

**TEACHING FOURTH BASIC TENSES BY USING BOARD TENSES
GAMES TO THE ELEVENTH YEAR STUDENTS OF SMAN 4 PALOPO**



IAIN PALOPO

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Study English

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THESIS APPROVAL

This thesis, entitled “Teaching Fourh Basic Tenses By Using Board Tenses Games To The Eleventh Year Students Of SMA 4 Palopo” written by **Syahrul Namri, Reg. Number 14.16.3.0144**, 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, February, 4th 2019 M**, coincided with **Jumadil-Ula 28th 1440 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, February, 4th 2019 M
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Palopo, 27 September 2018

The Researcher

Syahrul Namri

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TABLE OF CONTENT

TITLE PAGE	i
CONSULTANT APPROVAL	ii
PRONOUNCEMENT	iii
NOTA DINAS PEMBIMBING	iv
ACKNOWLEDGMENT	vi
TABLE OF CONTENTS	ix
LIST OF TABLE	xi
ABSTRACT	xii
CHAPTER I INTRODUCTION	1
A. Background	1
B. Problems of Statement	3
C. Objective of the Research	4
D. Significance of the Research.....	4
E. Definition of Term	4
F. Scope of the research	5
CHAPTER II REVIEW OF RELATED LITERATURE	6
A. Previous of Related Study.....	6
B. Defenition of Grammar	7
C. Tenses	
1. Defenition of Tenses	10
2. Type of tenses	11
D. Games.....	25

E. Board of Tenses games	27
1. Defenition Board games.....	27
2. Making Sentence by using board of tenses	27
F. Conceptual Framework.....	28
G. Hypothesis.....	29
CHAPTER III RESEARCH METHOD.....	29
A. Research method.....	29
B. Research design.....	29
C. Population and Sample.....	30
D. Instrument of the Research.....	30
E. Data Collection Procedure	30
F. Technique Analysis Data	32
CHAPTER IV FINDINGS AND DISCUSSION.....	34
A. Findings.....	34
B. Discussion	47
CHAPTER V CONCLUSION AND SUGGESTION.....	49
A. Conclusion.....	49
B. Suggestion.....	49
REFERENCE.....	51
APPENDIXES	

LIST OF TABLES

Table 4.1. The Score of student's Tenses in the pre-test	35
Table 4.2. The score Student's correct answer in pre test.....	37
Table 4.3. The Mean Score of Student's correct answer in pre-test	38
Table 4.4. The Rate Percentages Score of the Student's Accuracy in pre test	39
Table 4.5. The Score of Student's Tenses In the Post test	40
Table 4.6. The Score of Sudent's correct Answer in post test	42
Table 4.7. The Mean Score of Student's Correct Answer in post test	43
Table 4.8. The Rate Percentages Score of the Student's Accuracy in post test	44
Table 4.9. The Paired Samples Statistics of pre test and post test Paired Sample Statistic	45
Table 4.10. The Paired Samples Test of pre test and post test.....	45
Table 4.11. The Probability Value of T-test of The Student's Achievmnt	46

ABSTRACT

SYAHRUL NAMRI 2018. *Teaching Fourth Basic Tenses by Using board tenses games to the Eleventh Year Students of SMA 4 Palopo*. Thesis, English Study Program of Tarbiyah Departement of Institute Agama Islam Negri (IAIN) Palopo ,under consultant,

1. Dr.Muhaemin,MA
2. Amir Faqihuddin,S.Ag.,M.Pd.I.

Board Tenses Game : Improving Students.Tenses.Board Game,SMA 4 Palopo

This thesis deals with the application of board game in improving tenses to the eighth year student of SMA 4 Palopo. It aimed at finding out whether or not this strategy was improving the students' tenses specially simple present, simple past, simple future, simple present continuous, and simple present perfect by using board games.

The problem statement of this thesis : Is board game effective improve tenses to the eleventh year students of SMA 4 Palopo ? The researcher collected the data by using a test then analyzed the students' score by using t-test Analysis

This research applied pre experimental method using one group of pre test and post test design and using tenses test as instrument collection data. The researcher focused on the eleventh year students of SMA 4 Palopo academic year 2017/2018. The researcher took 31 students as sample using the population sample technique.

The result of the analysis data showed that using board games was improving the students tenses ability, especially simple present tense, simple past simple future, simple present continuous. The students score had significant difference between before and after giving treatment. The result of t-test was 13.660 and the result of t-table was 2,457. In addition, most of students were interested in learning tenses, especially fourth basic tenses by using board games it could be seen from the students response during teaching and learning process.

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CHAPTER 1

INTRODUCTION

A. Background

English is international language in the world. All of country in this world let their citizen to learn English, because if someone can understand about English we can communicate easily with the other citizen from the different country.

Furthermore, there are four skill in learning English. They are writing, reading, speaking and listening. Those components cannot be separated because they are supported and related one another.

When someone want to master English, of course they must know about the kinds of tenses in it, Tenses is verb form that is used to express time, every time signal has different kind of tenses in forming a sentence. By this way, someone cannot speak English correctly without learning the tenses. Tenses makes speaker use every word suitable to each condition.

In English we must know about fourth tenses, but the basic tenses are four, They are: simple present tense, simple past tense, simple future tense, present continuous tense. Every time is representative different time in doing activity. When someone wants to express his daily activity by using simple present tense, etc.¹

¹ Rudi Hariyono, *Complete English Grammar : Tata Bahasa Inggris Lengkap*, (Special Edition : Gitamedia Press 2002) P.192

Teaching tenses is a way to make students understand how to use tenses and pattern of tenses, nowadays most of students in Indonesia are not interested so much in learning tenses deeply.

Most of Indonesia students right now are always playing board media, from the traditional games until modern games on computer. In some subject at school, studying while playing is good to make students interested to study and make them have new spirit to love that subject. media is interesting that can entertain students and applied in the class. media will be interesting because there is competition; hesitation because at first we did not know who would be the winner and the loser.²

One example of game for tenses is board game. Board of tenses is an important factor to memorize many vocabularies just by giving a word and the students have to make sentences in tenses that the teacher chooses by the board of tenses. However, if the board tenses more or less, it can also be a minus factor in giving point.³

Based on the research observation in SMA 4 PALOPO, there were still many students who have low motivation in learning English. Sometimes the

² Sartina, *A Thesis on Tittle Improving English Vocabulary Throught Logico Game at the sixsth Year Students of 20 Cimpu* (STAIN Palopo,2011),P 24.

³ Anonym *Definition of Board of tensis* <http://en.wikipedia.org/boartenses/> accessed on mei 9th 2012

students do not concentrate and pay attention to the material and the teacher's explanation especially when they learn about tenses. Because, the students feel difficult to understand tenses.

Related to result of researcher's observation, the research decided to use a game in teaching tenses to the students of SMAN 4 PALOPO to improve their knowledge about it. In this case, the researcher used board of tenses games. The researcher chose this game because it can make motivate students in learning tenses. sometimes the students were bored if they always study in serious condition at their classroom, Hopefully if the teacher use games for teaching, the students will be more fun for studying, especially in learning tenses. They understanding in material and it can be one solution for students to improve their English tenses. Therefore, an English teachers have to use an interesting game to avoid saturate learner. So the students can be motivated to study.

Based on the explanation above, the researcher thought that it was necessary to find out the other way in teaching English. So, the researcher interested in conducting a researcher on title ***“Teaching 4 Basic Tenses by Using Board of Tenses to The Eleventh Year Students of SMAN 4 Palopo”***.

B. Problem statement

Based on the research questions, the researcher states of specific objective of the research namely:

1. Is board tenses games affective to improve students' tenses to the eleventh year students of SMAN 4 Palopo?

C. Objective of The Research

Related to the research question, the research states the specific objective of the research namely:

1. To find out whether or not board of tenses effective to improve students' tenses to the eleventh year of SMAN 4 Palopo.

D. Significance of The Research

The significance of this research is expected to have both academic and practical contributions.

1. Academically, to help teacher / researcher to find out the alternative strategy of improving tenses and to produce the relevant and valid knowledge for their class to improve their teaching.
2. Practically, it can be used strategy to improve the students' tenses, so that they can use English in conversation.

E. Definition of term

There are some terms in this research that would be confirmed or developed in this research:

1. Tenses is verb from that shows the time of the action or state.

2. Board of tenses is an important factor to memorize many vocabularies just by giving a word and the students have to make sentence in tenses that the teacher choose by that board.

