

**THE INFLUENCE OF USING SENTENCE RACE OF WORD  
BRICKS GAME TOWARDS STUDENTS' SIMPLE  
PRESENT TENSE MASTERY AT THE SECOND  
SEMESTER OF THE EIGHTH GRADE OF  
SMP N 8 PESAWARAN IN THE  
ACADEMIC YEAR OF  
2018/2019**

(A Thesis)

Submitted as a Partial Fulfillment of the Requirement for S-1 Degree



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**2019**

## ABSTRACT

### **THE INFLUENCE OF USING SENTENCE RACE OF WORD BRICKS GAME TOWARDS STUDENTS' SIMPLE PRESENT TENSE MASTERY AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMP N 8 PESAWARAN IN THE ACADEMIC YEAR OF 2018/2019**

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According to the preliminary research in SMP N 8 Pesawaran, it was found that some students experienced difficulties in mastering simple present tense. They were difficult to make a right sentence and to memorize the pattern of simple present tense. In addition, the teacher's technique should use the various method to teaching. Sentence race of word bricks game was one way to help the students to improve their simple present tense mastery by doing some procedures. The objective of the this research was to know whether there was significant influence of using sentence race of word bricks game towards students' simple present tense mastery.

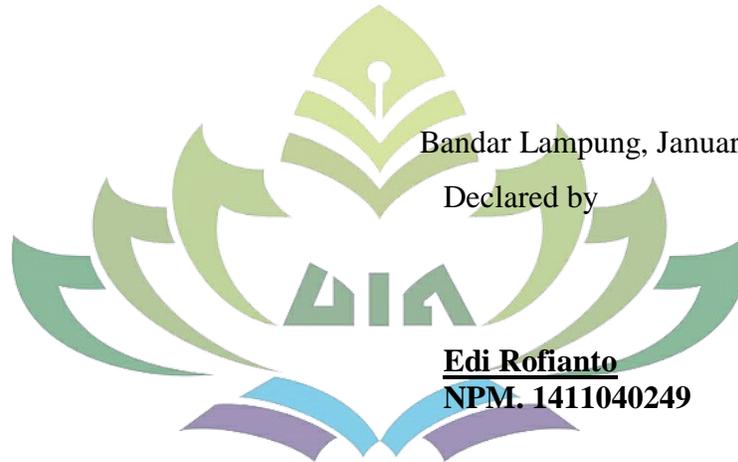
The research was used quasi experimental design. The populations of this research were the Eighth grade of SMP N 8 Pesawaran. This research was used cluster random sampling technique in taking sample. The sample was two classes consisted of 28 students for experiment class and 28 students for control class. In the experiment class the writer used sentence race of word bricks game and in the control class used lecturing technique. The treatments were held in 3 meetings. In collecting the data, the instrument was multiple choice questions which had been tried out first before the pre-test. The test consist of 25 items validity. After giving pre-test and post-test, SPSS was used to compute sample t-test.

From the data analysis computed by using SPSS, it was obtained that Sig. = 0.000 and  $\alpha = 0.005$ . It means that  $H_0$  is accepted. Therefore, there is significant influence of using sentence race of word bricks game towards students' simple present tense mastery at the second semester of the Eighth grade of SMP N 8 Pesawaran in the academic year of 2018/2019.

***Keywords*** :*Simple Present Tense Mastery, Sentence Race Game.*

## DECLARATION

I hereby stated that this thesis entitled “The Influence of Using Sentence Race of Word Bricks Game Towards Students’ Simple Present Tense Mastery at the Second Semester of the Eighth Grade of SMP N 8 Pesawaran in the Academic Year of 2018/2019” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.





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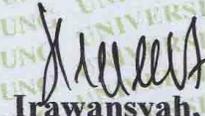
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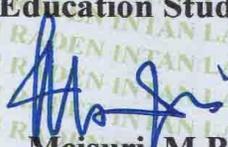
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## DEDICATION

From the bottom of my heart, I would like to dedicate this thesis to:

1. My beloved parents Mr. Sukarjo and Mrs. Sarinem who always being my number 1 support system, thank you for everything.
2. My beloved sister Choyimah, who also always gives support, motivation and prays to me.
3. My pride Almamater.
4. My beloved college UIN Raden Intan Lampung, which has contributed a lot for my development.

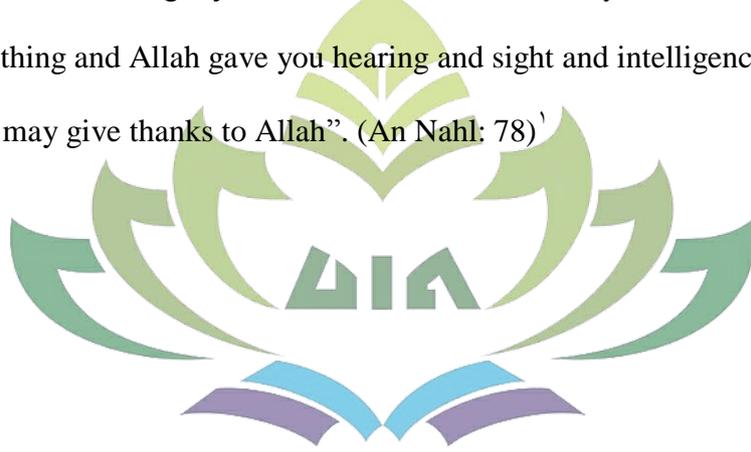


## MOTTO

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَرَ وَالْأَفْئِدَةَ

لَعَلَّكُمْ تَشْكُرُونَ ﴿٧٨﴾

“It is Allah who brought you forth from the wombs of your mothers when you knew nothing and Allah gave you hearing and sight and intelligence and affection: that you may give thanks to Allah”. (An Nahl: 78)<sup>1</sup>



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<sup>1</sup>[www.theonlyquran.com/quran/an-nahl/english\\_abdullah\\_yusuf\\_ali//ayat=78](http://www.theonlyquran.com/quran/an-nahl/english_abdullah_yusuf_ali//ayat=78). Accessed on August, 23<sup>rd</sup> 2016.

## CURRICULUM VITAE

Edi Rofianto was born in Padang Cermin, on April 2<sup>nd</sup> , 1996. He is the second child of Mr. Sukarjo and Mrs. Sarinem. He has one sister namely Choyimah and has nephew and niece namely Diko Surya Pratama and Jihan Rahmawati.

The writer studied at kindergarten school of TK Bintang Kejora Padang Cermin and graduated in 2002. Then, he started his study in elementary school at SD N 5 Banjaran Padang Cermin in 2002 and finished in 2008. After that, he continued to junior high school at SMP N 1 Punduh Pedada Pesawaran and passed in 2011. After graduated from junior high school, he began his study in senior high school of SMA N 1 Punduh Pedada Pesawaran and finished in 2014. In 2014, he continued his study in State Islamic University of Raden Intan Lampung as a student of English education of Tarbiyah and Teacher and Training Faculty.

While being a college student, the writer was a member of PMII (Pergerakan Mahasiswa Islam Indonesia). The writer also was a member of IKAM (Ikatan Mahasiswa) Pesawaran, the students community from Pesawaran. In the 5<sup>th</sup> semester of study, the writer studied how to make a proposal in research methodology subject, and studied of proposal seminar subject in the 6<sup>th</sup> semester. In the 7<sup>th</sup> semester, the writer had his Community Study Service (KKN) in Sukajaya Penengahan, South Lampung. After having KKN, the writer did his Field Teacher Training (PPL) in SMA N 7 Bandar Lampung.

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Alhamdulillah, thanks to Allah the Almighty, for the blessing, mercy and kindness. My shalawat and salam always be with the prophet Muhammad, who brings us from the darkness to the lightness, from the jahiliyah era to the this modern era.

This thesis is presented to English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of student's task in partial fulfillment to obtain S1-degree. For that reasons, the writer would like to thanks the following people for their ideas, time and guidance for thesis :

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- Finally, none is perfect of this thesis. Any corrections, comments, an critics for the betterment of this thesis are always open-heartedly welcomed.

Bandar Lampung, January 31, 2019

The Writer,

Edi Rofianto

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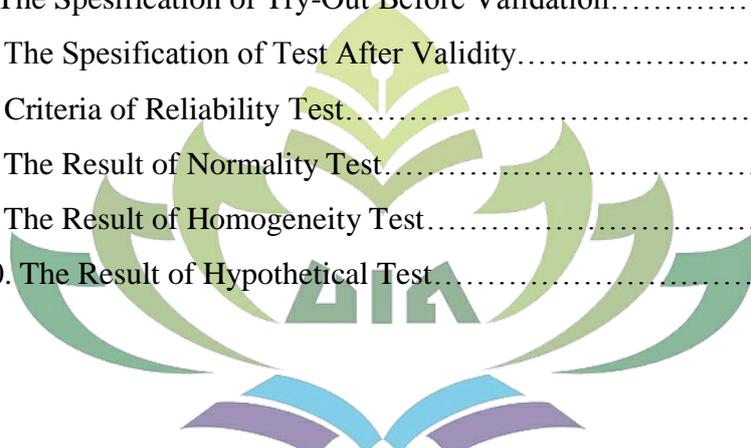
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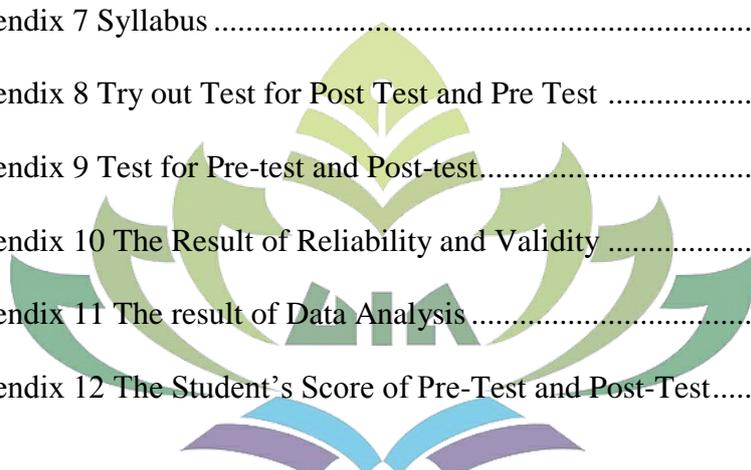
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

English as one of the subjects in schools has an important role because it is a foreign language. The existing of English is very useful to face globalization and modern life. The Indonesian government has been serious to handle this problem. It has been proved by applying English in schools. English is the first foreign language which has been learn from junior school until university as the compulsory subject. English consists of four skills namely; listening, speaking, reading, and writing. While, language components include pronunciation, vocabulary, and grammar. The four skills are bases of learning English and the English components are taught to support the four English skills. Skills and components have close relationship to each other, and they cannot be separated. In teaching and learning English, it needs to mastering grammar to write and speak correctly. The students need mastering grammar in order to make a right sentence because the grammatical rules between Indonesian, language and English are different.

Grammar is the central component of language.<sup>1</sup> Therefore, grammar should be mastered to develop language skills. To be an effective language

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<sup>1</sup> Sidney Greenbaum, *Gerald Nelson, An Introduction to English Grammar*. ( Great Britain : ISBN 2002 ), Pg.1.

user, learners should study grammar because grammar skills will help learners to organize words and messages and make them meaningful.<sup>2</sup> Knowing more about grammar will enable learners to build better sentences in speaking and writing performance. A good knowledge of grammar helps learners to make sentences clear enough to understand. Because the students that master grammar will not get difficulty to understand English. Grammar instruction holds an important place in foreign language learning. It needs to be noted that grammar skills will make contribution to language competence. For English learners, especially in Indonesia, learning grammar is important because the grammatical rules of Indonesian and English are different. If they translate from Indonesia to English without noticing the grammar, the sentence will be difficult to understand because the sentence structure will not be in a good form. As we know that in Indonesian, there are no differences of verb which is used to express action in the past, present or future.

