

**USING GUESSING GAME TO TEACH SIMPLE PAST TENSE  
AT THE TWELFTH GRADE OF SMAN 4 PALOPO**

*A Thesis*

*Submitted as Partial Fulfillment of Requirements for S.Pd. Degree on English  
Education Study Program of Tarbiyah and Teacher Training Faculty State  
Islamic Institute of Palopo*



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

**2021**

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STATE ISLAMIC INSTITUTE OF PALOPO**

**2021**

### THESIS APPROVAL

This thesis entitled "Using Guessing Game to Teach Simple Past Tense at Twelfth Grade of SMAN 4 Palopo" Which is written by Putri Ananda, Reg. Number. 16.0202.0049, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munasqsyah session which is carried out on Tuesday, 30<sup>th</sup> of November 2021 M, coincided with 25 Rabiul Akhir 1443 H, it is authorized and acceptable as partial fulfillment for S.Pd. degree in English language teaching.

Tuesday, 6<sup>th</sup> of May 2021  
25<sup>th</sup> Rabiul Akhir 1443 H

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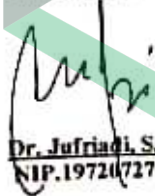
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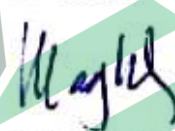
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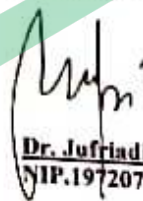
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Palopo, 23 January 2021



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This thesis is presented to the English Education Study Program of Tarbiyah and Teacher Training Faculty State Islamic Institute (IAIN) Palopo as partial fulfillment of the requirements for the undergraduate, on the title ***“Using Guessing Game to Teach Simple Past Tense at Twelfth Grade of SMAN 4 Palopo”***. The researcher realizes that the existence of this thesis was by receiving much guidance, advice, encouragement, and comments from many people. Therefore, the researcher would like to express the deepest gratitude to:

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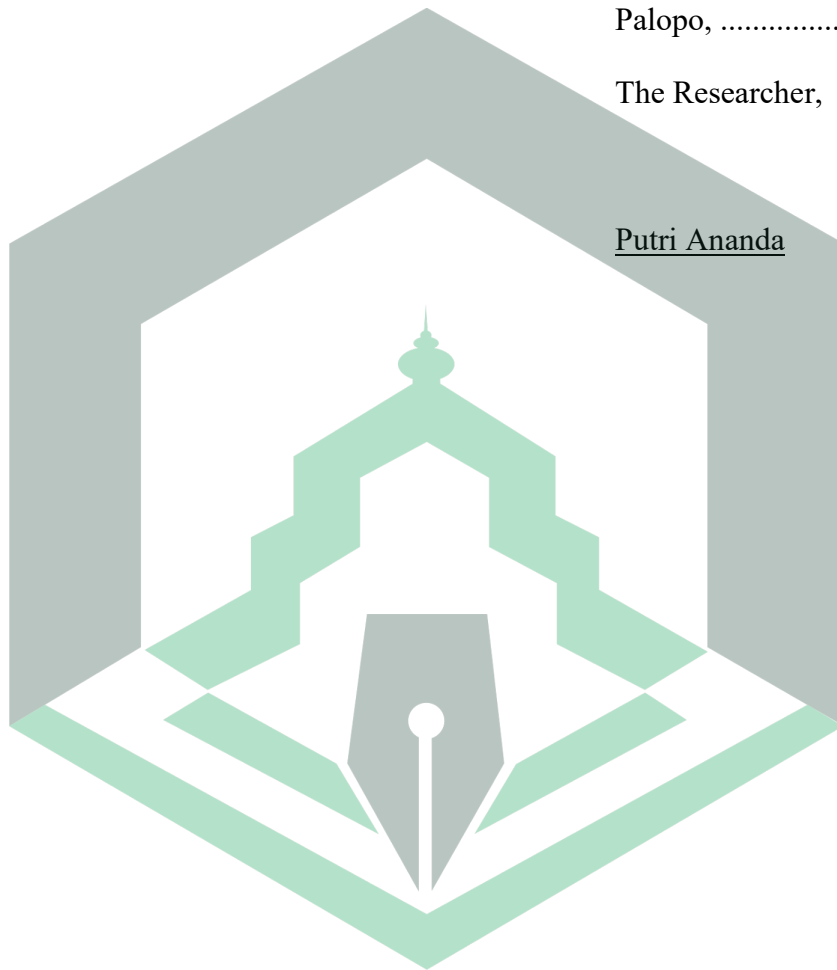
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Palopo, ..... 2021

The Researcher,

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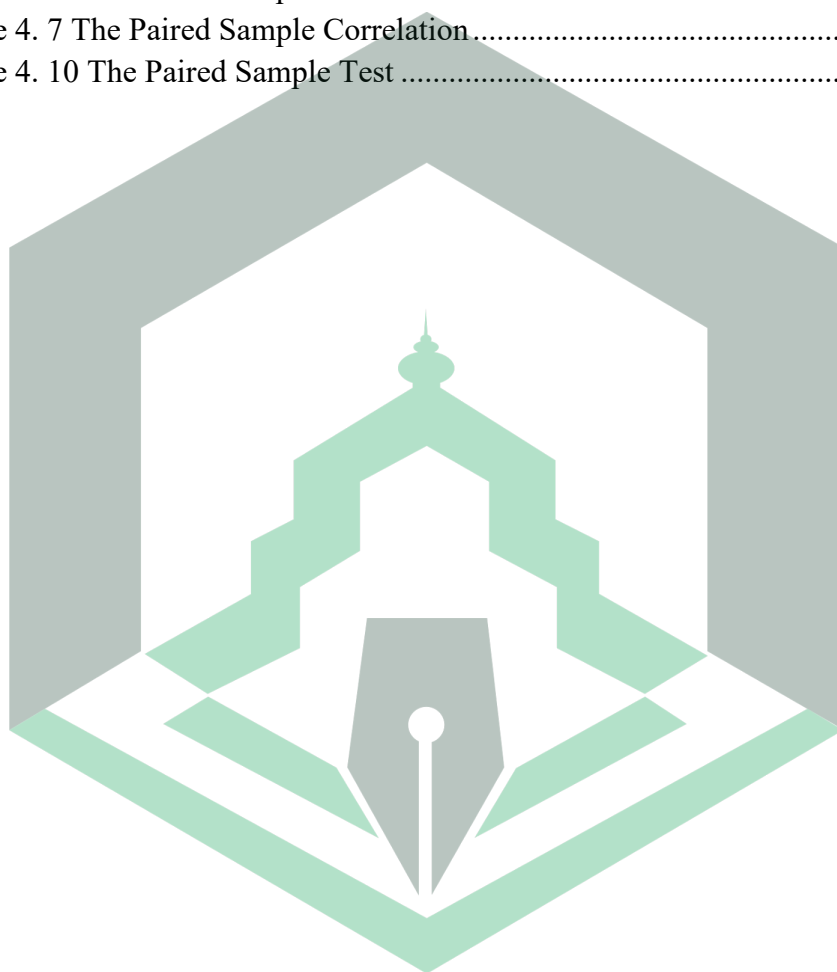


## LIST OF CONTENTS

<b>ACKNOWLEDGMENTS .....</b>	<b>i</b>
<b>LIST OF CONTENT .....</b>	<b>iii</b>
<b>LIST OF TABLES .....</b>	<b>iv</b>
<b>LIST OF FIGURES .....</b>	<b>v</b>
<b>LIST OF APPENDICES .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background .....	1
B. Problem Statement .....	2
C. The Objective of the Research .....	3
D. Significance of the Research.....	3
E. The Scope of the Research.....	3
<b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>	<b>4</b>
A. Previous Research Findings .....	4
B. Literature Review .....	7
1. Grammar .....	7
2. Tenses.....	9
3. Guessing Game .....	16
C. Conceptual Framework .....	19
D. Hypothesis.....	20
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>21</b>
A. Method of the Research .....	21
B. Population and Sample.....	22
C. The Instrument of the Research .....	22
D. The Procedure for Collecting Data .....	22
E. The Technique of Data Analysis.....	24
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>26</b>
A. Findings .....	26
B. Discussion .....	32
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>35</b>
A. Conclusion .....	35
B. Suggestion.....	35
<b>BIBLIOGRAPHY</b>	
<b>APPENDICES</b>	

## LIST OF TABLE

Table 3. 1 The Scoring Classification.....	26
Table 4. 1 The Students' Score in Pre-test.....	27
Table 4. 2 The Scoring Classification in Pre-test .....	28
Table 4. 3 The Students' Score in Post-test .....	29
Table 4. 4 The Scoring Classification in Post-test.....	29
Table 4. 6 The Paired Sample Statistics.....	30
Table 4. 7 The Paired Sample Correlation.....	30
Table 4. 10 The Paired Sample Test .....	31



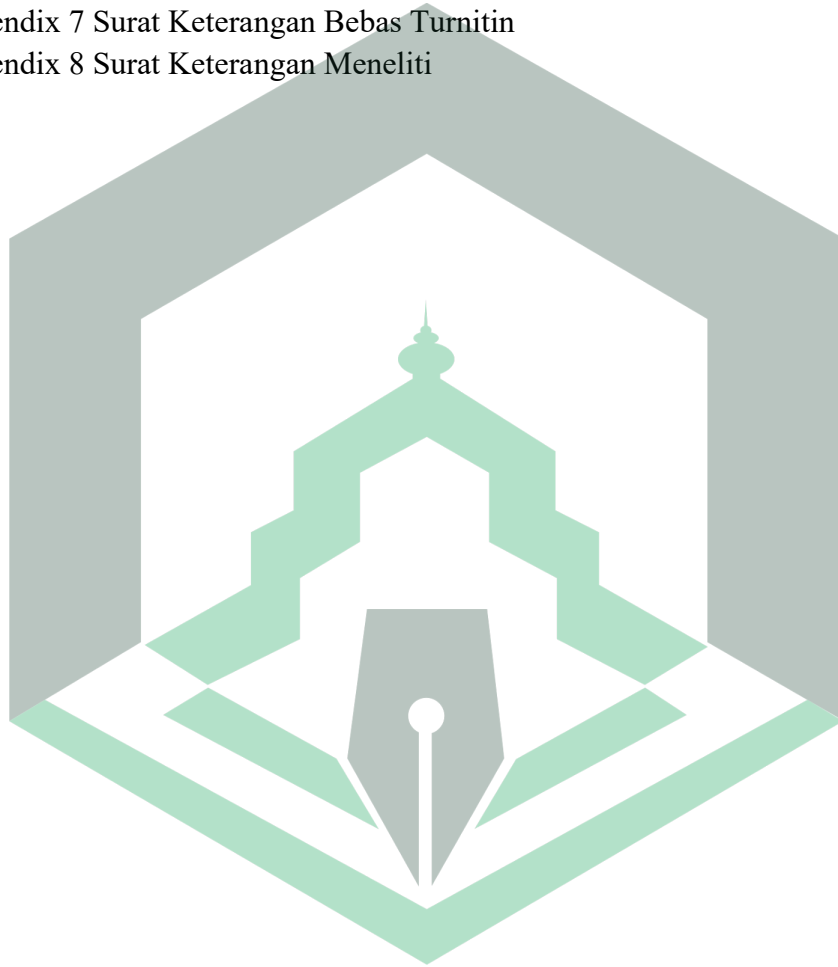
## LIST OF FIGURE

Figure 2. 1 Conceptual Framework.....	19
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## **LIST OF APPENDICES**

- Appendix 1 Transcript for pre-test
- Appendix 2 Transcript for post-test
- Appendix 3 The pre-test result
- Appendix 4 The post-test result
- Appendix 5 Lesson plan meetings 1-3
- Appendix 6 Photo documentation
- Appendix 7 Surat Keterangan Bebas Turnitin
- Appendix 8 Surat Keterangan Meneliti

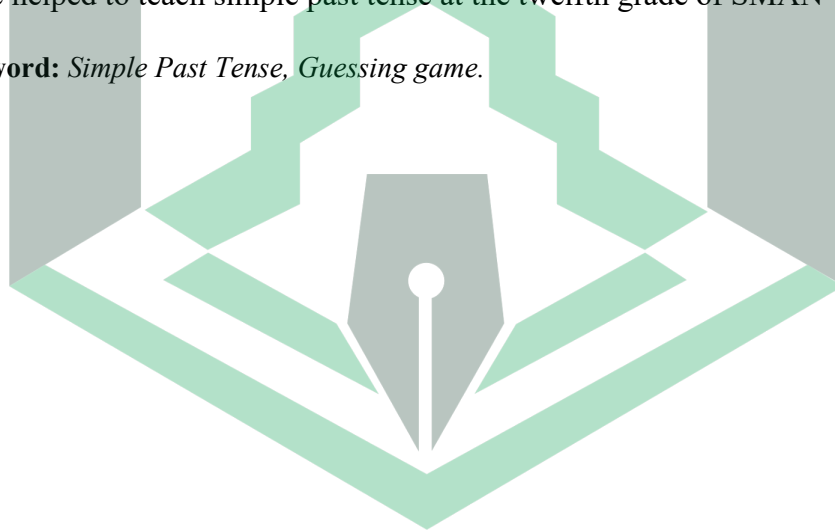


## ABSTRACT

**Putri Ananda, 2021.** “*Using Guessing Game to Teach Simple Past Tense at Twelfth Grade of SMAN 4 Palopo*”. Thesis English Education Study Program State Islamic Institute of Palopo. Supervised by Jufriadi and Magfirah Thayyib.