F. Scope of the Research

The scope of the research is focused in teaching 4 basic tenses by using board of tenses to the eleventh year students of SMAN 4 Palopo, especially in four basic tenses “simple present tense, simple past tense, simple future tense and simple present continuous tense” and make sentence by using verb.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Study

In writing this thesis, the researcher find some researches which closely related to this research, those researches are:

1. Astir Asmodiwatsonono(2004), in her thesis about “Teaching Simple Present and Present Continuous Tense by Short Video Daily Activity at English Class Students of SMP 3 PALOPO”. She concluded that the use of short video daily activity was effective in teaching simple present and simple present continuous. Increase the students’ active participation that had been show from the result of data analysis which achieved the criteria of success that is 94.44%.⁴

2. Triani Soleman(2003), in her thesis too under title “Teaching Simple Past Tense Through Writing a Short Story at The Tenth Year Students of SMA 4 PALOPO”. She concluded that writing a short story was effective in teaching simple past tense. Based on the result the writer found that was significant score of the students before and after joining treatment with writing a short story. It means that through a short story is way in teaching simple past tense.⁵

⁴ Astri Asmodiwatsonono, *Teaching Simple Present and Present Continuous Tense by Short Video Daily Activity at Eight Class Student of SMP 3 Palopo* (STAIN PALOPO,2013),P.59

⁵ Triani soleman,teaching simple past present throught writing a short story at the eleventh year students of SUN 4 Palopo (STAIN)Palopo/2008.P.63

3. Zainab(2007), in research entitled “Teaching Vocabulary by Using Reordering Word Games to The Eighth Years Students of SLTPN 1 WASUPONDA.

She concluded that the use recording words game was effective in teaching the students’ vocabulary mastery at SLTPN 1 Wasuponda in the academic year 2011/2012. It was proved by mean score of the students’ posttest (8.273), which was greater than mean score of the students’ pretest (6.46) and the t-test value, that is (13.43), which is greater than t-table (2.045).⁶

From the research above, it could be assumed that the research which conducted by the writer was similar. However the researcher focused on her research dealing with Palopo.

B. Definition of Grammar

The role of grammar is perhaps one of the most controversial issues in language teaching. Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Technically, grammar refers to sentence level rules only, and not to rules governing the relationship among sentences, which we refer to as discourse rule.

David Cristal (1990) says that grammar the structural foundation of our ability to express our self. The more we are aware of how it works, we can monitor the meaning and effectiveness of the way, we and others use language. It can help foster

⁶ Zainab, *Teaching Vocabulary by Using Reording word Games to the Einght yaers Students of SLTP 1 Wasuponda*(STAIN Palopo,2011).P.51

precision, detect, ambiguity, and exploit the richness of expression available in English. And it can help everyone, not only teachers of English, but teachers of anything, for all teachers in ultimately a matter of getting to grips with meaning Grammar is a set rules and examples dealing with the syntax and word structures of a language, usually intended as an aid to the learning of that language.⁷ Grammar is sometimes defined as the way words are put together to make correct sentences.⁸ Based on the definition grammar above, the writer make conclusion that grammar is rule or the way of arranging the word to make a correct sentence.

Leech et al (1982:3) define Grammar as: “Reference to the mechanism according to which language works when it is used to communicate with other people. Grammar is a mechanism for putting words together, but we have said little about sound of meaning.”

Greenbaum (1996:25) define Grammar as:“In the concrete sense of the word *grammar*, a grammar is a book of one or more volumes. We of course also use *grammar* for the contents of the book. When we compare grammars for their coverage and accuracy, we are referring to the contents of the book: a grammar is a book on grammar, just as a history is a book on history.”

⁷ Richard Nordquist, *What is Grammar?* (<http://grammar.about.com>). Accessed on 30th october2011

⁸ Penny Ur, *A course in language Teaching Practice and Theory*, (Cambright University Press,1996).P.75

C. Tenses

Tense is defined in terms of time.⁹ Tenses show present activity, past activity and future activity. 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.

1. Definition of tenses

Tenses is a verb form that indicates or can indicate a relationship between the time the action in adverb occur and the time the verb is uttered. Also, verb can give an indication duration of the verbs action and when or if it is completed.¹⁰ Tenses is verb form of time to indicate the time of when the accidents happened.¹¹

Based of the definition above the writer concludes that tenses is form of the time for indicate the time of when the accident happened or changing verb according to the condition or situation.those researcher are:

Djuharie, (2003) states that tenses are spirits of English grammar, not mastering tenses are often analogous to not understanding and not being able to speak English. From this statement, it is concluded how important the mastery of tenses is as a basis for someone who wants to be proficient in producing English sentences in both scientific contexts and daily activities.

Azar, (2003) states Tense is a pattern of verb forms that indicate the time an activity or event takes place. In general there are 4 tense tigers, namely present tense, past tense, future tense. And the present continuous The total number of tense in English is 16 kinds. Here are 16 types of English tenses along with their meanings, formulas and example sentences which of course you can learn more deeply and can master them to deepen the current knowledge of Engli

¹⁰ Anonym, <http://spanish.about.com/cs/verbs/g/tenseslog.htm> Accessed on juni 13 th 2013

¹¹ Masruddin, *A Teaching Book and Exercise(Error Analisis)*,Palopo,2009,P.33

2. *Type of tenses*

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

a. Present tense is used to express habitual action, general truth and series action.

This tense does not tell us whether or not the action is being performed at the moment of speaking. Simple Present is form that is used to show the activity happened everyday.

1. The function of simple present tenses

(a) As habitual action.

The function of simple present tense as habitual action as follow:

1) I take a bath every morning

2) The muslims habitually go to the mosque every Friday.

(b) As general truth

1) The sun rises in the east and in the west.

2) In a week, consist of seven days.

3) Indonesia lies in the south car Asia.

There is some adverb of frequency that used in simple present tense the most common of these are:

Always

Never

Usually

Once

Often

Twice

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Sometime

Three times

Seldom

Four times

There are in example below:

- a) I always get up very early.
- b) I never get up before about moon.
- c) I usually run for about two hours
- d) Rosi visits the beach twice a year.
- e) Sometimes, I just stay at home and watch TV.
- f) I just seldom invitedSome friends over.
- g) Often, ledduring my break time

2. Forming simple present tense.

Forming simple present tense follow:

(a) Positive sentence

When we want to make positive sentence we must use verb 1 (infinitive)

Structure :

S + verb + s/es + O

Example:

- 1) She goes to school every day.
- 2) They bring my book.
- 3) Riska plays badminton.

(b) Negative sentence

Negative form of simple present tense just needs structure as bellow:

Structure:

S + do/does + not + V_1 + O

Example:

- 1) Aniey does not save on the floor.
- 2) They do not listen to the radio.
- 3) I do not fell well today.

(c) Interrogative sentence

Interrogative form simple present tense as follow:

Structure:

Do/does + not + s + V_1 + O

Example:

- (1) Does she eat rice?
- (2) Do you enjoy your English lesson?
- (3) Does Ika goes to school?

b. 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 time action clearly took place at the definite time even though this time is not mentioned.

1. Defenition of simple past tense

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There are many kinds of tense that used in sentence but it is impossible if we use the all tenses in one paragraph, so we need specification for making the sentence or paragraph to connect with the kinds of tenses that we made.

Simple past tense indicates that an activity or situation and ended at a particular time in the past.¹²

Simple past tense is which used to explain events, activities that we done in the certain time in the past in the simple form and the time signal has we know. From the explanation above, the researcher taking the conclusion that simple past tense is an activity that was happened in the past and time signal has been know.

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.

¹² Betty Schramper Azhar, *u derstanding and Using English Grammar*, (Second Edition, United State of America ,1989), p.24

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) Simple past tense form

(a) Positive sentence

For subjects: I, We, You, They, She, Her, It

The pattern is:

$S + Verb_2$

Example:

He bought a book yesterday.

We watch television last night.

(b) Negative sentence

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

The pattern is:

$S + did + not + V_1$

For making negative sentence we have to used auxiliary verbs (did) + not.

Example:

Ima did not go to school yesterday.

I did not see him at the meeting last night.

(c) Interrogative sentence

Subject : I, We, You, They, She, He, It

The pattern is :

Did + S + V₁

Example:

Did they come to work on time this morning.