Based on preliminary research which was conducted at SMP N 8 Pesawaran by interviewed the teacher about the problem that the students faced at Eight class, the teacher said that the students ability in simple present tense need to be improved, and the students lack of motivation to learn simple present tense.<sup>3</sup> The teacher said when teaching simple present tense the teacher explained to the students about the definition and the function of

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<sup>2</sup> *Theory and Practice in Language Studies*. (Academy Publisher Manufactured in Finland, 2013),p.124

<sup>3</sup> Melinda Wati, S.Pd (The English teacher of SMPN 8 Pesawaran)

simple present tense. Then the teacher gave example how to make sentences using the formula of simple present tense.

Based on interviewed with the students, the students said the difficulties in learning simple present tense because they are confused to arrange the correct sentence and sometimes they forget the pattern of the tense. They also said that English is boring subject because it was foreign language and hard to understand, and also the teacher did not give the various method like playing game or using media to teaching simple present tense. The score of their simple present tense can be seen in table 1.

**Table 1**  
**The Students' Score of simple present tense at the Eighth Grade of SMP N 8 Pesawaran in the Academic Year of 2018/2019**

No	Score	Classes			Total
		8A	8B	8C	
1	< 70	18	16	16	50
2	≥ 70	10	12	12	34
Total		28	28	28	84

*Source: English Teachers' Document of the Eighth grade of SMP N 8 Pesawaran in the Academic Year of 2018/2019*

From the table 1, there are so many students got score of simple present tense were still less from the criteria of minimum standard (KKM). In SMP N 8 Pesawaran the criteria of minimum mastery (KKM) is 70. According to the data from the teacher and also information from the students, the writer concluded that many students of Eighth grade are still

confused about the lesson, and the students lack of motivation to learn simple present tense because the teacher did not teach the students using various method. A good teacher must be able to find a good way in teaching learning process to make the students enjoyed, interested, and also challenged by the materials. The teacher must be able to create nice situation in learning process like want to try something different like using media or technique. To reach the goal of teaching and learning Simple Present Tense, choosing a suitable technique is important. In this case, the writer tried the technique called sentence race game.

Sentence race game is a part of word bricks game. Word bricks game is excellent way to promote active grammar learning in English.<sup>4</sup> Word bricks game can be used to interactively practice and review grammar. Bricks are blocks made from baked clay that are used for building houses, walls, and buildings.<sup>5</sup> Word bricks are also for building, but they are used for building sentences in English. The word bricks that come with a book *Activate Games for Learning American English* are made from thick paper and have English words written on both sides of the 'brick.' The bricks are printed with a wide range of words in English: nouns, verbs, adjectives, adverbs, articles, pronouns, and so on—all of the building blocks that students need to form complete phrases and sentences in English. With word bricks, students learn

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<sup>4</sup> Activate : *Games for Learning American English*(Office of English Language Programs Bureau of Educational and Cultural Affairs United States Department of State Washington D.C.)pg.92

<sup>5</sup> Ibid. pg.91.

the patterns of English through repeated exploration of the language, through doing, rather than through the study of explicitly taught rules.

This fun ESL writing game is ideal for large classes. It is useful for teaching or revising vocabulary and sentence structure.<sup>6</sup> The writer intends to use sentence race game because game can make students happy and enthusiasm to learning English, especially for junior high school students. This game also makes the students more active and attractive, and make the students work hard and fun together in a team.

There are two researches related to sentence race game that have been conducted. The first was done at University of Padang by Ririn Tria Risti University of Padang which entitled “The Influence of Using Sentence Race Game in Teaching Writing Descriptive Text to Junior High School Student at the First Semester of Eighth Grade in Academic Year of 2013”.<sup>7</sup> The result of the research that sentence race game had significant effect on junior high school students’ writing descriptive text achievement.

Furthermore, another research was done at University Muhammadiyah Purwokerto by Mistriyati which entitled “The Effectiveness of Sentence Race Game as a Technique for Teaching Vocabulary at the Seventh Grade of SMP

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<sup>6</sup> Teach-this.com, permission granted to reproduce for classroom use. 2013

<sup>7</sup> Ririn Tria Risti, *Using Sentence Race Game in Teaching Writing Descriptive Text To Junior High School Students*, University of Padang.2013

N 1 Kalibogor in Academic Year of 2015/2016”.<sup>8</sup> The results of this research that sentence race game was effective to teach vocabulary.

So, the differences between the previous research with this research are both the dependent of variable, the first previous research’s dependent variable is writing in descriptive text, and the second previous research’s dependent variable is vocabulary mastery, then the dependent variable of this research is grammar especially in simple present tense mastery.

Related to the fact and the background, the writer interested and conducted a research entitled: The Influence of Using Sentence Race of Word Bricks Game Towards Students’ Simple Present Tense Mastery at the Second Semester of the Eighth Grade of SMP N 8 Pesawaran in the Academic Year of 2018/2019.

## **B. Identification of the Problem**

Related to the background of the problem, the writer identified the problems of this research as follows :

1. The students’ simple present tense needs to be improved.
2. The students get difficulties to memorize the pattern of simple present tense.
3. The students lack interest in learning simple present tense.
4. The teacher should use the various method to teaching.

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<sup>8</sup> Mistriyati, *The Effectiveness of Sentence Race Game as a Technique for Teaching Voabulary at Eighth Grade of SMP N 1 Kalibogor in AcademicYear of 2015/2016*. Universitas Muhammadiyah Purwokerto

### **C. Limitation of the Problem**

Referring to the background and the identification of the problem above, the writer focused on the influence of using sentence race of word bricks game towards students' simple present tense mastery especially in nominal and verbal sentences and time signal expression at the second semester of the Eighth grade of SMP N 8 Pesawaran in the academic year of 2018/2019.

### **D. Formulation of the Problem**

Based on identification and limitation of the problem above, the problem can be formulated into: Is there any significant influence of using sentence race of word bricks game towards students' simple present tense mastery at the second semester of the Eighth grade of SMP N 8 Pesawaran in the academic year of 2018/2019?

### **E. Objective of the Research**

According to the background of the problems, the objective of this research is to know whether there is significant influence of using sentence race of word bricks game toward students' simple present tense mastery.

### **F. Significance of the Research**

#### **1. Theoretical Contribution**

For the theoretical contribution, the result of this research is expected to support the previous researches and theory about using of sentence race game to teach grammar and writing.

## 2. Practical Contribution

- a. For the teacher, the result of this research is expected that the teacher can use sentence race game in teaching grammar, this technique is expected to contribute ideas determining the curriculum, provide feedback to English teacher.
- b. For the students, it is hopefully this technique can be used by students to learn grammar, so their simple present tense score will increase.
- c. For the school, this research may be useful as a reference to do some relevant research and sentence race game can be used for various purposes of English learning to develop the students' skills and competence.

## G. Scope of the Research

### 1. Subject of the Research

The subject of research was the students at the second semester of Eighth grade of SMP N 8 Pesawaran.

### 2. Object of the Research

The object of research was the students' simple present tense mastery in using sentence race of word bricks game.

### 3. Place of the Research

The Research was conducted at SMP N 8 Pesawaran.

### 4. Time of the Research

The research was conducted at the second semester in academic year of 2018/2019.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theory

##### 1. Concept of Grammar

The word “grammar” has several meaning referring to some experts. According to Harmer, “grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language”.<sup>1</sup> It means that grammar explains how the words change and it shows how to make the words in a sentence of one language. Meanwhile, related to Brown, grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.<sup>2</sup> It means that the relationship of words in a sentence is built by grammar. Purpura states “Grammar is defined as a systematic way accounting for a predicting an ideal speaker’s or hearer’s knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language.”<sup>3</sup> It shows that grammar is a systematic way of one’s knowledge of the language which is done by a set of rules.

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<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching* , (London: Longman, 2003), p.12

<sup>2</sup> H.Douglas Brown, *Teaching by Principle-An Interactive Approach to Language Pedagogy*, ( New York: Longman. 2001). P.362

<sup>3</sup> James E. Purpura, *Assessing Grammar*, (Cambridge University Press: London 2004), p. 6.

In addition, Quirk states that “Grammar is the study or to use of the rule by which word changes their form and are combined into to sentence.”<sup>4</sup> Grammar is a branch of language that study or deals with the form or words. Brown states that, “Grammar is one of three dimension of language that is interconnected. A language consists of form, meaning and context. In addition, grammar tells us how to construct a sentence (word order, verb, noun system, modifier, phrases and clauses).”<sup>5</sup>

According to ideas above, it can be concluded that grammar is combination of each element in a language that should be organized by producing good sentences in order to make the meaning of sentence can be understood. Good mastery in grammar will enable people easily to express information, feelings, and ideas in their thought to others. The communication will fail if people do not master the grammar because the purpose of communication cannot be reached. From the statement, it is clear that that grammar is important to be mastered by the students in order to be able to express their feelings, emotions, and able to use English appropriately.

## 2. Prescriptive Grammar and Descriptive Grammar

Prescriptive grammar is the grammar taught in school, discussed in newspaper and magazine columns on language, or mandated by language

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<sup>4</sup> Randolph Quirk, *A Comprehensive Grammar of the English Language*, (USA: Longman Inc. New York, 1989), p. 45.

<sup>5</sup> H. Douglas Brown, *Teaching by Principles An Interactive approach to Language Pedagogy (Second Edition)*, (Longmnan: Pearson Education, 2001), p. 362.

academies such as those found in Spain or France.<sup>6</sup> Prescriptive grammar attempts to tell people how they should say something, what words they should use, when they need to make a specific choice, and why they should do so—even if the rule itself goes against speakers' natural inclinations. At times, prescriptive grammar rules are overextended to the point that speakers hypercorrect, that is, they apply the grammatical rules in situations where they should not. Take, for instance, the use of the pronouns I and me. For many years English teachers in the United States railed against the incorrect use of me, the object pronoun, in subject position as in:

(1) Me and John are going to the store. or John and me are going to the store.

(2) Me and Sue had lunch. or Sue and me had lunch.

There is a prescriptive grammar rule in English specifying that pronouns in subject position must be subject pronouns (I, you, we, he, she, it, they). According to this rule, speakers' use of me in (1) and (2) is incorrect because me is actually the first person object pronoun. In addition, the subject pronoun I should follow any other noun subject or subject pronoun. Thus, from a prescriptive point of view, Sentences (1) and (2) must be:

(1a) John and I are going to the store.

(2a) Sue and I had lunch.

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<sup>6</sup> Andrea Decapua, *Grammar for Teacher A Guide to American English for Native and Non-Native Speaker*, (NY ;College of New Rochele, 2008) , p. 10

Example:

1. The subject of a sentence must agree with the verb (The instructions are clear NOT The instructions is clear.)<sup>7</sup>
2. Use much for count nouns. Use many for non-count nouns (We don't have much coffee AND We don't have many cups of coffee.)
3. Capitalize the first letter of a sentence (The television is broken. It needs to be fixed.)
4. Use subject pronouns after the verb be (It was I who called you NOT It was me who called you.)
5. Use the definite article the before names of rivers and geographical areas but not before the names of lakes or continents (the Nile, the Middle East AND Lake Tahoe, Asia)

Descriptive grammar is a set of rules about language based on how it is actually used. Descriptive grammar rules, in contrast to prescriptive rules, describe how adult native speakers actually use their language. From this perspective, grammar is what organizes language into meaningful, systematic patterns.<sup>8</sup> These rules are inherent to each language and are generally not conscious rules. However, they are readily observable for those interested in looking. Descriptive grammar, unlike prescriptive grammar, does not say, “this

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<sup>7</sup> Academia.edu of Wahida Wahab.

<sup>8</sup> *Ibid.* pg.10

is right” or “this is wrong.” Some people think that descriptive grammar means saying that everything is right and nothing is wrong. What we must consider is the purpose for which a speaker is using language. If a person is at a white-collar job interview or sending in a college application, using stigmatized language forms is inappropriate. On the other hand, if the person is among a group of peers, using a different variety of language is part of in-group acceptance and identity. This is not to say that there should be no grammar rulebooks, manuals of style, or standards of usage; on the contrary, there is a need for standards, especially in formal language contexts and when we are teaching English to non-native speakers. What ESL/EFL teachers must do is develop an awareness, especially as learners become more proficient, that there are variations of prescriptive grammar rules, some of which are more acceptable in certain contexts than others.

