

**THE INFLUENCE OF USING CLUE GAME TOWARDS STUDENTS'
SIMPLE PRESENT TENSE MASTERY AT THE SECOND
SEMESTER OF THE EIGHTH GRADE OF SMPN 1
SEMAKA TANGGAMUS IN THE ACADEMIC
YEAR2018/2019**

A Thesis

Submitted as a Partial Fulfillment of The Requirements for S-1 Degree

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**ENGLISH EDUCATION STUDY PROGRAM
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UNIVERSITY OF ISLAMIC STATE RADEN INTAN LAMPUNG
2018/2019**

ABSTRACT

THE INFLUENCE OF USING CLUE GAME TOWARDS STUDENTS' SIMPLE PRESENT TENSE MASTERY AT THE EIGHTH GRADE OF THE SECOND SEMESTER AT SMPN 1 SEMAKA IN THE ACADEMIC YEAR OF 2018/2019.

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Grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language. By learning grammar, we know how to arrange the words and it shows how to make the words in a meaningful sentence. The objective of the research was to find out whether there was a significant influence of using clue game towards students' simple present tense mastery at the second semester of eighth grade at SMPN 1 Semaka in the academic year of 2018/2019. It is expected that result of the study would provide a deeper understanding about clue game for English teacher, for students and also for other researcher.

The research methodology was quasi experimental research. The design of this research was pre-test and post test design. The population of this research was the eighth grade of SMPN 1 Semaka. The researcher chose the sample randomly by using cluster random sampling technique. There were four steps in conducting this quasi experimental research : try out, pre-test, treatment and post test. The researcher conducted three meetings for treatments. The researcher used pre-test and post test to find out students' simple present tense mastery before the treatment and after the treatment. In collecting the data, the researcher used the instrument in the form of multiples choice question. After giving posttest, the researcher analyzed the data by using SPSS.

From the data analysis, it was found out that the result obtained in the independent sample test that the value of significant generated Sig (Pvalue) = 0.005 < α = 0.05 . H_a is accepted and H_0 is rejected. Based on the computation it can be concluded that there was significant influence of using clue game towards students' simple present tense mastery at the second semester of the eighth grade of SMPN 1 Semaka.

Keywords: Clue Game, Simple Present Tense, Quasi Experimental Design.



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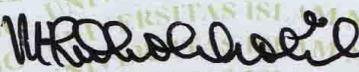
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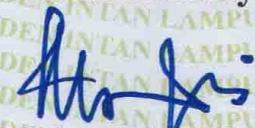
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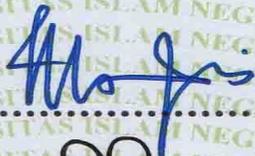
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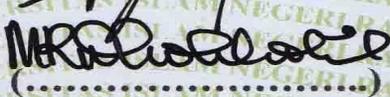
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DECLARATION

Hereby, I state this thesis entitled “The influence of Using Clue game Towards Students’ Simple Present Tense Mastery at the Eighth Grade of the Second Semester at SMPN 1 Semaka in the Academic Year 2018/2019” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and these are properly acknowledged in this thesis.



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MOTTO

وَالْأَفْئِدَةَ وَالْأَبْصَرَ السَّمْعَ لَكُمْ وَجَعَلَ شَيْئًا تَعْلَمُونَ لَا أُمَّهَاتِكُمْ بُطُونٍ مِّنْ أَخْرَجَكُمْ وَاللَّهُ

تَشْكُرُونَ لِعَلَّكُمْ

“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)¹



¹www.theonlyquran.com/quran/an-nahl/english_abdullah_yusuf_ali//ayat=78. Accessed on August, 23rd 2016.

