense

Simple past tense is a form of time used to describe events or deeds performed at a particular moment in the past in a simple form. The time of the event or act was known.

1. The function of simple past tense

The function of simple past tense, they are :

- a) To explain an events that we did in the past.

Example :

I saw a good film last night.

She came here yesterday.

- b) Used to explain the activity that was clearly happened or done in the past but the time signal is not clearly mentioned.

Example:

The lived in New York for ten years.

Ana studied English while has been in Kediri.

- c) To explain the activity that the time is clearly or we can know the question and the answer that was taken from present perfect tense.

Example :

When have you work hard ?

2. Form

- a) Positive sentence

$S + V_2 + O$

Example:

He bought a book yesterday.

We watch television last night.

b) Negative sentence

S + did + not + V₁ + O

Example:

Ima did not go to school yesterday.

I did not see him at the meeting last night.

c) Interrogative sentence

Did + S + V₁ + O ?

Example:

Did they come to work on time this morning ?

Did he answer her question ?

3. Time signals

Yesterday

Yesterday morning

Last night

Last week

An hour ago

A few minutes ago

Two days ago

1997

F. Simple Future Tense

Simple future tense is a form of time used to declare what will happen in the future.²¹

1. The function of simple future tense

- a) The sentence simple future form used to state an event or action happened in the future.

Example:

The meeting will last for an hour.

I shall come at your house tomorrow.

- b) The sentence simple future form used to state a polite order.

Example:

Will you help me, please ?

Will you help me to get the book?

- c) The sentence simple future can be used to make a conditional sentence type.

Example:

Aldi will come if you invite her.

²¹ Rudy Hariyono, Andrew Mc. Carthy, *ABC Plus English Grammar*, (Surabaya : Gitamedia Press, 2008), p.451

She will help you if ask her for a help politely.

2. Form

a) Positive sentence

For subject I and We

S + shall + V_1 + O

For subjects: You, They, He, She, It

S + will + V_1 + O

Example :

We shall go to Tokyo tomorrow.

He will visit us next week.

b) Negative sentence

For subject : I and We

S + shall + not + V_1 + O

For subject : You, They, He, She, It

S + will + not + V_1 + O

Example:

We shall not go to Tokyo tomorrow.

He will not visit us next week.

c) Interrogative sentence

For subject : I and We

Shall + S + V₁ + O ?

For subject : You, They, He, She, It

Will + S + V₁ + O ?

Example:

Shall we go to Tokyo tomorrow?

Will he visit us next week?

3. Times signals

Tomorrow

Soon

The day after tomorrow

Later

Next week

Tonight

Next month

Next year²²

G. Game

1. Definition of Game

A game is any form of playful competition whose outcome is determined by physical skill, strategy or chance employed singly or in combination. According to Loy in Santriawan, there are three important parts of this definition. First, games derive from play. Second, games involve competition. Third, the outcome of the game is determined by use of physical skill, strategy, and or chance.²³

Games is a word derived from they English language meaning games. There are many rules that must be understood by the user in playing game. Game are considered to help and encourage the students to make the effort to win because they will be given a lot of opportunities to practice their language more freely.

A game can help the teacher to create contexts in which the language is useful and meaningful. The learner want to take a part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or given information. Games are highly motivating, because they are amusing and interesting, can be used to give practice in all language skill and be used to practice many types of communication.

2. Advantages of games

²²Sulis Megawati, *Improving Students Tenses By Using Keyword Game To The Eight Year Students of SMPN 8 Palopo*, (Thesis IAIN Palopo : 2014), p.9-24

²³ Santriawan's Blog. <http://santri4wan.wordpress.com/2009/11/06/defenition-game/>. Accessed at may 18th 2017.

