

**THE IMPLEMENTATION OF ARRANGING WORD GAME TO
IMPROVE STUDENTS' TENSES MASTERY IN SIMPLE PRESENT
TENSE AT THE TENTH GRADE OF SMAN 4 PALOPO**

A Thesis

*Submitted to the English Language Education of SI Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo Fulfillment of Requirement
for S.Pd Degree of English Education*

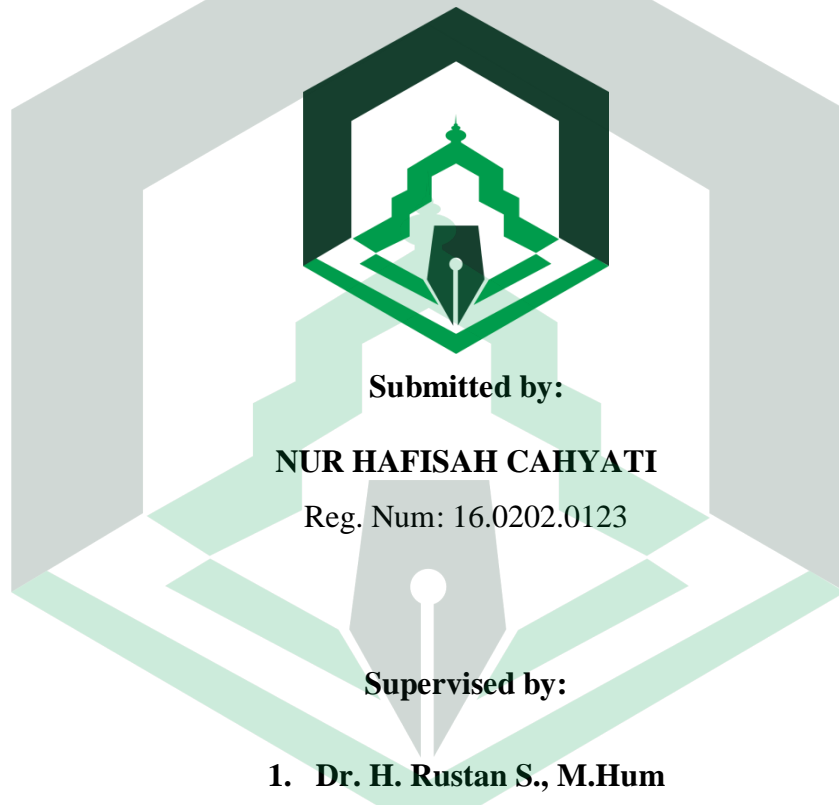


**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2021**

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Submitted by:

NUR HAFISAH CAHYATI

Reg. Num: 16.0202.0123

Supervised by:

- 1. Dr. H. Rustan S., M.Hum**
- 2. Dewi Furwana, S.Pd.I., M.Pd**

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

2021

THESIS APPROVAL

This thesis entitled “**The Implementation of Arranging Word Game to Improve Students' Tenses Mastery in Simple Present Tense at the Tenth Grade of SMAN 4 Palopo**” Which is Written by **Nur Hafisah Cahyati, Reg. Number. 16.0202.0123**, S1 English Language Education Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which is carried out on **Tuesday, 2nd February 2021 M**, coincided with **20th Jumadil Akhir 1442 H**, it is authorized and acceptable as partial fulfillment for S.Pd. degree in English language teaching.

Friday, 2nd of February 2021
20th Jumadil Akhir 1442 H

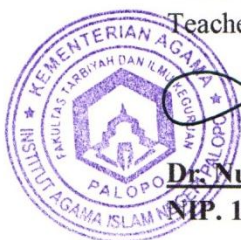
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| 1. Dewi Furwana, S.Pd.I, M.Pd | Trial Chairman | (.....) |
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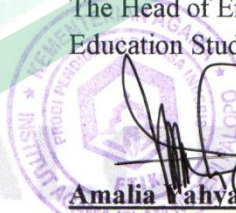
Approved by:

a.n Rektor IAIN Palopo
The Dean of Tarbiyah and
Teacher Training Faculty

The Head of English Language
Education Study Program



Dr. Nurdin K, M.Pd
NIP. 19681231 199903 1 014



Amalia Wahya, S.E., M.Hum
NIP. 19771013 200501 2 006

CONSULTANT APPROVAL

After carefully analyzed the thesis entitled: The Implementation of Arranging Word Game to Improve Students' Tenses Mastery in Simple Present Tense at the Tenth Grade of SMAN 4 Palopo

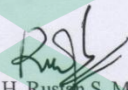
Written by :

Name : Nur Hafisah Cahyati
Reg. Number : 16 0202 0123
Faculty : Tarbiyah and Teacher Training
Study Program : English Education

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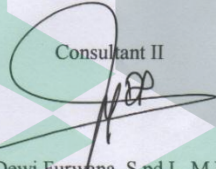
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Consultant I


Dr. H. Ruslan S., M.Hum

Tanggal: 29 NOVEMBER 2020

Consultant II


Dewi Furwana, S.pd.I., M.Pd

Tanggal: 25 / 11 / 2020

NOTA DINAS PEMBIMBING

Hal : Skripsi

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Kepada Yth

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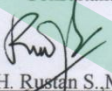
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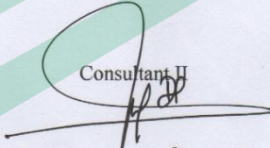
Wassalamu 'Alaikum Wr.Wb.

Consultant I


Dr. H. Rustan S.M.Hum

Tanggal: 24 NOVEMBER 2020

Consultant II


Dewi Furwana, S.Pd.I., M.Pd

Tanggal: 25 / 11 / 2020

HALAMAN PERSETUJUAN TIM PENGUJI

Skripsi berjudul The implementation of arranging word game to improve students' tenses mastery in simple present tense at the tenth grade of SMAN 4 Palopo yang ditulis oleh Nur Hafisah Cahyati Nomor Induk Mahasiswa (NIM) 16 0202 0123, Mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo, yang telah diujikan dalam seminar hasil penelitian pada hari senin, tanggal 28 Desember 2020 bertepatan dengan 13 Jumadil Awal 1442 hijriah telah diperbaiki sesuai catatan dan permintaan Tim Penguji. dan dinyatakan layak untuk diajukan pada sidang ujian munaqasyah.

TIM PENGUJI

1. H. Madehang, S.Ag. M.Pd ()
Penguji I Tanggal: 26 Januari 2021
2. Fadlia Rahma Muin, S.Pd, M.Pd ()
Penguji II Tanggal: 25 Januari 2021
3. Dr. H. Rustan S, M.Hum ()
Pembimbing I/Penguji Tanggal: 28 Januari 2021
4. Dewi Furwana, S.Pd.I, M.Pd ()
Pembimbing II/Penguji Tanggal: 26 Januari 2021

HALAMAN PERNYATAAN KEASLIAN

Saya yang bertanda tangan di bawah ini:

Nama : Nur Hafisah Cahyati
Nim : 16 0202 0123
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

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METERAI
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6C851AMPB2319807
ERAM SERIBU RUPIAH

Nur Hafisah Cahyati
NIM. 16 0202 0123

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In the name of Allah, the most gracious and merciful, the kings of universe and space. Thanks to Allah because the researcher could complete this research as one of the requirements to finish the English Education Department of IAIN Palopo.

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The researcher realizes that nothing is perfect. Hence, criticism and constructive suggestions are needed by researchers so that this research becomes even better. Finally, the researcher hopes that the writing of this final thesis project can provide benefits.

Palopo, 17th November 2020



Nur Hafisah Cahyati
NIM: 16 0202 0123

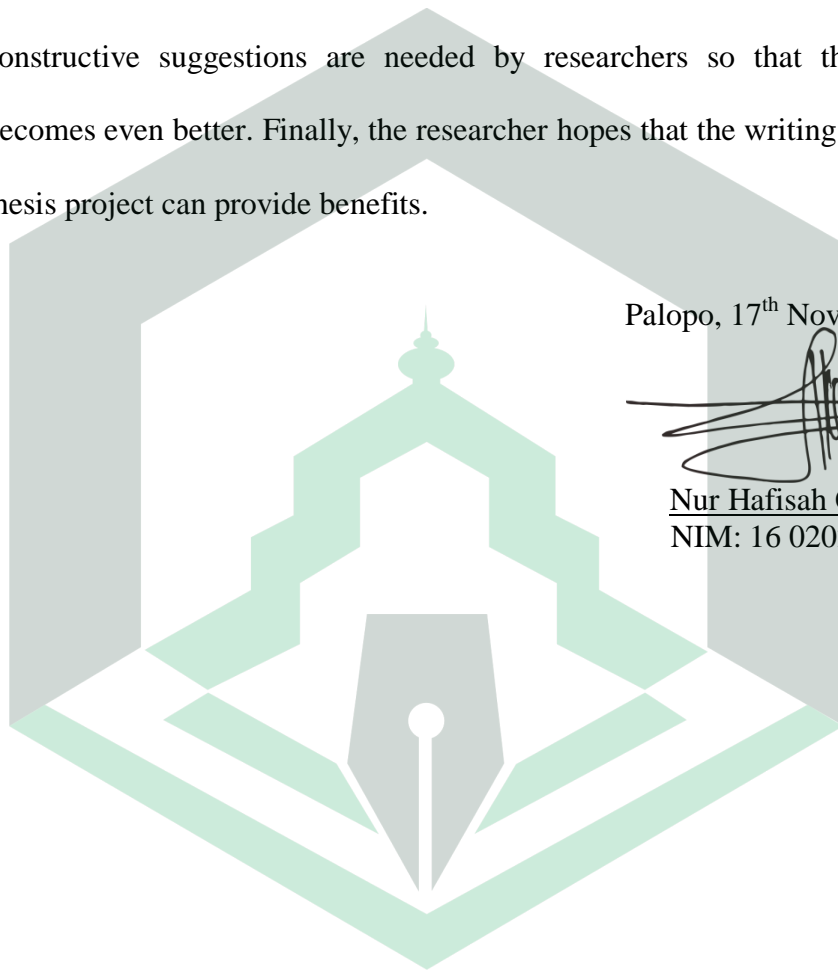


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ABSTRACT

Nur hafisah Cahyati, 2019,*"The Implementation of Arranging Word Game To Improve Students' Tenses Mastery In Simple Present Tense At The Tenth Grade Of SMAN 4 Palopo"*. The thesis of English Language Education Study Program Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Palopo. They were supervised by Rustan S and Dewi Furwana.

This thesis is about Tenses Mastery. The research question is How to overcome the problem of lack of students' tenses mastery in the simple present tense at the tenth grade of SMAN 4 Palopo through arranging word game? This research aims to overcome the lack of students' tenses mastery in the simple present tense at the tenth grade of SMAN 4 Palopo by arranging word games. This research used the Classroom Action Research (CAR) method. to overcome and identify students' tenses mastery, The researcher conducted four-step (plan, action, observe, and reflect). The researcher also used a test and observation checklist to determine students' improvement in tenses, especially in the simple present tense. The subject of research was the students of SMAN 4 Palopo at the tenth-grade consist of 25 students. From the research that has been carrying out, To overcome the lack of students' mastery in simple present tense, the researcher solved it in several ways: (1) the researcher apply a game called arranging word game. (2) Giving some basic vocabularies. (3) Doing exercise in oral and writing about simple present tense. (4) Reviewing the current material in every meeting. After doing the action, it shows that students always made an improvement in learning activity and huge improvement in understanding the simple present tense, such as easily in understanding the material, choosing the appropriate auxiliary and have not too difficult in choosing verb. Also, it is able to increase students' motivation and knowledge in learning English, especially for grammar. Besides that, the students felt enjoy and fun during the learning process.