This thesis focuses on using guessing game to teach simple past tense at twelfth grade of SMAN 4 Palopo. The research question was: Is the use of guessing game effective in teaching simple past tense at the twelfth grade of SMAN 4 Palopo? The objective of this research was to find out whether or not the use of guessing game effective to teach simple past tense at twelfth grade of SMAN 4 Palopo. This research used pre-experimental research. The population of this research was the students at the twelfth grade of SMAN 4 Palopo. There were 10 students as the sample in this research. The instrument of this research was a multiple choice simple past tense test. The test had 20 items. The test result was calculated and analyzed using SPSS 20. After analyzing the data, there was a significant difference between the pre-test and post-test results. The mean score of pre-test was 41 (fair) and post-test was 81,5 (very good). The score of  $t_{\text{count}}$  (18,69) was higher than the score of  $t_{\text{table}}$  (2.262) or  $18,69 > 2.262$ . It means that the guessing game helped to teach simple past tense at the twelfth grade of SMAN 4 Palopo.

**Keyword:** *Simple Past Tense, Guessing game.*



## CHAPTER I

### INTRODUCTION

#### A. Background

Grammar is one of the English components which is 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. According to Penny Ur, the students who understand about grammar is the students who has mastered and can apply the rules to express their ideas in acceptable language forms.<sup>1</sup> 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.

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. According to Harmer, grammar can help the students in learning nouns, articles, verb tense of a language, etc.<sup>2</sup> This is one of the consideration in which grammar must be

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<sup>1</sup> Penny Ur, *Grammar Practice Activities: A Practical Guide for Teacher*, (Cambridge: Cambridge University Press, 1998), 4

<sup>2</sup> Jeremy Harmer, *English Language Teaching* (United State of America: Longman, 1996), 22.

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.

In learning English, we learn about grammar, but most students do not understand tenses as the part of grammar. Tense is a form of a verb in English to indicate the time (present, future, or past) occurrence of an action or event. To know the students' ability in simple past tense at twelfth grade of SMAN 4 Palopo, the researcher did the observation on 28<sup>th</sup> February 2021. Based on the observation, the researcher found that the ability of students at the twelfth grade of SMA 4 Palopo to use tenses was still low. It can be seen in the learning and teaching activity that they cannot express their ideas by using tenses especially for simple past tense. In other hand, most of students do not master the form of verbs because they rarely practice English in their lives. In addition, the students were difficult to understand the simple past tense because of the monoton learning activity. Furthermore, students' knowledge about simple past tense is still low.<sup>3</sup>

One way to provide opportunities for students to use three basic tenses, especially simple past tense is to use the guessing game. In this game, students will have many opportunities to practice their English. In addition, several topics can be used in guessing game to make students interested. It also supported by Agoestyowati in Handayani states that guessing game is one game where the

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<sup>3</sup> Interview with the English teacher of SMAN 4 Palopo, Zetly Limbu S.S., 20 September 2021 in the Classroom.

students try to explain a thing (noun), action (verb), description word (adjective), etc.<sup>4</sup>

Using guessing game can help students to enjoy the learning activity and make them easier to learn about simple past tense. Learning by using guessing game makes students practice more in arranging the words into a good sentence, especially simple past tense. This is because the role of this guessing game is guessed some words first and then arrange the words into a good sentence. Therefore, the researcher focuses on teaching simple past tense by using guessing game.

Based on the above explanation, the researcher conducted a research entitled **“Using Guessing Game to Teach Simple Past Tense at the Twelfth Grade of SMAN 4 Palopo”**. It is important to do this research because it can help the students and teachers to improve the learning and teaching activity, especially simple past tense. The result of this research can be used for the next learning and teaching activity.

## **B. Research Question**

Based on the explanation in the background, the researcher formulates the reseach question as follows:

Is the use of guessing game effective in teaching simple past tense at the twelfth grade of SMAN 4 Palopo?

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<sup>4</sup> Septi Handayani, The Effect of Using Clue Game Strategy Towards Students' Speaking Ability at The Second Year of Junior High School 2 Teluk Kuantan (*UIN Suska Riau*):21. <https://www.google.co.id/search?client=ucwebb&channel=sb&q=pdf+clue+game+redjeky+agoest+yowati&oq=pdf+clue+game+redjeky+agoesty+owati&aqs=mobile-gws-lite>

### C. Objective of The Research

The objective of the research is to find out whether or not the use of guessing game is effective to teach simple past tense at the twelfth grade of SMAN 4 Palopo.

### D. Significance of The Research

The significance of the research is divided into two, they are:

#### 1. Theoretically

The result of this research can be used as a reference for further research.

#### 2. Practically

a. For the students, it is expected that this research can help students to improve their knowledge and competency in using English, especially in simple past ability.

b. For the English teacher, this research can be used as a reference and guidance for the next teaching activity in class.

### E. Scope of The Research

This research focused on enhancing the simple past tense in the affirmative, negative, and interrogative form. The learning material in this research was subject, to be (past), and adverb of time (past).

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Finding

There are some previous researches related to this research, they are:

1. Heri Tri Susanto with the title of the research *“The Effect of Using Grammar Racing and Guessing Mime Game on The Seventh Grade Students’ Tense Achievement at SMPN 1 Tempurejo in the 2011/2012 Academic Year”*. This research aimed to investigate the effect of using Grammar Racing and Guessing Mime Game on the seventh grade students’ tense achievement at SMPN 1 Tempurejo. The number of the respondents was 71 students, consisting of 36 students of grade VII-E as the experimental group taught by using Grammar Racing Game and Guessing Mime Game, while the control group consisted of 35 students of grade VII-A taught by lecturing technique. The research respondents were determine by a homogeneity test (a tense test, covering simple present and present continous tense). The result of this research showed that there was a significant effect of using Grammar Racing Game and Guessing Mime Game on the seventh grade students’ tense achievement.<sup>5</sup>
2. Ria Kartika in her research *“The Influence of Using Clue Game Towards Students’ Simple Present Tense Mastery at the Second Semester of the Eight Grade of SMPN 1 Semaka Tanggamus in the Academic Year 2018/2019”*. The objective of this research was to find out whether there was a significant influence

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<sup>5</sup> Heri Tri Susanto, “The Effect of Using Grammar Racing Game and Guessing Mime Game on the Seventh Grade Students’ Tense Achievement at SMPN 1 Tempurejo in the 2011/2012 Academic Year”, 2012, <https://repository.unej.ac.id>

of using clue game towards students' simple present tense mastery. This research used quasi experimental research method. The instrument of this research was multiple choice question form. The result of this research showed that there was significant influence of using clue game towards students' simple present tense mastery at the second semester of the eight grade of SMPN 1 Semaka.<sup>6</sup>

3. Firda Amelia with the research *"The Effectiveness of Using Miming Game in Understanding Present Continuous Tense"*. The objective of this research was to find out the effectiveness of using miming game in understanding present continuous tense at the seventh grade of SMP Al-Fath Cirendeu. This research used quasi experimental research method. The instrument of this research was test. The result of this research showed that the use of miming game in understanding present continuous tense was effective. It could be seen from the result of calculation that the students' score in experiment class was higher than the students' score in control class.<sup>7</sup>

4. Vivi Alvionita Desiria Sagala in her research *"The Use of Mime Game to Improve Student's Speaking Ability at Madrasah Aliyah Muhammadiyah 1 Medan"*.<sup>8</sup> This research aimed to improve the students' speaking ability by using mime game as media. This research used classroom action research with two cycles. The result of this research showed that the students' ability improved in

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<sup>6</sup> Ria Kartika, "The Influence of Using Clue Game Towards Students' Simple Present Tense Mastery at the Second Semester of the Eight Grade of SMPN 1 Semaka Tanggamus in the Academic Year 2018/2019. <http://repository.radenintan.ac.id>

<sup>7</sup> Firda Amelia, "The Effectiveness of Using Miming Game in Understanding Present Continuous Tense", 2016 <https://repository.uinjkt.ac.id>

<sup>8</sup> Vivi Alvionita Desiria Sagal, "The Use of Mime Game to Improve Student's Speaking Ability at Madrasah Aliyah Muhammadiyah 1 Medan", 2018 <https://repository.uin-su.ac.id>

each cycle. It means there was an improvement on the students' speaking ability by using mime game.

Based on the previous studies above, the similarity with this current research can be seen on the variable studied in the form of knowledge on grammar, especially tenses. The difference from those previous studies is that this research focuses on the basic past tenses using guessing game in twelfth grade of SMAN 4 Palopo. The first research has difference with this research namely the research used two types of games in teaching tenses. The research also focused on simple present tense and present continuous tense. The second research focused on simple present tense. The third research focused on present continuous tense. The fourth research focused on improving students' speaking ability.

## **B. Literature Review**

### **1. 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.<sup>9</sup> 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

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<sup>9</sup> Rudy Hariyono and Andrew Mc. Carthy, *ABC Plus English Grammar*, (Surabaya: Gitamedia Press, 2008), 13.

these to form sentences, study a language means that we study about the sentence structure of the language that cannot be separated from studying the grammar.<sup>10</sup>

In addition, Harmer said that grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language.<sup>11</sup> Meanwhile, according to Brown, grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. It means that the relationship of words in a sentence is built by grammar.<sup>12</sup> Furthermore, Thornbury define that grammar is the process in making speakers or writers meaning clear when contextual information lacking.<sup>13</sup>

Based on the above explanation, the researcher concludes that grammar is the way to construct the English words become a proper sentence. It considered as a system of the language rules that used in context of communication. It also can help students to arrange the sentences and certainly the students communicate by using good English.

## **2. Tenses**

### **a. Definition of Tenses**

A tense system is a system associated with the verb where the basic contrasts in meaning has to do with the location in time of the situation, or the part of it under consideration.<sup>14</sup>

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<sup>10</sup> Muh. Arif Muhsin, *The Correlation Between Students Grammar Knowledge and Writing Ability*, (January 3rd 2016), 2

<sup>11</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2003),p. 12

<sup>12</sup> H.Douglas Brown,*Teaching by Principle – An Interactive Approach to Language Pedagogy*, (New York: Longman. 2001), 362.

<sup>13</sup> Scott Thornbury, *How to Teach Grammar* (London:Longman,1999), 1

<sup>14</sup> Rodney Huddleston and Geoffrey K. Pullum,A, *Student's Introduction to English Grammar*, (Cambridge: Cambridge University Press, 2007), 44.