DEDICATION

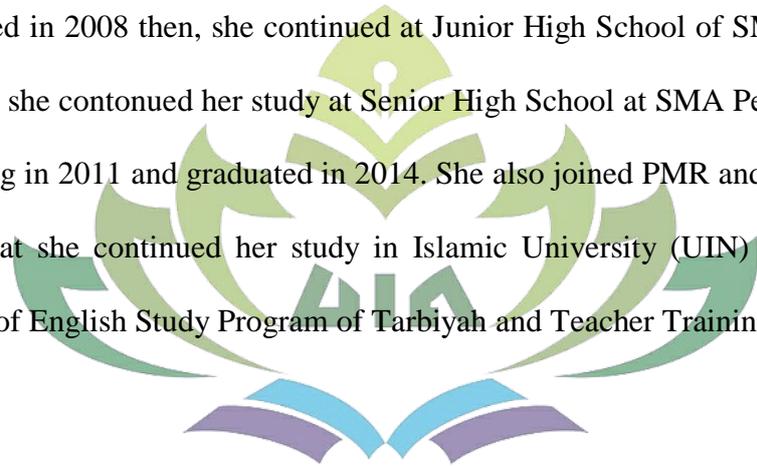
Praise and gratitude to Allah the Almighty for this abundant blessing to me, and from my heart this thesis is dedicated to:

1. My beloved parents, Mr. Atori and Mrs. Naima who always pray for my success and give me motivation and support to study hard until now. I love them so much.
2. My beloved Brothers and Sister Reza Evan Nanda, Rina Agustina, Rafka Amirza Nanda who always give me spirit and suggestion for my success.
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5. My beloved Almamater UIN Raden Intan Lampung which has contributed a lot for my development.
6. My beloved friends in UIN Raden Intan Lampung.
7. My great family, PBI F.

CURRICULUM VITAE

The researcher's name is Ria Kartika. She was born in Wonosobo on Desember 6th 1996. She is the first child of Mr. Atori and Mrs. Naima. She has three younger Brother and Sister, their name are Reza Evan Nanda, Rina Agustina and Rafka Amirza Nanda.

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticism and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching procession.

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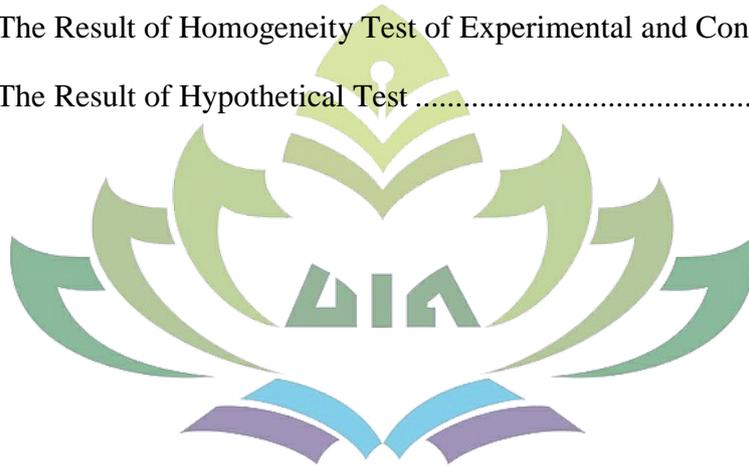
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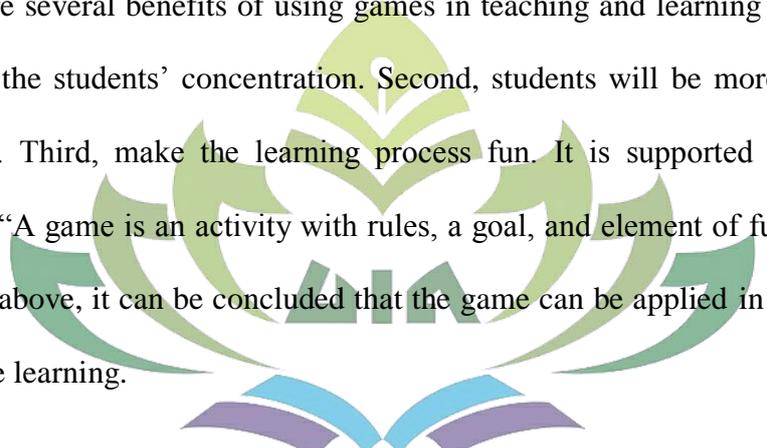
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CHAPTER I INTRODUCTION

A. Background of the Problem

Playing games is a natural part of childhood and adulthood. Roald Dahl says that “Life is more fun if you play games”.¹ In other words, something done using the game will be easier and entertaining, including in teaching and learning activities. There are several benefits of using games in teaching and learning process. First, training the students’ concentration. Second, students will be more interested in learning. Third, make the learning process fun. It is supported by Hadfield’s opinion “A game is an activity with rules, a goal, and element of fun”.² From the opinion above, it can be concluded that the game can be applied in the process of language learning.