Keyword: *Tenses, Simple present tense*

CHAPTER I

INTRODUCTION

A. Background

Grammar is a rule of language that affects the structure of words and blends them into sentences.. Brown says that "grammar tells us how to build a phrase" (word order, verb and noun systems, modifiers, phrases, clauses, etc.).¹ Grammar plays an essential role in learning a language because it is fundamental to understanding the language. Grammar is knowledge which is very important to know and mastered because it can help people to mean many different things and tidy those meanings up, and then it has a close relationship with four fundamental English skills that must be studied by students in English lesson. As mentioned in the Qur'an surah al-alaaq (96:1-5)

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ ٢ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ
الَّذِي عَلَّمَ بِالْقَلَمِ ۝ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝ ٥

*1. Recite in the name of your Lord who created 2. Created man from a clinging substance. 3. Recite, and your Lord is the Most Generous 4. Who taught by the pen 5. Taught man that he knew not.*²

¹ Brown, H.,D. Teaching by principles: *an Interactive Approach to Language Pedagogy*. Second edition (New York: Pearson education, 2001) 362.

² QS. Surah Al-Alaaq (96):1-5

The word 'iqro' (read) above is fiil Amar, the verb command; it means that we as Muslims recommended carrying out a learning activity.

Reading in this verse has a general meaning so that we can learn all the knowledge that can help in our life in learning. In grammar itself, many materials can be known, such as tenses. Tenses are essential elements of grammar, such as present tense, past tense, future tense, etc. They are to indicate the relation of time influencing the forms of verbs in English sentences. Without using tenses correctly, other people will not understand a person's speaking or writing in English.

Based on the observation when the researcher was doing PLP on Monday, 07th October 2019 in SMAN 4 Palopo, The researcher found that most of the students still low in Mastering tense, particularly in the simple present tense. It appeared when the researcher was teaching in the first grade of SMAN 4 Palopo. The researcher attempts to allude to the simple present tense slightly. However, most students were still difficult to comprehend the simple present tense. The students assume that studying tenses, including simple present tense, is boring and hard. Simultaneously, the simple present tense is a crucial guideline for students in making sentences to impart in everyday life. The researcher also found that many students did not understand why certain sentences used auxiliaries on a regular basis, is, am, and is. Instead of auxiliaries do and does.

Moreover, they were confused about which subject used auxiliaries do and which one used does. In line with this, the English teacher said that when he taught, most of the students always make mistakes in combining subjects with a

specific auxiliary verb in the simple present tense. The entire problem above happened because less understanding and motivation of the students studied the simple present tense.

According to the description above, the researcher realizes that students need action to solve the problem. So, the researcher takes effort by giving them an appropriate technique related to the class's condition. The students need to be equipped to make an exciting learning grammar, especially simple present tense. The simple present tense is an essential element for the student to produce and practice the sentences to communicate daily, especially in learning English. The researcher considered one way of teaching tense mastery through game technique. Maritza Maribel Martinez Sanchez stated the monotony in presenting learning materials can be reduced by games because games provide a wide variety of classroom activities to keep students' attention and interest in the language learning without getting bored. The researcher wants to apply a game called Arranging Word Game. Arranging word game is the game in which the words are in a jumble position. The students have to set the jumbled words into a good sentence with the appropriate formula in the allotted time.

The use of arranging word game techniques is fair to the mastery of Passive Voice of Simple Present Tense by students.³ The researcher assumes that by implementing this game, the students can remember simple present tense and enjoy learning grammar, especially tenses. According to the researcher's

³ Mustaan. *The Effectiveness Of Using Arrange Word Game Technique On The Students' Mastery On Passive Voice Of Simple Present Tense*. Thesis. (Jakarta: Syarif Hidayatullah State Islamic University, 2015).

experience, the most benefit of implementing the Arranging word game is to enable students to have a strong memory in remembering some structure of tense.

B. Research Question

Based on the background, the researcher formulates a research question as in the following:

How to overcome the problem of lack of students' tenses mastery in the simple present tense at the tenth grade of SMAN 4 Palopo through arranging word game?

C. Research Objective

The objective of the research is to overcome the problem of lack of students' tenses mastery in the simple present tense at the tenth grade of SMAN 4 Palopo through arranging word games.

D. Research Significances

1) Theoretical Significant

Theoretically, this research can increase understanding of learning strategies or techniques through arranging word games.

2) Practical Significant

This research gives benefits to several people as follows:

a. The students

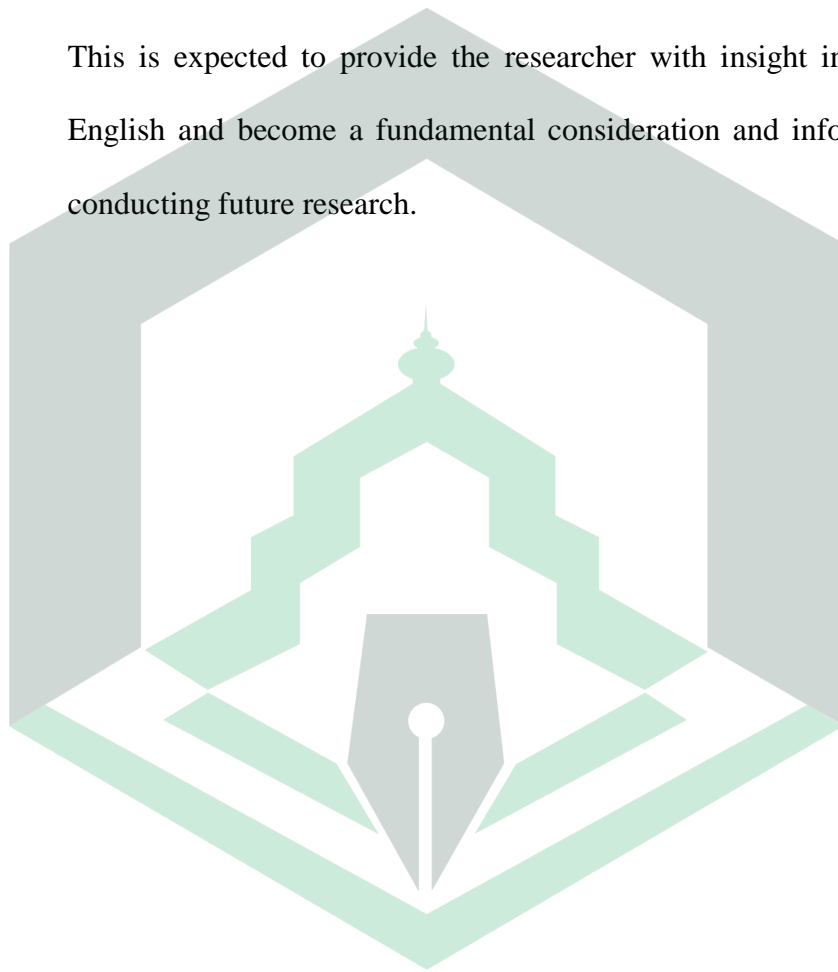
From this research, the students are expected to be able to increase their learning motivation and simple present mastery. Provide fun learning for students. So, it will be easier to absorb the learning material.

b. The teacher

This research is expected to contribute to the English teacher's exploration of his/her English teaching technique, particularly in teaching simple present tense.

c. The researcher

This is expected to provide the researcher with insight into teaching English and become a fundamental consideration and information for conducting future research.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

In writing this thesis, the researcher finds certain related research that make the researcher eager to perform the research, which are;

1. Mustaan, his thesis entitles "The Effectiveness of Using Arrange Word Game Technique on The Students' Mastery on Passive Voice of Simple Present Tenses." In this thesis, the researcher used experimental research in which this research is aim to be aware of how the effectiveness of the use of arranging word game techniques on the students' mastery of the passive voice of simple present tense at the first grade of SMK As-Su'udiyah Ciputat Timur. The researcher referred to that using arranging word in teaching passive voice was effective; Arrange word game used to be wonderful to lead the students to enjoy and sense greater involved doing activity in the class. Also, it could provide possibilities to the students to be energetic in getting to know the passive voice of simple present tense.⁴
2. Veronica Erlina Harimastuti, her thesis entitled "Using Jumble Word Game to Develop Students Writing Skill to Construct Compound Sentence" in this thesis, the researcher used Classroom Action Research, which was conducted in two cycles.

⁴Mustaan. *The Effectiveness Of Using Arrange Word Game Technique On The Students' Mastery On Passive Voice Of Simple Present Tense*. Thesis. (Jakarta:Syarif Hidayatullah State Islamic University, 2015).

The researcher stated that using jumble word games can develop students writing skills in constructing a compound sentence.⁵

3. Luki Mundhisari, his thesis entitled "The Effect of Using Teaching Narrative Text Using Scrambled Sentences toward Students' Writing Ability to the Eighth Grade Student of SMPN 2 Papar Kediri Academic Year 2016/2017" this research approach was quantitative research, and the research method was pre-experimental design. According to the researcher, the Scrambled Sentences technique was effective in students' writing skills. The researcher suggests that the English teacher should teach the students using Scrambled Sentences because it was a suitable technique that makes the students easier to learn English, especially in writing.⁶

Based on the previous study above, there are some differences with the research that will be conducted by the researcher, which is the first researcher shown that he conducted different objects of research and method of the research. He focused on how the effectiveness of using the Arrange word game on students' mastery of passive voice, especially Simple Present Tenses. And then, the second researcher conducted different object of the research. The researcher used jumble word games to develop students writing skills in which the game has the same procedure by arranging word games but different terms of the game. And the third researcher used the scramble game in teaching narrative text, which the game also

⁵Veronika, Erlina, Harimastuti. *Using Jumble Word Game to Develop Students Writing Skills to Construct Compound Sentence*. (Yogyakarta: Sanata Dharma University, 2015).

⁶Luki, Mudisari. *The Effect Of Using Teaching Narrative Text Using Scrambled Sentences Toward Students' Writing Ability To The Eighth Grade Student Of Smpn 2 Papar Kediri Academic Year 2016/2017*". Thesis. (Kediri: University of Nusantara Pgri Kediri, 2017).

has the same procedure as arranging word game but have a different term with a teaching technique that will be conducted by the researcher in this research.

B. Theoretical review

1. Tense

a. The Definition of tense

Downing and Locke stated: "Tense is the grammatical expression of the location of the events in time." Briefly, it can be concluded that tense is the grammatical expression of the location of the event in time, such as past, present, or future.⁷ Macmillan Dictionary in Zhirinosky defines the structure of a verb that indicates the time of its action of being or set of such forms indicating a particular time is tenses. Masruddin in Yusrika stated that tense is a verb form that indicator or can indicate the relationship between the times, action in adverb occurs, and the time the verb is uttered.⁸ Besides that, Fuad also mentioned in his book that tense is the form of a verb that indicates the time of the occurrence of an event or action and the degree of perfection of an action when it is done or the event that occurs.⁹

From all the definitions above, it can be concluded that all the grammarians have the same opinion in define tense as verb changes, which influenced by the level perfection of the event.

⁷Locke P. and Downing A. *English Grammar a University Course*. Second Edition. (Oxon: Routledge, 2006), 352.

⁸Yusrika. *Improving Students Mastery of Tenses Through Finger Correction Technique at Madrasah Aliyah Darunnajah Timampu*. (Palopo: IAIN Palopo, 2018).