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.<sup>15</sup> 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.<sup>16</sup> 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.<sup>17</sup>

#### **b. Types of Tenses**

There are several types of tenses, they are:<sup>18</sup>

##### **a. Present Tense**

##### **1) Simple Present Tense**

Simple present tense is also used for event or situation that exist always, usually, or habitually in the past, present, and future.

Formula: S + to be (am, is, are) + O or S + Verb 1

##### **2) Present Continuous Tense**

This tenses express an activity that is in progress right now. The event is in progress at the time the speakers is saying the sentence.

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

<sup>16</sup> Glossary. English plus. <http://englishplus.com/grammar/00000311.htm>. Accessed at December 19th 2020.

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

<sup>18</sup> Betty Schramper Azar, *Understanding and Using English Grammar*, ( New York: Long man, 2007), 13-27

Formula: S + to be (am, is, are) + verb 1 (ing) + O

### 3) Present Perfect Tense

This tense expresses activities or situations that have occurred (or did not occur) before now at some unspecified time in the past. It is also used to express the activities that were repeated several or many times in the past. The exact times are unspecified.

Formula: S + have/has + past participle

### 4) Present Perfect Continuous Tense

This tense expresses the duration (the length of time) an activity is in progress.

Formula: S + have/has + been + infinitive + ing

## b. Past Tense

### 1) Simple Past Tense

This tense is used to talk about activities or situations that began and ended in the past. Most simple past tense is formed by adding ed to a verb, whereas some verbs have irregular past forms.

Formula: S + to be (was, were) + O or S + verb 2 + O

### 2) Past Continuous Tense

This tense expresses an activity that was in progress (was occurring, was happening) at a point of time in the past or the time of another action.

Formula: S + to be (was/were) + infinitive + ing

### 3) Past Perfect Tense

This tenses express an activity that occurred before another time in the past. It can also be used to express an activity that was completed before a particular time in the past.

Formula: S + had + been + O or S + had + verb 2 + O

#### 4) Past Perfect Continuous Tense

This tenses express how long to something had been happening before something else happened.

Formula: S + had + been + verb 1 + ing + O

### c. Future Tense

#### 1) Simple Future Tense

This tense express the activity that will be done in the future.

Formula: S + will + bare infinitive or S or to be (am, is, are) + going to + infinitive.

#### 2) Future Continuous

This tense express activity that will take place or be in progress in the future.

Formula: S + shall/will + be + verb 1 + ing + O

#### 3) Future Perfect Tense

This tense express an action that will take place or be completed before another action on time in the future.

#### 4) Future Perfect Continuous Tense

This tense express an action that will take place or will have been completed before another action or by a certain time.

Formula: S + shall/will + have + been + verb 1 + ing + O

d. Past Future Tense

1) Past Future Tense

This tense shows an action or state will happen in the past.

Formula: S + should/would + be + O or S + should/would + verb 1 + O

2) Past Future Continuous Tense

This tense used to express the action that will be taking place during the past.

Formula: S + should/would + be + verb 1 (ing) + O

3) Past future Perfect Tense

This thesis used to express the activity that has been completed at a specific time in the upcoming period in the past.

Formula: S + should/would + have + been + verb 1 + O

4) Past Future Perfect Continuous Tense

This tense used to express activity (duration of activity) that will take place, before the other activity in the future and it happened in the past.

Formula: S + should/would + have + been + verb 1 (ing) + O.

### c. The Concept of Simple Past Tense

#### 1) The Definition of Simple Past Tense

According to Cowan, the simple past tense used for activities or situation that began and ended in the past.<sup>19</sup> Simple past tense usually means that this action ended in the past. It can be used for most past actions such as actions that happen quickly, actions that happend overtime or action that were habits in the past.<sup>20</sup> Simple past tense is used for events, conditions, or states that are now over and done with. It means past tense is events that once existed in or during some past time but that do not exist in the present.<sup>21</sup>

From those statments above, the researcher concludes that the simple past tense is used to express a definite event in the past.

#### 2) The Form of Simple Past Tense

According to McGraw, the simple past tense is classified into two types, they are simple past in regular verb and simple past in irregular verb.<sup>22</sup> The formula of each types consists of three parts, they are affirmative, negative, and interrogative.

##### a) The Simple Past Tense in Regular Verb

The first type of the simple past tense in regular form uses the formula:

<sup>19</sup> Cowan, R. *The Teacher's Grammar of English*, (Cambridge: Cambride University Press, 2008).

<sup>20</sup> Uchiyama, K. *English Verb Tense: an Informal but Extensive Reference for Linguitically Perplexed*, (San Francisco: Chabot College, 2006).

<sup>21</sup> Mark Lester, *English Verb Tenses Up Close*, (New York: McGraw Hill, 2012), 29

<sup>22</sup> McGraw Hill, *Interaction I Grammar*, (New York: McGraw Hill Companies, 2002), 106.

### **S + V2 + O + Adverb**

For examples:

- She **helped** her mother in the kitchen this morning
- The **children** played games last night
- We **listened** to the music after dinner

According to the examples above, the form is used for all subject, both singular and plural. All regular verbs take an *-ed* ending in the past tense. Meanwhile, the negative formula of simple past tense as follows:

### **S + did not + V1 + O + Adverb**

For examples:

- Her roommate **did not order** a pizza last night
- We **did not live** in an apartment last year
- My family **did not own** a computer until recently.

Based on the examples above, it can be seen that the verb in the sentence returned to the simple form. Then, the use *did not* is before the simple form of the main verb. In addition, the form of interrogative using the formula:

### **Did/did not + S + V1 + O + Adverb?**

For examples:

- Did you **move** to a new house last year?
- Did your mother **cook** last night?
- Did not you **study** English last night?

The examples above showed that the main verb in the question is also returned to the simple form. There was no final *ed* in the question form.

#### b) The Simple Past in Irregular Verb

Many verbs have irregular past form. These do not take an -ed ending in the past form. Then, the verbs that have irregular past tense form follow the same pattern in affirmative, negative, and interrogative as regular verb.<sup>23</sup>

#### 3) Time Signals for Past Tense

Since the simple past tense refers to the activity ended in the past, the time signals of past form can be neglected from the pattern. The time signals specify the time in the past when an action was completed. Here are some time signals for past tense:

Yesterday

Yesterday morning

Last night

Last week

An hour ago

A few minutes ago

Two days ago<sup>24</sup>

<sup>23</sup> McGraw Hill, *Interaction I Grammar*, (New York: McGraw Hill Companies, 2002)

<sup>24</sup> A. Faidlal Rahman Ali, *How to Quickly Learn 16 Tenses*, (Yogyakarta: Pustaka Widyatama 2007), 73-74.

### 3. Guessing Game

#### a) The Nature of Game

The game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with other. Game is an activity with rules, a goal, and element of fun.<sup>25</sup> The game context makes the foreign language immediately useful to the children. It brings the language life.<sup>26</sup>

The descriptions above suggest that games are useful to stimulate students in the English teaching and learning process. Students are more relaxed in learning English language because they feel fun and confident. It gives students an optimum opportunity in using English and they seem less embarrassed. Since it provides stimuli, games make English useful and meaningful for the students.

#### b) Types of Game

It is important to know what types of game are available in order to plan a lesson with balanced rhythm. Brewster and Ellis said explain four main types of games. They are accuracy-focused games (language control), fluency-focused games (communication), competitive games, and cooperative games.<sup>27</sup> While according to Wright, games in language learning is classified into eight types, they are: 1) carrying and sharing, 2) doing, moving, miming, drawing, and obeying, 3) identifying,

<sup>25</sup> Hadfield, *Advanced Communicative Games*, (Hongkong : Nelson House, 2006)

<sup>26</sup> Lewis, G and Bedson, G. *Games for Children*. (New York. Oxford: University Press, 2009), 28

<sup>27</sup> Brewster, J. and Ellis, G. *The Primary English Teacher's Guide*. (Essex: Penguin English, 2002), 173

discriminating, guessing, and speculating, 4) describing, 5) comparing, matching, and grouping, 6) ordering, 7) remembering, and 8) creating.<sup>28</sup>

In addition, Halfield classified the types of the game into eight, they are: 1) information gap games. It may be played in pairs or small group. 2) guessing game, the player with the information deliberately withholds it while the other guess what it might be. 3) search game, each player is thus simultaneously a giver and a collector information. 4) matching game, matching corresponding pairs of card or picture. 5) labelling game, matching labels to items in a picture. 6) exchanging game, the players have certain articles, cards or ideas which they wish to exchange. 7) board game and card game. The aim of this game is to be the first round a board, or to collect the most cards.<sup>29</sup>

Based on the explanation above, the researcher used guessing game in this research. It is the accuracy-focused game involve miming, identifying, discriminating, guessing, speculating, describing, and creating activity.

### c) Guessing Game

The basic rule of guessing games is eminently simple; one person knows something that another one wants to find out.<sup>30</sup> In addition, guessing

<sup>28</sup> Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning*, (Cambridge: Cambridge University Press, 2006), 1

<sup>29</sup> Halfield, Jill, *Beginner's Communication Games*, (New York: Longman, 1999), 8.

<sup>30</sup> Klippel, F. *Keep Talking. Communicative Fluency Activities for Language Teaching*. (Cambridge: Cambridge University Press, 2004), 13

games is game in which the participants compete individually or team in the identification of something obscurely (as in riddles or charades).<sup>31</sup>

Based on the definition above, it can be concluded that guessing games is a game in which a person or participant knows something and competes individually or in a team to identify or to find out it. This game can be varied by the teacher themselves. The player holds the information and other should guess who, what, where it might be. The thing that should be guess can be in form of single word, phrase sentence or sentences. In this research, the thing that should be guess was the single word.

#### d) The Procedure of Guessing Game

In this research, the researcher chose the ways to play the guessing game that developed by Woodward:

- 1) Choose one students to come to the front of the class. This student will give an identity and will give clues to the class. The class try to guess the identity from the clues and can ask only yes/no questions.
- 2) Before starting the game, discuss strategy with the class. Tell that students who is giving clues will give the most difficult clues first easier last.
- 3) If the class guessess the identity, it twins. If the class cannot guess the identity after preannounced number of clue (between 5 and 10) the student wins.<sup>32</sup>

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<sup>31</sup> Webster. *Webster' Encyclopedia Enbridge Dictionary of the English Language*, (USA.P.1008, 2006)

<sup>32</sup> Suzane W. Woodward, *Fun with Grammar (Communicative Activities for the Azar Grammar Series)*, (US: Prentice Hall Regents, 1997), 7.

Based on the procedure above, the researcher modifies the procedure of guessing game used in this research:

- a) The researcher chooses one students to stand in front of the class as the guesser.
- b) The researcher then give one secret word to the guesser. The secret word in each meeting are about subject, verbs, and adverb of time.
- c) After that, the guesser try to guess the secret word by giving the clues and the other students answer “yes” if the clue close to the secret word, and answer “no” if the clue is incorrect.
- d) The students will do the activity after the guesser can guess the secret word.
- e) After the secret word guessed by the guesser, all the students make the simple past tense sentence contain the word.
- e) Advantages and Disadvantage of Using Guessing Game

There are some advantages and disadvantages of guessing game. The advantages are guessing game can invite the students to be active in teaching and learning in the classroom without any pressures. This technique can make a good atmosphere in the classroom. The situation in this class is fun and effective, this condition is reduced students boredom and stress in teaching learning process, and more interest in English lesson.<sup>33</sup>

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<sup>33</sup> Vivi Alvionita Desiria Sagal, “The Use of Mime Game to Improve Student’s Speaking Ability at Madrasah Aliyah Muhammadiyah 1 Medan”, 2018 <https://repository.uin-su.ac.id>

The disadvantages of guessing game is the teacher has a problem in managing the class. Playing this game sometimes resulted noisiness that can make the students out of control and disturb other class, but the noisiness can be reduced by managing the class well.<sup>34</sup>

#### 4. The Correlation Between Guessing Game and Simple Past Tense

In learning grammar, especially simple past tense, students need an interesting and fun strategy. That is why the researcher used the guessing game to teach simple past tense. In this game, the students learned simple past tense by guessing the verbs and several adverbs of simple past tense. After the verbs or several adverb guessed, the students then make a simple past tense sentence based on the guessed word. By performing the guessing game, it makes the students enjoy the learning activity and easy to understand about simple past tense.