English learning at school has issues to discuss. This is shown by the many weakness, especially in creating a comfortable and enjoyable learning environment, so that indirectly effects the ability of the students. On the other hand, learning English in school has not succeeded in improving students’ skills. It is caused by a few things, such as the lack of capacity of English teachers in the class so that students are less familiar with the language structure. Furthermore, the inappropriate way of delivering material causes the students to be bored and

¹ <https://www.goodreads.com/quotes/301391-life-is-more-fun-if-you-play-games>.
Accessed 12th June 2019.

² Jill Hadfield, *Intermediate Vocabulary Games* (London: Longman, 1999), p.4.

uncomfortable while learning takes place. This kind of condition will continue to occur if the teacher does not change the learning method. Seeing from the problem above, it can be concluded that the delivery of material in learning English in school has not run well. There is one of the English learning materials such as grammar mastery.

Talking about grammar, the difference in the structure of the mother tongue and the foreign language has a profound effect. Therefore, grammar understanding is very important for students, so that students do not have trouble in writing with good and correct arrangement. Harmer states that “Grammar is placement sentences in right order so it become good sentences and can be understand by other people”.³ Meanwhile, Thornbury argue that “Grammar is the process is making speakers or writers meaning clear when contextual information lacking”.⁴ It is clear that correct grammar will reduce misunderstandings. From the explanation above, grammar has an important role in combining units of language to form a good sentences. There are some part of grammar, one of them is simple present tense.

In this research the researcher focused on simple present tense mastery. Seeing from the syllabus, this is the basic competencies that must be achieved by students in the first semester of junior high school, both in transactional and interpersonal skills. However, students have not achieved the competence. They have not

³Harmer,Jeremy, *How to Teach English*(Printed in china.2007),p. 60.

⁴Scott Thornbury, *How to Teach Grammar* (London:Longman,1999),p.1.

understood the simple present tense well so that students' understanding on simple present tense is below average.

It can be seen from the result of the preliminary research at SMP N 1 Semaka, the researcher conducted an interview with one of the English teacher there. She said that the students had low achievement of the tenses. In addition, they had low score in simple present tense mastery. Nevertheless, they had under average score in simple present tense mastery. It can be seen from students' English score. The score were displayed in table 1.⁵

Tabel 1
Students' score for Simple Present Tense mastery at Eighth Grade
Students of SMP N 1 SemakaTanggamus in the Academic year of 2018

No.	Students' Score	The Number of Students	Percentage
	<78	145	69,37%
	≥78	64	30,63%
	Total	209	100%

Source : Document of English Simple Present Tense mastery score of Eighth Grade at SMpN1 SemakaTanggamus in the Academic year 2018

From the data of pre research in Table 1, it can be seen that 69,37% of the students have low achievement in simple present tense mastery. In addition, there are 145 students got score under 78 and at SMP N1 Semaka the criteria of minimum mastery (KKM) is 78*.⁶ It shows that students have difficulty in simple present tense mastery.

⁵By preliminary research inSMP N 1 SemakaTanggamus.

⁶By preliminary research inSMP N 1 SemakaTanggamus.

In the fact, besides doing interviews with teachers, the researcher also distributed a questionnaire to some students. Almost every student has difficulty learning simple present tense. There are several factors that caused students had difficulty in simple present tense mastery. The first factor, the students are not interested in the learning process. Second factor, students consider simple present tense is a difficult subject, it means that not only a few students who do not like the lesson. Therefore, if it happens continuously this will affect the spirit of student learning and impact on student achievement to be under average. From the fact above, the researcher argues that teachers need learning techniques that are not boring. Game method can be one way in reducing students' difficulties as well as create fun learning atmosphere so as to foster interest and motivation in teaching and learning activities.