Did he answer her question?

3) Time signals in the past tense

There are several kinds of time signal that usually use in the simple past tense, they are:

Yesterday

Yesterday morning

Yesterday afternoon

Last night

Last week

An hour ago

A few minutes ago

Two days ago 1997

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c. 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. Simple future tense is time form use to state an event that happen in a future.¹³

1) The function of simple future tense

The function is simple future tense, they are:

(a) The sentence simple future form used to state one 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 invite her.

¹³Ade Yunisa Bayu Prasetiawan, *Complete Tense 16*(permata pers)p.37

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

2) Simple future tense form

Forming simple future tense follow:

(a) Positive sentence

For subject, I, We

S + shall + V₁

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

S + will + V₁

Example:

We shall go to Tokyo tomorrow.

He will visit us next week.

(b) Negative sentence

For subject: I, We

S + shall + not + V₁

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

S + will + not + V₁

Example:

We shall not go to Tokyo tomorrow.

He will not visit us next week.

Interrogative sentence

3) For Simple future tense form

Shall + S + V₁..?

Forming simple future tense follow:

(c) Positive sentence

For subject, I, We

S + shall + V₁

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

S + will + V₁

Example:

We shall go to Tokyo tomorrow.

He will visit us next week.

(d) Negative sentence

For subject: I, We

S + shall + not + V₁

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

Example:

S + will + not + V₁

We shall not go to Tokyo tomorrow.

He will not visit us next week.

Interrogative sentences subject: I, We,

Example:

Shall we go to Tokyo tomorrow?

Will he visit us next week?

4) Time signals in the future tense

There are several kinds of time signal that usually used in future tense, they are:

Tomorrow

Soon

The day after tomorrow

Later

Next week

Tonight

Next month

Next year

d. Present continuous tense is the phrase formed from part of the verb and a verb ending in

ing, used to show an action that continuous over a period of time.¹⁴

1. The function of simple present continuous tense.

¹⁴ Oxford Learners *pocket Dictionary, New Edition*, (Oxford University Press : New York, 2008), p.94

The function of simple present continuous tense, they are:

- a. To declare an event which is taking place at the present time.

Example:

I am listening to the radio now.

They are playing football.

- b. To declare the on going activities and not necessarily taking place when the statement noted.

Example:

She is studying English and learning French this year.

Note: Some verbs can not be used in the continuous form, they are:

1. Verbs associated with to the sense.

Example: feel, hear, see, smell, notice, observe

2. Verb associated with a feeling or emotion.

Example: adore, care, desire, detest, fear, hate, like, love , mind, want, wish

3. Verbs associated with mental activity.

Example: agree, believe, expect, forget, know, mean, realize, remember, understand

Use to be in sentence depend on subject, following a example of to be each subject.

Am use for subject : I

Are use for subjects : You, We, They, Rudi and Mira, The teachers..

Is use for subject : He, She, It The teacher, Mother,

Note:

There are a rule in the formation present continuous (infinitive + ing)

a. Basic verb directly coupled with the suffix “ing”.

Example:

Apply	Applying	Menggunakan
Call	Calling	Memanggil
Copy	Copying	Menyalin
Cry	Crying	Menangis
Go	Going	Pergi
Play	Playing	Bermain
Post	Posting	Mengeposkan
Read	Reading	Membaca
Sing	Singing	Menyanyi

b. If the verb ends with the letter “e” is removed and added to the letters “ing”

Example:

Change	Changing
Come	Coming
Drive	Driving
Have	Having
Make	Making
Take	Taking
Write	Writing

c. If the verb ends with two letters “e” the letters directly “ing”.

Example :

See	Seeing
Flee	Fleeing

d. If the verb monosyllabic ending with consonants (konsunan), which is preceded by a vowel (vocal), the pressure falls at the end of the word pronunciation then the last “k” letters duplicated and added “ing”.

Example :

Cut	Cutting
Get	Getting
Jog	Jogging
Put	Putting
Sit	Sitting
Slip	Slipping
Swim	Swimming

In addition to the above rule, please note that there are some verbs are not allowed to wear “ing” are as follows :

1. Verb of emotion

Like: senang

Dislike : membenci

Want : mau

2. Verb of sense

Hera : membenci

See : melihat

Smell : berbau

3. Verb of thought or opinion

Believe : percaya

Forget : lupa

Know : mengetahui

4. Verb of possession

Owe : berhutang

Own : memiliki

Belong to : kepunyaan

2. Forming simple present continuous tense

a. Positive sentence

The patter is :

S + To Be + Verb + ing

Example:

I am studying English now

They are watching TV

b. Negative sentence

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The pattern is :

S + To Be + not + Verb + ing

Example :

He is not playing

We are not going to school

c. Intrrogative sentence

The pattern is :

To Be + S + Verb + ing?

Example :

Is toni swimming

Am I studying English now

3. Time signals of the present continous tense

The are several kinds of the signal that usually use in the present

Continuous tense; they are:

Now

Tomorrow

Right Now

At Present

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Today

This morning

To night

This evening

D. game

One of ways for teaching tenses in learning process in by using game, it can make students be more fun during learning process. The media can be one of the one most enjoyable supplementary activities that students can do with your class. Whether students use them once week or once once a day. In an day and they will not tired of them

game is one of strategy that can be used in improving tenses. game is enjoyment in the language lesson. Many teachers find game is effective to apply in classroom for foreign language learning. Sometime students get bored with books and worksheets. Using game and interactive tools can keep students focused and learning for exanteded periods.¹⁵

A media is any form of playful competition whose outcome is determined by physical skill, strategy or change or change employed singly or in a combination. According of in a combination. According of in santriawan, there are three important parts of this definition. Firs,media drive from paly,second, media

¹⁵ Kustinti Teaching Vocabulary by Using JackCard Gaean action Research given to the student at the tenth yeart of an palopo,(Stain palopo)P 21

involve competition.third,the outcome of the media is determined by use of physical skill, strategy, and or chance.¹⁶

Media is thing that interested to be done,entertain. It can make students be more fun during learning process game will be interesting because there is

Competititon : hesitation because at first we did not know who would be the winner and loser

SIMPLE PRESENT TENSE						
+	S	V ₁ + s/es	Object	Adverb		
-	S	do/does	not	V ₁ + s/es	Object	Adverb
?	do/does	S	V ₁ + s/es	Object	Adverb	?
SIMPLE PAST TENSE						
+	S	V ₂	Object	Adverb		
-	S	did not	V ₁	Object	Adverb	
?	Did	S	V ₁	Object	Adverb	?
SIMPLE FUTURE TENSE						
+	S	will	V ₁	Object	Adverb	
-	S	will	not	V ₁	Object	Adverb
?	Will	S	V ₁	Object	Adverb	?
PRESENT CONTINUOUS TENSE						
+	S	to be	V _{ing}	Object	Adverb	
-	S	to be	not	V _{ing}	Object	Adverb
?	to be	S	V _{ing}	Object	Adverb	?

The game enables the presence of active participation from the learner to learner to learn.As we know, the good learning is active learning,game is active

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¹⁶ Satriawanbog [Http://satriawan .wordpress.com/2009/11/06devenition-media/](http://satriawan.wordpress.com/2009/11/06devenition-media/),accssed on juni 2013.

that you do to have some fun. game can make the student more focus in learning, because they not feel that they are forced to learn but every activity take place naturally during teaching and learning process.

Game can be strategy that will give many advantages for teacher and students either, the usefulness of games are attracting the student to learn English because it is fun

Some advantages of using games in the classroom are :

1. Game help students make and sustain the effort learning
2. Board games bring real word context into the classroom, and increase students use of English in a flexible, meaningful and communicative way.
3. game usually involve friendly competition and they keep student interest in learning the language
4. Games can help them (children) learn and hang on the new words more easily
5. They are motivating and challenging
6. Media encourage students to interact and communicate

E. Board of tenses

1. Board Tenses Games

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Board of tenses game is one of competition who made students fun in study. Board of tenses can training students in learn grammar especially four basic tenses. Board of tenses also make brotherhood between students more tight.¹⁷

2. Making Sentence by Using bord of tenses

Rules of the Board tenses Game :

- a. The researcher explains the procedure and reminds students about the material that has been studied.
- b. Divide students into 3 or 4 groups.
- c. Each group makes a line and one by one the students of each group come to the front of the board.
- d. Students are told to make sentences that have been provided on the game board based on groups.
- e. After all groups have done their work, the researcher scores.
- f. The group with the higher score is the winner.