For instance, a linguist describing English might formulate rules such as these:

1. Some English speakers end a sentence with a preposition (Who do you want to speak to?)
2. Some English speakers use double negatives for negation (I don't have nothing.)
3. Adjectives precede the nouns they modify (red book, nice guy)
4. To form the plural of a noun, add -s (1 room, 2 rooms; 1 book, 2 books)
5. The vowel sound in the word suit is produced with rounded lips.

EFL teachers need to understand what learners need to know in order to learn English. The needs of these learners are very different from those of native speakers. Native speakers and textbooks geared to them focus on prescriptive grammar. EFL learners, on the other hand, need to learn structures and forms that native speakers know as part of their innate knowledge of English. The vast majority of what EFL learners need to learn is descriptive grammar. EFL teachers must also consider why students are learning the language, which errors are more serious than others, and on which aspects of grammar to focus. In this text we will focus on the grammatical rules and grammatical structures that EFL learners need to learn in order to communicate in English.

### 3. Concept of Tenses

In learning English grammar, tenses are the important factor to the learners to make their language become systematic. English has different rules for the different time and situation. Because of that, the learners must master about tenses. Related to Wishon and Burks, tense means time. However, it should be pointed up that time in relation to action is a concept that exist in the mind of speaker, reader, or listener. Tense, in actual usage, refers consistently only to grammatical forms.<sup>9</sup> It means, that time has the correlation with the actions is understood by the speaker, reader and listener.

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<sup>9</sup> George E. Wishon and Julia M. Burks, *Lets Write English*, Canada , (Canada: Van Nonstrand Reinhold Ltd,1980), p. 192

Tense is the grammatical expression of relative time. Situations being communicated in clauses are often anchored in relation to a reference point, usually the moment the clause is spoken, i.e., “now.” If we think of time as a line, with “now” represented by a point moving from left to right, we can imagine relative time in terms of Figure. Time that is on the left side of now is past, and time on the right side of now is future. Now is of course the present.<sup>10</sup> It can be said that the different activities in the different time have the different way to express in writing form or spoken. Related to Wishon and Burks, tense means time. However, it should be pointed out that time in relation to action is a concept that exists in the mind of speaker, reader, or listener. Tense, in actual usage, refers consistently only to grammatical forms.<sup>11</sup> It means that the time has correlation with the actions.

From some explanations, it can be concluded that tenses are the important factor to the learners to make their language become systematic. In teaching learning, English teacher should make the students understand about tenses which are used to make them able to make sentence because tenses are verbs form that are used in certain time so it must be mastered by the students.

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<sup>10</sup>Thomas E. Payne, *Understanding English Grammar*, Cambridge: Cambridge University Press. 2009. p. 280.

<sup>11</sup>George E. Wishon and Julia M. Burks, *Let's Write English*, (Canada: Van Nostrand Reinhold Ltd, 1980), p. 192

#### 4. Kinds of Tenses

There are 16 tenses in English divided into four major parts, there are present, past, future and past future.<sup>12</sup> Present tense has four, namely simple present tense, present continuous tense, present perfect tense and present perfect continuous tense. From past tense included simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense. From future tense included simple future tense, future continuous tense, future perfect tense and future perfect continuous tense. And from future past tense also has four, namely future past tense, future past continuous tense, future past perfect tense and future past perfect continuous tense.

##### 1. Simple Present Tense

Function : To express events or situations that exist always, usually, and habitually.

Formula : S+infinitive(V1) / S+Tobe(is,am,are)

Example : They play football every Sunday.

I am student.

##### 2. Present Continuous Tense

Function : To declare ongoing activities and activities in the process.

Formula : S+Tobe+Verb1+ing

Example : They are climbing the mountain.

##### 3. Present Perfect Tense

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<sup>12</sup>Rudy Santoso, *Metode Cerdas Menguasai 16 Tenses Bahasa Inggris*, Grahamedia Press, 2015), p.7.

Function : To declare an activity, events that happened in the past and still nothing to do with present or to show that an event that completed in a short time.

Formula : S +has/have+ Past participle(V3) / S +have/has + been + Non Verb

Example : She has taught this class for ten years.

We have been in Jakarta for five years.

#### 4. Present Perfect Continuous Tense

Function : To declare an activity that started in the past and still ongoing and there may still be ongoing.

Formula : S +have/has/been +V1+ing

Example : She has been studying for two hours.

#### 5. Simple Past Tense

Function : To express an activity that occurs at point in the past.

Formula : S+Verb2 / S +was/were +Non Verb

Example : They cleaned the classroom yesterday.

I was ill yesterday.

#### 6. Past Continuous Tense

Function : To express an ongoing activity in the past when other activities occur or interrupt.

Formula : S + was/were+Verb1+ing

Example : I was writing a letter when the ball rang.

### 7. Past Perfect Tense

Function : To declare an activity happen in the past before other activity happen.

Formula : S+had+V3 / S + had + been + Non Verb

Example : She had slept when I came last night.

### 8. Past Perfect Continuous Tense

Function : To declare an activity or event that has been started in the past and still going on in the past also.

Formula : S+had+been+V1+ing

Example : We had been being very busy after we received many orders.

### 9. Simple Future Tense

Function : To declare an activity or event that will be done at the time will come.

Formula : S + shall/will+verb1 / S + to be+ going to+Verb1 / S + shall/will + be + Non Verb.

Example : He will visit us next week.

I am going to study tonight.

She will be happy.

### 10. Future Continuous Tense

Function : To declare an activity or event that will be taking place at a time will come.

Formula : S + shall/will + be + Verb1 + ing

Example : She will be sleeping if you come to her house at 11 o'clock tonight.

#### 11. Future Perfect Tense

Function : To declare an activity or event that already started in the past and soon to be completed in the time dating.

Formula : S + shall/will + have + Verb1 / S + shall/will + have been + Non Verb

Example : She will have spoken English well next week.

They will have been busy at nine o'clock tomorrow morning.

#### 12. Future Perfect Continuous Tense

Function : To declare an activity or event that already exist in the past but it still possible to be continue at the time will come.

Formula : S + shall/will + have been + Verb1 + ing

Example : He will have been living here for there years by next march.

#### 13. Past Future Tense

Function : To declare an activity or event that will be done in the past.

Formula : S + should/would + Verb1 / S + were/was + going to + Verb1 /  
S + should/would + be + Non Verb

Example : I should buy a car last year, but I had not money.

He was going to visit you yesterday, but he afraid.

They would be rich if they work hard.

#### 14. Past Future Continuous Tense

Function : To declare an activity or event that will be taking place the past.

Formula : S + would/should + be + Verb1 + ing

Example : She would be teaching at the class by seven o'clock tomorrow morning.

#### 15. Past Future Perfect Tense

Function : To declare an activity or events that will come already in the past supposition that can not happen because definitely not fulfilled.

Formula : S + should/would + have + Verb3 / S + should/would + have been + Non Verb

Example : She would have come if you invited her.

We should have been in Jakarta if we hadn't missed the bus.

#### 16. Past Future Perfect Continuous Tense

Function : To declare an activity or events that will already be in progress.

Formula : S + should/would + have been + Verb1 + ing

Example : We should have been studying English for two months by the end of this month.

The students need to learn tenses to make them understood, if the students have understood about tenses, they will be able to make right sentences in properly. And there 16 tenses that should the learners mastering to make them understand how they should do in making sentences according the needed time.

## 5. Concept of Simple Present Tense

Simple Present Tense indicates that an action is present, or now. Simple present Tense occurs in the present but there are not necessarily happening right now.<sup>13</sup> The Present Tense uses the verb base form (write, speak), or for third person singular subjects, the base form plus an –s/-es ending (she writes, he speaks). Simple present tense is one of tenses that important to be mastered by the students. Wrong perceptions of simple present tense will affect the students' ability in constructing and understanding simple present tense sentences.

Simple Present Tense is used to indicate completed in the everyday activities. Azar states that the simple present is used to express habitual or everyday activities.<sup>14</sup> In other words, the present tense indicates that an action is present, now, relative to the speaker or researcher. Generally, it is used to describe actions that are factual or habitual-things that occur in the present but that are not necessarily happening right now. “I use my car to get around village,” is in the present, but I am not actually on my car right now.

The use of using Simple Present Tense is to talk about things that are always true, to talk about habits or things that we do often, and to talk about situation that exist now.<sup>15</sup> Present tense habitual activities are frequently signaled by time

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<sup>13</sup>Raymond Murphy, *English Grammar in Use*, (Cambridge: Cambridge University Press, 1998), p. 4.

<sup>14</sup>Betty Schramper Azzar, *Op. Cit.*, p.13.

<sup>15</sup>Fuad Mas'ud, *Essential of English Grammar* third edition, (BPFE-Yogyakarta, Yogyakarta, 2005), pg.19

expressions, such as the following always, usually, often, sometimes, seldom, never, at night, on Sunday, twice a week, every day, every year.

The third person singular subjects (he, she, and it) have to have a verb with –S. with most verbs, the third person singular form is created simply by adding –S. However, with the some verbs, you need to add –ES or change the ending a little. The rules can be seen in table 2.

**Table 2**  
**The rule how simple present tense make a sentence use 3<sup>rd</sup> person singular**

Verb ending in	How to make the 3 <sup>rd</sup> person singular	Example
S	Add –ES	He kisses
Sh	Add –ES	She wishes
Ch	Add –ES	He watches
X	Add –ES	She mixes
O	Add –ES	He goes
Consonant + y {anything else}	Change Y to I, then add –ES Add –S	It flies He sings

The characteristics basic form of Simple Present Tense:

- a. Predicate sentence always use Verb1 for plural noun and Verb1 + S/ES for singular noun.
- b. Interrogative sentences add Do/Does or Is/Are + not in front of the subject or after the subject.

From the explanation above it can be concluded more specific as follows:

### 1. Verbal Sentence

- a. Subject (He, she, it)

- (1) Positive form: Subject + Verb1 (s/es) +C
- (2) Negative form: Subject + does + not + Verb1+C
- (3) Interrogative form: Does + Subject + Verb1+C+?
- (4) Negative interrogative form : Does+not+Subject+V1+C+?

Example:

- (+) He drinks a cup of tea every morning.
- (-) He does not drink a cup of tea every morning.
- (?) Does he drink a cup of tea every morning?.
- (-?) Does not he drink a cup of tea every morning?.

b. Subject (They, We, I, You, Plural Noun)

- (1) Positive form: Subject + Verb1 +C
- (2) Negative form: Subject + do + not + Verb1+C
- (3) Interrogative form: Do + Subject + Verb1 + C?
- (4) Negative interrogative form : Do+not+Subject+Verb1+C+?

Example:

- (+) They play football every weekend.
- (-) They do not play football every weekend.
- (?) Do they play foot ball every weekend?
- (-?) Do not they play foot ball every weekend?

## 2. Nominal Sentence

The verb of nominal sentence is be (Is, am, are).

a. Subject (She, He, It)

- (1) Positive form: Subject + is + C.
- (2) Negative form: Subject + is + not + C.

(3) Interrogative form: Is + Subject + C+?.

(4) Negative interrogative form : Is + not + subject + C +?.

Example:

(+) He is a doctor.

(-) He is not a Doctor.

(?) Is he a doctor?

(-?) Is not he a doctor?

b. Subject (They, We, You, Plural noun)

(1) Positive form: Subject + are + C.

(2) Negative form: Subject + are + not + C.

(3) Interrogative form: Are + Subject + C+?.

(4) Negative interrogative form: Are + not + Subject + C +?.

Example:

(+) They are the dancers.

(-) They are not the dancers.

(?) Are they the dancers?

(-?) Are not they the dancers?

### 3. Time signal expression

a. Every day, every week, every month, every year, often, always, usually,  
on Sunday, at night, twice a week.