⁹Mas'ud. Fuad, *Essentials of English Grammar; a practical guide*. Third Edition. (Yogyakarta: BPFE Yogyakarta, 2018).

b. Types of Tenses

Fuad divided tenses into 12 types as follows:

- 1) Simple Present
- 2) Present Continuous
- 3) Present Perfect
- 4) Perfect Continuous
- 5) Simple Past
- 6) Past Continuous
- 7) Past Perfect
- 8) Past Perfect Continuous
- 9) Simple Future
- 10) Future Continuous
- 11) Future Perfect
- 12) Future Perfect Continuous

2. Simple Present Tense

a. The Definition of Simple Present tense

Betty stated that a tense that was true in the past, true in the present, and will be true in the future, is simple present tense. It reveals general statements of facts and truths and is used to express behaviors that are habitual or regular.¹⁰ However, Hinkel stated that Simple present tense is tense, which used to talk about things in general, denoting an action happening at this time. It also used to say something is

¹⁰Betty. Schramper. Azar, *Understanding and Using English Grammar*. Third Edition. (Whidbey Island Washington: Longman, 2006), 13.

true in general.¹¹ In line with that, Lou also stated that Simple present tense is tense, which denotes daily activities, habitual action, and a reality.¹²

From all the definitions above, it can be concluded that all the grammarians have the same opinions to define the simple present tense as tense, which express habitual action and general truth or fact.

b. Form of Simple present tense

1) Verbal Form

a) Positive

S	V1 (s/es)	O
He	Drives	a car

- **Dia Mengendarai Mobil**

b) Negative

S	Aux	Not	V1	O
He	Does	Not	Drive	a Car

- **Dia laki-laki tidak mengendarai Mobil**

c) Interrogative

Aux	S	V1	O
Does	He	Drive	a car?

- **Apakah dia mengendarai Mobil?**

¹¹, E. Hinkel (Ed.), Fotos, S. (Ed.). *New Perspectives on Grammar Teaching in Second Language Classrooms*. (New York: Routledge, <https://doi.org/10.4324/9781410605030>, 2002)

¹² Robby. Lou, *English Tenses and How to use them*. (Jakarta: English plus series, 2006).

2) Nominal Form

a) positive

S	To be	ANA
She	Is	beautiful

-
- **Dia Perempuan cantik**

b) Negative

S	To be	Not	ANA
She	is	Not	beautiful

- **Dia tidak cantik**

c) Interrogative

To be	S	ANA?
Is	She	Beautiful?

- **Apakah dia cantik?**

NOTE:

If the subject was she/he/it and Tono, the verb must add s/es in a positive form of the simple present.

The Roles:

- a) If the verb ends **ss, sh, ch, x, and o**, add **"es"** to the verb

Ex: Kiss → kisses

Watch → Watches

- b) If the verb ends **"Y"** and before Y is consonant, so Y is changed to be

"i" then added **es**

Ex: Carry → Carries

Try → Tries

- c) If the verb ends with "Y," and before it is Vowel, it immediately adds "S."

Ex: obey → Obeys
Say → Says

According to Lou, the way to form simple present tense as follows:¹³

Table 2.1 form of simple present

Pattern : Subject (I/we/you/they) + infinitive or Subject (she/he/it) + infinitive + s		
Statements	I/you/we/they She/He/It	Work Works
Negative Statements	I/you/we/they She/He/It	Do not work Does not work
Questions	Do Does	I/you/we/they work? Does she/He/It work?
Short Answer YES	I/you/we/they She/He/It	Do Does
NO	I/you/we/they She/He/It	Do not / don't Does not / doesn't

¹³Robby, Lou. *English Tenses and How to use them*. (jakarta: English plus series, 2006)

c. The Use of Simple Present Tense

a) to express a habit that is often done

ex: I always go to the course every day

b) to state the general truth

ex: a year has twelve months

c) to show ability

ex: Any speaks English Fluently

d) to state a plan

ex: I get Exam Tomorrow

3. Games

a. The Definition of games

Gozcu and caganaga state one of the main segments in EFL study halls that incorporate exercises that have objectives and rules, and simultaneously, fun is the game. In language learning, Games play an important role. In any case, the greater part of the educators did not know about it as a learning methodology. It has bunches of advantages to the learning cycle of the students. Firstly, games can prevent the lesson to be boring. Otherwise, games can create a positive classroom condition and successful where students and their learning are central.¹⁴

¹⁴E. Gozcu and Caganaga,C.K. *The Important of Using Games In EFL Classroom*.(Cypriot Journal of Educational Science, 2016).

According to Wright, Betteridge, and Buckbyan activity that is entertaining, interesting, and often challenging and an activity in which students play and usually interact with other people is a game.¹⁵ Besides, Jill Hadfield states that a game is an activity that has a purpose, rules, and an element of fun. He also notes that two kinds of games exist: competitive games and cooperative games. A competitive game is a game in which the player or teams compete to be the first to reach the goal. And the cooperative game is a game where the players or teams work together to achieve a common goal.¹⁶

From those, it can be concluded that game is a fun activity that can motivate students in language learning, which has a role and goal.

b. The Advantage and Disadvantage of Using Games

1) The Advantages of Using Games

Constantinescu at Gozcu and caganaga stated the following advantages of the game:

- a) In a familiar and comfortable environment (even for students who may have special needs), games build the English repertoire of the learner, where they feel confident. Moreover, English is widely used with computers.
- b) Games increase inspiration and ability to build them.
- c) The main factors for each game are difficulty and competitiveness, and students pay more attention to completing assignments.

¹⁵Andrew Wright David. Betteridge. and Michael Buckby. *Games for Language Learning*. Third Edition.(United States of America: Chambridge University Press, 2016).

¹⁶J. Hadfield, *Intermediate Communication Game*.(China: Addison Wesley Longman Ltd,1996).

- d) An interdisciplinary approach. Students also use knowledge from other classes.
- e) The game develops students' ability to observe.
- f) The game has clear rules and objectives.
- g) Critical thinking, problem-solving, and creativity are created by games.
- h) Games offer a new and dynamic form of teaching/practice that replaces traditional worksheets.
- i) The game can be adapted for different levels of knowledge.
- j) It is easy to understand and utilize educational games.
- k) It does not take long for educational games to be played in class. Many online educational games are free.
- l) Direct feedback for both students and teachers.
- m) The findings (sometimes visual and acoustic) are more noticeable and have a stronger effect.
- n) Working time is commonly understood from the beginning and valued.
- o) Games facilitate collaborative learning, but at the same time, students can learn at their pace and cognitive level.
- p) As presents for students, games can be used in the classroom.

The following advantages of using games in the classroom are, according to Langeling and Malarcher:

- a) Encourage the use of language creatively and naturally
- b) Promotes communicative skills
- c) Motivates
- d) Fun
- e) Interest and tailored easily for age or level
- f) utilizes all four skills Using Games¹⁷

On the other hand, Kim states that the advantages of using a game in the classroom are:

- a) Games are a supporter of the boredom of the usual language class routine.
- b) Motivating and challenging.
- c) Games assist students in creating and maintaining the gaining knowledge of effort due to the fact learns a language takes plenty of effort.
- d) Games supply language practice in a variety of competencies as speaking, writing, speaking, listening, and reading.
- e) Encourage students to cooperate and impart.
- f) Create a significant setting for language use¹⁸

From the discussion above, the researcher resumed that using games in the classroom will help to increase students' motivation and interest in learning English. Also, it can help to reduce students' boredom in learning. In particular, a

¹⁷M. Martha Langening and Casey Malarcher. *A Natural Resourch For Teacher*. (Forum Index Card, vol.35, 1997).

¹⁸Lee Su. Kim, "Creative Games for the Language Class".(Forum. Vol.33,1995).

game will cause students to appreciate and cheerful during the learning process in the class. Besides that, it encourages students to be creative, and they will spontaneously using English. Moreover, the game is able to use for all levels of students.

2) The Disadvantage of Using Games

In the following, there are some disadvantages of using games province by Stojkovic and Jerotijevic:

- a) A learner may get excessively noisy
- b) Resulting lack of learning
- c) Students may not be equally involved if the game is already familiar or boring
- d) Some students, especially teenagers, may find games unnecessary and childish activities.

According to Ayten and Caganaga, some teachers think that using games in English language teaching might not be acceptable because of several factors, such as a waste of time. Furthermore, Stephen Mark Silver states that some teachers assume that applying games should only in a short time, to lack the monotony of drilling. Also, some of the teachers assume that game is a frivolous activity.

From the discussion above, the researcher concludes that the game is able to apply only in a part-time, and several teachers perceive game resulting lack of learning. Besides it, games sometimes unnecessary and childish for some teenagers.

c. Types of games

To make the learning process effective and successful in applying games, as English teachers, we must carefully consider the selection of games we want to apply in the classroom because there are lots of games that can be used in teaching grammar. Hadfield, as quoted by Luu Thong Tuan, said that games could take one of the following forms:

1) Information gap.

Students ask their partners to collect insufficient data to complete the task or card they have or solve a problem together.

2) Guessing games.

It is intentionally kept by the player with the data, while others guess what it could be. In order to fill out a questionnaire or solve a problem, guessing game players must obtain all or a significant portion of the data available.

3) Matching games.

Matching pairs of cards or photographs are involved in these games. A partner with a matching card or a photo must be identified by anyone.

4) Matching-up games.

Each player has a list of views, desires, needs, or possibilities in a group. The group must reach an agreement through negotiation and consensus.

5) Exchanging games.

This game is aimed to make an exchange to both sides, which in this game; the player should have certain articles or ideas which will be exchanged for others.

6) Collecting games.

Players should collect the cards to complete a set. Players must act on certain information to arrange themselves in groups.

7) Arranging games.

Players must acquire information and act on it to arrange items in a specific order.¹⁹

Brewster and Ellis explain four main types of games. They are accuracy-focused games (language control), fluency-focused games (communication), competitive games, and cooperative games.

- 1) Accuracy-focused games focus on learning new language things individually and improving precision, often using language chunks that are memorized by continuous repetition that provide useful pronunciation, vocabulary, and grammar practice. These games strive to score more points than others, and a simple 'winner' also exists.
- 2) Fluency-focused games tend to concentrate on the growth of fluency and cooperation with others. A significant part of the 'communicative' approach is these games. Collaboration is accomplished by attempting to create a context in which the students concentrate on executing a task together, using key language, of course, rather than merely practicing language objects.
- 3) Competitive games are organized in teams, groups, pairs, or individually. Only a winner who first did something or earned the most points is there.

¹⁹J. Hadfield, *Intermediate Communication Game*. (China: Addison Wesley Longman Ltd, 1990), 8.

4) Cooperative games are accomplished by attempting to create a framework in which the students concentrate on completing a task together. Cooperative games, for example, guessing games and puzzle-solving games, are games where players or teams work together towards a common objective.

d. Teaching Simple Present Tense by Using Arranging Word Game

According to Hadfield in the Arranging word game, the player must acquire information and act on it to arrange items in a specific order.²⁰ Arranging a word game that is considered by the researcher as one way in teaching Simple Present tense mastery is a game in which the words are in a jumble position. The students have to arrange the jumbled words into a good sentence with the appropriate formula in the allotted time. Jumble words are fragment words that contain intact sentences in a jumbled position. Jumble means an untidy or confused mixture of things.²¹ In this game, students are given sentences that are in the wrong order. The students have to put the sentences into the correct.²² Besides that, Mustaan, in his thesis, also states that the Arrange word game is the game in which the words are jumbled, and the teacher asks the students to arrange the jumbled word into a complete sentence as much as possible. According to Mustaan, this game is beneficial for students in understanding the passive voice of simple present tense easily.²³ Besides that, according to the research result of Hijri Rahman in Mustaan,

²⁰J. Hadfield, *Intermediate Communication Game*.(China: Addison Wesley Longman Ltd,1990).