G. Conceptual Framework

Tenses is important part in studying english. By understanding tenses students could make sentences suitable by the time signal.learning tenses needed a strategy to be easy in learning it, one of strategy to improve tenses thought games,and especially by using board tenses.

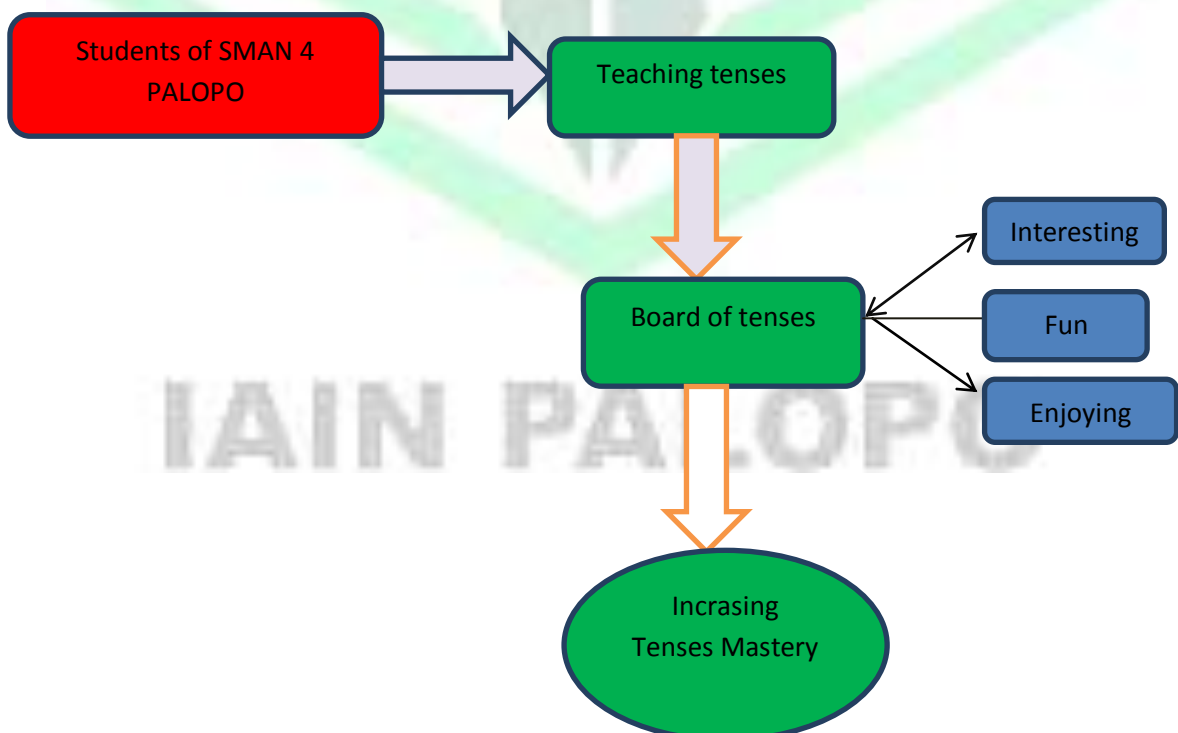
¹⁷Rais Tarsan, *Teaching Vocabulary Trough Word Association Game at the Eight Grade Students of MTS AL-Mawasir padang Kalua* (Thesis Iain Palopo:2013), p. 29

Tenses media was one of game that made students learning tenses with fun and they feel enjoy when they accepted the lesson in class.

Based on the research explain, the research focused in improving students tenses by using board of tenses. The tenses was introduced by using board tenses.

The researcher used board of tenses in improving students tenses to the eight year students of SMA 4 PALOPO. It means that the board tenses could stimulate the students to made sentence in tenses (simple present, simple past, simple future, simple present continuous) by using board of tenses student can make sentences from a verb by adding some sustaible words. It could make the stenudents were active in clasroom. The purpose of this game was to improve the students ability in making sentences by using tenses.

The conceptual framework of this research would be described in following diagram:



F. Hypothesis

The statistical hypothesis of this research is give as follows:

(Ho) Null Hypothesis : Board Tenses is not effective to the teaching students tenses to the eleventh year students of SMA 4 PALOPO.

(Ha) Alternative Hypothesis : Board tenses is effective to teaching Tenses to the eleventh yeart students of SMAN 4 PALOPO.



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CHAPTER III

METHOD OF THE RESEARCH

A. Research Method

This research used was pre-experimental method. Pre-experiments are the simplest form of research design. In a pre-experiment either a single group or multiple groups are observed subsequent to some agent or treatment presumed to cause change. The pre-experimental group was give pre-test, treatment, and post-test.

B. Research Design

Researcher applied pre-test and post-test design. It aimed to find out whether the use of a board tenses game can be effective in improving tenses of the students or not. The design is written as follows:

The design of this research is described as follows:¹⁸

$$\boxed{O_1 \quad X \quad O_2}$$

Where:

O1: Pre-test

X: Treatment

³⁵ Suharsimi Arikunto, *Prosedur Penelitian 'Suatu Pendekatan Praktek'*, (Edisi Revisi IV; Jakarta: PT. Rineka Cipta, 1998), p.84.

O2: Post-test

C. Population and Sample

1. Population

The population of this research in the eleventh year students SMA 4 Palopo the number of population was .. students of eight class IPS

2. Sample

The sample was class XI ips 2 consisted of 31 students. The sampling technique in this research was purposive sampling. The researcher took class XI ips 2 because the students' tenses was very low in this class and the problem in class XI ips 2 was in accordance with the title of the researcher.

D. Instrument of the research

The instrument of this research was test. The kind of test was Tenses test where the test consist of pre-test and post-test. While the post-test was used to measure the students' Tenses after the Board game treatments. The test contained 20 items number.

E. Data Collection Procedure

The data collection procedure as described below:

1. Pre-test

Before giving some information and explanation of board tenses game, the researcher was give pretest to the student to know how is students previous know lag tenses..

2. Treatment

In conducting the treatments, the researcher acted as the teacher and the judge of the Spelling Bee game at the same time.

In carrying out care, researchers act as teachers and judges of game tenses at the same time.

- A. The teacher explains the use of these tenses board games
- b. The teacher prepares words that have been written for use in playing games.
- c. The teacher divides students into several teams.
- d. This team consists of 3 or 4 people in one team.
- e. The teacher chooses one team to advance to the game board that has been prepared.
- f. then the forward group is told to look for words that have been printed in paper form to be installed according to the tenses that are on the game board
- g. the fastest and most appropriate team composing a sentence is the winner

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3. Post-test

After giving treatment, the researcher was give posttest. The researcher gives a post test that aims to identify students' tenses after giving treatment.

F. *Technique Analysis Data*

Before analyzing the data, the researcher collected the data and analyzed by using procedures follows:

1. Analyzing the raw data of pretest. Each of the students' correct answer got 1 and the wrong answer got 0.
2. Raw scores were converted to a set of core maximum of 100, using the following formula:

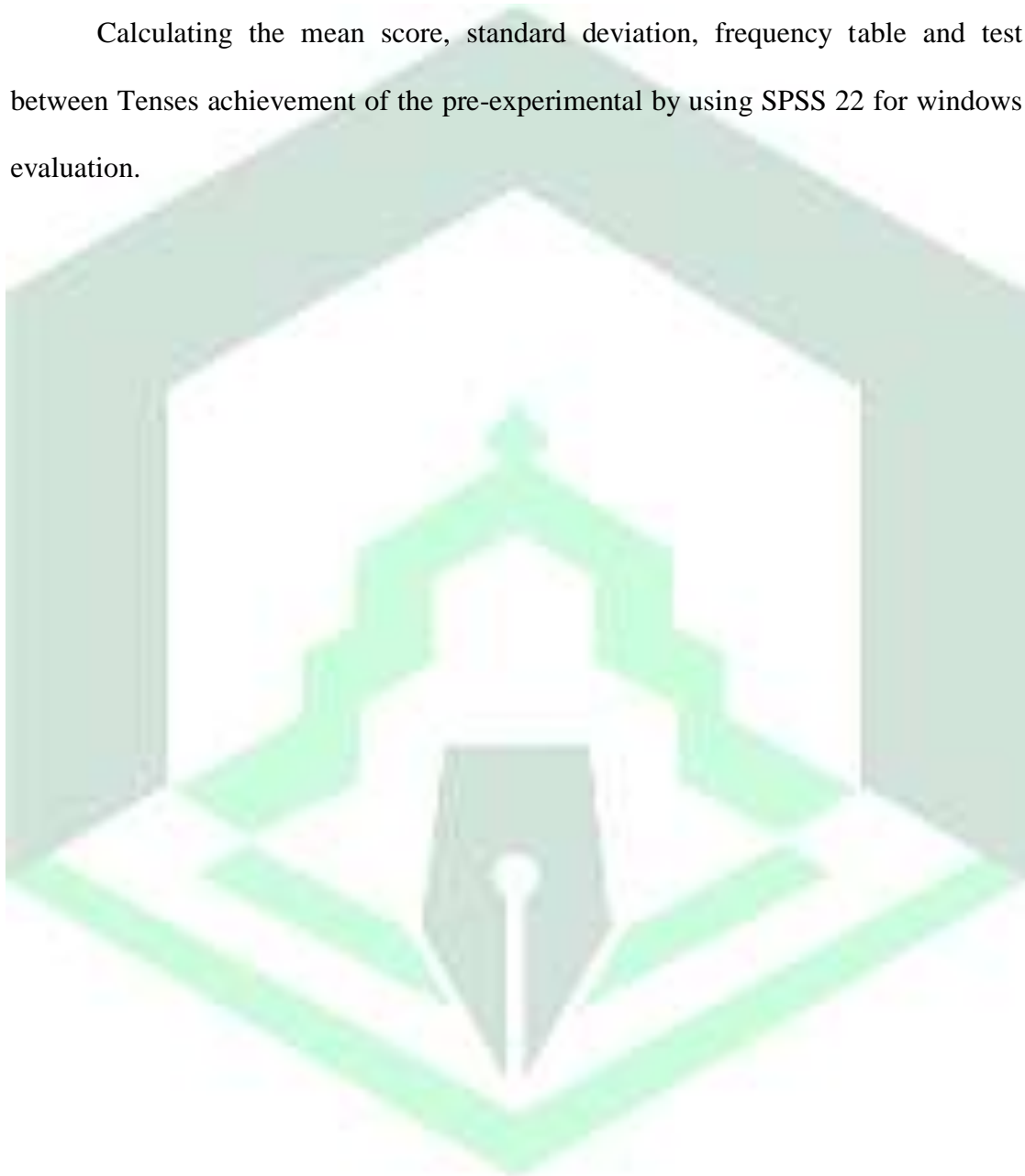
$$\text{Score} = \frac{\text{The total of the students' correct answer}}{\text{total number}} \times 100$$

3. Converting the score of the students into values
4. Score or the test was classified into criteria as follows:
 - a. 80 to 100 are classified as very good
 - b. 61 to 80 is classified as good
 - c. 41 to 60 are classified as fair
 - d. 21 to 40 are classified as poor

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e. 1 to 20 is classified as very poor¹⁹

Calculating the mean score, standard deviation, frequency table and test between Tenses achievement of the pre-experimental by using SPSS 22 for windows evaluation.



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³⁶ Muhammad Kasiran, *Teknik analisis item' Tes hasil belajar dan cara menghitung Validity and Reability*. (Surabaya: Usaha nasional, 1948).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The finding research show the result of the data that have been analyzed statistically and the tabulating of data. It compares of the students' score in pre-test and post-test, classification percentage of students score in pretest and posttest, the mean score and standard deviation of the students' pre-test and post-test.

1). The analysis students' Tenses score in pretest and posttest

a. Pre-test

In this section, the research shows the complete score of students in tenses (students correct answer) in pre-test, the mean score and standard deviation of students, and the rate percentage of students' vocabulary score in pre-test. The research presents the data in the tables and calculates the score by using SPSS 22 program. Then, the researcher show the students' complete score students tenses in pre-test. The tabulation of students' score the pretest can be seen in table 4.1

Table 4.1

The Score of Students' Tenses in the Pre-test

RESPONDENT	CORRECT ANSWER	SCORE
R1	8	40
R2	10	50
R3	9	45
R4	7	35
R5	11	55
R6	12	60
R7	9	45
R8	10	50
R9	6	30
R10	7	35
R11	11	55
R12	9	45
R13	5	25
R14	5	25
R15	8	40
R16	10	50
R17	12	60

R18	13	65
R19	4	20
R20	7	35
R21	10	50
R22	6	30
R23	9	45
R24	14	70
R25	6	30
R26	11	55
R27	5	25
R28	6	30
R29	9	45
R30	10	35
R31	4	20

Table 4.1 shows that the lowest score was 20.0 there were two students got it beside, the highest score was 70.0 there were one students got it.

Furthermore, the research presented and tabulated the mean score of the students' correct answer. it can be seen in table 4.2:

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1). Students correct answer

Table 4.2

The Score of Students' correct Answer in pre-test

RESPONDENT	CORRECT ANSWER
R1	8
R2	10
R3	9
R4	7
R5	11
R6	12
R7	9
R8	10
R9	6
R10	7
R11	11
R12	9
R13	5
R14	5
R15	8
R16	10

R17	12
R18	13
R19	4
R20	7
R21	10
R22	6
R23	9
R24	14
R25	6
R26	11
R27	5
R28	6
R29	9
R30	10
R31	4

To calculate the mean score of students' correct answer, the research calculated it by using SPSS 22. the result can be presented in to the table descriptive statistic it can be seen in table 4.3:

Table 4.3

The mean score of students' correct answer in pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Valid (listwise)	N 31	20.00	70.00	41.9355	13.39636

From the table 4.3, it shows that the highest score of students is 70.0 and the lowest score is 20.0. Besides, it also indicates that the mean score of students' accuracy in pre-test is 41.9355 and the standard deviation error is 13.39636

In other side, the researcher also has written the students' score of correct answer before giving treatment by bord tenses and it presents through the table rate percentage scores. it can be seen in table 4.4:

Table 4.4

The Rate Percentages Score of the Students' Accuracy in Pre-Test

Classification	Score	Frequency	Percentage
Very good	80-100	0	0%
Good	61-80	1	5%
Fair	41-60	12	30%
Poor	21-40	17	60%
Very poor	1-20	1	5%
Total		31	100%