#### C. Conceptual Framework

The conceptual framework underlying this research is:

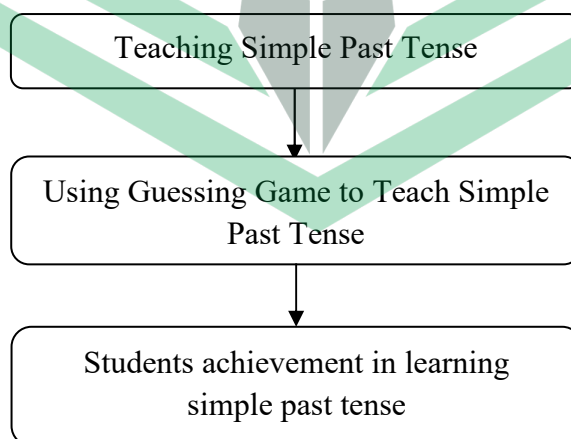


Figure 2. 1 Conceptual Framework

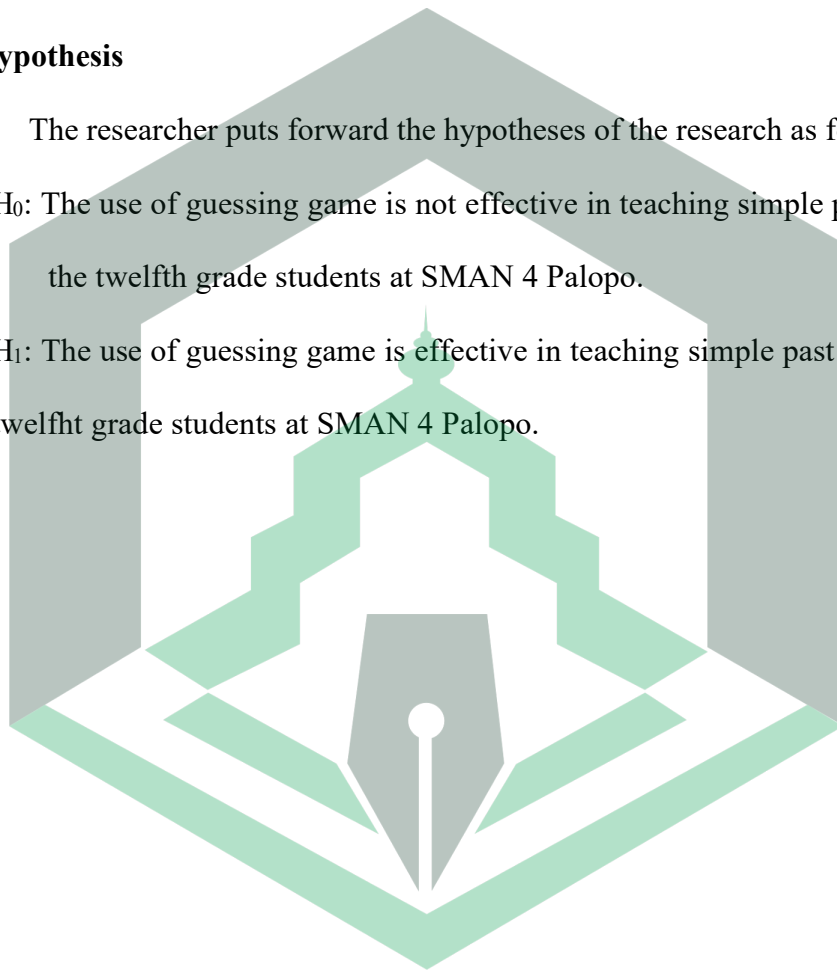
<sup>34</sup> *Ibid.*

In this research the researcher taught basic tense with material past tense. The researcher taught by using guessing game. This game is fun, easy to do, and it helps the students learn language while playing in less anxiety. The researcher gave guessing game in learning process and hoped to improve the students' ability learning grammar in the form of past tense.

#### **D. Hypothesis**

The researcher puts forward the hypotheses of the research as follow:

- a. H<sub>0</sub>: The use of guessing game is not effective in teaching simple past tense of the twelfth grade students at SMAN 4 Palopo.
- b. H<sub>1</sub>: The use of guessing game is effective in teaching simple past tense of the twelfth grade students at SMAN 4 Palopo.



## CHAPTER III

### RESEARCH METHOD

#### A. Method of the Research

##### 1. Research Method

This research used an experimental method. It aimed to find out the use of guessing game effective to teach simple past tense at twelfth grade of SMAN 4 Palopo.

##### 2. Research Design

This research applied experimental research which consists of pre-test, treatment, and post-test. The pre-test was intended to measure the students' score in simple past tense before doing the treatment. While the post-test was intended to measure the students' score in simple past tense test after the treatment. The design of the study as shown below:<sup>35</sup>

$E = O_1 \times O_2$

Where: E = Experimental

$O_1$ : Pre-test

X : Treatment

$O_2$  : Post-test

##### 3. Research Variable

There are two variables here, they are:

- a. Independent Variable: Teaching simple past tense by using guessing game
- b. Dependent Variable: Students' ability in simple past tense

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<sup>35</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Edisi Revisi IV: Jakarta: PT. Rineka Cipta, 1998), P.84.

## **B. Population and Sample**

### **1. Population**

The population of this research was the twelfth grade students of SMAN consist of 20 students.

### **2. Sample**

There were 10 students as the sample in this research. The researcher used purposive sample that this students are from the exact one class group B. In this pandemic era, the class were divided into two classes which consist of 10 students in each class. In this research, the researcher chose the students with odd absence number as the research sample.

## **C. The Instrument of the Research**

The instrument of this research was simple past tense test with 20 multiple choice questions. There were two test here, they are pre-test and post-test. The pre-test was given before doing the treatment. The post-test was given after doing the treatment. The test had been validated by the English teacher in SMAN 4 Palopo.

## **D. The Procedure for Collecting the Data**

### **1. Pre-test**

In pre-test, the researcher gave the multiple choice test to the students. There are 20 questions in the test. The test has done in the classroom by giving the questions sheet to the students. The researcher gave 30 minutes to do the test.

## 2. Treatment

The treatment in this research was applied in three meetings.

a. First meeting, the researcher did some activities, they are:

- 1) the researcher introduced the learning activity with the guessing game. The researcher explained about what is guessing game and the way in using guessing game.
- 2) After that, the researcher explained the benefits of guessing game for learning simple past tense.
- 3) Finally, the researcher asked the students to play the guessing game. The role of the game are:
  - a) The researcher chose one students to stand in front of the class as the guesser.
  - b) The researcher then gave one secret word to the guesser. The secret word in this meeting were about subject.
  - c) After that, the guesser tried to guess the secret word by giving the clues and the other students answer “yes” if the clue close to the secret word, and answer “no” if the clue is incorrect.
  - d) The students did the activity after the guesser can guess the secret word.
  - e) After the secret word guessed by the guesser, all the students made the simple past tense sentence contain the word.

b. Second meeting, the students played the guessing game again same as the first meeting. But, in this meeting, the secret word that should guessed by the guesser were about verb.

c. Third meeting, the activity was still same as the first and second meeting. But here, the secret words are about time signals (adverb of time) in simple past tense.

### 3. Post-test

In post-test, the researcher did the same test as the pre-test. The researcher also gave 20 multiple choice questions to the students in class and gave opportunity to do the test in 30 minutes.

## E. The Technique of Data Analysis

### 1. Scoring the Students' Correct Answer

To find out the students' correct answer, the researcher used the formula:<sup>36</sup>

$$\text{Score} = \frac{\text{total students' correct answer}}{\text{total number of questions}} \times 100$$

Note: each correct answer has 5 score and incorrect answer has 0.

### 2. Classifying the Score

The classification used to provide the score that the students obtain. The classification is shown below:<sup>37</sup>

<sup>36</sup> Piet A. Sehartian, *Konsep dan Teknik Supervisi Pendidikan*, (Isrediwon: Rineka Cipta, 2000), 60.

<sup>37</sup> Ibid

Table 3. 1 The Scoring Classification

No	Classification	Score
1	Very Good	81-100
2	Good	61-80
3	Fair	41-60
4	Poor	21-40
5	Very Poor	1-20

### 3. Calculating the Percentage of the Students' Score

$$P = F/N \times 100$$

Where : P = Percentage

F = Frequency of Items

N = Total Number of Students<sup>38</sup>

### 4. Looking for Mean and Standard Deviation used SPSS 20

The result from SPSS 20 was used to determine the acceptability of the hypothesis. The criteria hypothesis of acceptability are:

$t\text{-table} \geq t\text{-count}$  = the rejected null hypothesis

$t\text{-table} < t\text{-count}$  = received null hypothesis

<sup>38</sup> Ridwan, *Dasar-Dasar Statistika* (Bandung: Alfabeta, 2003), 41.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. FINDINGS

The results of this research explain the data that had been statistically analyzed. It includes the students' score in pre-test and post-test, the classification percentage of the students' score in pre-test and post-test, and the mean score and standard deviation of the students' score in pre-test and post-test.

##### 1. The analysis of the students' score in pre-test

The pre-test has done before doing the treatment. It aimed to identify the students' ability in simple past tense before the treatment by using the guessing game. The result of this pre-test data is provided in the table and the score was calculated by using SPSS 20. The following table is used to present it.

Table 4. 1 The Students' Score in Pre-test

No.	Respondent	Correct Answer	Score
1	R1	9	45
2	R2	10	50
3	R3	9	45
4	R4	9	45
5	R5	8	40
6	R6	8	40
7	R7	8	40
8	R8	7	35
9	R9	7	35
10	R10	7	35

The researcher had also classified the frequency and percentage of the students' performance in the pre-test. The following table can be used to present it.

Table 4. 2 The Scoring Classification in Pre-test

No.	Classification	Score	Frequency	Percentage
1	Very Good	81-100	-	-
2	Good	61-80	-	-
3	Fair	41-60	4	40%
4	Poor	21-40	6	60%
5	Very Poor	1-20	-	-
Total			10	100%

According to the table above, none of the student received very good, good, and very poor classification before receiving treatment. There were 4 students who gets fair classification (40%). Next, there were 6 students who gets poor classification (60%).

Based on the data, the researcher can conclude that the students' simple past ability in pre-test was still poor. Therefore, the researcher did the treatment by using guessing game to teach simple past tense. The treatment has done in three meetings. The students made the simple past sentence in every meeting by using guessing game.

## 2. The analysis of the students' score in post-test

After did the treatment, the researcher then did the post test. This post-test aimed to identify the students' ability in simple past tense after the treatment. The result of this post-test data also provied in a table and calculated by using SPSS 20. The following table can be used to present it.

Table 4. 3 The Students' Score in Post-test

No.	Respondent	Correct Answer	Score
1	R1	18	90
2	R2	18	90
3	R3	16	80
4	R4	14	70
5	R5	17	85
6	R6	16	80
7	R7	17	85
8	R8	15	75
9	R9	17	85
10	R10	15	75

On the other side, the researcher also writes the classification of the students' score in post-test. The following table can be used to present it.

Table 4. 4 The Scoring Classification in Post-test

No.	Classification	Score	Frequency	Percentage
1	Very Good	81-100	5	50%
2	Good	61-80	5	50%
3	Fair	41-60	-	-
4	Poor	21-40	-	-
5	Very Poor	1-20	-	-
	Total		10	100%

The information presented in the table above showed that there were 5 students (50%) who gets very good and good classification and none of the student who gets fair, poor, and very poor classification.