The using of games in teaching have some advantages. They are follows :

- a) Teaching learning process can be relax.
- b) Compete against a machine or situation rather than other students.
- c) Immediate feedback.
- d) Teacher has time to observe the students.²⁴

In English language teaching, games have the advantage of allowing the students to practice and internalize vocabulary, grammar, and structures extensively. They can do this through repeated exposure to the target grammar, because students are often more motivated to play games. During the game, the students are focused on the activity and end up absorbing the grammar subconsciously. While are motivating for the students, games is activities can increase the cooperation and competition of students in the classroom. Indeed games can be used to add excitement through competition or to create bonding between the students and teacher.²⁵

3. Games as technique in teaching English

In teaching learning process sometimes students feel bored, therefore one way to overcome this problem is using game. Games which applied should be suitable with material that will be through. Definition of game can make the student interested in learning English. Then, through games student as stimulated to know more grammar in order to with the game.

²⁴ Risma Rasidin, *Teaching Vocabulary by using not belong games at the tenth year students of SMK Negeri 3 Palopo* (Thesis Iain Palopo:2014), p.30.

²⁵ Saricoban & Metin., <http://teachingenglishgames.com/Aryicles/htm>. Accessed at May 18th 2017.

Teacher should plan some activities before they teach in classroom. They can make student will be enjoy in learning foreign language by using games. This technique makes teaching learning foreign language more creative, active, relaxed and fun.²⁶

Games are educational and motivational and are powerful tools for learning and positive change. Games in learning have 4 components :

- a) The existence of the player.
- b) The existence of a playground environment.
- c) Of rules.
- d) The goal.

The game is fun activity for students who are able to develop all aspects of student development. Games for student are games that contain educational value because through this game the students learn to develop all aspects. Excess play in the learning process :

- a) The game is something to do.
- b) The game allows the active participation of students to learn.
- c) Games can provide feedback.
- d) The game allows the application of concepts or roles in the actual situation and the role of community.
- e) The game is flexible.

²⁶Risma Rasidin, *Teaching Vocabulary by using not belong games at the tenth year students of SMK Negeri 3 Palopo* (Thesis Iain Palopo:2014), p.29.

f) The game can easily be created and propagated.²⁷

4. Games for Language Learning

Language learning is hard work. Effort is enquired at every moment and must be maintained over a long period of times. 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 meaningful. The learners want to take a part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of meaningfulness is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to read, speak, and write will be more vividly experienced and therefore, better remembered.²⁸

Language learning is hard task which can sometimes be frustrating. Constant effort is required to understand, produce, and manipulate the target language. Well chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are

²⁷Arief s. Sadiman, et al. *Media Pendidikan* (Rajawali Pers : 1984) p. 76-80

²⁸Andrew Wright, et al. *Games for Language Learning* (Cambridge University Press : 1984).
<http://www.telfgames.com/why.html>. Accessed at April 5th 2019

amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.

Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skill and be used to practice many types of communication.²⁹

5. Reason to Use Games in the Class

The game is a method used by educators in teaching and learning process by using games as a tool so that students more easily understand the material being taught and improve their conceptual understanding skills. The reason for using game in the class are :

- a) Games are fun and student like to play them. Through games students experiment, discover, and interact with their environment.
- b) The game context makes the foreign language immediately useful to the student. It brings the target language.
- c) The games make the reasons for speaking plausible even to reluctant student.
- d) Through playing games, students can learn English the way children their mother tongue without being aware they are studying, thus without stress, they can learn a lot.
- e) Even shy students can participate positively.

6. How to Choose The Game

²⁹Aydan Ersoz. *Six Games for the EFL/ESL Classroom*, <http://www.telfgames.com/why.html>. Accessed at April 5th 2019

The use of game in learning English provides quite a number of benefits for students. The game helps students learn the material more easily and fun. As for how to choose the games are :

- a) A game must be more than just fun.
- b) A game should involve friendly competition.
- c) A game should keep all of the students involved and interested.
- d) A game should encourage students to focus on the use of language rather than on the language itself.
- e) A game should give students a chance to learn, practice, or review specific language material.³⁰

In an effort to supplement lesson plans in the ESL Classroom, teachers often turn to games. The justifications for using games in the classroom have been well demonstrated as benefiting students in a variety of ways. These benefits range from cognitive aspects of language learning to more cooperative group dynamics.

7. General Benefits of Game

Affective :

- a) Lowers affective filter.
- b) Encourage creative and spontaneous use of language.
- c) Promotes communicative competence.
- d) Motivates.