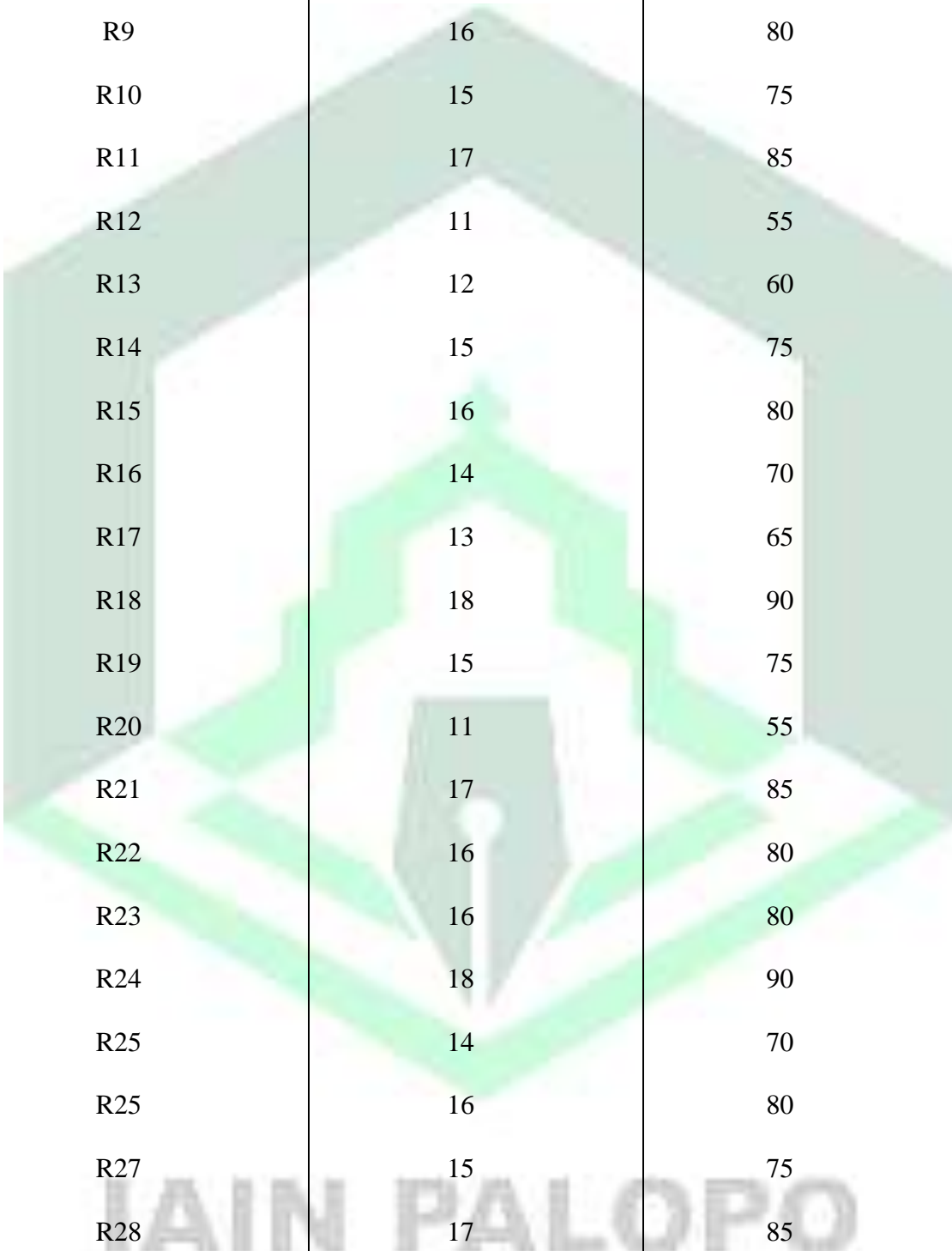
Table 4.4 shows that student scores in the pre-test frequency. This shows that there were 0 students (0%) who got very good and good there was 1 student (5%). and 12 students (30%) got fair scores and 17 students (60%) got poor then 1

student got 1 student (5%) got very poor Based on the data above, it can be seen in the table above that there is only 1 good student who shows student tenses are still low.

Researchers showed students' tenses complete scores of students in the post-test. tabulation of student scores in the posttest can be seen in table 4.5

Table 4.5
The Score of Students' Tenses in the Post-test

Respondent	Correct Answer	Score
R1	17	85
R2	16	80
R3	14	70
R4	13	65
R5	18	90
R6	14	70
R7	15	75



R8	14	70
R9	16	80
R10	15	75
R11	17	85
R12	11	55
R13	12	60
R14	15	75
R15	16	80
R16	14	70
R17	13	65
R18	18	90
R19	15	75
R20	11	55
R21	17	85
R22	16	80
R23	16	80
R24	18	90
R25	14	70
R25	16	80
R27	15	75
R28	17	85

R29	15	75
R30	16	80
R31	14	70

Table 4.5 shows that the lowest score was 55 there were one students got it beside, the highest score was 90 there were one students got it.

Furthermore, the researcher presented and tabulated the mean score of the students' correct answer. It can be seen in table 4.6;

1. Students correct answer

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Table 4.6

The Score of Students' correct Answer in post-test

Respondent	Correct Answer
R1	17
R2	16
R3	14
R4	13
R5	18
R6	14
R7	15
R8	14
R9	16
R10	15
R11	17
R12	11
R13	12
R14	15
R15	16
R16	14
R17	13
R18	18
R19	15
R20	11
R21	17
R22	16
R23	16
R24	18
R25	14
R25	16
R27	15

R28	17
R29	15
R30	16
R31	14

To calculate the mean score of students' correct answer, the researcher calculated it by using SPSS 22. The result can be presented in to the table descriptive statistic it can be seen in table 4.7:

Table 4.7

The Mean Score of Students' Correct Answer in Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	31	55.00	90.00	75.4839	9.34120
Valid N (listwise)	31				

From the table 4.7, it shows that the highest score of students is 90.0 and the lowest score is 55.0. Besides, it also indicates that the mean score of students' accuracy in post-test is 75.4839 and the standard deviation error is 9.34120.

In other side, the researcher also has written the students' score of correct answer before giving treatment by bord tenses and it presents through the table rate percentage scores. it can be seen in table 4.8:

Table 4.8

The Rate Percentages Score of the Students' Accuracy in Post-Test

Classification	Score	Frequency	Percentage
Very good	81-100	6	15%
Good	61-80	20	75%
Fair	41-60	5	10%
Poor	21-40	0	0%
Very poor	1-20	0	0%
Total		25	100%

Table 4.4 shows that student scores in the post-test frequency. This shows that there were 6 students (15%) who got very good and good there were 21 students (75%). others showed that there were 5 students (10%) who got fair, and none of the students (0%) were poor and very poor. Based on the data above, it can be seen in the table above that there were only 6 students who got very good and 21 good students showed that student tenses were still low.

In addition to showing the average score of the subject tenses, this study will also present the total average score and standard deviation in the pre-test and

post-test, and then compare the two. The results are presented in the descriptive statistics table. it can be seen in table 4.9.

The Table 4.9.
The Paired Samples Statistics of Pre-Test And Post-Test
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	41.9355	31	13.39636	2.40606
	Posttest	75.4839	31	9.34120	1.67773

The table 4.9 shows the mean score of the students pretest was 41.9355 and the mean score of posttest was 75.4839 Standard deviation of pretest was 13.39636

and the standard deviation of posttest was 9.34120. It means there is increasing after using board tenses game improve students' tenses

Table 4.10
The Paired Samples Test of Pre-Test and Post-Test

Paired Differences	t	df	Sig.
--------------------	---	----	------

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				(2-tailed)
				Lower	Upper			
Paired Sample T-Test	-33.54839	13.67440	2.45599	-38.56420	-28.53258	-13.660	30	.000

The hypothesis was tested by using SPSS 22. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is a test to know the significance difference between the result of students' mean score in pretest and posttest.

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N - 1, where df = 24, then the t-test is presented in the following table.

Table 4.11

The Probability Value of T-Test of The Students' Achievement

Variable	P-Value	(α)
X2 - X1	0.00	0.05

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The result of statistical analysis for level of significance 0,05 with degree of freedom (df) = N-1, where (N) = 31, df = 30. The probability value was smaller than α (0.00<0.05). It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that board tenses game is effective in increasing students tenses.

B. DISCUSSION

Based on the research findings, it was found that students who were taught to use tenses games had built their tenses. That was proven by the average score between the student's pre-test and post-test.

In collecting data, researchers conducted several procedures. as follows: students are given a pretest to determine their ability to understand the basic formula of tenses.

After that they were given care as a process of learning tenses through tenses games.

In the pre-test, researchers asked students to answer the tenses test.

pre-test questions, respondents 1 answered questions correctly 8 numbers compared to post-test questions, answered 17 correctly while respondents 2 answered questions with 10 correct numbers and post test questions answered with 16 correct numbers while respondent 3 answered questions pre test with 9 correct numbers and post test questions answered with 14 correct this proves that tense board games are one of

the many learning game media that are feasible to use in the learning process tenses and board games also make it easier for students to be able to be creative in composing a tense sentence basic.

and from the results of the data observed students are very happy to learn tenses by using board games and tend to be very active students in the learning process

The hypothesis was tasted by using SPSS 22. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is a test to know the significance difference between the result of students' mean score in pretest and posttest.