1. They play basketball every week.

2. She visit the city every month.

3. They go to library every day

4. I usually eat banana at night.

5. Andrew visit my house twice a week.

According to the descriptions and explanations above, it can be concluded that simple present tense is a tense that show the time present or now. The simple present tense form that appear the correct use of positive, negative, and interrogative sentences for both verbal and nominal form and also to identify time signals.

## 6. The Concept of Teaching Grammar

In teaching grammar, the teacher should give opportunity to the student to explore their opinion, idea, and feeling. As we know that grammar is difficult aspect in learning English. So, we can use appropriate techniques to teach grammar in order the student did not fell bored in teaching and learning process. Grammar teaching means teaching a grammar syllabus and explicitly presenting the rules of grammar, using grammar terminology.<sup>16</sup> According to Brown, “that students who are non literature or who have no formal educational background may find it difficult to graps the complexity of grammatical terms. It means that students are able to learn structure, because it highly educates students, on the other hand are cognitively more exceptive to grammar focus and may insist on error correction to help refine their already fluent skills.”<sup>17</sup>

The teacher can help students get as such tretment, as long as teacher adheres to principles of maintaining communicative flow, of maximizing

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<sup>16</sup> Scott Thornburry. *How to Teach Grammar*. (Longman: Malaysia, 1999), p. 23.

<sup>17</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedadogy* (Longman: San Fransisco State University, 2001), p. 362.

students self correction, and sensitively considering the effective and linguistic place the learner is in and the students may be ask to do an information gap activity or read a text where new grammar is practiced or introduced, but their attention will be drawn the activity or read a dialogue and not the grammar it self, but teaching grammar, teacher help students and or practice the dialogue, but they do not draw conscious attention to any of grammatical points.

Thornbury state “grammar is partly the study of what forms (or structures) are possible in a language.”<sup>18</sup> Furthermore Harmer states, “Learners engaged in productive task can become very frustrated when they just do not have the words or the grammar they need to express themselves.”<sup>19</sup> It means that language production activities that fall at the communicative and the communication are nor just practice activities. This is one of the strategies which speakers need to develop is the art of getting round language problems in communication; writers, too, will have to find ways of saying things even though a lack of language makes this difficult, the teacher can help students as such out of such activities possible, as giving them restricted tasks first before prompting them to more spontaneous later. Finally teacher needs to assess the problem caused by the language they need, and the difficulties, which the topic or the genre might created.

According to the descriptions and explanations above, it can be concluded that grammar is difficult aspect in learning English. So, as millennial

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<sup>18</sup> Scott Thornbury, *Op. Cit.*, p. 1.

<sup>19</sup> H. Douglas Brown, *Principles of Language Learning and Teaching (Fourth Edition)*, (Wesley Longman: A Pearson Education Company, 2000), p.11.

teacher we should to use appropriate technique and approach to the students to make them more motivated an interested to learn grammar.

## 7. Concept of Sentence Race of Word Bricks Game

Bricks are blocks made from baked clay that are used for building houses, walls, and buildings.<sup>20</sup> Word Bricks are also for building, but they are used for building sentences in English. From Word Bricks that come with Activate Games for Learning American English are made from thick paper and have English words written on both sides of the ‘brick.’ The bricks are printed with a wide range of words in English: nouns, verbs, adjectives, adverbs, articles, pronouns, and so on—all of the building blocks that students need to form complete phrases and sentences in English. Each Word Brick has two words, one on each side. These word pairs are related in some way. For example, some word pairs may be different forms of the same word (such as present and past tense verbs or forms of the verb to be). Other word pairs might focus on words with opposite or complementary meanings (such as boy and girl, happy and sad, many and some).

Word Bricks are excellent way to promote active grammar study in English. With Word Bricks, students learn the patterns of English through repeated exploration of the language, through doing, rather than through the study of explicitly taught rules. For example, the Word Bricks include all of the

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<sup>20</sup> *Ibid.* pg.94.

forms of the verb to be, which students will need for correct subject-verb agreement in the simple present and simple past tenses. They can also use these bricks to create verb phrases in the passive (e.g., was taken) or the progressive aspect (e.g., is going). Word Bricks games can be used to interactively practice and review grammar, and all of the games included in can be used in any class. However, teachers can also use word bricks games to focus on particular grammatical structures, such as different verb tenses and aspects. The games that we can use towards word bricks game are sentence race, brick bingo, word category bingo, describe and guess, longest sentence, part of speech, reading race, sentences boundaries, sentences challenge and sorting race.

Sentence race game, This is a fast-paced, exciting game that gives students a chance to think quickly in English as they try to earn points by building well-formed sentences. This game can be played for a specified amount of time (which you should announce to students), and the team with the most points at the end wins the game.<sup>21</sup> Alternatively, the game can be played until one team reaches a target number of points. The first team to reach the goal wins the game. Sentence race game aims for reviewing or revising vocabularies and sentence structure.<sup>22</sup> It is a good game for large classes whereas like mostly in Indonesia classes.

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<sup>21</sup> *Ibid.* pg. 95

<sup>22</sup> Thomas D J-B, *Games and Activities for the ESL/EFL Classroom* (A project of the *Internet TESL Journal*, 2005)

From some explanations, it can be concluded that sentence race is a competitive group game to build right sentence using media word bricks, this game gives students a chance to think quickly to make a sentence and will earn point from every right sentences. Sentence race game aims to reviewing and revising sentence structure,

### **8. Concept of Teaching Grammar through Games**

Many ways are able to use for teaching grammar. One of the ways is using games. Games help the students not only gain knowledge but also be able to apply and use the learning. Moreover, it can make the students do not feel bored in learning grammar. To help learners in learning foreign language, Slaterry and Wilis suggest some ways to teach them. There are (a) make learning English enjoyable and fun, (b) do not worry about mistake, be encouraging; make sure children feel comfortable and not afraid to take part, (c) use a lot of gestures, action, pictures, to demonstrate what you mean, (d) talk a lot use them English, especially about things they can see, (e) play game, sing a song, and say rhymes and chants together, (f) tell simple stories in English, using pictures and acting with different voices, (g) do not worry when they use their mother tongue, (h) consistently recycle new language but don't be afraid to add new things or to use words they won't to know, (j) plan lesson with varied activities, some quite, some noisy, some sitting, some standing and moving.<sup>23</sup>

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<sup>23</sup> Slaterry W. and Willis J., *Teaching for Foreign Language*, (New York: Oxford University Press, 2003), p. 4.

Scott and Ytreberg state that “children have an amazing ability to absorb through play an other activities which they find enjoyable.”<sup>24</sup> It means that games have a positive result to learn English in the classroom. Through playing game, students have high motivation and give shy students more chance to express their knowledge, opinion, and feeling. From the statement above, many influences that appear using games. The students do not only gaining the knowledge, but also they have high motivation and entertain to study. Games are fun and the children like to pay them. Through games children do an experiment, discover, and interact with their environment.

Games are both the same as other communicative activities in the EFL classroom. The main difference between games and other activities is that games a visible set of rules. Which guide the children’s action and an element of strategy – children must successfully apply their language (and other) skills.<sup>25</sup> Gibbs gives the definition of a game saying that it is ‘an activity carried out by cooperating or competing decisions-makers, seeking to achieve, within a set of rules, their objectives’, and divides games into two groups:

1. Competitive games, in which players or teams race to be the first to reach the goal;

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<sup>24</sup> Wendy A. Scott and Lisbeth H. Ytreberg, *Teaching English to Children (Longman Keys to Languages Teaching)*, (Longman, 1990), p. 6.

<sup>25</sup> Gordon Lewis and Gunther Bedson, *Games for Children (Resources Book for Teachers, Series Editor Alan Maley)*, (Oxford University Press: New York , 2002), p.5.

2. Co-operative games, in which players or teams work together towards a common goal.<sup>26</sup>

A language game is learnt by using it and this means using it in situations and communicatively because games provide a context in which the language is embedded. Language games are a healthy challenge to a child's analytical thought, because children are required to make decision and individual choices, based on specific language criteria which form part of rules of the game. Games also help the teacher to create contexts in which the language is useful and meaningful. 'Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.'

They are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class
2. Games are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help the students' to make and sustain the effort of learning.
4. Games provide language practice in various skills – speaking, writing, listening, and reading.
5. They encourage students' to interact and communicate.
6. They create a meaningful context for language use.<sup>27</sup>

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<sup>26</sup> Shelagh Rixon, *How to use Games in Language Teaching*. (London: The Macmillan Press Ltd., 1981). On-line at: <http://studijos.tv3.lt/siukslynelis/referatas/6765/?page=3>.

<sup>27</sup> <http://teflgames.com/why.html>

It means that, games also help the teacher to create contexts in which the language is useful and meaningful.

Based on the theories above, it can be concluded that using language games are able to motivate the students to learning grammar. Through playing games, students can learn English like the way children learn their mother tongue without being aware they are studying without stress, they can learn a lot. Through game the students do not feel like they learn something.

### **9. The Procedure of Teaching Grammar Simple Present Tense by Using Sentence Race Games**

**Instructions :** Introducing the form of the simple present, including its form in the statement, the negative, and the question.

1. Have students (the players) sit in groups of 3–5, and ask each of the groups to choose a name for their team.
2. Make a column on the board and write the teams' names at the top. Tell players that they will receive points for each Word Brick that they use in a complete sentence. The points will be recorded on the board.
3. Give each team a handful of Word Bricks. It is not necessary that teams receive exactly the same number or any particular combination of Word Bricks, but make sure each team has at least one “Wild Card” and at least one -s brick. If each team has 50–100 bricks, they can play the game for an hour.

4. Players work with each other in their teams and use the bricks to build sentences.
5. When a team has made a correct sentence, count the number of Word Bricks in it. The team gets one point for each brick in the sentence if the sentence is correct. This will soon turn into a race to earn points.
6. Write the number of earned points on the board in a column under the team's name, or have a group member run up and write the number. Once points have been re-corded, players may use the same bricks to build new sentences. They do not have to save their sentences.
7. Each team will call you to check new sentences. Each time a team makes a new sentence, add it to the team's total on the board. Depending on the number of teams in the class, you may wish to have someone be your score-keeping assistant.
8. End the game after the specified amount of time or when the first team reaches the target score. The team with the most points wins the game.<sup>28</sup>

#### **10. Advantages and Disadvantages of Sentence Race Game**

Sentence race game has some advantages, this game is ideal for large classes, it is useful for teaching and revising vocabulary and sentence structure, appropriate to junior high school, challenging and fun, can help student think quickly, this game able to make students work hard in a team and can make the

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<sup>28</sup> *Ibid* .pg. 95

students more enthusiastic.<sup>29</sup> Then, the disadvantages of race game is consuming much time to create.<sup>30</sup>

## 11. Concept of Lecturing Technique

Lecturing technique is among the oldest teaching technique and has been rarely use in higher education in countries. Lecturing technique is a traditional method because this method has used as the tool of oral communication between the teacher and the students in teaching learning process.<sup>31</sup> It means that lecturing technique is the way of delivering of knowledge from the teacher to the students by using oral explanation directly to the students. Lecturing technique is oral presentation intended to present information or teach people about particular subject, for example by a university of collage teacher.<sup>32</sup>

## 12. Advantages and Disadvantages of Using Lecturing Technique

### 1. Advantages of Using Lecturing Technique

The proper prespective and orientation of a subject can be presented and the general outline of scope of the subject can be brought out, many facts can be presented in a short time in an impressive way, the lecture or the teacher can stimulate very good interest in the subject, greater attention could be secured and maintained, as interest leads to attention, spoken word has

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<sup>29</sup> The effectiveness of using sentence race game-Ministryati

<sup>30</sup> The Internet TESL Journal for Teachers of English as a Second Language. Available at iteslj.org

<sup>31</sup> William E. Cashin, *Effective Lecturing*. Accessed on Tuesday, October 03, 2017.