³⁰ Ying Yong Mei and Jang Yu Jing, *Using Games in an EFL Class for Children*. <http://www.telfgames.com/why.html>. Accessed at April 5th 2019

e) Fun.

Cognitive :

- a) Reinforces.
- b) Review and extends.
- c) Focuses on grammar communicatively.

Class dynamics ;

- a) Students centered.
- b) Teachers act only as facilitator.
- c) Builds class participation.
- d) Fosters class cohesion.
- e) Promotes healthy competition.

Adaptability :

- a) Easily adjusted for age, level, and interests.
- b) Utilizes all four skills.
- c) Requires minimum preparation after development.³¹

H. Board Race Game

1. Definition of board race game

According to David deubelbeiss board race is a fun game that is used for revising vocabulary, whether it be words from the lesson you've just taught or words from a lesson you taught last week. It can also be used at the start of the class to get

³¹ M. Martha Lengeling and Casey Malarcher. *A Natural Resource for Teachers*, <http://www.telfgames.com/why.html>. Accessed at April 5th 2019

students active. It is a great way of testing what your students already know about the subject you're about to teach.³²

Board race game is a fun way to get your class up and out of their seats. The activity can be used with young students as well as with adults, depending on your classroom size. All you need are two markers, free space to move in the class and a board to write on.³³

Board race game is one of competition who made students fun in study. Board race can training students in learn grammar especially five basic tenses. Board race also make brotherhood between students more tight.

One challenge in teaching grammar rules can be to keep the lesson interesting. Students are usually bored by memorizing a list of rules and it is totally low of attention. Board Races is one of the activities that can keep the students active in learning grammar.³⁴

2. Rules of the Board Race Game

- a. The researcher explained the procedures and reminded the students about the material that has been learned.
- b. Divide students into 2 or 3 groups.
- c. The researcher write a simple sentence on the board.
- d. The three groups line up in front of board.

³² David Deubelbeiss, <https://teachingrecipes.com/board-race/> (accessed at August 1st 2018)

³³ ESL Expact <http://eslexpat.com/esl-vocabulary-games/board-race/> (accessed at July 16th 2018).

³⁴ Ariesta Putra, <http://ngurahtefl.blogspot.com/2009/06/teaching-grammar-with-board-races-20.html> (accessed at July 30th 2018).

- e. The first students in a line race to the board to write positive sentence, and continued with the second students write negative sentence, and so on until finished.
- f. After all groups finish to do it task, the researcher give a score.
- g. Group with a higher score is a winner.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

Method is procedure to do something.³⁵ Method is something very important in the study. Descriptive research is research method that try describe and interpretation object appropriate with fact.³⁶ The research is qualitative. The aim of qualitative methods is to describe the result of this research. As Anne Burns states, "The aim of qualitative approaches is to offer description, interpretation and classifications of naturalistic social contexts."

In this research, the writer used descriptive quantitative method focused on teaching three basic tenses by using board race game at the tenth grade of Senior High School PMDS Putri Palopo.

B. Research Subject

1. Population

The population of this research consisted of all the tenth grade students at Senior High School PMDS Putri Palopo, with the total number 80 students which consisted of three classes.

³⁵ Saliman sudarno, *Kamus Pendidikan Pengajaran dan Umum* (cet 1; Jakarta: Rineka Cipta, 1994),p.17.

³⁶ Sukardi, *Metodologi Penelitian Pendidikan* (cet. IV; Yogyakarta:Bumi Aksara, 2003),p. 157.

2. Sample

The sample of this research was one of the class at the tenth grade students of Senior High School PMDS Putri Palopo, that was the students of X IPS 2, the class consisted of 25 students female.

C. Instrument of Collecting Data

Instrument for collecting data / aims to support the success of the research. It helps the researcher to get the data and information about the process of students activeness improvement in grammar especially in five basic tenses by using board race game more early.

In conducting the research, the researcher used some instruments for collecting data. The collecting data technique in this classroom action is :

- 1). Observation : to find out the students participation during the using board race games in teaching three basic tenses.
- 2). Test : to find out the student's score.