²¹Jumble. *Oxford Advanced Learner's Dictionary* .Ed.8. (Oxford : Oxford University Press,2010).

²²Veronika., Erlina, Harimastuti. *Using Jumble Word Game to Develop Students Writing Skills to Construct Compound Sentence*.(Yogyakarta:Sanata Dharma University,2015),18

²³Mustaan. *The Effectiveness Of Using Arrange Word Game Technique On The Students' Mastery On Passive Voice Of Simple Present Tense*. Thesis. (Jakarta:Syarif Hidayatullah State Islamic University, 2015).

teaching passive voice of present continuous tense by implementing Arrange word game shown that most of the students felt motivated in learning the passive voice of present continuous tense. Also, students could remember the formula of passive voice easily.

So, it can be concluded that the advantages of arranging word games are Increase students' motivation in learning English, make students easily understanding the material, and make the class fun and less monotonous.

For more details, the researcher tries to make the procedures in using arranging word game as follow:

- 1) Firstly, the teacher explains and gives the formula of the simple present tense to make students understand how to arrange the appropriate sentence based on the alternative given.
- 2) The teacher prepares several sheets of paper that contain the word
- 3) The teacher divides students into several groups
- 4) The teacher puts a set of pieces of paper in front of each group; each group is only allowed to take one set of pieces of paper.
- 5) The teacher asks students to identify words that are in the jumble position and rearrange them into appropriate sentences.
- 6) The teacher asks students to paste the right answers on the board.
- 7) Students Return to take a new set of words and arrange as many words as possible, accompanied by music. After the music stops; all activities are considered finished.

8) Finally, the teacher corrects the student's assignment and show the right answer.

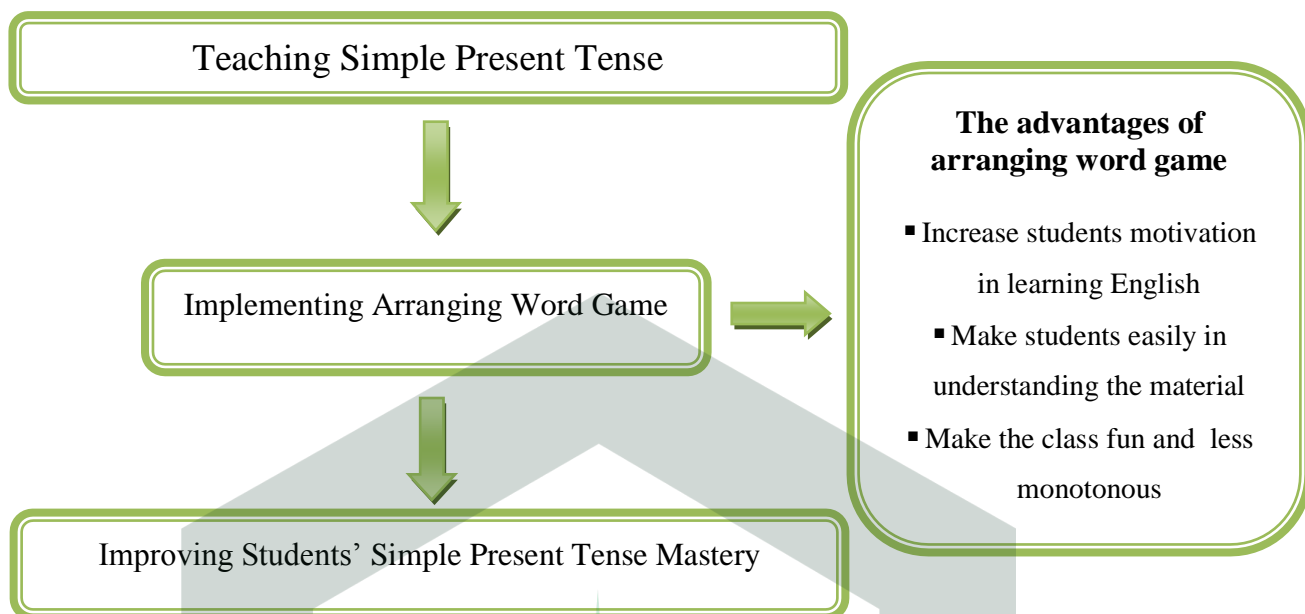
The researcher assumes this game will be very useful for students in learning and memorizing the form of Simple present tense without having boredom.

C. Conceptual Framework

The researcher conducts this research to help students of SMAN 4 Palopo in understanding Simple present tense.

In teaching Simple present tense, the teacher should use appropriate strategies and methods to make the learning process fun and interesting for the students. A good method of teaching grammar will make the students easily understanding the material. In this research, the researcher will conduct a Game technique. The game includes a demanding, enjoyable and interactive activity and an activity in which learners play and usually engage with others. The use of games in teaching and learning activities can make learners more active and motivated in learning.

Base on the statement above, the researcher was focused on improving students' Simple Present tense Mastery through Arranging Word Game. By using this learning technique, students are expected not only to improve their tenses mastery but also some problems that students face in learning English, such as lack of confidence and lack of motivation in learning English.



D. Hypothesis

In this research, the researcher formulates a hypothesis as follow;
Arranging word games is one of the learning techniques to overcome the problem of lack of students Tenses mastery in Simple present tense at the tenth grade of SMAN 4 Palopo.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher conducted Classroom action research (CAR). Action research is any methodical request led by the teacher, researchers, principals, school instructor, or different partners in instructing or learning conditions to assemble data about the manners in which how their specific schools work, how they instruct, and how well their students learn.²⁴ The researcher chooses this research method because action research is problem-based research related to the learning outcomes and learning process of the students in the classroom. So, the researcher assumes that the appropriate research method to overcome the student's problem according to the pre-observation that the researcher has done is only classroom action research (CAR).

There are four steps in conducting this action research as follow:

1. Planning

- a. Preparing teaching material about simple present tense
- b. Giving formula of Simple present tense
- c. Preparing several sheets of paper contain of word
- d. Preparing board for gluing strips of paper

²⁴Geoffrey E. Mills, *Action Research: A Guide for the Teacher Researcher. Fifth Edition.* (Pearson Education, 2013).

2. Action

- a. Teacher explained the material about simple present tense
- b. Teacher explained how to arrange sentences in simple present tense base on the formula.
- c. Teacher allowed students to take one set of pieces of paper to be rearrange
- d. Teacher asked students to paste the word answers that have been arranged correctly on the board

3. Observation

The observation was conducted at the same time when the action was being implemented. In this research, there was one observer to observe the learning process. It aims to find out what is going on in the learning process and the students' activities in the classroom.

4. Reflection

After implementing the Arranging word game and conducting observation, the researcher would do a reflection. This step was aimed to reflect what has been done, what was the positive and negative side of the activity, what has not been done yet, and what should be improved in the next cycle.

B. Research Procedure

1. Research Subject

The subject research was the tenth grade of SMAN 4 Palopo consists of 25 students. In this research, the researcher collaborated with the English teacher of the tenth-grade students of SMAN 4 Palopo.

2. Time and Duration of the Research

This research was conducted in 2 cycles with duration of two weeks. In every meeting, the researcher used 2x45 ours for doing the action. Cycle 1 was conducted in the first week, from 24th March to 25th March. Then, the second cycle was conducted in the second week; it is from 31st March to 01st April.

3. Research Location

This research was conducted in SMAN 4 Palopo. The school is located in palopo city, where the school was the PLP place of the researcher.

4. Procedure of the Classroom Action Research

a. Preliminary Observation

The preliminary observation was used to know students' conditions in the classroom and find out the existed problem in the class. In collecting the data, the researcher had found it when the researcher was doing PLP in the first grade of SMAN 4 Palopo.

b. The Implementation of Cycle 1

The technique was implemented to teach about tenses focus on simple present tense in verbal form by using arranging word game.

1) Planning

- a) Preparing lesson plan
- b) Preparing teaching material about simple present tense
- c) Preparing media for teaching simple present tense in arranging word game
- d) Preparing instrument

2) Action

a) The First Meeting

Opening

- introducing self and asking students condition
- delivering learning objectives and a brief explanation about the material

Main Activities

- asking some oral questions related to the material
- explaining the material about simple present tense
- giving a chance to students to read and make their own sentence

Closing

- Opening question and answer section
- giving some information about the next material

b) The second Meeting

Opening

- Asking students' condition
- check students' attendance and review the previous material

- delivering a brief explanation about the material

Main Activities

- reviewing previous material
- giving some example about simple present tense
- explaining the procedure of arranging word game
- implementing arranging word game

Closing

- Opening question and answer section
- giving test consists of 15 numbers

3) Observation

The observation is used to check students' activities in the class and what is going on in the learning process.

4) Reflection

In this case, the researcher analyzed the data from the test and observation results.

- Evaluating activities that have been done.
- Analyzing the data on what to repair and what to improve.
- Making a temporary conclusion for classroom action research in a cycle.
- Doing a discussion with the teacher to decide further action, either to do further cycles or not.

If the criteria for the success of classroom action research are achieved, the next classroom action research (CAR) will be stopped, but if the conditions have not been achieved, the research will be carried out in the next cycle.

C. Research Target

In this research, the researcher focused on how to overcome the problem of lack of students' tenses mastery in the simple present tense at the tenth grade of SMAN 4 Palopo through arranging word game. With the target verb in every meeting is five for regular and five for irregular in verbal form.

D. Research Instrument

In collecting the data, the researcher used some instruments such as tests, observation, and documentation. Through the test, the researcher could find out the students' improvement in the simple present tense. Then, the observation checklist is to observe students' activities in the classroom. While documentation is to report the students learning outcome and learning activities in the classroom during the implementation of arranging word games.

E. The Technique of Collecting Data

Data collection techniques in this research include test, observation, and documentation, which would be described as follows:

1. Test

In this case, the researcher gave a subjective test about the simple present tense contain 15 numbers at the end of every cycle to make sure and to find out students' improvement in Simple present tense.

2. Observation

In this research, the researcher applied structure observation by using observation checklists to focus on the information about the students' activities in the classroom.

3. Documentation

Documentation is carried out in the form of photographs. It included a report on learning outcomes or learning process using Arranging Word Games.

E. The Technique of Analyzing Data

In this research, the researcher applied qualitative and quantitative instruments to analyze data. The qualitative instrument was the observation sheet results, while the quantitative instrument was the test result.

The observation result was analyzed descriptively. The researcher used an observation checklist, which focused on the information about the students' activities in the classroom.

Meanwhile, the test result was analyzed with the quantitative instrument. The score of the test was counted by using the formula as follow:

$$Score = \frac{TotalCorrectAnswer}{TotalTestItems} \times 100$$

After that, the researcher tried to get the average or mean of students' scores. It was used to find out how well overall students' scores on the simple present tense.

It used the formula²⁵:

$$\bar{X} = \frac{\sum x}{n}$$

\bar{X} : Mean

$\sum x$: Total individual score

n : Number of students

Table 3.1 the classification of the students' score

No	Score	Classification
1.	86-100	Excellent
2.	76-85	Very good
3.	66-75	Good
4.	56-65	Average
5.	36-55	Poor
6.	0-35	Very poor

²⁵A. Sudijono, *Pengantar Statistik Pendidikan*. (Jakarta: PT.Raja Grafindo Persada, 2008).

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher would like to describe the result of the implementation of arranging word game at the tenth grade of SMAN 4 Palopo, the students' improvement on simple present tense, and other findings.