<sup>32</sup> Marie Mc Guire, 2005, *Teaching Technique*, Available at: <http://712educators.about.com/learningstyle/p/auditory-learn.html>. Accessed on Tuesday, October 03, 2017.

greater weight than mute appeal by books, and the language may be made suitable to all the members of the audience.<sup>33</sup>

## **2. Disadvantages of Using Lecturing Technique**

It is waste of time to repeat the matter already present in books, the teacher to make the lecture impressive may care for manner and style but very little for matter or content, if the lecture is very fast, the pupil can not easily take notes and will not have any written record of the salient points made out, a lecture delivered in a style not easily understood by pupils will serve no purpose, in the process of lecturing, the learner are more passive than be active in class, the problem solving attitudes of pupils may disappear in lecture method, and there is no cooperation and interaction between the teacher and pupils in the lecture process.<sup>34</sup>

## **13. Procedure of Teaching Grammar through Lecturing Technique**

According to Brown, the process of lecturing there are four:

- a. Intention: the lecturer's intention may be considered to provide coverage of a topic, to generate understanding and to stimulate interest. Consideration of these goals of lecturing as also to knowledge of the earlier learning of the students are essential constituents of lecture preparation.
- b. Transmission: a lecture sends a message verbally and nonverbally to the learners. The verbal messages may consist of definitions, descriptions, examples, explanations or comments. The 'extra verbal' component is the

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<sup>33</sup> *Ibid*, p. 12.

<sup>34</sup> *Ibid*, p.13.

lecturer's vocal qualities, hesitations, errors, and use of the pauses and silence. The 'non verbal' component consists of the teacher's gesture, facial expressions. All of these types of messages may be received by the students, and what they perceive as the important messages may be noted.

- c. Receipt of information: the information, meaning and attitudes conveyed by the lecturer may or may not be perceived by the students. Attention fluctuates throughout the process of lecture. The attention of students can be increased if the lecture includes some short activities for students such as brief small-group discussions or simple problem solving. Any change of activity may renew attention. Therefore, the receipt for information is an important feature in the process of the lecturing which is to be considered by the instructor.
- d. Output: any instructional strategy should lead directly to the objectives and interrelated goals for a course of study. So the student's response or "output" is very essential in the process of lecturing and it may occur on immediate reactions to the lecture and the lecturer. But more important than the immediately observable responses to lecture are the term changes in student. A lecture may change a student's perception of the problem or theory, it may increase a student's insight, and it may stimulate the students to read, think, and discuss the ideas with others. The probabilities of these events are

depending upon the student's knowledge, attitudes, and motivation to learn and the lecturer's preparation, lecture structure and presentation.<sup>35</sup>

## **B. Frame of Thinking**

Based on theories above, the writer assumed that sentence race game is suitable technique to teach grammar. It is a game to increase and help the students to build correct sentences. This game can make the students work hard together in a team, and the students can help to memorize the pattern of simple present tense each other. With picking the word by word from word bricks game can make the students habitually to make a right sentence. The writer also thinks that teaching grammar through sentence race game will make the students more experiencing in studying grammar.

## **C. The Hypothesis**

Based on the theories and the frame thinking above, the writer will make the hypothesis as follows:

Ha : There is an significant influence of using sentence race of word bricks game towards students' simple present tense mastery.

Ho : There is no significant influence of using sentence race of word bricks game towards students' simple preset tense mastery.

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<sup>35</sup> H. Douglas Brown, *International Journal of Educational Planning and Administration*, Volume 1, Number 1, (2011), p.10.

## CHAPTER III

### THE METHODOLOGY OF RESEARCH

#### A. Research Design

In this research, the writer used quasi experimental pre-test and post-test design. Quasi experimental design is a research design that include assignment, but not random assignment or participants to group. It is because the experimenter cannot artificially create groups for the experiment.<sup>1</sup> It means that we do not have the opportunity for random assignment of students to special groups different conditions. The common term for this type of group of participants is intact. For that, two classes were selected, one was the control class and other was the experimental class. The research design can be presented in table 3:

**Table 3**  
**Research Design**

Select experimental group = T <sub>1</sub> X	T <sub>2</sub>
Select control group = T <sub>1</sub>	O T <sub>2</sub>

Note:

X : Treatment by using sentence race of word bricks game technique

O : Treatment by using lecturing technique

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<sup>1</sup>John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Buston: Pearson, 2012), p. 309.

T<sub>1</sub>: Pre-test

T<sub>2</sub>: Post-test

In this research, the students were given pre-test to know students basic skill in grammar especially simple present tense. After giving pre-test, the students were given treatment to experimental class and control class. Treatment by using sentence race game was used of experimental class and control class was given treatment by using lecturing technique. At the end of the research, students were given post-test in order to know achievement after being taught by sentence race game.

### **B. Variables of the Research**

In this research there were two variables, namely :

1. Independent variable is using sentence race of word bricks game (x)
2. Dependent variable is students' grammar mastery (y)

### **C. Operational Definition of Variable**

The operational definition of variable is used to describe the characteristic of the variable that is investigated in order that the writer can collect the data and the information. The operational definition of each variable, as follows:

1. Sentence race of word bricks game is a competitive game of build right sentence using the word bricks paper that included two words in a piece of paper.
2. The students' simple present tense mastery was the students ability to build sentence of simple present tense correctly with positive, negative, interrogative sentence for both nominal and verbal sentence.

## D. Population, Sample, and Sampling Technique

### 1. Population of the Research

The population is the group of people we want to generalize to.<sup>2</sup> The whole subject which we want to generalize and will be learned in this research is called population. The populations in this research are all the students of 8A, 8B and 8C at the second semester of the Eighth Grade of SMPN 8 Pesawaran in the academic year of 2018/2019. The total numbers of population were 84 students could be seen from the table 4 below :

**Table 4**  
**The Students at the Second Semester of the Eighth Grade of SMPN 8 Pesawaran in the Academic Year of 2018/2019**

Number	Class	Gender		Number of Student
		Male	Female	
1	VIII A	14	14	28
2	VIII B	15	13	28
3	VIII C	13	15	28
<b>Total</b>				<b>84</b>

*Source: English Teachers' Document of the Eighth grade of SMP N 8 Pesawaran in the Academic Year of 2018/2019*

### 2. Sample of the Research

As a part of population, sample is taken as a representative of the population. Sample is a smaller group selected from a larger population that is representative of the larger population.<sup>3</sup> The sample is from a very specific group and the extent to which these findings

<sup>2</sup> Daniel Muijs. *Doing Quantitative Research in Education with SPSS*, (London: Sage Publications, 2004), p. 15.

<sup>3</sup> Marguerite G. Lodico, *Loc. Cit.*, p. 143.

generalise to other populations needs to be examined.<sup>4</sup> Thus, sample is a subgroup or specific group which will be used as a subject which represents the population. The sample of the research were two classes, one class as the experimental class and another class as the control class.

### 3. The Sampling Technique

In getting the sample from population, the writer applied cluster random sampling occurs when the population is already divided into natural, preexisting groups. A cluster can be state, district, school, classroom, metropolitan statistical area, city zone area, neighborhood block, street, and etc.<sup>5</sup> The writer conducted the research at the second semester of the Eighth grade consists of three classes, but it is quite hard to maintain all of the Eighth grade students as sample of this research, so the writer selected two classes as the sample. Steps in determining the experimental class and control class as follows:

- a. Name of each class was written on the piece of paper. Then, the papers were rolled and put them into a glass.
- b. The glass was shaken and after that one piece of the paper was taken. The first rolled paper come out was 8B as the control class..
- c. The paper was rolled and put it back into the glass.

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<sup>4</sup> Daniel Muijs. *Op. cit*, p. 14

<sup>5</sup> James B. Scheiber and Kimberly Asner-Self, *Educational Research the Interrelationship Question, Sampling, Design, and Analysis*, (Cambridge John Wiley an Sons Inc, 2011), p.89.

- d. The glass was shaken and after that one piece of the paper was taken. The second rolled paper come out was 8A as the experimental class.

#### **E. Research Procedure**

The writer used some research procedures they are as follows:

1. Finding Subject of the Research

The subject of the research was the students of the Eighth grade of SMPN 8 Pesawaran in the academic year of 2018/2019. One class was experimental class and one class was control class.

2. Designing the instruments of the Research

The instrument that was used in this research is simple present tense. It consists of: positive form, negative form, interrogative form, and time signal form.

3. Administrating the try-out

Try-out was conducted to identify how accurate and effective the test before they use to collect the data of research and use to identify whether the test can be administrated or not. Try-out was prepared for pre-test and posttest, the total number of test 50 items.

4. Administrating of pre-test

The pre-test was given based on the items selected, the test were 20 items from 50 try-out items.

#### 5. Conducting treatment

After giving the pre-test to the students the treatments by using sentence race game technique were given in the experimental class and lecturing technique were given in control class.

#### 6. Administrating of post test

The writer conducted post-test in experimental class in order to measure the students' grammar mastery especially in simple present tense after treatment by using sentence race game and conduct post-test in control class in order to measure the students' grammar mastery after treatment by using lecturing technique.

#### 7. Analyzing the results of post test

In analyzing the result, the writer compared the result of post-test between experimental and control class to see whether the post-test's score of experimental class is higher than control class.

### **F. Treatment for Experimental Class and Control Class**

#### 1. Treatment for Experimental Class

In this research, the writer taught grammar simple present tense by using sentence race game as a treatment in experimental class. The writer did the treatment in three meetings. In the first meeting, the writer asked some question related to the sentence race game and simple present tense. Then, the writer explained about simple present tense and sentence race game. It is done in order to know how far the students understand about simple present tense and sentence race game. In the second meeting, the writer gave the second material of

simple present tense. In the third meeting, the writer reviewed about the material from the first and the second meeting.

## 2. Treatment for Control Class

In control class, the writer taught the students by lecturing technique. In this technique, the writer explained about simple present tense and how to make a sentence in the first meeting, after gave the explanation, the writer asked the students to make a sentence. In the second meeting, the writer gave the second material of simple present tense . And in the last meeting, the writer reviewed about the material from the first and the second meeting.

## G. Data Collecting Technique

In order to get the data, a pre-test and post-test will be administered. Then, the writer analyzed the result of those two activities which can be clarified as follows:

### 1. Pretest

Pre-test is administrated to know the students' grammar mastery especially Simple Present Tense before treatments. The test were given to the students by using multiple choice tests with the option are a, b, c, d and e.

### 2. Posttest

Post-test is administrated to know the students' grammar especially Simple Present Tense after doing the treatment. The test were given to

the students by using multiple choice tests with the options are a, b, c, d and e.