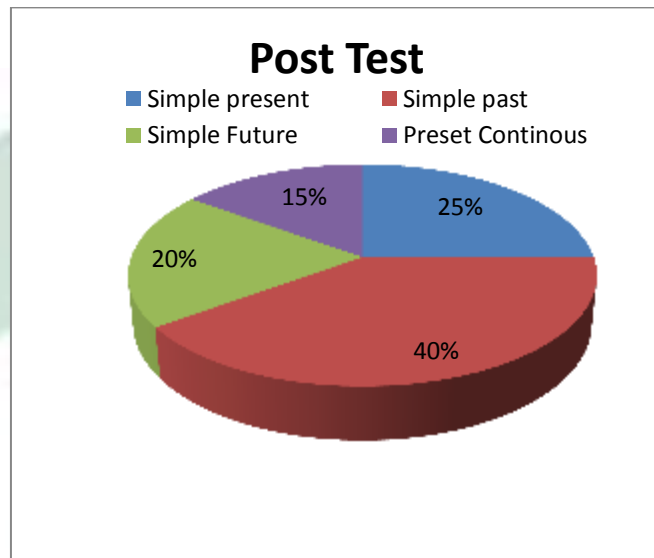
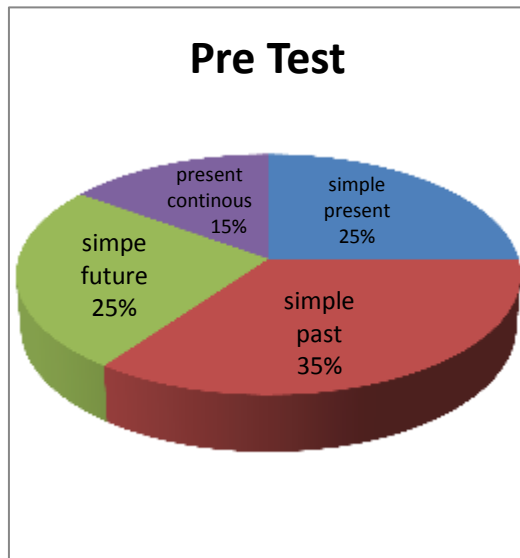
Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N - 1, where df = 24, than the t-test is presented in the following table

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The result of statistical analysis for level of significance 0,05 with degree of freedom (df) = N-1, where (N) = 31, df = 30. The probability value was smaller than α (0.00<0.05). It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that board tenses game is effective in increasing students tenses and we can conclude that the use of this board game is feasible to use in the learning process including the tenses to increase student tenses'

comparison results of 4 basic tenses that are answered by students:

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from the observation of the matter that the simple past tenses are more likely to be more correct which is answered by students then simple present tense tenses are the second most correct testes answered by students and simple future and present continous are the least correct tenses that are answered by this student, the results of the simple past test were the most appreciated by students

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

on the research, the writer concludes that based:

1. From the result of the analysis of the research, it is proven that the student's score of grammar taught by using board games is increase. This result has answered the research question that the use of board games in teaching grammar is effective.
2. The use of board games makes learning activity more enjoyable. The use of board games make the class more active and alive.
3. The use of board games makes the students more motivated in learning English. Because board games very easy to get and many board games that explain different material about English.

B. Suggestion

The success in teaching grammar does not depend on the lesson program only, but more important is how the teacher present the lesson and uses various technique to make class more enjoyable and lively.

Therefore the researcher would like to give suggestion in applying board tenses games. And after making the conclusion above, there are some suggestion:

1. Teachers should improve the student motivation and interest in learning English by using fun technique such as board games that can make the students interest and enjoyable.
2. For students, many something can be used as teaching media, one of them is board tenses. board tenses can be obtained on internet like youtube and google



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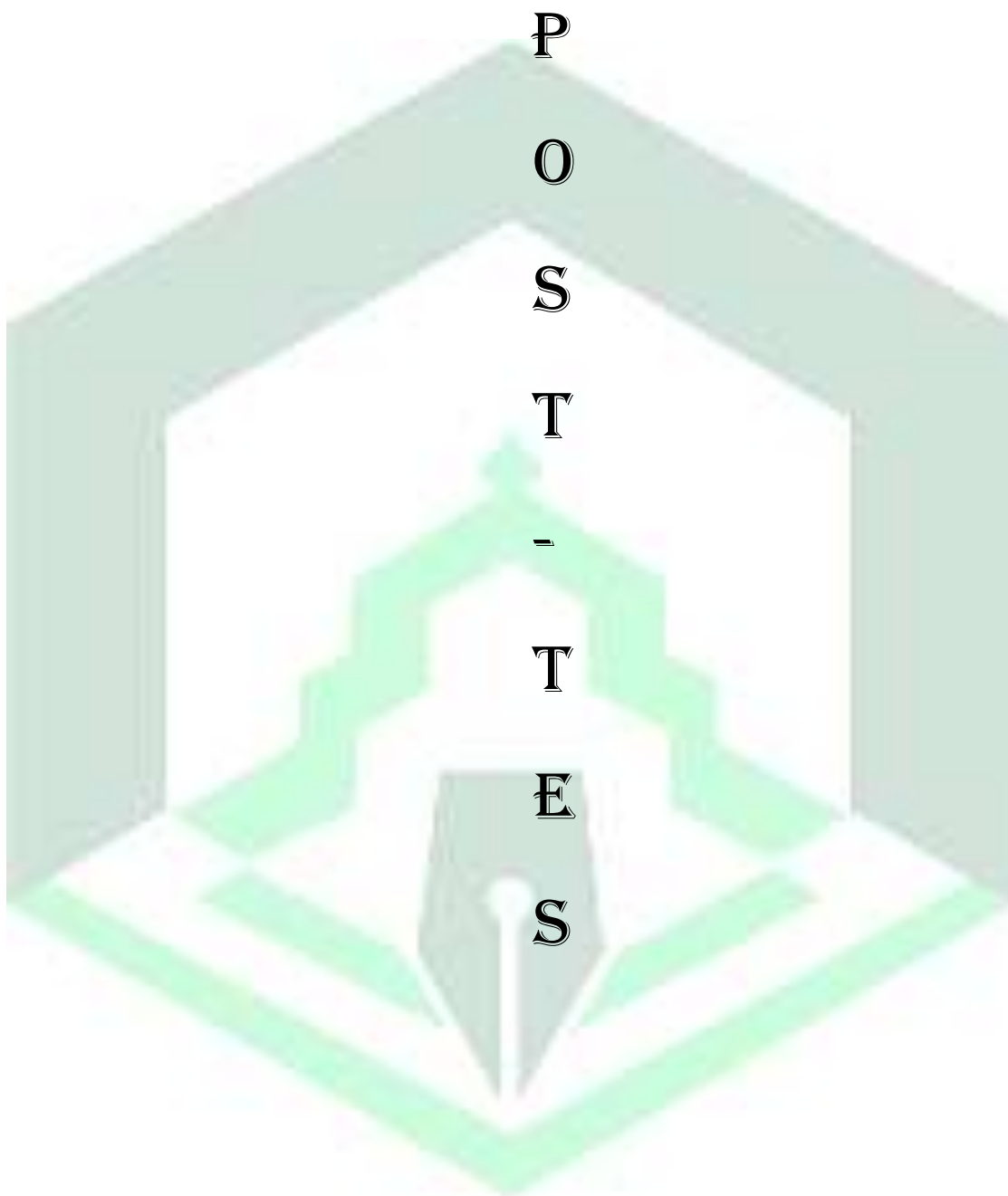
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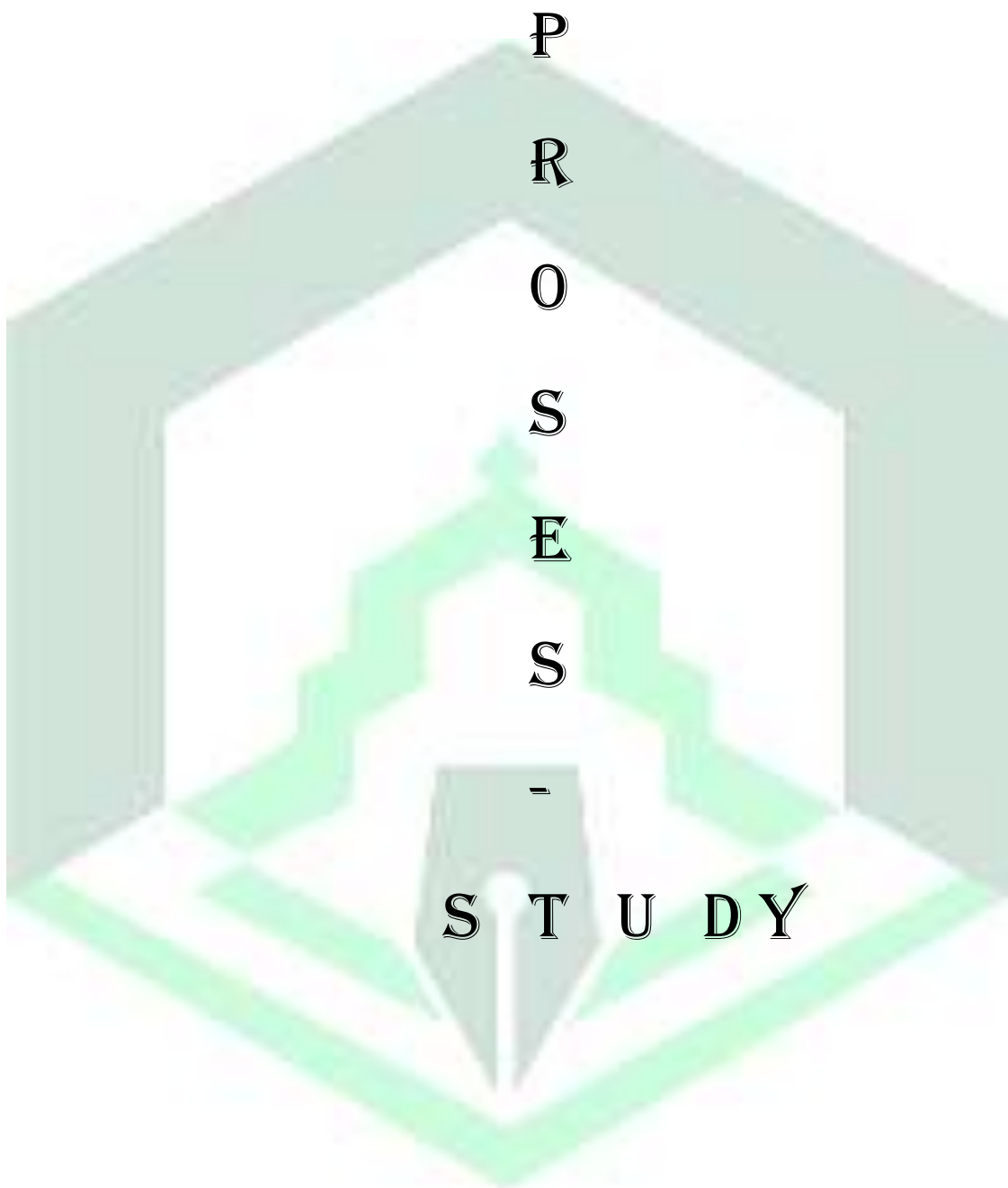
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IAIN PALOPO