A. Findings

In this part, the researcher would like to discuss the implementation of arranging word games in the first and second cycles. Every cycle consists of two meetings.

1. The First Cycle

a. Planning

In this section, the researcher was preparing a lesson plan for the action based on the problem faced by the students in tenses mastery. Therefore, the researcher determined Simple present tense in a verbal form as the material to be taught for the students. In the lesson plan, the researcher prepared ten sentences in verbal form. It included five for the regular verb and five for the irregular verb. The researcher also prepared a test instrument, which was consisting of 15 subjective tests to make sure and to find out students' improvement in the simple present tense.

In addition, the researcher prepared the observation checklist about the students' activities in the classroom.

b. Action

The action of cycle one was conducted on the 24th and 25th of March 2020. In determining the time, the researcher and the teacher work collaboratively. After making a lesson plan and determining the time, the researcher, as the teacher, implemented the teaching-learning process. The researcher started to teach the material that would be learned by the students. To make clear what did happen in every meeting, here are the explanations:

(a) First meeting

Day/date: Tuesday, 24th March 2020

Topic: Simple present

Opening class

Firstly, the researcher, as the teacher, introduced herself and explained her purpose for conducting classroom action research. Then say hello and ask about the student's condition. Also, the researcher delivered the learning objectives and a brief explanation of the material.

Main activities

The researcher started the lesson by asking the students what they have known about the simple present tense. Some of the students shyly answer, but most of them showed that they forget and still confused about the simple present tense. Then, the researcher explained the Definition, Form of the simple present tense, and how to determine the appropriate subject with the auxiliary verb. After that, the researcher gave some examples of simple present tense. The researcher asked the students to read together and

sometimes point some students to read individually. After that, the researcher and the students work together to determine which are the subject, verb, and object of the sentence. Also, the teacher points some students to come forward to make their own sentences.

Closing

The researcher opened a question and answer section for the students who have not been understood relevant to the material and provided some information about the material that will be learned in the next meeting. The researcher, eventually, closed the class.

(b) Second meeting

Day/date: Wednesday, 25th March 2020

Topic: Simple present

Opening

At the beginning of the class, the researcher, as the teacher checked the students' attendance, asked about the students' condition, and reviewed the previous material. Also, the researcher delivered a brief explanation of the material.

Main activities

The researcher started the class by reviewing the previous material. The researcher also gave some examples of the simple present tense, and after that, the researcher explained how to play the arranging word game. In this meeting, the students would learn in groups. So, before they started to play the game, the researcher divided them into four groups. In this game, the

students have to arrange as many as jumble word that the researcher has given. Besides that, the researcher also used music to determine the time limit. After the game has done, the researcher and students together corrected the assignment result.

Closing

The researcher closed the class by giving a test to the students. The test was subjective test consist of 15 numbers. It used to know how far students improved in the simple present tense. Besides that, the researcher ask the students about what they felt after learning about simple present tense used arranging word game.

c. Observation

In this case, there was one observer who participated in the class to help the researcher observed students' activities during the learning process. The observer used an observation checklist to observe the students' activities in the class. Started from the first meeting until the second meeting, the researcher, as the teacher, has not difficulties in control the students. Also, the English teacher was not worried about leaving the class when the research was taking place because the students were paying attention and obey all the instructions.

In the first meeting, the researcher started the lesson by giving the form and some examples of simple present tense. Then, asked the students who knows about the form of simple present tense. Some of the students can answer the question but some more only silent. Then, the teacher gave a short explanation of the simple present tense before giving an example. In the exercise section, the

researcher tried to give a chance to students to make their own sentences. The researcher chose some of the students to come forward and write down their own sentences on the whiteboard. Unfortunately, the students were difficult in choosing the verb; it made the students did not know how to arrange a sentence. So, the researcher gave some basic vocabulary to help the students. Also, the students always made a mistake when they used the subject of the third person singular in their sentences. They always forgot to put "s/es" in the last of the verb. Whereas the researcher has explained and repeated to put "s/es.". In the last of the first meeting, the researcher gave exercise to the students. The researcher asked the students to make their own sentences using some of the vocabularies that have been given consist of five numbers. The exercise result shown that the students still low in using an auxiliary verb of the third person singular. They still made the same mistake in arranging the sentences, some students were enthusiastic about doing the exercise, but two of them find it very difficult to do the exercise. So, the researcher tried to help them.

In the second meeting, the researcher and the observer watched a better classroom condition. According to the observer, all students were enthusiastic about studying because they have known before that they would study while playing. Also, students helped the researcher to prepare the materials for the game, such as preparing the boards and distributing pieces of paper. In this meeting, the observer and the teacher watched that the students were really like studying while playing. Besides that, the students still asked several questions regarding the form of simple present tense and the addition of s/es at the last verb

of the third person singular, but that was quite better because they were slowly understood how to arrange the sentence of simple present tense. Also, it would help them easier to play the game. According to the observer and teacher, the result of the game showed that the students more understood to arrange the sentence. Most of the groups do it better, and they enjoy the activities during the learning process.

In addition, the researcher performed a test after completing the teaching and learning phase in the first cycle to find out the progress of students in the simple present tense.

Based on the result of the first test, it showed that the students have little understood in choosing the appropriate auxiliary for the subject of third-person singular than before. It can be seen from the result of students' exercise during the research class.

d. Reflection

In cycle one; the researcher has given the explanation about the form, example, and exercise of simple present tense. Also, the researcher, as the teacher, has implemented the Arranging word game in the group work, but according to the observer, the researcher still had difficulties in implementing the group work. It showed when the researcher was implementing the game; the class was noisy. Also, the students misunderstood in playing the game.

However, based on the result of cycle one, the researcher and teacher felt satisfied enough because all the students were able to improve their knowledge or understanding about simple present tense. Also, the students were obeying all

instructions of the researcher. It made the researcher felt enjoy doing the research. Besides that, according to several students this game made them relax and did not feel pressured in accepting the material. The students felt that the material was easy to understand and even quickly memorized.

So, according to the resulting research of cycle one, it still needed an improvement in the next cycle. To correct previous mistakes, the researcher and teacher tried to modify the game and gave more explanation about the material. So, the students were more organized and understand how to play arranging word games.

From the above process of reflection, by using the arranging word game technique with the same method, the researcher must make further efforts to enhance the understanding of students in the simple present tense.

2. The Second Cycle

a. Planning

The researcher and teacher updated the previous lesson plan based on the outcome of the reflection process of the first cycle after discovering the outcome of cycle 1. The researcher still used the same technique in implementing arranging word game with sticky note media. Besides that, there were some modifications in implementing the game in cycle 2. The researcher gave more explanation in implementing the game, which in preparation of one sentence is done together in each group. Then, it was posted by only one student. In addition, the observer and teacher found that students were unable to select verbs from the outcome of previous study. So that, in this cycle, the teacher and observer recommended

student have five verbs to be used as a guide if the researcher immediately gave exercise to make sentences in simple present tense form. Besides that, at the end of the game, the researcher and teacher gave punishment to groups that did not play the game according to the rules.

b. action

The action of the second cycle or cycle two was done on 31st March and 01st April. After reviewing the previous material and explain more about the simple present tense. The researcher got the students to come forward one by one to make their own sentences by using the word that they have. In this chance, the researcher put more emphasis on the practice of arranging sentences using the subject of third-person singular. After completing the exercise in five minutes, the research re-implemented the arranging word game. To make it clear what happened in every meeting, here are the explanations:

a) First Meeting

Day/Date: Tuesday, 31st March 2020

Topic : Simple present tense

Opening

As the teacher, the researcher welcomed learners as normal and explained the purpose of today's learning. The researcher reviewed the attendance of the students after that.

Main Activities

The researcher began the lesson by giving the students ice breaks to warm up to help them concentrate and enjoy learning. Also, the researcher again

gave the practice to make their own sentence in simple present tense focus on using the third person singular. After that, the researcher divided students into several groups and implemented the Arranging word game. In this game, the students got new jumble words that should be arranged.

Closing

The researcher closed the class by the opened question and answer session. After that, the researcher gave some advice and knowledge on what will be learned in the next meeting.

b) Second Meeting

Day/Date: Wednesday, 01st April 2020

Topic : Simple present tense

Opening

The researcher, as the teacher, greeted students as usual and explain the purpose of today's learning. After that, the researcher checked the students' attendance.

Main Activities

The researcher started the class by asking some questions to the students. It aimed to review the material that students have learned. Also, it used to know how far students understood in the simple present tense. The researcher also asked several students to make their own sentences by oral. In this meeting, the researcher did not implement arranging word game, as usual; the researcher only asked each student to have a piece of paper. In this game, the students were not divided into groups. Each student should

make their own sentence in jumble position consist of 3 sentences. Then, the students switched their work with other friends, and the researcher asked them to arrange the jumbled word into a good sentence. After that, the students gave back the piece of paper to the owner to check their assignment.

Closing

At the end of the research, the researcher again gave a test to students consist of 15 numbers. It aims to know how far student comprehension in the simple present tense by using arranging word game.

c. Observation

In the second cycle, the class condition was better than the first cycle. The observer said that most of the students enthusiastic to answer the question given by the researcher base on the learning material. In the exercise group, the students said that they felt challenged to beat other groups in completing the game. Besides that, in implementing the game accompanied by music. So, they felt more enjoy and fun in the learning process. Related to the students' performance, they showed some signs of progress. They can complete the exercise with a good result. They did not make noise too much and more organized in playing the game. Also, the students have not too difficult in choosing verbs when they make a sentence because the researcher has asked the students to have five words.

In addition, as in the second meeting the researcher introduces arranging word games with various strategies, the students have done it better. It is

because the researcher always checked the content, according to the instructor, and gave some exercises at each meeting. So, the students can complete the game with good results. Also, the students' test results from the first cycle until the second cycles were more dominant in the arrange word test.

d. Reflection

In this cycle, the researcher has been implementing arranging word games in a group and individuals that have been modified by the researcher and teacher.

The result of this cycle provided satisfaction for the teacher and researcher because there were some improvements of students' in understanding the simple present tense, especially in using auxiliary for third person singular. The students could understand the test easily; they also could understand how to make simple sentences. It could be seen from the improvement of students' activities in the class and test score results. According to the students, in implementing this game, they could improve not only their tenses mastery but also their vocabularies. Also, they felt more understand in using the auxiliary of the third person singular.

The researcher and teacher agreed to end the classroom action research (CAR) after achieving the enhancement of student mastery in the simple present tense since it had already succeeded. The researcher and teacher therefore did not continue the research.

B. Discussion

The majority of students in the tenth grade of SMAN 4 Palopo were still low in mastering or understanding tenses, especially in the simple present tense. Students were difficult to comprehend the simple present tense and felt bored and hard in studying the simple present tense. Besides that, the English teacher also said that a number of students always make mistakes in combining the subject with the certain auxiliary verb in the simple present tense.

According to the statement above, in implementing the classroom action research, the researcher applied arranging word games in two ways in groups and individually to overcome the problem. The first way was implemented in the second meeting of cycle one and the first meeting in cycle 2. In this way, the students have to complete the exercise by arranging the jumble words given by the researcher. Besides that, they should paste the right answer on the board. Then, return to take a new set of words and arrange as many as possible accompanied by music as the time signal. While in the second meeting of cycle two students complete the exercise individually. In this meeting, the researcher applies arranging word games in different ways. In this case, students complete the exercise by arranging the jumbled word created by them. Each student makes their own jumble word consist of three sentences. The students switch their work with other friends and rearrange the jumbled word into a good sentence. Besides that, the researcher always supported the research with exercise tests in oral and writing, reviewing material, and giving basic vocabularies in every meeting.