## H. Research Instrument

According to Arikunto, instrument is a tool that used in collecting data.<sup>6</sup> Probably, the most common way to testing grammatical knowledge is the multiple choice, these test have the advantages of being easy to grade and being able to cover a lot of grammatical points quickly.<sup>7</sup> In this research the writer uses a test to get the data about students' grammar mastery with positive, negative, interrogative, time signal in verbal and nominal sentence especially in the present tense. The test specification of the test can be seen from table 5 below :

**Table 5**  
**The Specification of Testbefore Validity**

No.	Aspects	Item Number		
		Odd	Even	Total
1.	Nominal Sentence			
	a. Positive form	21,25,29	18,20	5
	b. Negative form	31,35,37	24,26	5
	c. Interrogative form	33,39	22,28,50	5
	d. Negative Interrogative form	41,47	30,34,44	5
2.	Verbal Sentence			
	a. Positive form	1,5	4,8,48	5
	b. Negative form	3,7,11	2,6	5
	c. Interrogative form	13,15	10,14,46	5
	d. Negative Interrogative form	19,23	12,16,40	5
3.	Time Signals			
	a. Adverb of Time	43,45,49	32,36	5
	b. Adverb of Frequency	9,17,27	38,42	5
<b>Total</b>		<b>25</b>	<b>25</b>	<b>50</b>

<sup>6</sup>Suharsimi Arikunto, *Op, cit*,p.262

<sup>7</sup>kitao, S Kathleen, *Testing Grammar* (1996), pg.2

Based on table above, it can be concluded that there are 50 questions for the test. They are 25 odd questions and 25 even questions. In positive there are 3 odd questions and 2 even questions from nominal sentence. The total are 5 questions. In odd questions are 21, 25, 29 and in even questions they are 18, 20. Then, in negative from nominal sentence there are 3 odd questions and 2 even questions. The total are 5 questions. Odd questions they are 33, 39 and in even questions they are 22, 28, 50. Then, in negative interrogative there are 2 odd questions and 3 even questions from nominaal sentence. The total are 5 questions. Odd questions are 41, 47 and in even questions they are 30, 34, 44. And then, in positive there are 2 odd questions and 3 even questions from verbal sentence. The total are 5 questions. Odd question are 1, 5 and in even questions are 4, 8, 48. Then, in negative from verbal sentence there are 3 odd questions and 2 even questions. The total are 5 questions. Odd questions they are 3, 7, 11 and in even questions they are 2, 6. Then, in interrogative there are 2 odd questions and 3 even questions from verbal sentence. The total are 5 questions. Odd questions are 13, 15 and in even questions they are 10, 14, 46. Then, in negative interrogative there are 2 odd questions and 3 even questions from verbal sentence. The total are 5 questions. Odd questions are 19, 23 and in even questions they are 12, 16, 40. And then, in time signals there are 3 odd questions and 2 even questions from adverb of time. The total are 5 questions. In odd questions they are 43, 45, 49 and in even questions they are 32, 36. Then, in time signals there are 3 odd questions and 2 even questions from adverb of frequency. The total are 5

questions. Odd questions are 9, 17, 27 and in even questions they are 38, 42.

**Table 6**  
**The Specification of Testafter Validity**

No.	Aspects	Item Number		
		Odd	Even	Total
1.	Nominal Sentence			
	a. Positive form	7	6,8	3
	b. Negative form	11	10	2
	c. Interrogative form	9, 13		2
	d. Negative interrogative form			
2.	Verbal Sentence			
	a. Positive form	1,3	20	3
	b. Negative form		2, 14, 18	3
	c. Interrogative form	5		1
	d. Negative interrogative form	15, 19		2
3.	Time Signals			
	a. Adverb of Time	17		1
	b. Adverb of Frequency		4, 12, 16	3
<b>Total</b>		<b>10</b>	<b>10</b>	<b>20</b>

Based on table above, it can be concluded that there are 20 questions for the test. They are 10 odd questions and 10 even questions. In positive there are 1 odd question and 2 even questions from nominal sentence, the total are 3 questions. Then, in negative from nominal sentence there are 1 odd question and 1 even question, the total are 2 questions. In interrogative nominal there are 2 odd questions, in negative interrogative 0 question. And then, in positive there are 2 odd questions and 1 even question from verbal sentence, the total are 3 questions. Then, in negative from verbal sentence there are 0 odd question and 3 even questions. The total are 3 questions. In interrogative there are 1 odd question and 0 even question from verbal sentence, the total are 1 question, in negative

interrogative sentence there are 2 odd questions. And then, in time signals there are 1 odd question and 0 even question from adverb of time. The total is 1 question. Then, there are 3 even questions from adverb of frequency.

## I. Scoring System

Before getting score, the writer determined the procedures to be used in scoring the students' work. In order to do that, the writer used Arikunto's formula. The scores of pre-test and post-test are calculated by using the following formula:

$$S = \frac{r}{n} \times 100$$

Notes:

S : The score of the test

r : The total of the right answer

n : The total items.<sup>8</sup>

## J. The Validity and Reliability of Test

### 1. Validity of test

In order to conduct the test, validity of the test should be proved. Validity is the most important idea to consider when preparing or selecting an instrument for use.<sup>9</sup> Validity refers to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect.<sup>10</sup> A part of research which helps us to consider whether the test is valid or not is called

<sup>8</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p. 130.

<sup>9</sup> Jack R. Fraenkland Norman E. Wallen, *Op. Cit.*, p. 147.

<sup>10</sup> *Ibid.* p. 147.

validity. In order to see the validity of the data, Anates will be used in this research. Anates is an application capable of analyzing the item test quickly, easily, and accurately.<sup>11</sup> Anates is used to calculate the validity of the test for multiple choices and essay quickly, easily and accurately.

In this research, there are several aspects considered to measure validity of the test. They are:

a. Content validity

Content validity concerns whether the tests are good reflection of the materials that need to be tested or not. Content validity refers to whether or not the content of the manifest variables (e.g. items of a test or questions of a questionnaire) is right to measure the latent concept (self-esteem, achievement, attitudes,...) that we are trying to measure.<sup>12</sup> In order to see whether the content want to use is valid or not, the measurement of content validity is needed. Content validity refers to how far the measurement represents the elements of a construct. Because in this research the test intend to measure students' Simple Present Tense ability of the Eighth grade students of junior high school, the test that given to the students is test that can measure students mastery about Simple Present Tense which is best on they learnt on school based curriculum.

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<sup>11</sup> Muchamad Arif. 2014. "Jurnal Ilmiah Edutic" Penerapan Aplikasi Anates Bentuk Soal Pilihan Ganda. Vol. 1, No. 1. p. 5

<sup>12</sup>Daniel Mujis. *Op. Cit*, p. 66

b. Construct Validity

Construct validity is concerned with whether the test is actually in the line with the theory of what it means to know the language. It focused on the kind of the test that was used to measure the ability. It means that the items should test the students whether they had mastered the simple present tense. Construct validity refers to assumption, showing the measurement used contains correct operational definition, which is based on the theoretical concept. In order words, concept validity is just like a concept; both of them are abstraction and generalization that need to be defined so clearly that can be measured and examined.

Construct validity will focus on the kind of test that used to measure the ability. In order words, test can measure what needs to be measured. In this research, the writer consulted with the English teacher of SMP N 8 Pesawaran as a validator, for determining whether the test has obtained construct validity. The writer did construct validity by consulting with the English teacher on Tuesday, January 29<sup>th</sup>, 2019. After the teacher analyzed the instruments and she concerned that the instruments and the content were valid, and can be used as a test.

c. Items Validity

The writer gave some questions to know valid or not the questions that was given to the students. The writer gave the try out of the test to the students from different sample. The writer gave the try

out of pre-test and post-test that was taken from one classes which consisted 29 students of VIII C, try out for pre-test and post-test was held on Wednesday January 30<sup>th</sup>, 2019. The number of items were 50 items. Then the writer evaluated the test item to get good items that were tested in test. In this research, the writer used ANATES to calculate the data obtained from the try out to find out the item validity of each item. The result of items try out for pre-test and post-test were: from 50 items of try out there were 20 items considered valid. There were number 1, 3, 4, 5, 14, 18, 20, 21, 22, 24, 26, 27, 28 , 37, 40, 42, 45, 46, 47, and 48.

## 2. Reliability of Test

Reliability refers to whether the test is consistent in scoring and give us an indication of how accurate the test scores are. Arikunto says, reliability shows that an instrument can be believed to be used as a tool of data collecting technique when the instrument is good enough.<sup>13</sup> In other word, good instrument is an instrument that can provide a steady data in accordance with reality and the result is consistent. In this case, the reliability of the test was calculated by using ANATES.

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<sup>13</sup> *Ibid*, p. 142.

The criteria of reliability as follows :

**Table 7**  
**Criteria of Reliability Test**

0.800 – 1.000	Very high reliability
0.600 – 0.800	High reliability
0.400 – 0.600	Fair reliability
0.200 – 0.400	Low reliability
0.00 – 0.200	Very low reliability <sup>14</sup>

From the calculation of ANATES, it can be drawn a conclusion that the result of reliability for pre-test and post-test has fair reliability because the result of reliability test were 0.600. The writer concluded that the degree of the level of reliability of the students was high reliability.

## K. Data Analysis

### 1. Normality Test

In analyzing the data, the normality test should be conducted for further investigation. The normality test is used to show whether the sample of data comes from normal distribution or not<sup>15</sup>. It means the data which is collected should be indicated as a normal. In this research, the statistical computation by using SPSS (*Statistical Program for Social Science*) is used to know whether the data is normal or not. SPSS test

<sup>14</sup>Muchammad Arif, *Penerapan Aplikasi ANATES*, (Madura : Universitas Trunojoyo Madura, 2014),p.5

<sup>15</sup> M. Ali Gunawan. 2015. *Statistik Penelitian Bidang Pendidikan, Psikologi dan Sosial*. Yogyakarta:Pratama Publishing. p. 65

is based on Kolmogorov-Sminov test and Shapiro-Wilk<sup>16</sup>. Thus, the result of the test should be  $\geq 0.05$ .

The hypotheses for normality test are:

$H_0$ : The sample is originated from population which has normal distribution.

$H_a$ : The sample is not originated from population which has normal distribution.

While the criteria acceptance or rejection of normality test are:

$H_0$  is accepted if  $\text{Sig.} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} \leq \alpha = 0.05$

## 2. Homogeneity Test

After administering the normality of the data into SPSS (*Statistical Program for Social Science*) test, it is necessary to check whether the data is homogenous or not. Homogeneity test is done to know whether the samples from population have equivalent variant or not<sup>17</sup>. It means the data should be considered as homogenous after we have checked normality test by using SPSS. The result of the test should be  $\geq 0,05$ .

The test of homogeneity uses Levene statistic test. The hypothesis for the homogeneity test are:

$H_0$ : The variance of the data is homogenous.

$H_a$ : The variance of the data is not homogenous.

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<sup>16</sup>*Ibid*, p. 74

<sup>17</sup>*Ibid*, p. 75.

While the criteria acceptance or rejection of homogeneity test are:

$H_0$  is accepted if  $\text{Sig.} \geq \alpha = 0.05$

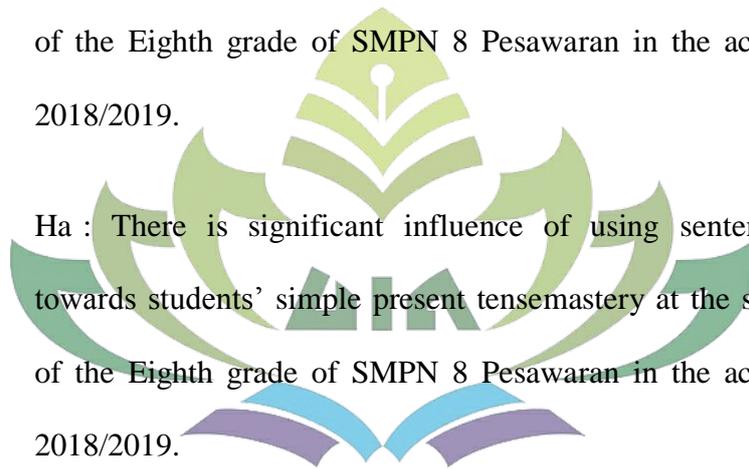
$H_a$  is accepted if  $\text{Sig.} \leq \alpha = 0.05$

### 3. The Hypothetical Test

The hypotheses are:

$H_0$  : There is no significant influence of using sentence race game towards students' simple present tense mastery at the second semester of the Eighth grade of SMPN 8 Pesawaran in the academic year of 2018/2019.

$H_a$  : There is significant influence of using sentence race game towards students' simple present tense mastery at the second semester of the Eighth grade of SMPN 8 Pesawaran in the academic year of 2018/2019.