D. The Procedure of collecting Data

- a. The researcher prepared the materials that would be given to the students.
- b. The researcher made a lesson plan about the use of board race game in teaching three basic tenses.
- c. The researcher explained the material about three basic tenses that would be implemented in the class.
- d. The researcher explained how to use of board race games.

- e. The researcher told the student that they were going to practice using board race games.
- f. Finally the researcher collected and analyzed the data.

E. Technique of Analyzing Data

The data of observation result in this research can be seen from the score result on the sheet of observation used. The percentage of score achievement on the sheet of observation is accumulated to determine the improvement of students activeness in learning and teaching process, particularly in five basic tenses by using board race games. The percentage will gain from the average of students activeness percentage.

To calculate the result of the students score, the researcher used the class percentage. The formula is as follows :

$$P = \frac{F}{N} \times 100\%$$

Where :

- P = The percentage of score
- F = Number of students score in each indicator
- N = Number of all students in class

Table 3. 1
The Qualification of the Students Activeness and Respond Percentage for
Each Indicator

PERCENTAGE	CRITERIA
90% - 100%	Excellent
80% - 89%	Very Good
70% - 79%	Good
60% - 69%	Average
50% - 59%	Fair
40% - 49%	Poor
0% - 39%	Very Poor ³⁷

³⁷ Nar Herhyanto, dkk. “*Statistika Dasar*”, Cet. 18, (Penerbit : Universitas Terbuka, Modul I, 2008), p.22.

CHAPTER IV

FINDING AND DISCUSSION

This chapter deal with finding and discussion about the result of the research which has been explained based on the research question.

A. Findings

In this research, the researcher collected the data by doing observation and test. In addition, the researcher also records the activities were taken during teaching. The researcher took all data relating the English teaching at the tenth grade students of Senior High School PMDS Putri Palopo. In order to make description clearer and easier to understand the researcher describing the technique used in English teaching learning process. It contains of the roles and materials used in English learning process.

1. The First Meeting

In this action, the first activities were introduction and connection. Introduction was discussed about that would be studied. In this case, first the researcher instructions to get ready either physically or psychologically by expressing greeting. Refresh their concentration as like check the students attendance and motivating them to join in learning process. Second, the teacher explained purpose of learning process and also the basic competence that would be achieved. Third, the teacher delivers the scope of the learning material and gives little bit explanation about the little of research that would be studied.

The researcher asked the students, “did they have studied the three basic tenses by using board race games ?” Some of the students answered they have learnt three basic tenses but they did not use board race game.

During in the first cycle, the researcher explained about the definition of three basic tenses (simple present tense, simple past tense, and simple future tense) and explained one by one about the function of three basic tenses. After that, the teacher gave some examples. And then, the researcher called some of students to make some examples on the white board.

Furthermore, the researcher explained about the material learnt, and gave them time for asking the material they did not know or not clear yet. And then, the researcher answered those questions and would give suggestion and would teach them how to make sentence in three basic tenses correctly to the students.

After that, the researcher asked the students to play board race game and explained how to play board race game. The researcher divided them into 4 groups and the teacher wrote the simple sentence on the white board and told to every groups to change the simple sentence into positive, negative, and interrogative sentence. Then the students started the game. After played the game, the researcher corrected the answer every groups. The faster group and completed the task is the winner. The researcher gave the score and gift. After that, the researcher shared the task sheet and asked to the students to fill the blanks to correct the sentence of three basic tenses.

The last activity, were called as reflection. In this case, the researcher with the students made conclusion about the learning material that had been studied. In

reflection, the researcher asked what they have studied during teaching and learning process. The researcher gave them more motivation for to be better students. The researcher told the students about the learning material would be studied in the next meeting and close the class by prayed together.

a. The Test and Observation Result

Based on the activities made by the researcher and collaborator in the first meeting, both observed not conducive learning activity because they were little noisy, and there were some students still confused about the rule of three basic tenses. Then, most of students were not conductive when the researcher asked them to make a good sentence of three basic tenses because most of them less vocabulary specially the verb.

Based on evaluation score of students presented in this cycle was low, because most of student could not present their answer. It means the students score in presented was fair. Evaluation on students three basic tenses test showed that the students mastery on three basic tenses were mostly in low scores. The mean score was only 67,8% (see table 4.1).