From the result of the observations, it was shown that there was some progress in students in every meeting. In the first meeting, the students were lack of confidence and not really active in answer or asking a question. Also, they were difficult in choosing a verb and the appropriate auxiliary. Then, in the second meeting, the students have shown better conditions in the class. All students were enthusiastic about studying and asking some questions. Besides that, they were able to arrange simple sentences and determine the subject, verb, and object of the sentence. While, in the next cycle in the first meeting, the students were more active in answer some questions related to the material. They were also enjoying the class and showed good progress from the exercise result. They were no longer confused in choosing a verb because the researcher has provided them five verbs. Then, at the end of the meeting, students dare to create their own sentences by using arranging word games in different techniques.

As indicate by the students' exercise activities in every meeting and test outcome, the students make a huge improvement in the simple present tense. It also could be viewed from the mean test score of the students in cycle 1 to cycle 2, The mean score of the students improves from 70,64 to 80,2.

According to the research result above, the researcher and the teacher felt really satisfied because there was little progress in students' activities and understanding in the class during the learning process in every meeting.

The results of this research are in accordance with the statement of Gozcu and Caganaga that games can avoid boring lessons and make the class less

monotonous²⁶. On the other hand, Mustaan and Rahman also state that arrange word games can make the students easily understanding the material and increase their learning motivation²⁷. From the statement above, it shows that arranging word game is a suitable way to be implemented in learning tenses.

As several previous kinds of research such as Mustaan concluded that arrange word games used to be wonderful to lead the students to enjoy the activities in the class. It shows that there were similarities in the research result with the researcher. He also uses the same game, namely, arrange word game, but he focused on how the effectiveness of using Arrange word game on students' mastery of passive voice, especially Simple Present Tenses.

And then, in the second previous research, Harimastuti conducted different objects of the research. She used jumble word games to develop students writing skills in which the game has the same procedure as arranging word game but different terms of the game. And the third researcher Mudhisari used scramble game in teaching narrative text which the game also has the same procedure as arranging word game but have a different term with a teaching technique that conducted by the researcher. The resulting research shows that a scrambled sentence is a suitable technique that makes students easier to learn English, especially in writing. It also in accordance with the resulting research of the

²⁶ E. Gozcu and Caganaga, C.K. *The Important of Using Games In EFL Classroom*. (Cyprio *Journal of Educational Science*, 2016).

²⁷ Mustaan. *The Effectiveness Of Using Arrange Word Game Technique On The Students' Mastery On Passive Voice Of Simple Present Tense*. Thesis. (Jakarta: Syarif Hidayatullah State Islamic University, 2015).

researcher that was arranging word game encourage students to be easier in understanding the material of tenses, especially in the simple present tense.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

To overcome the lack of students' mastery in simple present tense, the researcher solved it in several ways: (1) the researcher apply a game called arranging word game. (2) Giving some basic vocabularies. (3) Doing exercise in oral and writing about simple present tense. (4) Reviewing the current material in every meeting.

After doing the action, it shows that students always made an improvement in learning activity and huge improvement in understanding the simple present tense, such as easily in understanding the material, choosing the appropriate auxiliary and have not too difficult in choosing verb. Also, it is able to increase students' motivation and knowledge in learning English, especially for grammar. Besides that, the students felt enjoy and fun during the learning process.

B. Suggestion

Based on the conclusion above, the researcher delivers some suggestions to the English teacher, students, and future researchers:

a. English Teacher

The English teacher can implement arranging word games as one way of teaching grammar, especially for tenses.

b. Students

The students need extra attention to the guidelines for arranging word games to get the purpose of the teaching and learning process. Also, do

greater routines exercises about the simple present tense, especially in using the subject of the third person singular.

c. Other researchers

The researcher realizes that there were numerous weaknesses in this research; ideally, there will be similar research to limit the deficiency.



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LESSON PLAN

First Cycle

Subject : English
Class : X
Material : Simple present tense
Time Allocation : 2x45 minutes

A. LEARNING OBJECTIVE

Through the discovery learning model with the Arranging word game technique, students are expected to be able to compile oral and written texts to state about actions/events that are carried out habitual action or in general truth.

B. LEARNING ACTIVITIES: 1st meeting (90 minutes)

1. The teacher opens the class by giving greetings and motivation
2. The teacher introduces herself, checks student attendance, and explains the material to be discussed.
3. The teacher explains about simple present tense by giving formulas and some examples to make them understand how to apply the Arranging word game based on the alternatives given.
4. The teacher gives some exercises on the simple present tense.
5. The teacher and students together check the results of the exercise that has been done.
6. The teacher closes the meeting.

C. ASSESSMENT

Attitude assessment: Observation

Skills Assessment: practice/exercise results

LESSON PLAN

First Cycle

Subject : English
Class : X
Material : Simple present tense
Time Allocation : 2x45 minutes

A. LEARNING OBJECTIVE

Through the discovery learning model with the Arranging word game technique, students are expected to be able to compile oral and written texts to state about actions/events that are carried out habitual action or in general truth.

B. LEARNING ACTIVITIES: 2nd meeting (90 minutes)

1. The teacher opens the class by giving greetings and motivation
2. The teacher checks student attendance and reviews previous meeting material
3. The teacher gives exercises about simple present tense by arranging word game technique using Sticky Note Media.
4. The teacher divides students into groups
5. Students work on exercises about simple present tense using Sticky Note media and a blackboard as a place to stick their exercise results.
6. The teacher and students together check the results of the exercise that has been done.
7. The teacher closes the meeting.

C. ASSESSMENT

Attitude assessment: Observation

Skills Assessment: practice/exercise results

LESSON PLAN

Second Cycle

Subject : English
Class : X
Material : Simple present tense
Time Allocation : 2x45 minutes

A. LEARNING OBJECTIVE

Through the discovery learning model with the Arranging word game technique, students are expected to be able to compile oral and written texts to state about actions/events that are carried out habitual action or in general truth

B. LEARNING ACTIVITIES: 1st meeting (90 minutes)

1. The teacher opens the class by giving greetings and motivation
2. The teacher checks student attendance and review the previous meeting material
3. The teacher gives an explanation more about simple present tense, especially how to put the appropriate auxiliary in the third person singular.
4. The teacher gives exercises on simple present tense by using the Arranging word game technique using Sticky Note Media.
5. The teacher and students together check the results of the exercise that has been done.
6. The teacher closes the meeting.

C. ASSESSMENT

Attitude assessment: Observation

Skills Assessment: practice/exercise results

LESSON PLAN

Second Cycle

Subject : English
Class : X
Material : Simple present tense
Time Allocation : 2x45 minutes

A. LEARNING OBJECTIVE

Through the discovery learning model with the Arranging word game technique, students are expected to be able to compile oral and written texts to state about actions/events that are carried out habitual action or in general truth.

B. LEARNING ACTIVITIES: 2nd meeting (90 minutes)

1. The teacher opens the class by giving greetings and motivation
2. The teacher checks student attendance and reviews previous meeting material
3. The teacher gives exercises about simple present tense by arranging word game with a switch method
4. Students work on exercises about simple present tense using a piece of paper media
6. The students switch their work with other friend and answer the assign
7. The teacher and students together check the results of the exercise that has been done.
8. The teacher closes the meeting.

C. ASSESSMENT

Attitude assessment: Observation

Skills Assessment: practice/exercise results

LEARNING MATERIAL

a. Simple Present Tense

Simple present tense is a form used to represent current events or repeated events (habits).

b. Form Of Simple Present Tense

+	I / You / They / We	Go	to the school
	She / He / It	Goes	to the school
-	I / You / They / We	Do not go	to the school
	She / He / It	Does not go	to the school
?	DO	I / You / They / We go	to the school?
	DOES	She / He / It go	to the school?

Intruction: Arrange these jumble words into a good sentence according to simple present tense form as many as possible.

AROUND	WALK	MOSQUE	THE	THEY	
ME	YOU	?	CALL	DO	
READS	NEWSPAPER	MY	FATHER		
REPLY	DOES	MESSAGE	HE	?	HER
MY	DOES	MOTHER	?	FRUITS	SELL
SINTA	ENGLISH	WELL	SPEAKS	VERY	
HATES	BLACK	SHE	COLOUR		
DRINK	THE	COFFEE	DOES	GIRL	?
JAKARTA	LIVE	IN	I		
RINA	SWIM	DOES	TODAY	NOT	

LEARNING MATERIAL

a. Simple Present Tense

Simple present tense is a form used to represent current events or repeated events (habits).

b. Form Of Simple Present Tense

+	I / You / They / We	Go	to the school
	She / He / It	Goes	to the school
-	I / You / They / We	Do not go	to the school
	She / He / It	Does not go	to the school
?	DO	I / You / They / We go	to the school?
	DOES	She / He / It go	to the school?

Intruction: Arrange these jumble words into a good sentence according to simple present tense form as many as possible.

Pian	At	Up	Every	5	Wakes	Morning
My	And	I	Run	Grandfather	Together	
Sleep	At	Night	She	?	Does	
Movie	Everyday	Watch	Do	?	They	
Cleans	Raisa	Bathroom	The			
Bring	Do	We	Not	Pen		
Aulia	Eat	Does	Not	Fish		
Collect	Picture	You	Do	The	Not	
Hafisa	Homework	her	finishes			
Irma	Play	does	Flute	?		

NO	Indicators	Rating Scale				
		B	E	S	G	VG
1.	Paying attention to the materials being explained					
2.	Students focus and calm in accepting learning material					
3.	Students are enthusiastic in the process of receiving material					
4.	Students show a disciplined attitude					
5.	Students Obey the teacher command					
6.	Students actively ask questions					
7.	Students are active in doing the given task					
8.	Students actively work together in completing group assignments					
9.	Students enjoy learning using arranging word game					
10.	Students complete the exercises using the technique of arranging word game with good results					

NO	Rating Scale	The explanation
1.	Bad	The students' attitudes toward the teacher's other participant are bad.
2.	Enough	The students' attitude toward the teacher's effort and other participants is not bad but still unsuitable.
3.	Satisfactory	The students' attitude toward the teacher's effort and other participant is satisfactory but still need improvement.
4.	Good	The students' attitudes toward teacher's effort and other participant are good
5.	Very Good	The students' attitudes toward teacher's effort and other participant are very good

Students' Test Score in Cycle 1 and 2

NO	STUDENTS	CYCLE I	CYCLE II
1.	ADELIA NAMORA HUTABARA	80	93
2.	ADNAN YAHYA	67	80
3.	ALVIONITA LESTARI	73	86
4.	AMANDA	73	80
5.	AMIRA PUTRI NABILA SYARI	80	86
6.	ANDI SRIWAHYUNI	80	93
7.	AULIA RAMADHANI PUTRI	80	93
8.	CIPTA PUTRA RIZKY	67	80
9.	LATIF RANDA	73	86
10.	EKA HAPSARI	60	73
11.	ELMA	60	80
12.	IMELDA RAHAYU PONGSITA	67	80
13.	INAYAH AZZA S	73	86
14.	IRBAH NUR AZIZAH	73	73
15.	KIA VERNANDITO	60	46
16.	M. RICHARDO A. RAHIM	73	73
17.	MUHAMMAD AFDAL	60	73
18.	MUH. FAISAL NASRI	67	80
19.	MUH. FAIZHOL FADHLUR	80	93
20.	MUH. NUR FAUZAN SAMIH	80	86
21.	MUTHMAINNAH	60	73
22.	NUR HUDA	67	80
23.	PUTRI MAHARANI	73	86
24.	PUTU SAPUTRA	60	53
25.	REDEMPTUS MOA	80	93
	Mean	70,64	80,2

TEST IN CYCLE 1

Name:

Class:

A. Change the sentences below into negative and interrogative

1. The students clean the whiteboard

(-).....