## CHAPTER IV

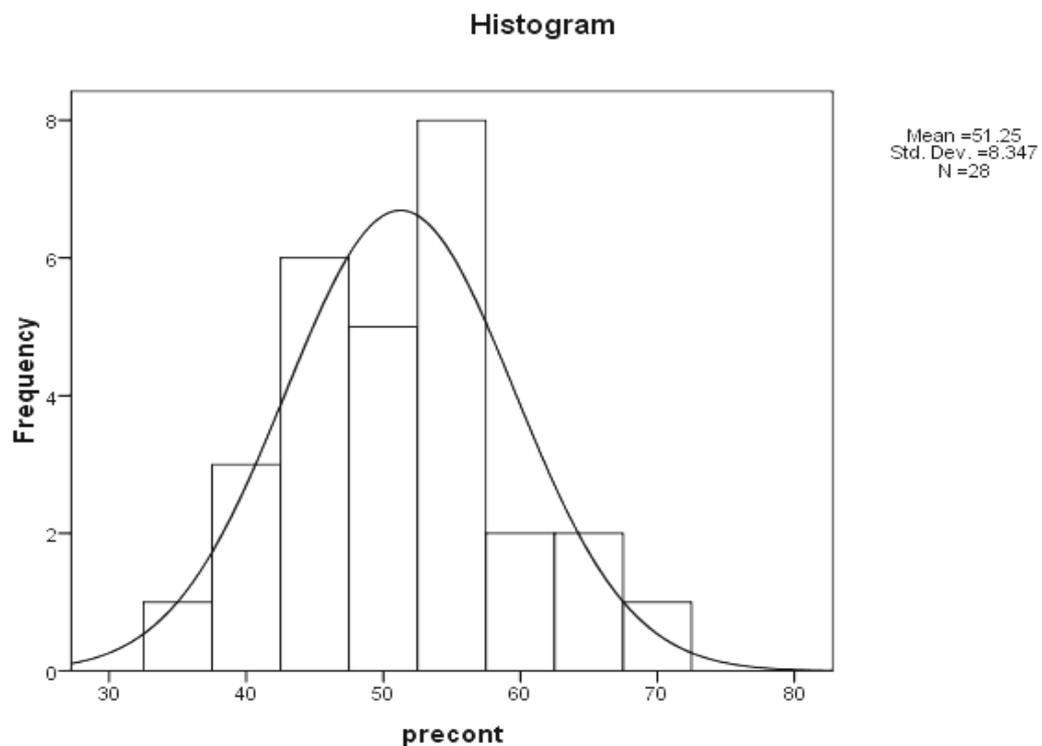
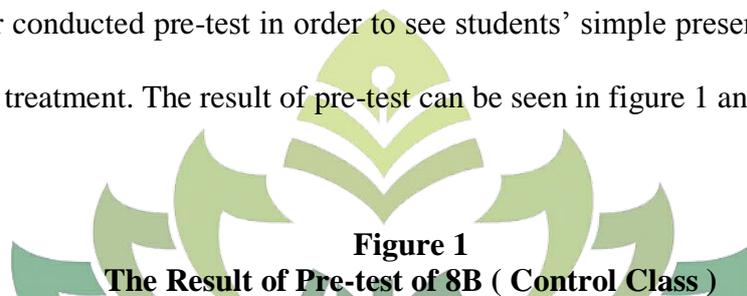
### RESULT AND DISCUSSION

#### A. Results of the Research

The writer got the data in the form of score. The score was derived from pre-test and post-test. In the pre-test the writer gave the task to students before the treatments, and in post-test the students gave task to students after the treatments.

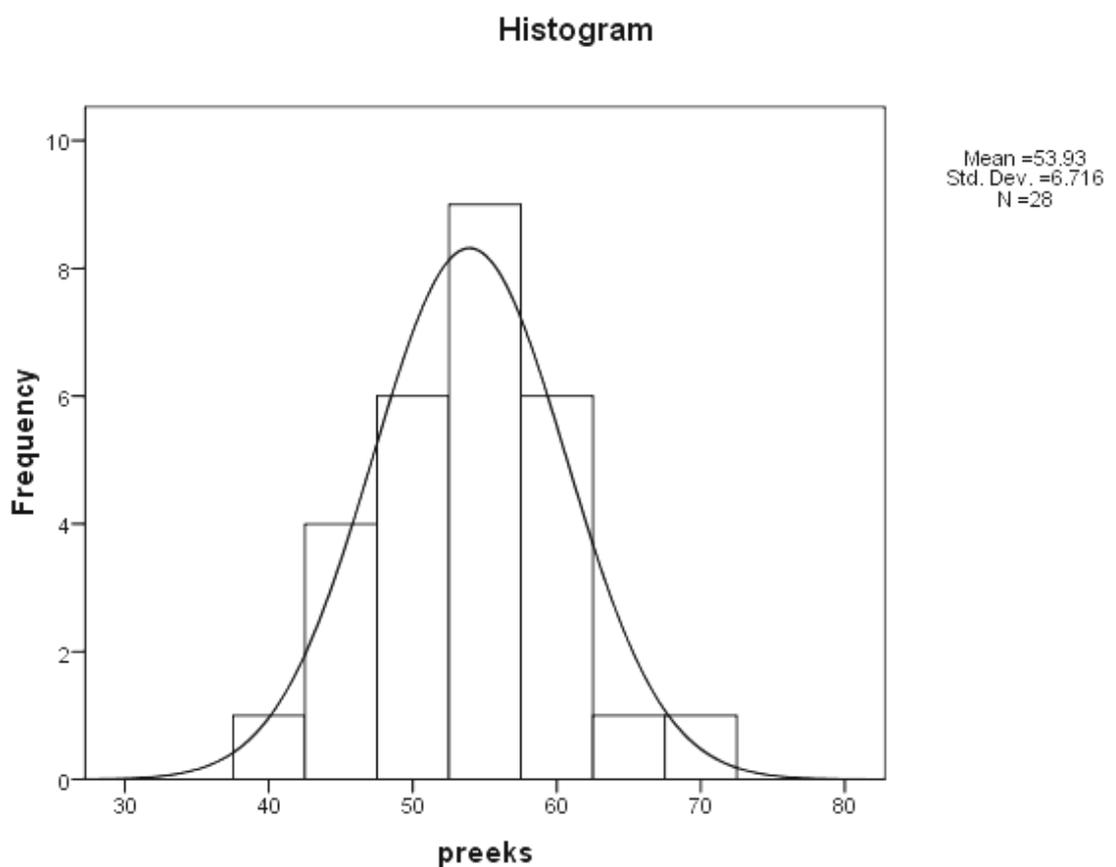
##### 1. Result of Pre-test

The writer conducted pre-test in order to see students' simple present tense mastery before the treatment. The result of pre-test can be seen in figure 1 and 2.



Based on figure 1, it could be seen that the mean of pre-test in control class was 51,25, deviation standar : 8.347, N : 28, median 50.00, maximum score was 70 and minimum score was 35.

**Figure 2**  
**The Result of Pre-test of 8A ( Experiment Class )**

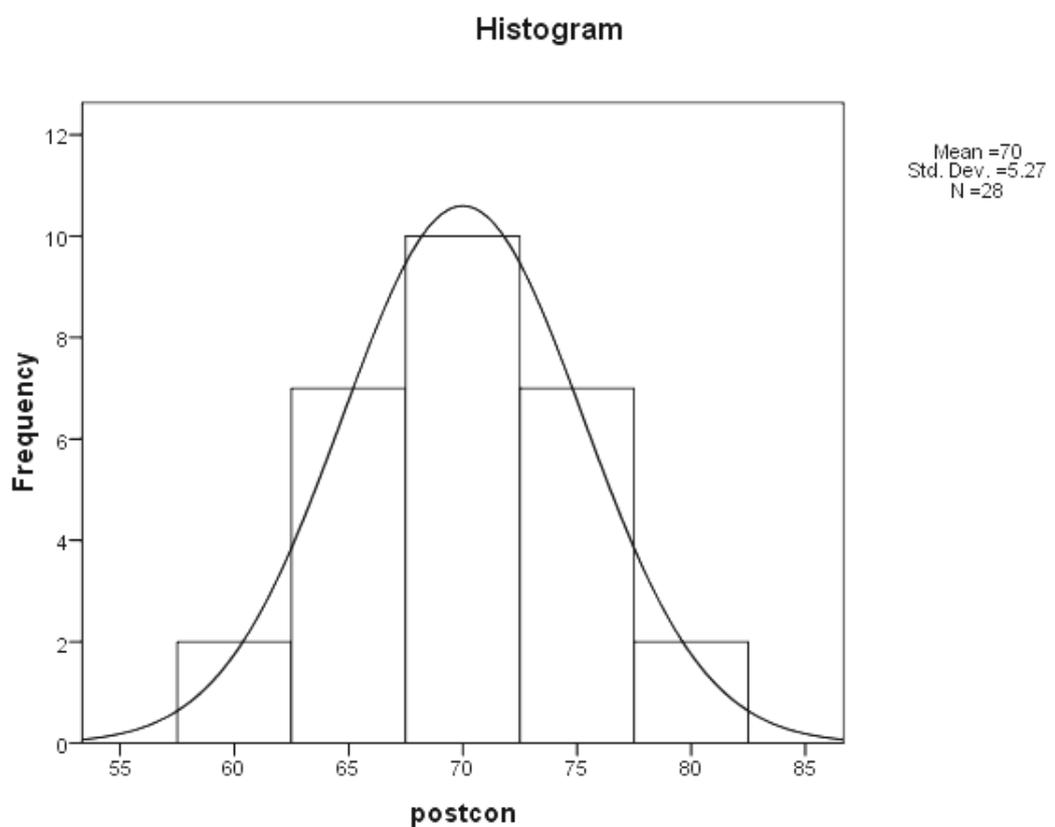


According to figure 2, it can be seen that the mean of pre-test in experimental class was 53.93, deviation standar 6.716, N : 28, median 55.00, maximum score was 70 and minimum score was 40.

## 2. Result of Post-test

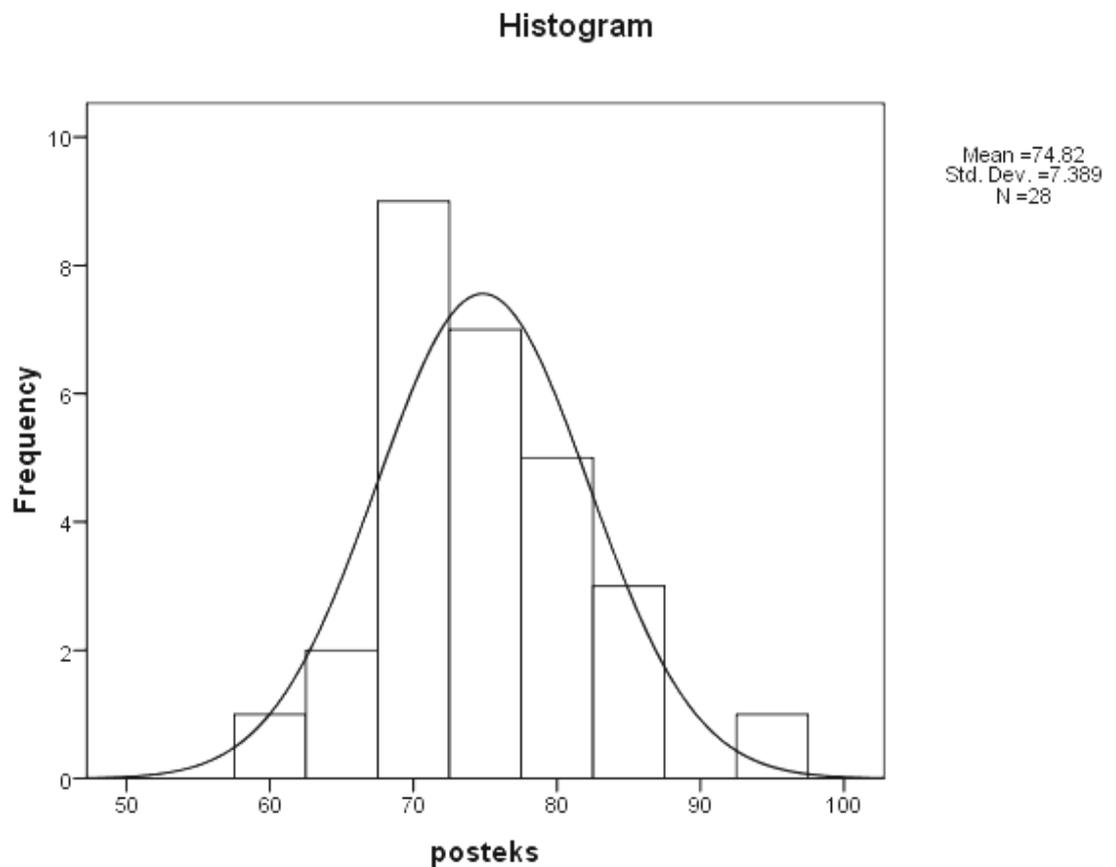
The writer conducted post-test in order to know students' simple present tense mastery after the treatments. The result of post-test can be seen in figure 3 and 4.