### 3. The Paired Sample Statistics

The researcher used test analysis and measured it by using SPSS 20 to determine if the pre-test and post-test were substantially different, as well as the acceptability of the study hypothesis. The paired sample statistic, paired sample correlation, and the paired sample test can all be found in the table below.

Table 4. 5 The Paired Sample Statistics

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-test	81.50	10	6.687	2.115
	Pre-test	41.00	10	5.164	1.633

The table showed that the highest score received by the students was 50. While the lowest score received was 35. It also shows that the mean score of the students in pre-test was 41 with a standard deviation 5,16. While the highest score was 90 and the lowest score was 70. Besides, it also indicates that the mean score of the students in post test was 81,50 and the standard deviation was 6,69.

The table above also showed that the value of standard deviation in pre-test was 5,16 and in post-test was 14,34. Besides, the standard deviation error in pre-test was 1,63 and in post-test was 4,53. The table above also showed that the mean score in pre-test was 41 and in post-test was 81,50. It can be concluded that the students' score improved from 41 to 81,50.

Table 4. 6 The Paired Sample Correlation

		Paired Samples Correlations		
		N	Correlation	Sig.
Pair 1	Post-test & Pre-test	10	.354	.316

The table above presented that the correlation of the students ability before and after treatment was .354. It means that there was a significant correlation between students ability in simple past tense by learning using guessing game before and after treatment.

Table 4. 7 The Paired Sample Test

		Paired Samples Test							
		Paired Differences					T	D	Sig.
		Me	Std.	Std.	95% Confidence			f	(2-
		an	Devi	Error	Interval of the				tailed)
			ation	Mea	Lower	Upper			
P	Post	40.	6.85	2.16	35.59	45.40	18.	9	.000
ai	-test	500	2	7	9	1	692		
r	-								
l	Pre-								
	test								

From the table, it showed that  $t_{0(\text{count})} = 18,69$  and  $df$  (degree of freedom) =  $d$ . According to the Gay, the value of  $t_t = 2.262$ . It is the standard of signification 0,05 with a degree of freedom = 9. Based on the result, the researcher concluded that  $t_{0(\text{count})}$  was higher than  $t_t(t_{\text{table}})$ ,  $t_0 > t_t$ .

$$18,69 > 2.262$$

Related to the result that  $(t_0, t_t)$  the  $t_{\text{count}}$  was higher than the  $t_{\text{table}}$ , it means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. It can be concluded that there was a significant difference in the students' simple past ability before and after learning using the guessing game.

## B. Discussion

In this research, the researcher took 10 students as the respondents and conducted 3 meetings treatment to them. However, before conducting the treatments, the researcher conducted the pre-test to determine the students' simple past tense ability. After conducting the treatments the researcher conducted the post-test to determine whether the students ability had improved or remained the same.

In pre-test, the researcher gave the multiple choice test. The researcher then found the result of the students' score in pre test. There were 4 students who gets fair classification, and 6 students who gets poor classification. In post-test, the researcher also gave the multiple choice test to the students. The researcher then found the result of the students' score in post-test. There were 5 students who gets very good and good classification.

Per data analysis, the mean score of the students in pre-test was 41 (fair) and in post-test was 81,50 (very good). The pre-test standard deviation was 5,16 and the post-test was 6,69. After analyzed the data, it showed that  $t_{0(count)}$  with the value 18,69 was higher than  $t_t (table)$  with the value 2.262 with degree of freedom  $(df) = 9$  on the level significance 0.05. So, the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that there was a significant difference between the result of the pre-test and post-test.

This research is line with the previous research from Heri Tri Susanto found that there was a significance of using guessing game on students' tense achievement.<sup>39</sup> Ria Kartika also found that there was a significant influence of using guessing game towards students mastery in tenses, especially for simple present tense.<sup>40</sup> Firda Amelia also found that the use of guessing game in understanding tenses, especially present continuous tense was effective.<sup>41</sup> Agnes

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<sup>39</sup> Heri Tri Susanto, "The Effect of Using Grammar Racing Game and Guessing Mime Game on the Seventh Grade Students' Tense Achievement at SMPN 1 Tempurejo in the 2011/2012 Academic Year", 2012, <https://repository.unej.ac.id>

<sup>40</sup> Ria Kartika, "The Influence of Using Clue Game Towards Students' Simple Present Tense Mastery at the Second Semester of the Eight Grade of SMPN 1 Semaka Tanggamus in the Academic Year 2018/2019. <http://repository.radenintan.ac.id>

<sup>41</sup> Firda Amelia, "The Effectiveness of Using Miming Game in Understanding Present Continuous Tense", 2016 <https://repository.uinjkt.ac.id>

Pertiwi Herlia and Yuli Tiarina found that the guessing game with mime was effective to teach imperative sentence.<sup>42</sup> Furthermore Vivi Alvionita Desiria Sagala also found that the mime game can increase the students' speaking ability.<sup>43</sup>

In this research, the guessing game helped to teach simple past tense because of some reasons. By using guessing game, the students can be interested and focus on the learning activity to find out the secret word and then make the simple past tense using the word. The students could find some new vocabularies since they played the guessing game. To make the simple past sentence easier, it needs some vocabularies especially verbs. The students changed the verb into past form (verb 2). Using the guessing game as warming up activity and source of word/vocabulary made students interested to practice continuously making the simple past tense sentence. So, it can make better the students understanding on simple past tense.

Meanwhile, there are some obstacles in finishing this research. In the first meeting, the students were confused about how to play the game because it was the new game for them. Then, the researcher explained the role of the game again until the students understand. In the second meeting, the problems faced by the students was the way how to give the clue of the secret word. The researcher solved this problem by giving an examples. So, the students also could deliver the

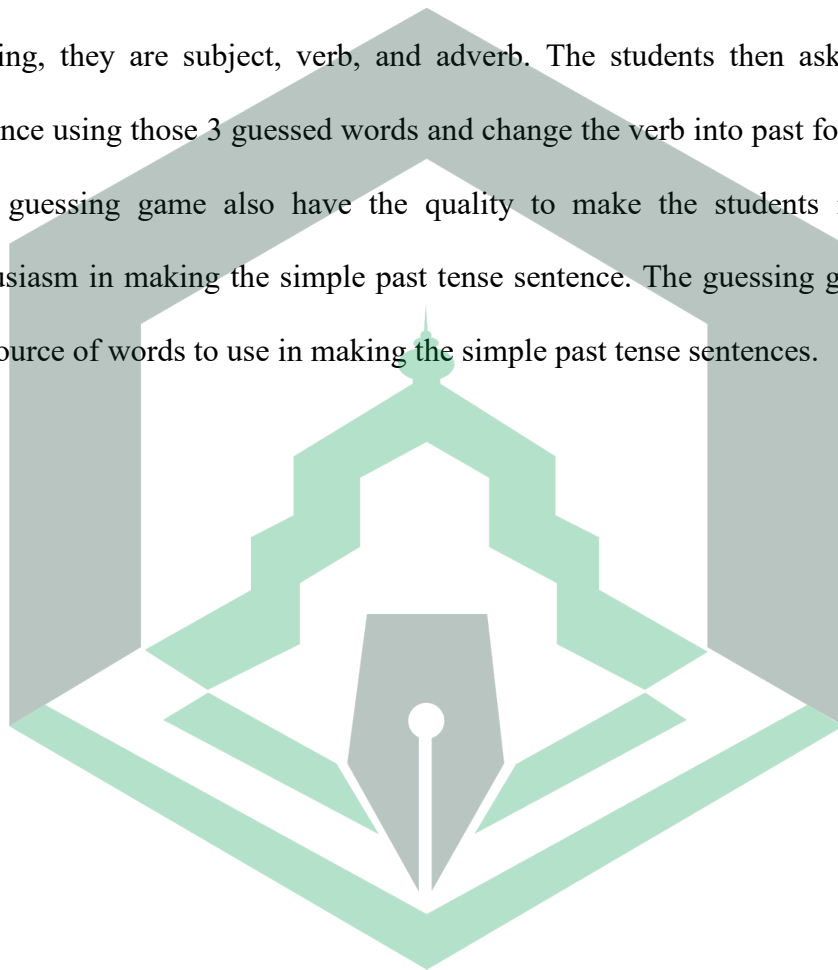
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<sup>42</sup> Agnes Pertiwi Herlia and Yuli Tiarina, "Teaching Imperative Sentence Through 'act out (a guessing game with mime) activity' in Procedur Text at Junior High School, *Journal of English Language Teaching* 2, no. 2 (March 2014).

<sup>43</sup> Vivi Alvionita Desiria Sagal, "The Use of Mime Game to Improve Student's Speaking Ability at Madrasah Aliyah Muhammadiyah 1 Medan", 2018 <https://repository.uin-su.ac.id>

clue of the word. Finally, in the third meeting the students enjoy in playing the game.

Next, the main limitation of this research is the procedure of the guessing game that has done by the researcher in the treatment was not proper to teach simple past tense. The researcher properly gives 3 words to guess in every meeting, they are subject, verb, and adverb. The students then ask to make a sentence using those 3 guessed words and change the verb into past form (verb 2). This guessing game also have the quality to make the students interest and enthusiasm in making the simple past tense sentence. The guessing game also as the source of words to use in making the simple past tense sentences.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concludes that using guessing game helped to teach simple past tense at twelfth grade of SMAN 4 Palopo. It is proven that there was a significant difference between the students' mean score in pre-test and post-test. In pre-test, the mean score was 41 (fair) and in post-test was 81,50 (very good). The pre-test standard deviation was 5,16 and the post-test was 6,69. The data had been analyzed by using ( $t_t$ ) standard of signification 5% with degree of freedom 9 obtained 2,262 and the result of  $t_{0(\text{count})}$  were 18,69. The researcher then gave an interpretation that  $t_{0(\text{count})}$  was higher than  $t_t(t_{\text{table}})$ ,  $18,69 > 2,262$ . It could be concluded that the alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected.

#### B. Suggestion

The researcher would like to suggest the based on the result of the data analysis and discussion:

1. Before playing the guessing game especially for simple past tense, the students should master more vocabularies to make the clues and the simple past tense sentence easier.
2. To understand the way in playing the guessing, the teacher should give the clear explanation about the role of the game and the students should also pay attention to the teacher's explanation.

3. The next researcher should learn more about the proper role of the guessing game in the learning activity. So, it can help the students easy to understand the learning material by using the game.