(?).....

2. My Mother makes the cakes in the kitchen

(-).....

(?).....

3. She Feeds her dog everyday

(-).....

(?).....

4. I see the bird on the tree

(-).....

(?).....

5. You put your bag on the chair

(-).....

(?).....

6. They go to the beach on weekend

(-).....

(?).....

7. You tell a fairy tell before sleeping

(-).....

(?).....

8. My father brings his bag

(-).....

(?).....

9. We visit the library every Saturday

(-).....

(?).....

10. We like to make a big sand and castle

(-).....

(?).....

B. Arrange the words below into the complete sentence.

1. Father-doctor-my-is-a

2. sandwich – eats – lunch –
Veronica – for – always

3. in – Bob – does – live –
dormitory – not

4. Morning – do – every – what
– you – do?

5. My-gives-money-mother-me-
everyday

TEST IN CYCLE 2

Name:

Class:

A. Arrange the words below into the complete sentence.

1. The-before-students - the-class-starts- Come
2. Do- go -temple -Sunday ?-you-to-every
3. man-always -truth-The-tells-the
4. my-I-and- friends -books-in--read library-some
5. morning -My-father -tea-every-drinks
6. mother-hospital -to-the -My-goes
7. The -takes-a-bath -a-day-boy-twice
8. sun -The-every-morning-arises
9. studies-English- Monday-Siska-every
10. The-table -is -the-phone-on

B. Create five sentences in simple present tense!

- 1
- 2
- 3
- 4
- 5

NAMA : Radentus Man

KELAS : X

80

A. Change the sentences below into negative and interrogative

1. The students clean the whiteboard
(-) The students do not clean the whiteboard.
(?) Do the students clean the whiteboard?
 2. My Mother makes the cakes in the kitchen
(-) My mother does not make the cake in the kitchen.
(?) Does my mother make cakes in the kitchen?
 3. She Feeds her dog everyday
(-) She does not feed her dog everyday.
(?) Does she feed her dog everyday?
 4. I see the bird on the tree
(-) I do not see the bird on the tree.
(?) Do I see the bird on the tree?
 5. You put your bag on the chair
(-) You do not put your bag on the chair.
(?) Do you put your bag on the chair?
 6. They go to the beach on weekend
(-) They do not go to the beach on the weekend.
(?) Do they go to the beach on weekend?
 7. You tell a fairy tell before sleeping
(-) You do not tell a fairy tell before sleeping.
(?) Do you tell a fairy tell before sleeping?
8. My father brings his bag
(-) My father does not bring his bag.
(?) Does my father bring his bag?
9. We visit the library every Saturday
(-) We do not visit the library every Saturday.
(?) Do we visit the library every Saturday?
10. We like to make a big sand and castle
(-) We do not like to make a big sand and castle.
(?) Do we like to make a big sand and castle?

B. Arrange the words below into the complete sentence.

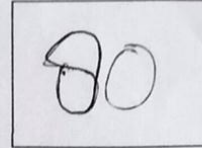
1. Father-doctor-my-is-a
2. sandwich - eats - lunch - Veronica - for - always
3. in - Bob - does - live - dormitory - not
4. morning - do - every - what - you - do?
5. My-gives-money-mother-me-everyday

Answer:

1. My father is a doctor.
2. Veronica always eats sandwich for lunch.
3. Bob does not live in dormitory.
4. What do you do every morning.
5. My mother gives me money everyday.

NAMA : Adelia Namora Holabara

KELAS : X



A. Change the sentences below into negative and interrogative

1. The students clean the whiteboard

(-) the students do not clean the whiteboard

(?) do the students clean the whiteboard?

2. My Mother makes the cakes in the kitchen

(-) my mother does not make the the cakes

(?) does my mother make cakes in the kitchen?

3. She Feeds her dog everyday

(-) she does not feed her dog everyday

(?) does she feed her dog everyday?

4. I see the bird on the tree

(-) i do not see the bird on the tree

(?) do i see the bird on the tree?

5. You put your bag on the chair

(-) you does not put your bag

(?) does you not put bag?

6. They go to the beach on weekend

(-) they do not go to the beach on

(?) do they go to they beand on weckend?

7. You tell a fairy tell before sleeping

(-) you do not tell a fairy tell before sleeping

(?) do you tell a fairy tell before sleeping?

8. My father brings his bag

(-) my father does not bring his bag

(?) does my father bring his bag?

9. We visit the library every Saturday

(-) why not visit the library every saturday

(?) thea does who not visit the library every

10. We like to make a big sand and castle

(-) we do not like to make a big sand and

(?) do we like to make a big sand and

B. Arrange the words below into the complete sentence.

1. Father-doctor-my-is-a

sandwich - eats - lunch - Veronica - for - always

3. in - Bob - does - live - dormitory - not

4. morning - do - every - what - you - do?

5. My-gives-money-mother-me-everyday

ANSWER

1.) my father is a doctor

2.) veronica always eats sandwich for lunch

3.) bob does not live in dormitory

4.) what you do every do morning

5.) my mother me gives money everyday

NAMA : EKA HAPSARI

KELAS : X

60

A. Change the sentences below into negative and interrogative

1. The students clean the whiteboard

(-) ~~The students do not clean the whiteboard~~

(?) ~~Do the students clean the whiteboard~~

~~My Mother makes the cakes in the kitchen~~

(-) ~~My mother not makes the cakes in the kitchen~~

(?) ~~Do my mother makes in the kitchen~~

3. She Feeds her dog everyday

(-) ~~She does not feed her dog everyday~~

(?) ~~Does she feed her dog everyday~~

4. I see the bird on the tree

(-) ~~I do not see the bird on the tree~~

(?) ~~Do I see the bird on the tree~~

5. You put your bag on the chair

(-) ~~Your bag no the chair~~

(?) ~~Put your bag on the chair~~

6. They go to the beach on weekend

(-) ~~They do not go to the beach on weekend~~

(?) ~~Do they go to the beach on weekend~~

~~You tell a fairy tell before sleeping~~

(-) ~~You tell before a fairy tell sleeping~~

(?) ~~Do you tell fairy a tell before sleeping~~

8. My father brings his bag

(-) ~~My father does not bring his bag~~

(?) ~~Does my father bring his bag~~

~~We visit the library every Saturday~~

(-) ~~Visit the library we every Saturday~~

(?) ~~Do we visit the library we every~~

10. We like to make a big sand and castle

(-) ~~We do not like to make a big sand and castle~~

(?) ~~Do we like to make a big sand and castle~~

B. Arrange the words below into the complete sentence.

1. Father-doctor-my-is-a

2. sandwich - eats - lunch - Veronica - for - always

3. in - Bob - does - live - dormitory - not

4. morning - do - every - what - you - do?

5. My-gives-money-mother-me-everyday

1. my father is a doctor

~~Veronica for sandwich eats always lunch~~

3. Bob does not live in dormitory

~~What do you do every morning~~

~~My mother me gives money everyday~~

NAMA : LATIF RANDA

KELAS : X

73

A. Change the sentences below into negative and interrogative

1. The students clean the whiteboard

(-) *The students do not clean the whiteboard*

(?) *Do the students clean the whiteboard?*

~~X~~ My Mother makes the cakes in the kitchen

(-) *my mother do not makes the cakes*

(?) *do my mother not makes the cakes?*

3. She Feeds her dog everyday

(-) *she does feed her dog everyday*

(?) *Does my mother her dog everyday?*

4. I see the bird on the tree

(-) *do not see the bird on the there*

(?) *do i see the bird on the tree?*

5. You put your bag on the chair

(-) *you do not put your bag on the chair*

(?) *do you put your bag on weekend?*

6. They go to the beach on weekend

(-) *they do not go to the beach on weekend*

(?) *do they go to the beach on weekend?*

7. You tell a fairy tell before sleeping

(-) *you dont tell a fairy tell before sleeping?*

(?) *do you tell before sleeping?*

8. My father brings his bag

(-) *my father does not bring his bag*

(?) *Does my father bring his bag?*

We visit the library every Saturday

(-) *we do not visit library every Saturday*

(?) *do we not library every Saturday?*

We like to make a big sand and castle

(-) *we make a to like sand castle*

(?) *do make to like a sand castle?*

B. Arrange the words below into the

complete sentence. /

1. Father-doctor-my-is-a-*my father is a doctor*

2. sandwich - eats - lunch - Veronica - for₂ Veronica

- always *always eats sandwich for lunch*

in - Bob - does - live - dormitory - not

4. *what do you do every morning*

morning - do - every - what - you - do?

5. My-gives-money-mother-me-everyday

my mother gives me money everyday

NAMA : Aulia Faniadhani Putri

93

KELAS :

A. Arrange the words below into the complete sentence.

1. The- before-students - the-class-starts- Come: The students come before the class starts
2. Do- go -temple -Sunday ?- you-to-every: Do you go to temple every Sunday?
3. man-always -truth-The- tells-the: The man always tells the truth
4. ~~my-I-and~~ - friends -books-in--read library-some: I and My friends read book in some library
5. morning -My-father -tea-every-drinks: My father drinks tea every Morning
6. mother-hospital -to-the -My-goes: My mother goes to the hospital
7. The -takes-a-bath -a-day-boy-twice: The boy takes a bath twice a day
8. sun - The-every-morning-arises: The sun arises every Morning
9. studies-English- Monday Siska- every: Siska studies English every Monday
10. The-table -is -the-phone-on: The phone is on the table

B. Create five sentences in simple present tense!

1. I take the pen
2. We like to swim on the pool
3. Raka eats noodle
4. You sit ~~in~~ in front of me
5. ~~They~~ They do not study ~~in~~ English.

NAMA : nuh . fizhoi fadhur

93

KELAS :

A. Arrange the words below into the complete sentence.

1. The- before-students - the-class-starts- Come : The students come before the class starts
2. Do- go -temple -Sunday ?- you-to-every : do you go to temple every Sunday?
3. man-always -truth-The- tells-the : The man always tells the truth .
4. my-I-and- friends -books-in--read library-some : I and my friends read some books in library
5. morning -My-father -tea-every-drinks : my mother goes to the hospital
6. mother-hospital -to-the -My-goes : my mother goes to the hospital
7. The -takes-a-bath -a-day-boy-twice : The boy takes a bath twice a day
8. sun - The-every-morning-arises : The sun arises every morning
9. studies-English- Monday Siska- every : siska studies english every Monday
10. The-table -is -the-phone-on : The phone is on the table .

B. Create five sentences in simple present tense!

1. lisa writes some poem
2. ikki brings a motorcycle
3. They wait their friends
4. you use my eraser
5. we watch Avengers end game.

NAMA: PUTU SAPUTRA

KELAS: IX (10)

53

A. Arrange the words below into the complete sentence.

1. The- before-students - the-class-starts- Come → The students come before the class starts
2. Do- go -temple -Sunday ?- you-to-every. → DO you go to temple every saturday
3. ~~X~~ man-always -truth-The- tells-the → The man always truth the tells
4. ~~X~~ my-I-and- friends -books-in--read library-some → My and friend read som book in library
5. ~~X~~ morning -My-father -tea-every-drinks → My father drinks every tea morning.
6. ~~X~~ mother-hospital -to-the -My-goes → My mother goes the to hospital
7. ~~X~~ The -takes-a-bath -a-day-boy-twice → the takes a bath a day boy twice
8. ~~X~~ sun - The-every-morning-arises → Sun the every morning arises
9. ~~X~~ studies-English- Monday Siska- every → studies english monday siska every
10. ~~X~~ The-table -is -the-phone-on → ~~Et the table table is phone to~~
→ the phone is on the table.