**Figure 3**  
**The Result of Post-test of 8B ( Control Class )**



Related to the figure 3, it can be seen that the mean of post-test in control class was 70.00, deviation standar : 5.27, N : 28, median 70.00, maximum score was 80 and minimum score was 60

**Figure 4**  
**The Result of Post-test of 8A ( Experiment Class )**



Based on figure 4, it can be seen that the mean of post-test in experimental class was 74.82, deviation standar 7.369, N : 28, median 75.00, maximum score was 95 and minimum score was 60.

## B. Data Analysis

After collecting the data, the writer analyzed the data by using SPSS.

### 1. Result of Normality Test

After collecting the data from experiment and control class, the writer measure the test normality whether to know the data had normal distribution. The result of normality test can be seen at table 8.

**Table 8**  
**The Result of Normality Test**

Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Experiment	.171	28	.036	.952	28	.217
Post-test Experiment	.172	28	.034	.939	28	.103
Pre-test Control	.148	28	.119	.961	28	.366
Post-test Control	.179	28	.023	.922	28	.039

<sup>a</sup> Lilifors Significance Correction

Based on the table 9, it can be seen that  $P_{\text{value}}$  (Sig.) from experiment class was 0.036 and 0.034 and  $P_{\text{value}}$  (Sig.) from control class was 0.119 and 0.023. Because both  $P_{\text{value}}$  (Sig.)  $> \alpha$  0.05, so  $H_0$  was accepted and  $H_a$  rejected. The conclusion is that the data in the experiment class and control class had normal distribution.

## 2. Result of Homogeneity Test

After knowing the normality the data, the writer calculated the homogeneity test to know whether the data were homogeneous. The result of homogeneity test can be seen at table 9.

**Table 9**  
**The Homogeneity Test of Experiment and Control Class**

	Levene			
	Statistic	df1	df2	Sig.
hasil belajar siswa Based on Mean	2.176	1	54	.146
Based on Median	2.089	1	54	.154
Based on Median and with adjusted df	2.089	1	48.985	.155
Based on trimmed mean	2.281	1	54	.137

Based on the table 10, it can be seen that  $P_{\text{value}}$  (Sig.) was 0.146, 0.154, 0.155, 0.137.

It means that  $P_{\text{value}}$  (Sig.)  $> \alpha$  0.05 and  $H_0$  accepted. The conclusion is that the data has same variance or homogeneous. It is calculated based on the score of post test from experiment and control class.

## 3. Result of Hypothetical Test

After the writer knew that the data were normal and homogeneous, the data were then analyzed by using paired sample t-test in order to know the significance of the treatment effect.

The hypotheses were:

$H_a$  :There is a significant influence of using error analysis draw game towards students' simple present tense mastery.

$H_o$  :There is no significant influence of using error analysis draw game towards students' simple present tense mastery.

While the criteria for acceptance and rejection of the hypothesis were:

$H_o$  is accepted if Sig. ( $P_{value}$ )  $< \alpha = 0.05$

$H_a$  is accepted if Sig. ( $P_{value}$ )  $> \alpha = 0.05$

The result of hypothetical test can be seen at table 10.

**Table 10**  
**The Result of Hypothetical Test**

T	Df	Sig. ( 2-tailed )
-14.579	27	0.000
-9.776	27	0.000

Based on the results obtained in the table above, it was clear that the value of significant generated Sig( $P_{value}$ ) or Sig(2-tailed) of the equal variance assumed = 0.00, and  $\alpha = 0.05$ . It meant that Sig( $P_{value}$ ) $< \alpha = 0.05$ . So,  $H_a$  was accepted. Based on the computation, it can be concluded that there was influence of using sentence race of word bricks game towards students' simple present tense mastery at the second semester of the Eighth grade of SMP N 8 Pesawaran in the academic year of 2018/2019.

### C. Discussion

At the beginning of the research, the pre-test was conducted on January 31<sup>th</sup>, 2019 for 8A as the experiment class, and February 1<sup>st</sup> 2019 for 8B as the control class. The mean score of pre-test in experimental class was 53.93 and the mean score of pre-test in control class was 51.25, the normality and homogeneity test showed that the data of pre-test were normal and homogeneous. The pre-test was administrated to know the students' simple present tense mastery before they were given the treatment by the writer. In pre-test, the writer used instrument consisted 20 items content valid.

In the first treatment that conducted on February 2<sup>nd</sup>, 2019 for experiment class. The writer explained the first material of simple present tense mastery, the material was nominal sentence. After the writer explained about nominal sentence, the writer asked to some of the students to make a sentence in the board. Then, the writer explained about sentence race of word bricks game and played sentence race of word bricks game with nominal sentence of simple present tense. After the treatment finished, the writer asked to the students to do the exercise based on lesson planning. The second treatment was conducted on February 7<sup>th</sup>, 2019. In this treatment, the writer explained about verbal sentence of simple present tense. After the writer finished the explanation, the writer asked to some students to make a sentence in the board. Then, the students played sentence race of word bricks game used verbal sentence of simple present tense. In this meeting, the students more enthusiast and more active because they already

understand about the rule of playing the game. After the treatment finished, the students do the exercise based on lesson planning.

The third treatment was conducted on February 14<sup>th</sup>, 2019. In this last treatment, the writer explained about the use of time signals in simple present tense, and reviewed the material of the first and second meeting. In this meeting, the students more active and more motivated because they had been familiar with the material and also the game. They also arranged more correct sentence. After conducting three meetings of treatment, the writer gave the post-test to the students, the post-test was conducted on February 16<sup>th</sup>, 2019 at the experiment class and control class. The mean of post-test in experiment class increased to be 74.82, and the mean of post-test in control class increased to be 70.00. While the mean of experiment class is higher than control class, it means that the most improvement was in the experiment class. While based on the calculation of the independent sample test, Sig( $P_{value}$ ) or Sig(2-tailed) of the equal variance assumed = 0.00, and  $\alpha = 0.05$ . It meant that  $Sig(P_{value}) < \alpha = 0.05$ . So,  $H_a$  was accepted. Based on the computation, it can be concluded that the treatment had influence of using sentence race of word bricks game towards students' simple present tense mastery.

Because the hypothesis is accepted, the writer concluded that there was influence of using sentence race of word bricks game towards students' simple present tense mastery at the Eighth grade of SMP N 8 Pesawaran in academic year of 2018/2019. Therefore, it can be concluded that sentence race of word bricks game is one of good technique in motivating, challenging, and pushing students in

mastering grammar. This research enriches the previous research that was conducted.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

According to the research that was carried out in SMP N 8 Pesawaran in the academic year of 2018/2019, the writer might draw the conclusions as follows:

Based on the statistically analysis, there was significant influence of using sentence race of word bricks game towards students' simple present tense mastery in the Eighth grade of SMP N 8 Pesawaran in the academic year of 2018/2019. The significant influence can be seen from Sig. (2-tailed) of the equal variance assumed in the paired sample test table where the Sig. (2-tailed) was 0.000. It was lower than  $\alpha=0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted.

#### B. Suggestions

According to the results of the research that was conducted, the writer would like to give some suggestions of this research as follows:

##### 1. Suggestions to the Teacher

- a. This research found out that sentence race of word bricks game can be used to develop students' simple present tense mastery. Due to the finding, the

English teacher could use this technique because it is good and recommended to teaching simple present tense.

- b. The English teacher can help students to increase their simple present tense mastery by using other effective and relevant technique, game or media, in order to make the students more enjoying the learning process.

## **2. Suggestions for the Students**

- a. The students should learn and be more seriously in learning simple present tense in order that the students can improve their simple present tense mastery.
- b. The students should practice to make a sentence and memorize the pattern of tenses, it is good to ask the teacher than look at the note.

## **3. Suggestions for the School**

- a. The school should provide some more simple present tense books and other English books to be read by the students, so they can increase their knowledge.
- b. The school should provide another facility for students to practice their English competency like multimedia room and language laboratory.

## **4. Suggestions for the Upcoming Researchers**

- a. Sentence race of word bricks game was applied to increase students' simple present tense mastery. The other researchers may use other game from word

bricks game or can use sentence race of word bricks game to develop other tenses.

- b. In this research, the treatments were done in three meetings. It is possible to other researchers to spend more time in giving the treatments to the students so that they can get enough exercise.
- c. In this research, the writer used sentence race of word bricks game to help students junior high school to increase their simple present tense ability. Further other researchers are able to conduct this technique on different level of students. It can be applied to senior high school or even more.



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**Appendix 11**  
**(Analysis Data)**

**Descriptives**

Kelas			Statistic	Std. Error	
hasil belajar siswa	Pre-test Experiment	Mean	53.93	1.269	
		95% Confidence Interval for Mean	Lower Bound	51.32	
			Upper Bound	56.53	
		5% Trimmed Mean	53.81		
		Median	55.00		
		Variance	45.106		
		Std. Deviation	6.716		
		Minimum	40		
		Maximum	70		
		Range	30		
		Interquartile Range	10		
		Skewness	.125	.441	
		Kurtosis	.146	.858	
		Post-test Experiment	Mean	74.82	1.396
95% Confidence Interval for Mean	Lower Bound		71.96		
	Upper Bound		77.69		
5% Trimmed Mean	74.60				
Median	75.00				
Variance	54.597				
Std. Deviation	7.389				
Minimum	60				
Maximum	95				
Range	35				

	Interquartile Range		10	
	Skewness		.585	.441
	Kurtosis		.878	.858
Pre-test Control	Mean		51.25	1.577
	95% Confidence Interval for Mean	Lower Bound	48.01	
		Upper Bound	54.49	
	5% Trimmed Mean		51.11	
	Median		50.00	
	Variance		69.676	
	Std. Deviation		8.347	
	Minimum		35	
	Maximum		70	
	Range		35	
	Interquartile Range		10	
	Skewness		.241	.441
	Kurtosis		-.169	.858
Post-test Control	Mean		70.00	.996
	95% Confidence Interval for Mean	Lower Bound	67.96	
		Upper Bound	72.04	
	5% Trimmed Mean		70.00	
	Median		70.00	
	Variance		27.778	
	Std. Deviation		5.270	
	Minimum		60	
	Maximum		80	
	Range		20	
	Interquartile Range		10	

Skewness	.000	.441
Kurtosis	-.441	.858

#### Tests of Normality

kelas		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
hasil belajar siswa	Pre-test Experiment	.171	28	.036	.952	28	.217
	Post-test Experiment	.172	28	.034	.939	28	.103
	Pre-test Control	.148	28	.119	.961	28	.366
	Post-test Control	.179	28	.023	.922	28	.039

a. Lilliefors Significance Correction



### The Result of Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
hasil belajar siswa	Based on Mean	2.176	1	54	.146
	Based on Median	2.089	1	54	.154
	Based on Median and with adjusted df	2.089	1	48.985	.155
	Based on trimmed mean	2.281	1	54	.137



The result of Paired t-test ( hypothetical test )

## Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test eksperimen	53.93	28	6.716	1.269
	post-test eksperimen	74.82	28	7.389	1.396
Pair 2	pre-test kontrol	51.25	28	8.347	1.577
	post-test kontrol	70.00	28	5.270	.996

## Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre-test eksperimen & post-test eksperimen	28	.425	.024
Pair 2	pre-test kontrol & post-test kontrol	28	-.063	.750

## Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre-test eksperimen - post-test eksperimen	-20.893	7.583	1.433	-23.833	-17.952	-14.579	27	.000
Pair 2	pre-test kontrol - post-test kontrol	-18.750	10.149	1.918	-22.686	-14.814	-9.776	27	.000