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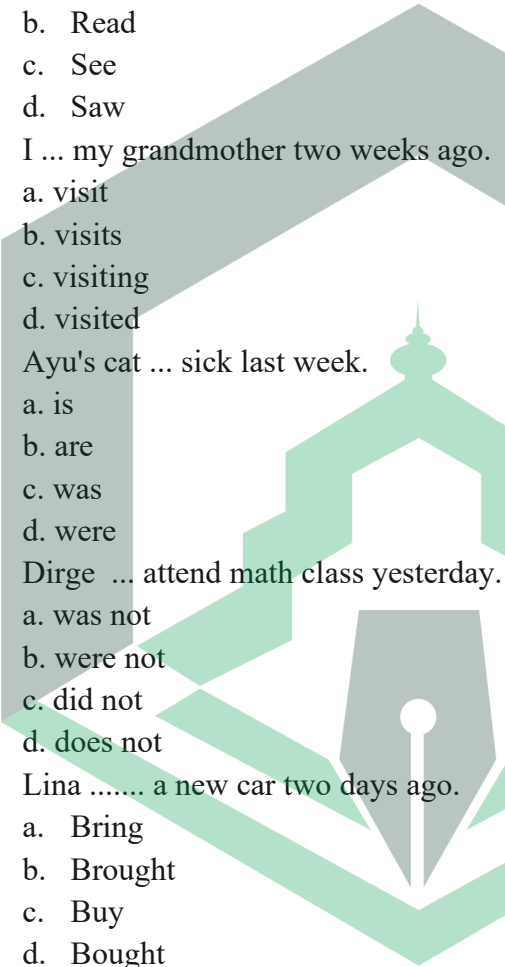
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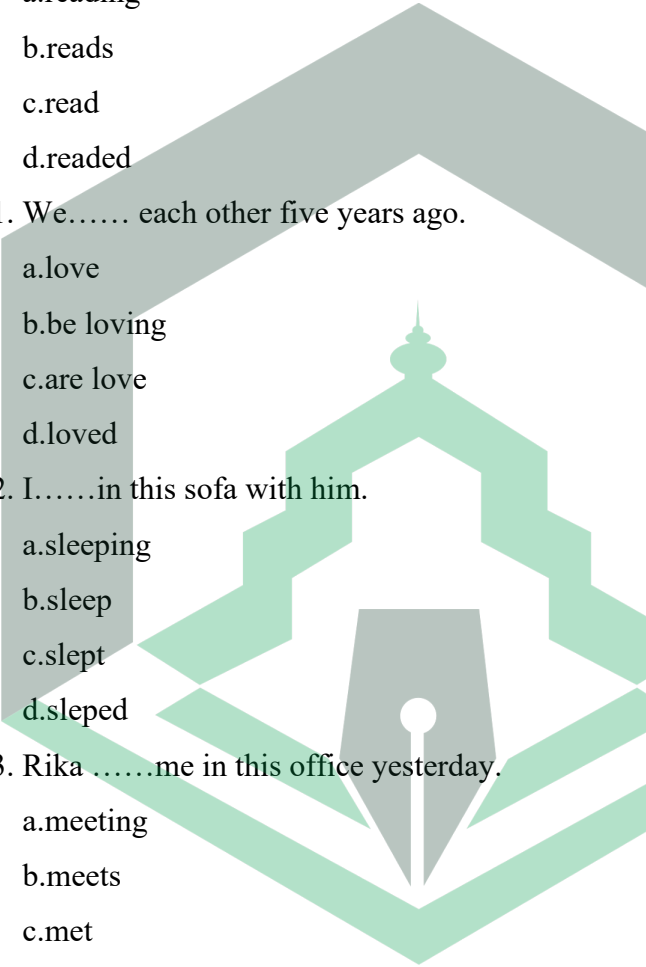
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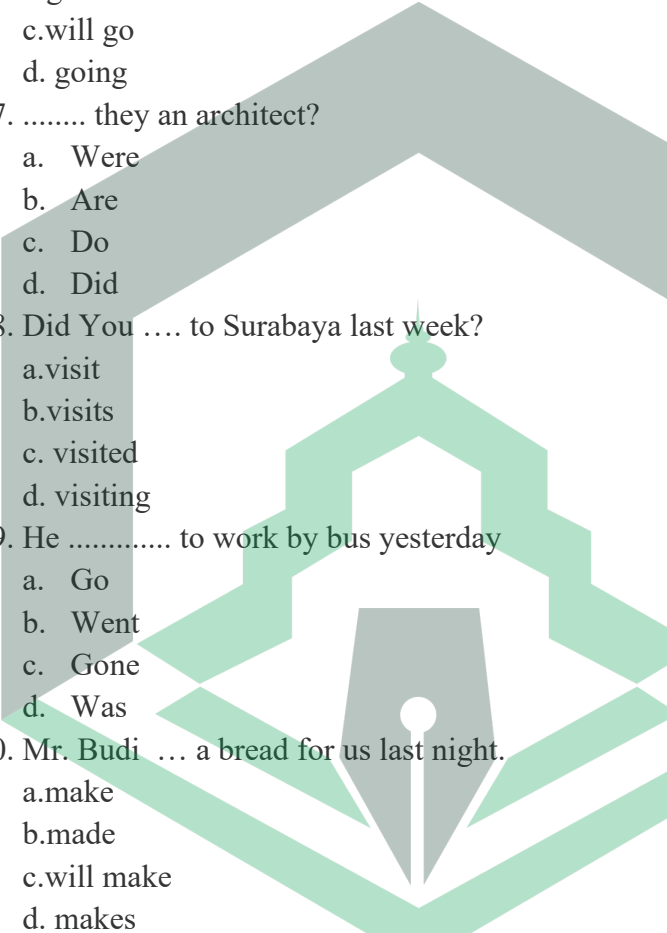




**Appendix 1: Pre-test**

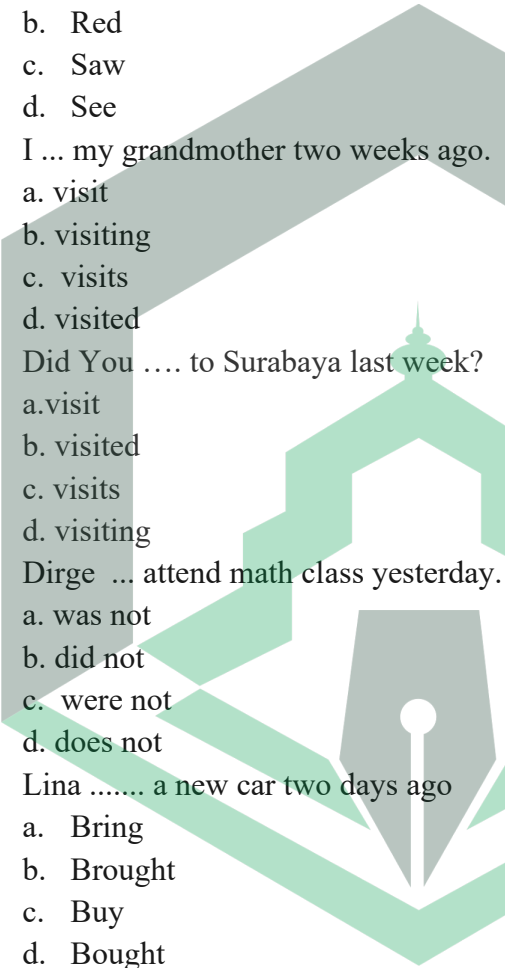
1. Did you ..... me a message?
    - a. Sent
    - b. Send
    - c. Sended
    - d. Will send
  2. Ari only..... a newspaper yesterday
    - a. Red
    - b. Read
    - c. See
    - d. Saw
  3. I ... my grandmother two weeks ago.
    - a. visit
    - b. visits
    - c. visiting
    - d. visited
  4. Ayu's cat ... sick last week.
    - a. is
    - b. are
    - c. was
    - d. were
  5. Dirge ... attend math class yesterday.
    - a. was not
    - b. were not
    - c. did not
    - d. does not
  6. Lina ..... a new car two days ago.
    - a. Bring
    - b. Brought
    - c. Buy
    - d. Bought
  7. She ..... a book last night.
    - a. Buys
    - b. Buyed
    - c. Bought
    - d. Will buy
  8. .... she read novel last morning?
    - a. Do
    - b. Does
    - c. Did
- 

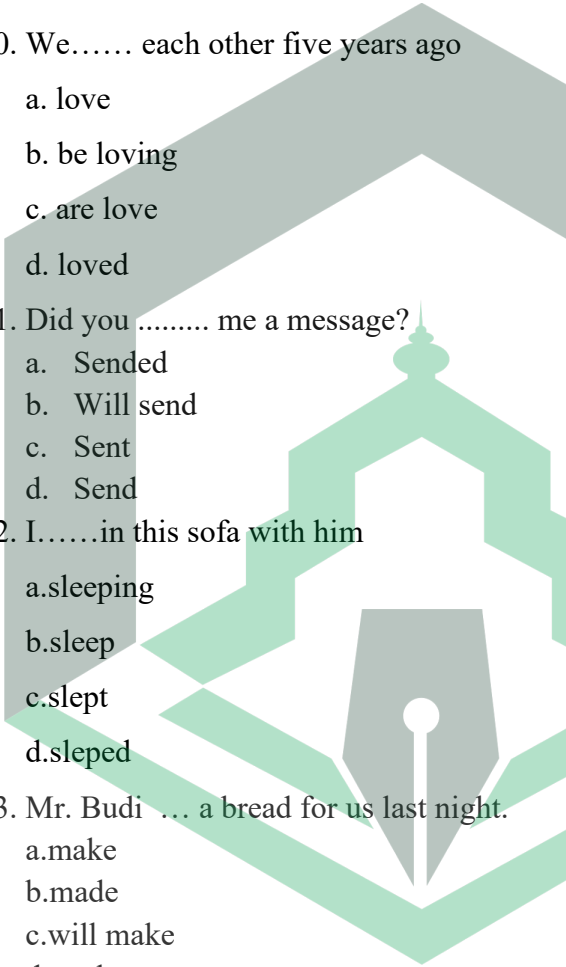
- d. Done
9. The weather ... that good yesterday.
- a. were not
  - b. was not
  - c. had been not
  - d. has been not
10. My brother.....this novel three days ago.
- a.reading
  - b.reads
  - c.read
  - d.readed
11. We..... each other five years ago.
- a.love
  - b.be loving
  - c.are love
  - d.loved
12. I.....in this sofa with him.
- a.sleeping
  - b.sleep
  - c.slept
  - d.sleped
13. Rika .....me in this office yesterday.
- a.meeting
  - b.meets
  - c.met
  - d.meet
14. My teacher.....me about this english last year.
- a.taught
  - b.teaching
  - c.teaches
  - d.teach
15. I.....an elephant yesterday.
- 

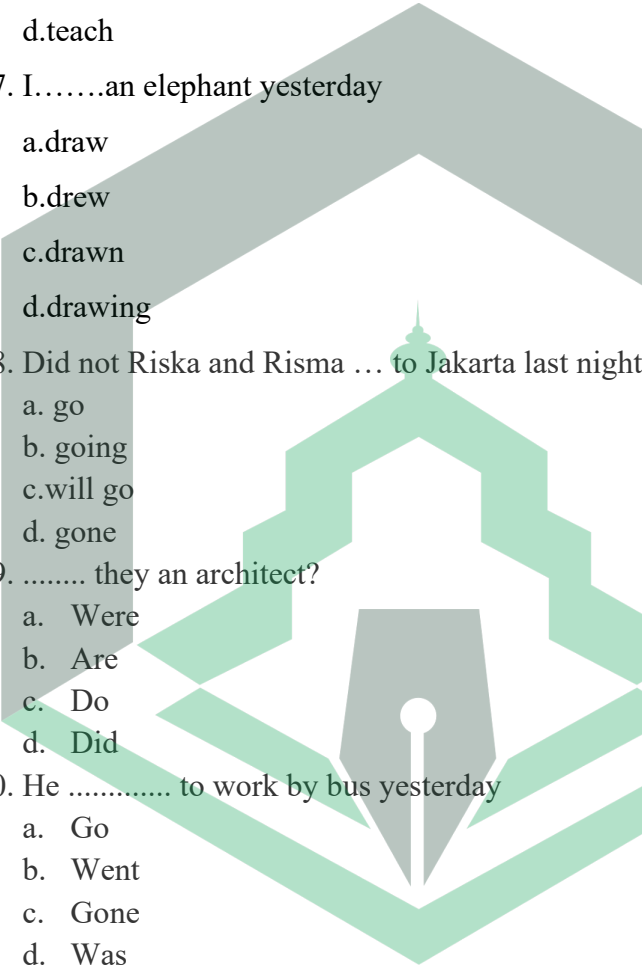
- 
- a.draw
  - b.drew
  - c.drawn
  - d.drawing
16. Did not Riska and Risma ... to Jakarta last night?.
- a. go
  - b.gone
  - c.will go
  - d. going
17. .... they an architect?
- a. Were
  - b. Are
  - c. Do
  - d. Did
18. Did You .... to Surabaya last week?
- a.visit
  - b.visits
  - c. visited
  - d. visiting
19. He ..... to work by bus yesterday
- a. Go
  - b. Went
  - c. Gone
  - d. Was
20. Mr. Budi ... a bread for us last night.
- a.make
  - b.made
  - c.will make
  - d. makes

(Sumber: Soal Test Pada Penelitian Deby Febriza “Improving The Students’ Ability in Using The Simple Past Tense Through Climbing Grammar Mountain Game”, State Islamic University of North Sumatera, 2019.)