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NOTA DINAS PEMBIMBING

Lam : -
2018

Palopo, Desember

Hal : Skripsi syahrul Namri ;

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di

Palopo

Assalamu Alaikum Wr. Wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama : Syahrul namri

Nim : 14.16.03.0144

Program Studi : Tadris bhs.inggris

Jurusan : Tarbiyah dan Ilmu Keguruan

Skripsi Berjudul : Teaching fourth Basic Tenses by using board tenses games to eleventh year students of SMA 4 PALOPO

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk proses selanjutnya.

Wassalamu Alaikum Wr.Wb

Pembimbing II,

AmirFaqihuddinAssafary,S.Ag.,M.Pd.I

NIP. 19710402 200604 1 005

IAIN PALOPO

NOTA DINAS PEMBIMBING

Lam : -
Desember 2018
Hal : Skripsi Syahrul Namri ;

Palopo,

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo
Di

Palopo

Assalamu Alaikum Wr. Wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama : Syahrul Namri
Nim : 14.16.03.0144
Program Studi : Tadris Bhs.Inggris
Jurusan : Tarbiyah dan Ilmu Keguruan
Skripsi Berjudul : Teaching fourth basic tenses by using board tenses games to the eleventh year students of SMA 4 PALOPO

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk proses selanjutnya.

Wassalamu Alaikum Wr. Wb

Pembimbing I,

Dr.Muhaemin,MA

NIP. 19790203 200501 1 006

IAIN PALOPO

Post-Test

Nama :

Class :

Chose one of the choices that you think is the right answer then write on your chosen answer !

1. LISA _____ to market yesterday (went/goes)
2. ARIF and SALI _____ go to school (don't/doesn't)
3. She _____ come tonight (will/would)
4. SYAHRUL _____ a glass of milk yesterday (drank/drank)
5. YANTY had _____ when RINA came (come/come)
6. He is going to _____ his grandmother tomorrow (visiting/visit)
7. Mia is eating when Nia _____ (call/called)
8. Rudy was sleeping when Fahry _____ (came/come)
9. Do he _____ your house? (like/likes)
10. Anna _____ to school by bus (go/goes)
11. He _____ English every day (study/studies)
12. He did not _____ what I said (understand/understood)
13. Did he _____ new car yesterday? (buy/bought)
14. He _____ live in bandung next month (will not/would not)

15. Nina is _____ now (read/reading)

16. She _____ sick since yesterday (has/has been)

17. _____ she just sleep? (has/had)

18. Maya _____ In the kitchen now (is cooking/was cooking)

19. He is not _____ Now (Sleeping/Sleep)

20. Ryan has _____ In Surabaya since 2010 (Working/Worked)



IAIN PALOPO

Pre-Test

Nama :

Class :

Chose one of the choices that you think is the right answer then write on your chosen answer !

21. LISA _____ to market yesterday (went/goes)
22. ARIF and SALI _____ go to school (don't/doesn't)
23. She _____ come tonight (will/would)
24. SYAHRUL _____ a glass of milk yesterday (drank/drank)
25. YANTY had _____ when RINA came (come/come)
26. He is going to _____ his grandmother tomorrow (visiting/visit)
27. Mia is eating when Nia _____ (call/called)
28. Rudy was sleeping when Fahry _____ (came/come)
29. Do he _____ your house? (like/likes)
30. Anna _____ to school by bus (go/goes)
31. He _____ English every day (study/studies)
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37. _____ she just sleep? (has/had)

38. Maya _____ In the kitchen now (is cooking/was cooking)

39. He is not _____ Now (Sleeping/Sleep)

40. Ryan has _____ In Surabaya since 2010 (Working/Worked)



IAIN PALOPO

RENCANA PEMBELAJARAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMAN 4 PALOPO
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XII / 1 (SATU)
Jenis Teks : Grammar
Aspek : 4 Dasar Tenses
Alokasi Waktu : 2X40 Menit

A. Standar Kompetensi

Mengungkapkan makna dalam kalimat pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

Mengungkapkan makna tindak tutur fungsional pendek sangat sederhana secara akurat, lancar bentuk kata kerja dalam kalimat yang berhubungan dengan waktu. Dalam bahasa Inggris terdapat 3 dasar tenses yaitu simple present tense, simple past tense, dan simple future tense.

C. Indikator

1. Siswa diharapkan mampu membedakan 4 tenses dasar (simple present tense, simple past tense, present continuous dan simple future tense).
2. Siswa diharapkan mampu membuat kalimat dengan pola 4 tenses dasar (simple present tense, simple past tense, present continuous dan simple future tense).

D. Tujuan Pembelajaran

1. Siswa mampu membedakan 4 tenses dasar (simple present tense, simple past tense, present continuous dan simple future tense) dengan tepat.
2. Siswa mampu membuat kalimat dengan pola 4 tenses dasar (simple present tense, simple past tense, present continuous dan simple future tense) sesuai dengan penggunaannya.

E. Materi Pembelajaran

4 dasar Tenses (simple present tense, simple past tense, present continuous dan simple future tense)

F. Metode Pembelajaran

- Treatment
- Discussion
- games

G. Strategi Pembelajaran

Board tenses games

H. Langkah-langkah Pembelajaran

1. Kegiatan awal
 - a. Memberikan salam kepada siswa ketika kelas akan dimulai.
 - b. Menanyakan keadaan siswa dan mengecek kehadiran siswa.
2. Kegiatan inti
 - a. guru memberikan dan menjelaskan materi tentang 4 dasar tenses dipapan tulis.
 - b. Siswa diminta untuk menuliskan kalimat dengan pola 4 dasar tenses dipapan tulis.
 - c. Guru menjelaskan cara bermain board race games dan siswa diminta membuat kelompok terdiri dari 4-5 kelompok.
3. Kegiatan akhir
 - a. Guru memberikan kesimpulan dari materi yang telah dibahas,
 - b. Guru memberikan apresiasi dan motivasi kepada siswa.

I. Sumber Belajar

Buku pelajaran bahasa inggris

J. Penilaian

Lembar pengamatan siswa

Tes tertulis

K. Pedoman Penelitian

1. Setiap jawaban benar diberi skor 10
2. Jumlah skor maksimal 100
3. Nilai siswa = $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$



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