Table 4.1
The Result of the Test in first meeting

No	Respondents	Score
1.	R1	45
2.	R2	55
3.	R3	80
4.	R4	55
5.	R5	65
6.	R6	60
7.	R7	90
8.	R8	80
9.	R9	55
10.	R10	75
11.	R11	75
12.	R12	90
13.	R13	85
14.	R14	90

15.	R15	70
16.	R16	50
17.	R17	80
18.	R18	60
19.	R19	70
20.	R20	80
21.	R21	85
22.	R22	40
23.	R23	35
24.	R24	60
25.	R25	65
MEAN SCORE		67,8%

The mean score of students test of first meeting

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{1695}{25}
 \end{aligned}$$

= 67,8%

The result of the observation about the students respond participant during the teaching and learning process. It can be seen bellow.

OBSERVATION SHEET

Indicators in observing students activeness :

Very active : - Always asking question

- Always show spirit to studying

- Always answer teaching question

Active : - Asking question more

- Show spirit to studying

- Answer teaching question more

Less active : - Asking question once

- Sometimes show laziness and spirit to studying

- Answer teacher question once

Not active : - Never asking question

- Show laziness

- Never wants to answer teacher question

Table 4. 2

The Observation of Students Participation First Meeting

No	Respondents	Students Participations			
		Very active	Active	Less Active	Not Active
1.	R1		√		
2.	R2				√
3.	R3		√		
4.	R4			√	
5.	R5			√	
6.	R6				√
7.	R7	√			
8.	R8		√		
9.	R9				√
10.	R10			√	
11.	R11			√	
12.	R12	√			
13.	R13		√		
14.	R14	√			
15.	R15		√		

16.	R16				√
17.	R17	√			
18.	R18	√			
19.	R19	√			
20.	R20		√		
21.	R21		√		
22.	R22				√
23.	R23				√
24.	R24	√			
25.	R25			√	

Table 4.3

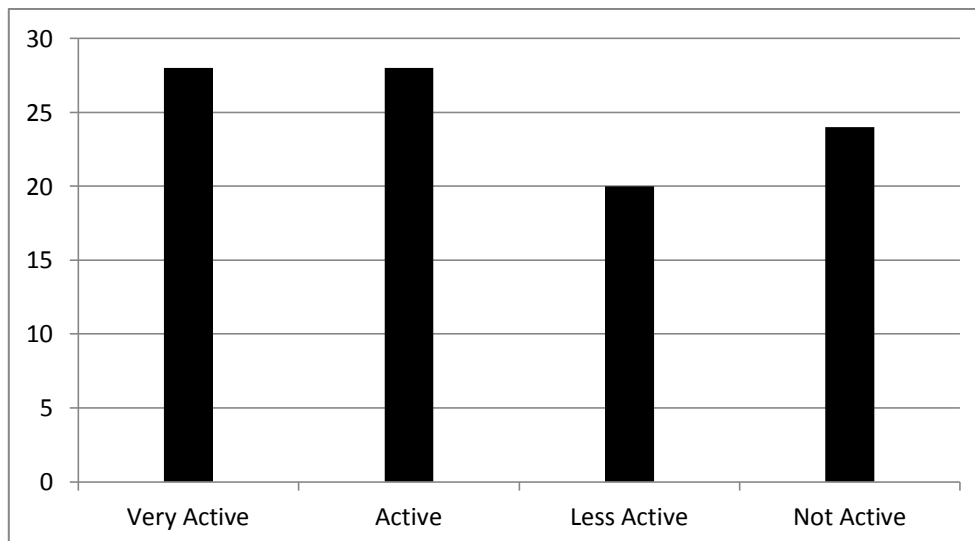
The Result of Observation Students Percentage in first meeting

Option	Frequency	Percentage
Very Active	7	28%
Active	7	28%
Less active	5	20%
Not Active	6	24%

The table above showed that there were 7 students (28%) very active, there were 7 students (28%) active, there were 5 students (20%) less active, and there were 6 students (24%) not active. It means that some of the students showed a low response and less participant in teaching process and teaching three five basic tenses by using board race game shown still not good.