**Appendix 2: Post-test**

1. Ayu's cat ... sick last week.
    - a. is
    - b. are
    - c. were
    - d. was
  2. Ari only..... a newspaper yesterday
    - a. Read
    - b. Red
    - c. Saw
    - d. See
  3. I ... my grandmother two weeks ago.
    - a. visit
    - b. visiting
    - c. visits
    - d. visited
  4. Did You .... to Surabaya last week?
    - a.visit
    - b. visited
    - c. visits
    - d. visiting
  5. Dirge ... attend math class yesterday.
    - a. was not
    - b. did not
    - c. were not
    - d. does not
  6. Lina ..... a new car two days ago
    - a. Bring
    - b. Brought
    - c. Buy
    - d. Bought
  7. .... she read novel last morning?
    - a. Do
    - b. Does
    - c. Did
    - d. Done
  8. The weather ... that good yesterday.
    - a. were not
    - b. was not
- 

- c. had been not  
d. has been not
9. My brother.....this novel three days ago  
a.reading  
b.reads  
c.read  
d.readed
10. We..... each other five years ago  
a. love  
b. be loving  
c. are love  
d. loved
11. Did you ..... me a message?  
a. Sended  
b. Will send  
c. Sent  
d. Send
12. I.....in this sofa with him  
a.sleeping  
b.sleep  
c.slept  
d.sleped
13. Mr. Budi ... a bread for us last night.  
a.make  
b.made  
c.will make  
d. makes
14. Rika .....me in this office yesterday  
a.meeting  
b.meets  
c.met  
d.meet
15. She ..... a book last night  
a. Will buy
- 

- 
- b. Buys  
c. Bought  
d. Buyed
16. My teacher.....me about this english last year
- a.taught  
b.teaching  
c.teaches  
d.teach
17. I.....an elephant yesterday
- a.draw  
b.drew  
c.drawn  
d.drawing
18. Did not Riska and Risma ... to Jakarta last night?.
- a. go  
b. going  
c.will go  
d. gone
19. .... they an architect?
- a. Were  
b. Are  
c. Do  
d. Did
20. He ..... to work by bus yesterday
- a. Go  
b. Went  
c. Gone  
d. Was

(Sumber: Soal Test Pada Penelitian Deby Febriza “Improving The Students’ Ability in Using The Simple Past Tense Through Climbing Grammar Mountain Game”, State Islamic University of North Sumatera, 2019)

### Appendix 3: Contoh Hasil Pre-test

DEWI YANTI

PRE TEST

4/5

9 benar  
11 salah

- X

1. Did you ..... me a message?

a. Sent

☒ b. Send

c. Sended

d. Will send
- X

2. Ari only ..... a newspaper yesterday

a. Read

☒ b. Read

c. See

d. Saw
- ✓

3. I ..... my grandmother two weeks ago

a. visit

b. visits

c. visiting

☒ d. visited
- ✓

4. Ayu's cat ..... sick last week

a. is

b. are

☒ c. was

d. were
- X

5. Derge ..... attend math class yesterday

a. was not

b. were not

c. did not

☒ d. does not
- X

6. Lina ..... a new car two days ago

a. Bring

b. Brought

☒ c. Buy

d. Bought
- ✓

7. She ..... a book last night

a. Buys

b. Huyed

☒ c. Bought

d. Will buy
- ✓

8. .... she read novel last morning?

a. Do

b. Does

☒ c. Did

- X 9. The weather ... that good yesterday.  
 a. were not  
 b. was not  
 c. had been not  
 d. has been not
- X 10. My brother ..... this novel three days ago  
 a. reading  
 b. reads  
 c. read  
 d. readed
- X 11. We ..... each other five years ago  
 a. love  
 b. be loving  
 c. are love  
 d. loved
- X 12. I ..... in this sofa with him  
 a. sleeping  
 b. sleep  
 c. slept  
 d. sleped
- ✓ 13. Rika ..... me in this office yesterday  
 a. meeting  
 b. meets  
 c. met  
 d. meet
- X 14. My teacher ..... me about this english last year  
 a. taught  
 b. teaching  
 c. teaches  
 d. teach
- ✓ 15. I ..... an elephant yesterday

a. draw

☒ b. drew

c. drawn

d. drawing

✓ 16. Did not Riska and Rizma ... to Jakarta last night?

☒ a. go

b. gone

c. will go

d. going

X 17. .... they an architect?

a. Were

☒ b. Are

c. Do

d. Did

✓ 18. Did You .... to Surabaya last week?

☒ a. visit

b. visits

c. visited

d. visiting

✓ 19. He .... to work by bus yesterday

a. Go

☒ b. Went

c. Goes

d. Was

X 20. Mr. Budi ... a bread for us last night.

☒ a. make

b. made

c. will make

d. makes

#### Appendix 4: Contoh Hasil Post-test

DEWI YANTI

POST TEST

80

1. ✓ Ayu's cat ... sick last week.  
 a. is  
 b. are  
 c. were  
 d. was

2. ✓ Ari only..... a newspaper yesterday  
 a. Read  
 b. Read  
 c. Saw  
 d. See

3. ✗ I ... my grandmother two weeks ago.  
 a. visit  
 b. visiting  
 c. visits  
 d. visited

4. ✗ Did You .... to Surabaya last week?  
 a. visit  
 b. visited  
 c. visits  
 d. visiting

5. ✓ Dira ... attend math class yesterday.  
 a. was not  
 b. did not  
 c. were not  
 d. does not

6. ✓ Lina ... a new car two days ago  
 a. Bring  
 b. Brought  
 c. Buy  
 d. Bought

7. ✓ ..... she read novel last morning?  
 a. Do  
 b. Does  
 c. Did  
 d. Done

8. ✗ The weather ... that good yesterday.  
 a. were not  
 b. was not

16 benar  
4 salah

- c. had been not  
d. has been not

✓ 9. My brother.....this novel three days ago

- a. reading  
b. reads  
c. read  
d. ☒ readed

✓ 10. We..... each other five years ago

- a. love  
b. be loving  
c. are love  
d. ☒ loved

✓ 11. Did you ..... me a message?

- a. Sended  
b. Will send  
c. Sent  
d. ☒ Send

✓ 12. I.....in this sofa with him

- a. sleeping  
b. sleep  
c. ☒ slept  
d. sleped

✓ 13. Mr. Budi ... a bread for us last night.

- a. make  
b. ☒ made  
c. will make  
d. makes

✓ 14. Rika .....me in this office yesterday

- a. meeting  
b. meets  
c. ☒ met  
d. meet

✓ 15. She ..... a book last night

- a. Will buy
- b. Buys
- ☒ c. Bought
- d. Boyed

✓ 16. My teacher.....me about this english last year

- ☒ a.taught
- b.teaching
- c.teaches
- d.teach

X 17. I.....an elephant yesterday

- ☒ a.draw
- b.drew
- c.drawn
- d.drawing

✓ 18. Did not Riska and Risma ... to Jakarta last night?

- ☒ a.go
- b.going
- c.will go
- d.gone

✓ 19. .... they an architect?

- a. Were
- b. Are
- c. Do
- ☒ d. Did

✓ 20. He ..... to work by bus yesterday

- a. Go
- ☒ b. Went
- c. Gone
- d. Was

## Appendix 5: RPP

### RENCANA PELAKSANAANN PEMBELAJARAN

Satuan Pendidikan	: SMAN 4 Palopo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / Genap
Materi Pokok	: Simple Past Tense
Alokasi Waktu	: 2x45 menit
Kompetensi Dasar	: Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks

#### A. Tujuan Pembelajaran

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan materi Simple Past Tense
- Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan materi Simple Past Tense
- Menggunakan fungsi sosial, struktur teks, dan unsur kebahasaan materi Simple Past Tense
- Menyimpulkan fungsi sosial, struktur teks, dan unsur kebahasaan materi Simple Past Tense

#### B. Kegiatan Pembelajaran

##### Kegiatan Pendahuluan

- Guru menyapa peserta didik dan dilanjutkan dengan berdoa
- Menyampaikan tujuan pembelajaran

##### Kegiatan Inti

###### Observasi

- Guru menanyakan kepada siswa apa yang mereka ketahui tentang Simple Past Tense
- Peserta didik diminta untuk mengingat kegiatan yang telah mereka laksanakan sebelumnya
- Guru menyamapaikan materi tentang Simple Past tense (bentuk dan rumus)

###### Menanya

- Peserta didik diberikan kesempatan untuk memahami materi
- Guru memberikan kesempatan kepada siswa untuk bertanya

###### Eksperimen

- Guru memperkenalkan salah satu game yang dapat membantu untuk memahami materi Simple Past Tense, yaitu Guessing game
- Guru menjelaskan aturan main guessing game untuk materi Simple Past Tense
- Peserta didik memainkan guessing game

##### Kegiatan Penutup

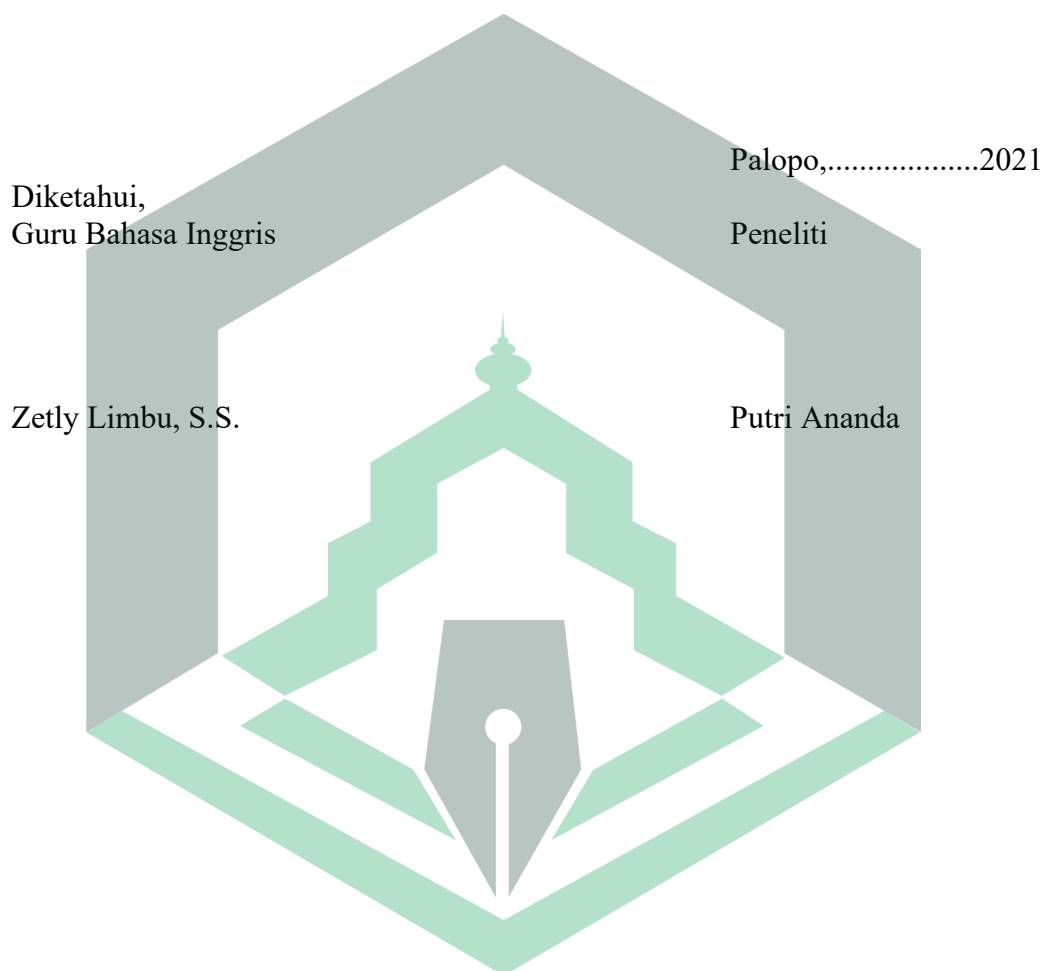
- Guru menyimpulkan materi yang diajarkan lalu memberikan beberapa motivasi kepada siswa