B. Create five sentences in simple present tense!

1. I cook cake
2. We see sunset on the beach
3. melati helps PUPPIY
4. We study english
5. Psna brings book.

NAMA : kha verhandito

46

KELAS :

A. Arrange the words below into the complete sentence.

1. The- before-students - the-class-starts- Come : The students come before the class starts
2. Do- go -temple -Sunday ?- you-to-every : Do you go to temple every Sunday?
3. man-always -truth-The- tells-the : The man always tells the truth
4. my-I-and- friends -books-in--read library-some : In library I and my friend read some books
5. morning -My-father -tea-every-drinks : My father drinks tea every morning
6. mother-hospital -to-the -My-goes : My mother goes to the hospital
7. The -takes-a-bath -a-day-boy-twice : The boy takes a bath twice a day
8. sun - The-every-morning-arises : The sun rises every morning
9. studies-English- Monday Siska- every : Siska every Monday studies English
10. The-table -is -the-phone-on : The phone is on the table

B. Create five sentences in simple present tense!

- * Lisa drinking milk every morning
- * Arul play game with Ari
- * My sister very like cat Banana
- * My mother wash my T-shirt
- * Last night I am sleeping with my Brother

OBSERVATION CHECKLIST

Date of Observation : Selasa, 24 MARET 2020
 Setting : SMAN 4 PALAPO

NO	Indicators	Rating Scale				
		B	E	S	G	VG
1.	Paying attention to the materials being explained				✓	
2.	Students focus and calm in accepting learning material				✓	
3.	Students are enthusiastic in the process of receiving material			✓		
4.	Students show a disciplined attitude		✓			
5.	Students Obey to the teacher command		✓			
6.	Students actively ask questions		✓			
7.	Students are active in doing the given task		✓			
8.	Students actively work together in completing group assignments		✓			
9.	Students enjoy in learning using arranging word game					
10.	Students complete the exercises using the technique of arranging word game with good results					

NO	Rating Scale	The explanation
1.	Bad	The students' attitudes toward teacher's other participant is bad.
2.	Enough	The students' attitude toward teacher's effort and other participant is not bad but still unsuitable.
3.	Satisfactory	The students' attitude toward teacher's effort and other participant is satisfactory but still need improvement.
4.	Good	The students' attitudes toward teacher's effort and other participant is good
5.	Very Good	The students' attitudes toward teacher's effort and other participant is very good

OBSERVATION CHECKLIST

Date of Observation : 25, Maret 2020

Setting : SMAN 4 PALOPO

NO	Indicators	Rating Scale				
		B	E	S	G	VG
1.	Paying attention to the materials being explained				✓	
2.	Students focus and calm in accepting learning material				✓	
3.	Students are enthusiastic in the process of receiving material				✓	
4.	Students show a disciplined attitude			✓		
5.	Students Obey to the teacher command			✓		
6.	Students actively ask questions		✓			
7.	Students are active in doing the given task			✓		
8.	Students actively work together in completing group assignments				✓	
9.	Students enjoy in learning using arranging word game				✓	
10.	Students complete the exercises using the technique of arranging word game with good results				✓	

NO	Rating Scale	The explanation
1.	Bad	The students' attitudes toward teacher's other participant is bad.
2.	Enough	The students' attitude toward teacher's effort and other participant is not bad but still unsuitable.
3.	Satisfactory	The students' attitude toward teacher's effort and other participant is satisfactory but still need improvement.
4.	Good	The students' attitudes toward teacher's effort and other participant is good
5.	Very Good	The students' attitudes toward teacher's effort and other participant is very good

OBSERVATION CHECKLIST

Date of Observation : 21 March 2020

Setting : SMA N 4 PALOPO

NO	Indicators	Rating Scale				
		B	E	S	G	VG
1	Paying attention to the materials being explained					✓
2	Students focus and calm in accepting learning material				✓	
3	Students are enthusiastic in the process of receiving material				✓	
4	Students show a disciplined attitude			✓		
5	Students Obey to the teacher command				✓	
6	Students actively ask questions			✓		
7	Students are active in doing the given task				✓	
8	Students actively work together in completing group assignments					✓
9	Students enjoy in learning using arranging word game				✓	
10	Students complete the exercises using the technique of arranging word game with good results					✓

NO	Rating Scale	The explanation
1.	Bad	The students' attitudes toward teacher's other participant is bad.
2.	Enough	The students' attitude toward teacher's effort and other participant is not bad but still unsuitable
3.	Satisfactory	The students' attitude toward teacher's effort and other participant is satisfactory but still need improvement.
4.	Good	The students' attitudes toward teacher's effort and other participant is good
5.	Very Good	The students' attitudes toward teacher's effort and other participant is very good

OBSERVATION CHECKLIST

Date of Observation : 01 APRIL 2020

Setting : SMA N 4 PALOPO

NO	Indicators	Rating Scale				
		B	E	S	G	VG
1.	Paying attention to the materials being explained					✓
2.	Students focus and calm in accepting learning material					✓
3.	Students are enthusiastic in the process of receiving material				✓	
4.	Students show a disciplined attitude				✓	
5.	Students Obey to the teacher command				✓	
6.	Students actively ask questions				✓	
7.	Students are active in doing the given task				✓	
8.	Students actively work together in completing group assignments			✓		
9.	Students enjoy in learning using arranging word game					✓
10.	Students complete the exercises using the technique of arranging word game with good results				✓	

NO	Rating Scale	The explanation
1.	Bad	The students' attitudes toward teacher's other participant is bad.
2.	Enough	The students' attitude toward teacher's effort and other participant is not bad but still unsuitable.
3.	Satisfactory	The students' attitude toward teacher's effort and other participant is satisfactory but still need improvement.
4.	Good	The students' attitudes toward teacher's effort and other participant is good
5.	Very Good	The students' attitudes toward teacher's effort and other participant is very good

Photos During the implementation of Classroom Action Research



The researcher was delivering a learning objective and a brief explanation about the material.



The researcher was giving a chance to some of the students to create their own sentences.

The implementation of arranging word game in cycle 1 and 2



Students were playing
arranging wordgame in
groups



Students were playing arranging
word game individually

Photos during a test in cycle 1 and 2

Students were doing a test
about simple present tense
in cycle 1 and 2





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

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

SURAT KETERANGAN

No. 043 / In.19/FTIK/PBI/PP.00.9/01/2021

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

Nama : Nur Hafisah Cahyati
NIM : 16 0202 0123
Semester : IX (sembilan)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 22 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 14 Januari 2021

Mengetahui,
Ketua Prodi,

Admin Turnitin PBI,

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

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



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMA NEGERI 4 PALOPO

Jalan Bakau Balandi No. Telp (0471) 21475 Website www.sman4plp.sch.id Email admin@sma4plp.sch.id

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/ 168-UPT.SMA.04/PLP/DISDIK

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

N a m a : NUR HAFISAH CAHYATI
N I M : 16 0202 0123
Tempat / tgl. lahir : Masamba, 4 September 1997
Jenis kelamin : Perempuan
Program Studi : Bahasa Inggris
Alamat : Jl. Monginsidi, Kel. Bone Tua Kec. Masamba
Kab. Luwu Utara

Yang bersangkutan telah mengadakan penelitian di **SMA Negeri 4 Palopo**, pada tanggal 24 Maret 2020 sampai dengan 1 April 2020, guna melengkapi Skripsi yang berjudul:

“THE IMPLEMENTATION OF ARRANGING WORD GAME TO IMPROVE STUDENTS’ TENSES MASTERY IN SIMPLE PRESENT TENSE AT THE TENTH GRADE OF SMAN 4 PALOPO”

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

Palopo, 25 Nopember 2020
Kepala Sekolah



MRS. H. H. SMAN, M.Pd
Pangkat : Pembina utama Muda
NIP. 19651231 198903 1 242



1 2 0 2 0 1 9 0 0 9 0 1 3 6

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 136/IP/DPMPSTP/II/2020

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK,
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Penyalangan Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : NUR HAFISAH CAHYATI
 Jenis Kelamin : Perempuan
 Alamat : Jl. Balandai Kota Palopo
 Pekerjaan : Mahasiswa
 NIM : 16 0202 0123

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE IMPLEMENTATION OF ARRANGING WORD GAME TO IMPROVE STUDENTS' TENSES MASTERY IN SIMPLE PRESENT TENSE AT THE TENTH GRADE OF SMAN 4 PALOPO

Lokasi Penelitian : SMA NEGERI 4 PALOPO
 Lamanya Penelitian : 11 Februari 2020 s.d. 10 Mei 2020

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 11 Februari 2020
 a.n. Kepala Dinas Penanaman Modal dan PTSP
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ANDI AGUS MANDASINI, SE, M.AP
 Pangkat : Penata
 NIP : 19780805 201001 1 014

Tembusan :

1. Kepala Badan Kesbang Pro, Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Insansi terkait tempat dilaksanakan penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis Kel.Balandai Kec.Bara 91914 Kota Palopo
Email:pbi.ftik@gmail.com

SURAT KETERANGAN

Yang bertanda tangan di bawah ini :

Nama : Amalia Yahya, SE., M.Hum
NIP : 19771013 200501 2 006
Jabatan : Ketua Program Studi Pendidikan Bahasa Inggris

menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama : Nur Hafisah Cahyati
NIM : 16.0202.0123
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Alamat/ No. HP : 082187061512

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 24 November 2020

Ketua Program Studi

a.n. Dekan
Wakil dekan I
Fakultas Tarbiyah dan Ilmu Keguruan



Dr. Munir Yusuf, S.Ag., M.Pd
NIP. 19740602 199903 1 003



Amalia Yahya, SE., M.Hum
NIP. 19771013 200501 2 006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. AgatisKel Balandai Kec. Bara 91914 Kota Palopo
Email: FTIK@iainpalopo.ac.id Web: ftik-iainpalopo.ac.id

Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya “Mata Kuliah Mahasiswa” sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nur Hafisah Cahyati

Nim : 16 0202 0123


Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 14 Desember 2020

Ketua Prodi
Pendidikan Bahasa Inggris


Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2 006

CURRICULUM VITAE



Nur Hafisah Cahyati, was born in Masamba, on September 4th 1997. The author is the second of the last child of Alm. Rubo and Badaria. She has one brother and six sisters. She comes from Masamba, Kelurahan Bone Tua, Kecamatan Masamba, Kabupaten Luwu Utara, while in Palopo, she lives on Jl. Dr. Ratulangi, Balandai.

She started his formal education for the first time at SDN 091 Bone and graduated in 2009. Then, she continued her study in SMPN 1 Rampi and finished in 2012. After graduated in SMPN 1 Rampi, She continued her study in MA Muhammadiyah Darul Arqam Balebo. Then, She continued her study at English Language Education Study Program at IAIN Palopo in 2016.

While studying at IAIN Palopo, she has received several awards in academics, such as became the first ranked student of BIG.C in 2017/2018 third semester, and Third ranked in 2018/2019 fifth semester. Besides that, the author is also active in activities held by HMPS BIG. In the end of the study at English Language Education Study Program at IAIN Palopo, wrote a Thesis entitled **“The Implementation Of Arranging Word Game To Improve Students' Tenses Mastery In Simple Present Tense At The Tenth Grade Of Sman 4 Palopo”**.