Diagram 1

The Diagram Students Participant in first meeting



There were some weaknesses in the first meeting. Most of students were still confused about three basic tenses. They still confused with the rules of this activity even though the researcher had explained. The students participation during learning process was low, only 7 students were very active, 7 students were active, 5 students were less active, and 6 students were not active. It means that the result in the first cycle was still low.

After making observation in the first meeting, the researcher concluded that learning process was still not effective. Most of the students did not pay attention and followed the learning process optimally. Most of students could not present their answer. It was challenged for researcher to develop teaching technique hopefully they were interest in learning process.

2. The Second Meeting

In the second meeting, firstly the researcher gave a question about the material and explained three basic tenses well and easily, and gave more guidance to them how to understanding it well and easily.

In this activity, the researcher explained again the material. But this time, the researcher not really difficult to explain the material because the teacher made the groups and added much examples in teaching. The researcher just explained subjects which were not understood by the students. After that, the researcher gave some chances to the students to ask if there was something they still did not understand. If the researcher concluded that all of students were understand. In the first cycle, the researcher wrote the exercises for each group on the white board and told students to play board race games without do the exercise first with the group. While in this second cycle, the researcher gave the exercises to every group and every groups do the exercise.

After the group completed the simple sentence, the researcher asked to students to play board race game. After played the games, the researcher corrected the answer on the whiteboard. Then the researcher gave a gift to faster group and the

answer is correct. Then the researcher gave feedback to the students about the incorrect answers.

The researcher explained about the material learnt, the researcher gave the time for asked that they did not know and clear yet. And then, the researcher answered the question and would given suggestion and the correct ways make sentence of three basic tenses and would though them how three basic tenses correctly to the students.

And then, the researcher shared the task sheet and asked to the students to fill the blanks to correct the sentence of three basic tenses.

In this activity, the researcher and the students made conclusion about the learning material that had been studied. Then the researcher asked again the difficulties that the students got during teaching and learning process. After that, the researcher gave some positive suggestion to the students again such as encouraging, motivating, and giving them spirit more and more before ending meeting.

a. The Test and Observation Result

The condition of the class in the second meeting was different with the first meeting. In this case, most of students got better and became more be exiting. The students looked enjoyed in learning three basic tenses by using board race games. They were more active in the class during learning process. They could focus learning process when they practiced within their group. The students participation in learning three basic tenses by using board race game was more wonderful and better,

because most of students had practiced in asking, answer, responding some questions that the teacher given and the students had memorized much vocabulary.

The evaluation on students understanding in learning three basic tenses by using board race games showed in this cycle, the students got better score than in the first meeting. The result score of students presented was increased fluency in presented their answer. It means the result score of students good in presented.

Evaluation on students showed that the students mastery on three basic tenses were mostly in good scores. The mean score was increased. It can be seen in table 4.4.

Table 4.4
The Result Of The Students Test In Second Meeting

No	Respondents	Score
1.	R1	75
2.	R2	85
3.	R3	80
4.	R4	70
5.	R5	85
6.	R6	80
7.	R7	95
8.	R8	80

9.	R9	75
10.	R10	85
11.	R11	85
12.	R12	80
13.	R13	95
14.	R14	85
15.	R15	85
16.	R16	75
17.	R17	95
18.	R18	75
19.	R19	90
20.	R20	90
21.	R21	90
22.	R22	80
23.	R23	90
24.	R24	95

25.	R25	85
MEAN SCORE		84.2%

The mean score of the students of second meeting

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{2105}{25} \\
 &= 84,2 \%
 \end{aligned}$$

Based on the result of observation above, the students participant during teaching and learning process was increased. That means is more success than the first meeting. It can be seen below :

OBSERVATION SHEET

Indicators in observing students activeness :

Very active : - Always asking question

- Always show spirit to studying

- Always answer teaching question

Active : - Asking question more

- Show spirit to studying

- Answer teaching question more

Less active : - Asking question once

- Sometimes show laziness and spirit to studying

- Answer teacher question once

Not active : - Never asking question

- Show laziness

- Never wants to answer teacher question

Table 4.5

The Observation of Students Participation Second Meeting

No	Respondents	Students Participations			
		Very active	Active	Less Active	Not Active
1.	R1		√		
2.	R2		√		
3.	R3		√		
4.	R4	√			
5.	R5		√		
6.	R6	√			
7.	R7	√			