- Guru menutup kegiatan pembelajaran

### C. Penilaian

Tes 20 nomor pilihan ganda

$$\text{Nilai} = \frac{\text{Jumlah Jawaban Benar}}{\text{Jumlah Soal}} \times 100$$



## RENCANA PELAKSANAANN PEMBELAJARAN

Satuan Pendidikan	: SMAN 4 Palopo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / Genap
Materi Pokok	: Simple Past Tense
Alokasi Waktu	: 2x45 menit
Kompetensi Dasar	: Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks

### A. Tujuan Pembelajaran

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan materi Simple Past Tense
- Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan materi Simple Past Tense
- Menggunakan fungsi sosial, struktur teks, dan unsur kebahasaan materi Simple Past Tense
- Menyimpulkan fungsi sosial, struktur teks, dan unsur kebahasaan materi Simple Past Tense

### B. Kegiatan Pembelajaran

#### Kegiatan Pendahuluan

- Guru menyapa peserta didik dan dilanjutkan dengan berdoa
- Menyampaikan tujuan pembelajaran

#### Kegiatan Inti

##### Observasi

- Guru menanyakan kepada siswa tentang materi yang telah dipelajari sebelumnya
- Peserta didik diminta untuk mengingat kegiatan yang telah mereka laksanakan sebelumnya
- Guru menyampaikan materi tentang Simple Past tense (verbs)

##### Menanya

- Peserta didik diberikan kesempatan untuk memahami materi
- Guru memberikan kesempatan kepada siswa untuk bertanya

##### Eksperimen

- Guru memperkenalkan salah satu game yang dapat membantu untuk memahami materi Simple Past Tense, yaitu Guessing game
- Guru menjelaskan aturan main guessing game untuk materi Simple Past Tense
- Peserta didik memainkan guessing game

#### Kegiatan Penutup

- Guru menyimpulkan materi yang diajarkan lalu memberikan beberapa motivasi kepada siswa
- Guru menutup kegiatan pembelajaran

### C. Penilaian

Tes 20 nomor pilihan ganda

$$\text{Nilai} = \frac{\text{Jumlah Jawaban Benar}}{\text{Jumlah Soal}} \times 100$$

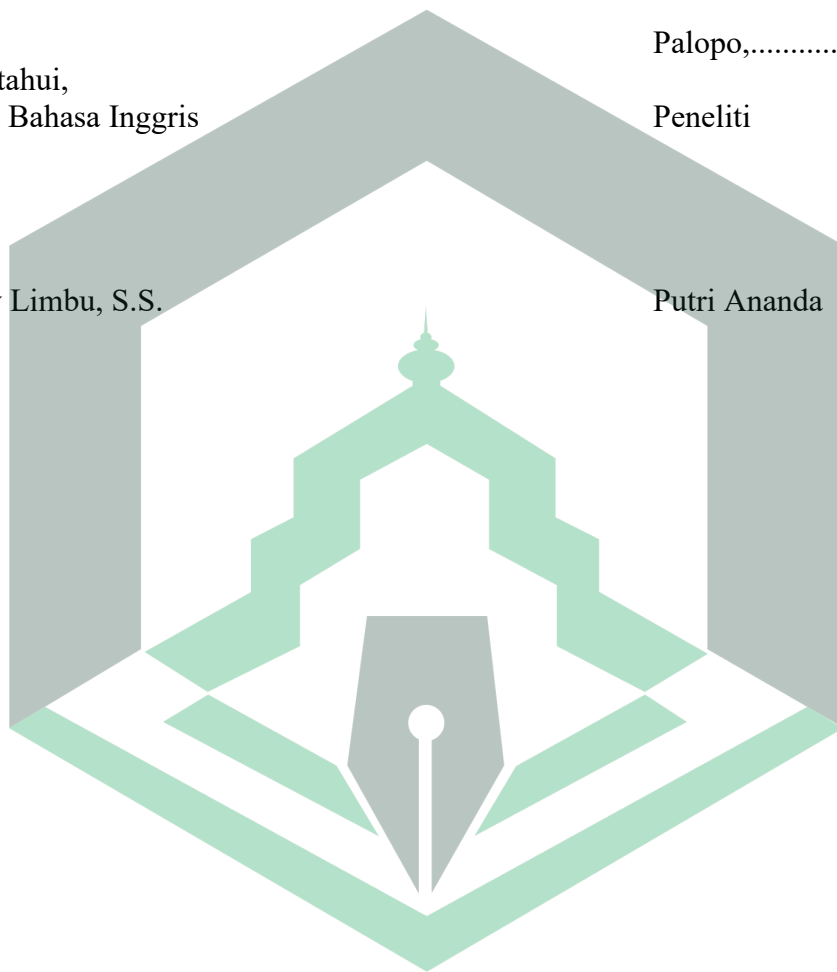
Diketahui,  
Guru Bahasa Inggris

Palopo,.....2021

Peneliti

Zetly Limbu, S.S.

Putri Ananda



## RENCANA PELAKSANAANN PEMBELAJARAN

Satuan Pendidikan	: SMAN 4 Palopo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / Genap
Materi Pokok	: Simple Past Tense
Alokasi Waktu	: 2x45 menit
Kompetensi Dasar	: Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks

### A. Tujuan Pembelajaran

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan materi Simple Past Tense
- Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan materi Simple Past Tense
- Menggunakan fungsi sosial, struktur teks, dan unsur kebahasaan materi Simple Past Tense
- Menyimpulkan fungsi sosial, struktur teks, dan unsur kebahasaan materi Simple Past Tense

### B. Kegiatan Pembelajaran

#### Kegiatan Pendahuluan

- Guru menyapa peserta didik dan dilanjutkan dengan berdoa
- Menyampaikan tujuan pembelajaran

#### Kegiatan Inti

##### Observasi

- Guru menanyakan kepada siswa apa yang mereka ketahui tentang Simple Past Tense
- Peserta didik diminta untuk mengingat kegiatan yang telah mereka laksanakan sebelumnya
- Guru menyampaikan materi tentang Simple Past tense (adverb of time)

##### Menanya

- Peserta didik diberikan kesempatan untuk memahami materi
- Guru memberikan kesempatan kepada siswa untuk bertanya

##### Eksperimen

- Guru memperkenalkan salah satu game yang dapat membantu untuk memahami materi Simple Past Tense, yaitu Guessing game
- Guru menjelaskan aturan main guessing game untuk materi Simple Past Tense
- Peserta didik memainkan guessing game

#### Kegiatan Penutup

- Guru menyimpulkan materi yang diajarkan lalu memberikan beberapa motivasi kepada siswa
- Guru menutup kegiatan pembelajaran

### C. Penilaian

Tes 20 nomor pilihan ganda

$$\text{Nilai} = \frac{\text{Jumlah Jawaban Benar}}{\text{Jumlah Soal}} \times 100$$

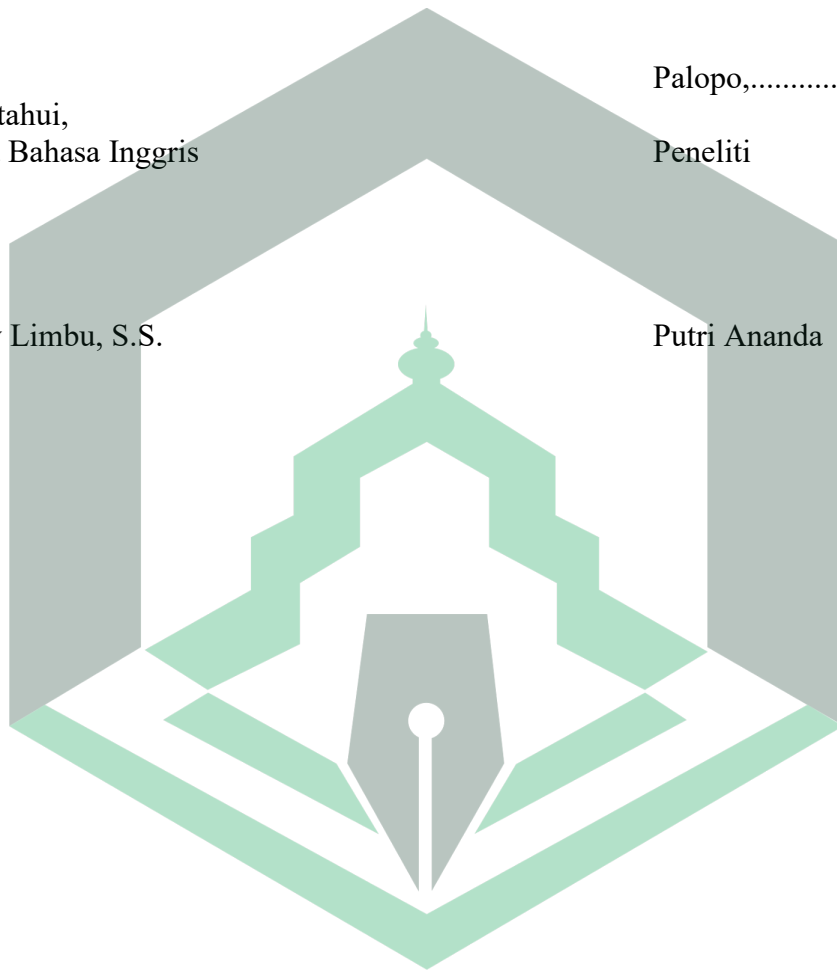
Diketahui,  
Guru Bahasa Inggris

Palopo,.....2021

Peneliti

Zetly Limbu, S.S.

Putri Ananda



## Appendix 6: Documentation



**Pelaksanaan Test**



**Simulasi Permainan Guessing Game**



**Pelaksanaan Guessing Game**

## Appendix 7 Surat Keterangan Bebas Turnitin



**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Jl. Agatis, Balandi, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076  
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

**SURAT KETERANGAN**

**No.805/In.19/FTIK/PBI/TP.00.9/11/2021**

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Putri Ananda  
NIM : 16 0202 0049  
Semester : XI (sebelas)  
Program Studi : Pendidikan Bahasa Inggris  
Keperluan : Seminar Hasil/Munawar

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 23 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 29 November 2021

Mengesahui,  
Ketua Prodi,

Amalia Yuliyah, S.E., M.Hum.  
NIP 197710132005012006

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.  
NIP 198603272018011001

## Appendix 8 Surat Keterangan Meneliti

  
**PEMERINTAH PROVINSI SULAWESI SELATAN**  
**DINAS PENDIDIKAN**  
**SMA NEGERI 4 PALOPO**  
Jalan Bahu Selandi No. 7a/po (0471) 21475 Email: reur04pal@gmail.com

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**SURAT KETERANGAN PENELITIAN**  
Nomor : 421.3/408 -UPT-SMA.04/PLP/DISDIK

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 4 Palopo, menerangkan bahwa :

<b>Nama</b>	: Putri Ananda
<b>NIM</b>	: 16 0202 0049
<b>Tempat / Tgl. Lahir</b>	: Pasampang, 03 Mei 1998
<b>Jenis Kelamin</b>	: Perempuan
<b>Program Studi</b>	: Pendidikan Bahasa Inggris / IAIN Palopo
<b>Alamat</b>	: Jl. Akasia, Kelurahan Balandi, Kota Palopo

Yang bersangkutan telah mengadakan penelitian di SMA Negeri 4 Palopo, terhitung mulai tanggal 29 September s.d 09 November 2021, guna melengkapi Skripsi yang berjudul :

**"Using Guessing Game To Teach Simple Past Tense At The Twelfth Grade Of SMAN 4 Palopo."**

Demikian Surat Keterangan Penelitian ini kami buat, diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Palopo, 09 November 2021  
Kepala UPT,  
  
**Des. H. Nurhikmah, M.Pd**  
Pembina Utama Muda  
NIP. 19641231 198903 1 242