8.	R8		√		
9.	R9			√	
10.	R10	√			
11.	R11		√		
12.	R12		√		
13.	R13		√		
14.	R14	√			
15.	R15		√		
16.	R16	√			
17.	R17	√			
18.	R18		√		
19.	R19		√		
20.	R20			√	
21.	R21	√			
22.	R22		√		
23.	R23		√		
24.	R24		√		
25.	R25		√		

Table 4.6

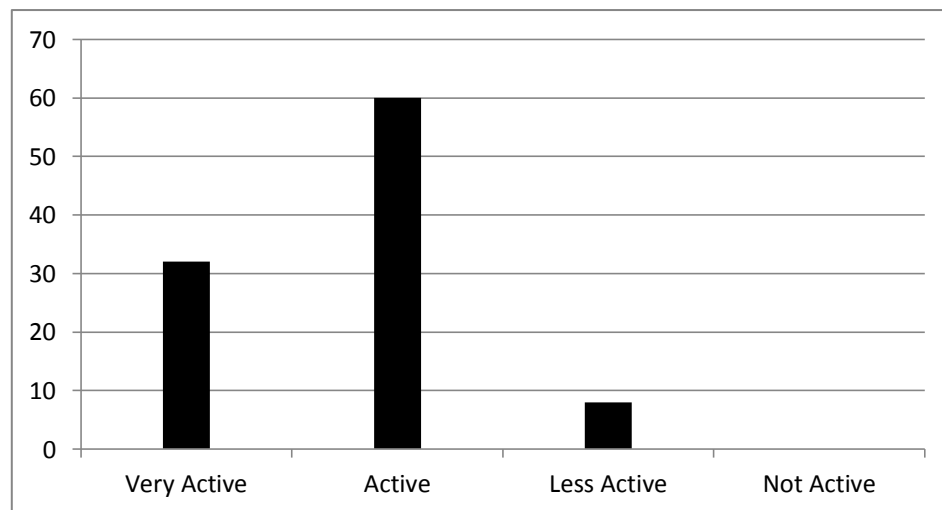
The Result of Observation Students Percentage in Second Meeting

Option	Frequency	Percentage
Very Active	8	32%
Active	15	60%
Less active	2	8%
Not Active	0	0%

The table above showed that there were 8 students (32%) very active, there were 15 students (60%) active, there were 2 students (8%) less active, and also (0%) not active. It means the students response or participation was increased. Most of the students were happy and enjoyed learning three basic tenses by using board race game shown good.

Diagram 2

The Diagram Students Participant In Second Meeting



The learning was very effective and conducive in second meeting because all of students were more enjoy and interested in learning process. The students pay attention clarification by the researcher until the students can understand. The students were more easily in doing the task of three basic tenses. Most of students active learning, because they are fun played board race games. There were 8 students very active, 15 students were active, 2 students less active, and not students not active. It was means the board race games effective in learning three basic tenses. The mean score had achieved 84,2%.

Based on the result above, the teacher concluded that teaching three basic tenses by using board race games was effective.

B. Discussion

By considering the findings, the researcher presented the discussion of data given to the students, this described students improvement in teaching three basic tenses by using board race games. Board race game was effective in teaching three basic tenses at the tenth grade of Senior High School PMDS Putri Palopo.

The improvement the students' three basic tenses ability by using board race games in the case, the researcher discuss the result of the data analysis in accordance with the scope of the research. The discussion is intended to know the students improvement in three basic tenses by using board race game.

Based on the result that has described above, it can be proved that the students improve learning three basic tenses through board race game at the tenth grade of

Senior High School PMDS Putri Palopo. Teaching is one effective and interesting that can be applied in teaching and learning process. Board race games is appropriate media to learning English because the students learning in different situation where the students could play board race game so that the students interesting in learning three basic tenses.

To teach three basic tenses in senior high school, especially for young learners is not easy way and teaching young learner is different from teaching adult, with that we must have extra power to teach them because the young learner's have certain characteristic and need certain kind of treatment. The teacher can use kinds of media to teach young learners for example board race game, the researcher believe board race games is a appropriate media to learning English for students can improve mastering three basic tenses.

As David deubelbeiss conclusion in his article said that board race is a fun game that is used for revising vocabulary, whether it be words from the lesson you've just taught or words from a lesson you taught last week. It can also be used at the start of the class to get students active. It is a great way of testing what your students already know about the subject you're about to teach.³⁸

According this research, the researcher carried out a research that applied board race games method in teaching three basic tenses. From the researcher apply the effective in way teaching three basic tenses related the students focus on learning, the students ability in three basic tenses through board race game related to the test

³⁸ David Deubelbeiss, <https://teachingrecipes.com/board-race/> (accessed at August 1st 2018).

result in the second meeting, they were performed good responses. It could be seen from their insolvent in learning activities along the time of method application. The students activeness in classroom was increased and the students were very enthusiastic to do board race games. The condition was not noisy and full attention.

The application of innovative learning method is very important in learning process.³⁹ The teacher has more creative to choose and apply innovative learning method that appropriate with the material. Learning method is the way of teacher to do the teaching learning process. The research also in accordance with Tarigan, he states that teaching method is the way of implementation in teaching learning process or how to give material technically to the students in the school.⁴⁰

The implementation of games in teaching three basic tenses can make the teacher activities appeal to all sorts learning styles, and known students ability in learning process. The characteristic in mind when the teachers are used game in teaching three basic tenses to their students to make game work for both students and teacher in class, this includes giving encouragement and following the rules. Using games to teach three basic tenses can be both fun and rewarding for teacher and their students.

From the data, there were many methods can be application in teaching materials especially in teaching three basic tenses, and one of the appropriate way method are games.

³⁹ Suwarno Priggwidagdo, *Strategy Penguasaan Bahasa*, (Yogyakarta : Adi Citra Karya Nusa 2002), p.12

⁴⁰ Tarigan, *Strategi Penguasaan Dan Pembelajaran Bahasa*, (Bandung : Angkasa 1990), p.25

Based on the research, the implementation board race games in teaching three basic tenses at the tenth grade of senior high school PMDS Putri Palopo the result of data analysis, the researcher concludes that teaching three basic tenses by using board race games have good response, however most of students improved in application of method toward board race games it is showed the high percentages in result of score and result of data observation. Therefore, the teacher can apply through game in teaching process.

BAB V

CONCLUSION AND SUGGESSTION

A. Conclusions

Based on the result of the discussion, it could be concluded that effective way in teaching three basic tenses by using board race game could be achieved by gave motivation for students in learning.

1. By using board race game in teaching three basic tenses, the students' achievement can be improved. It can be seen from the mean score on second meeting (84,2%) which is higher than the mean score on first meeting (67,8%).
2. Most of students enjoy with teaching and learning process. The researcher could say that research success to apply at the tenth grade students of Senior High School PMDS Putri Palopo.

The researcher concluded that board race game is a good model can be applied in the classroom. Using board race game in teaching three basic tenses is effective way in increasing domination students three basic tenses. Because by using board race game in teaching three basic tenses, they can easy to understand about the material. The situation of the teaching and learning process become more enjoyable and interesting.

B. Suggestions

Based on the conclusion above, the researcher gives some suggestions as follows :

1. The teacher

In learning process in English, the teacher should be more creative in apply a model to the students which can make them relax and enjoy getting the material and also the researcher should make the classroom situation to be fun. One of the ways is by using board race games. By using board race games, the students more active in problem solving and the students more interesting during learning process. Teaching three basic tenses by using board race games can be improved the students. So, the teacher must be tried to apply the board race games in teaching especially in teaching three basic tenses.

2. Students

By using board race games, the students can understand the lesson and easy to make sentence in three basic tenses, and the students become more interesting during learning process. So, the students must to use board race games in teaching especially in teaching three basic tenses,.

3. Other researcher

This research is hoped can be a model for other researcher who is in continuing this research and to employ this research result as the compare material and the first information. So, the researcher thinks in learning process especially teaching three basic tenses the teacher should be applied better a model in classroom like board race games.

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