Meanwhile, there are some types of game, one of them is Clue Game. It is a good technique to help students increase their simple present tense mastery. Clue Game is one of the techniques used as an alternative to teach simple present tense. Among many techniques of guessing in teaching simple present tense, clue game can be applied in the teaching of simple present tense. The teacher can give students more chances in formulating question. The students can be active and react spontaneously based on their simple present tense mastery.

It is supported by Agoestyowati in Handayani states that Clue game is one game where the students try to explain a thing (noun), action (verb), description word (adjective), etc. This game will give information to the students by using

clue.⁷ The teacher can use Clue game to simple present tense mastery process as the technique, because of using Clue game can make the learning process more effective and enjoyable so, the English teacher can implement this technique on teaching simple present tense.

In addition, there are some researches that used Clue game. The first research was conducted by Handayani in thesis undergraduate, entitled *The Effect of Using Clue Game Towards Students' Speaking Ability at The Second Year of Junior High School 2 Teluk Kuantan in The Academic Year 2013*. The purpose of this research to find the effect of using clue game strategy towards students' speaking ability. The researcher used quantitative research. Speaking cannot be produced by students without having skill of grammar and enough vocabulary along part of speech in English. There are significant effect by using clue game towards students' speaking ability.⁸

The second research was done by Uswatun Khasanah, entitled *The Use of Clue Words Game to Improve Students' Writing Skill in The Eight Grade of SMP N 3 KALIBAGOR in The Academic Year 2014/2015*. The result of the research showed game that one of good technique in teaching writing, so there was significant influence of using Clue word game towards students' writing skill.⁹

⁷Septi Handayani, *The Effect of Using Clue Game Strategy Towards Students' Speaking Ability at The Second Year of Junior High School 2 Teluk Kuantan (UIN Suska Riau)*, p.21. Published <https://www.google.co.id/search?client=ucweb-b&channel=sb&q=pdf+clue+game+redjky+agoestyowati&oq=pdf+clue+game+redjky+agoestyowati&aqs=mobile-gws-lite>

⁸*Ibid*

⁹UswatunKhasanah, entitled *The Use of Clue Words Game to Improve Students' Writing Skill in The Eight Grade of SMP N 3 KALIBAGOR in The Academic Year 2014/2015 (UMP)*. Published [Http://repository.ump.ac.id/](http://repository.ump.ac.id/)

Based on the discussion in background of the problem, the researcher conducted a research entitled “The influence of Using Clue Game towards Students’ Simple Present Tense Mastery of the Second Semester of the Eighth Grade of SMP N 1 Semaka Tanggamus in the Academic year 2018/2019”.

B. Identification of Problem

Seeing that background above, the researcher identified the problem as follows :

1. The students’ understanding in the simple present tense were under average
2. Teacher used monotonous technique in teaching simple present tense
3. The students’ score in simple present tense were under average.

C. The Limitation of the problem

From the identification above, the researcher focused on the influence of using Clue Game in simple present tense mastery.

D. The Formulation of Problem

Based on the identification of the problem and limitation of the problem mentioned above, the researcher formulated the problem as follows: Is there any significant influence of using Clue Game towards students’ simple present tense mastery at the First semester of eighth grade in the academic year 2018/2019?

E. The Objectives of Research

The objectives of research were to know whether there is influence of using Clue Game towards students' Simple Present Tense mastery.

F. Significance of the Research

The research was intended to give some uses in language teaching field. The uses of research were as follows:

1. Theoretically

To support the previous theories about the influence of using Clue Game towards simple present tense mastery and to develop knowledge of the researcher in practicing the theories.

2. Practically

a) The student

By using The Clue game, the researcher expected that the students will be more interested and motivated in learning Simple present tense.

b) The teacher

The researcher expected that by using clue game the teacher can improve their teaching and the teacher can use various technique in teaching learning process.

c) The school

The researcher hoped that this research scientifically can give contribution to institution in improving the quality of English teacher.

d) Other researcher

The researcher hoped that the result of this research would be as a reference to do another relevant research.

G. Scope of the Research

The scope of the research can be described as follows:

1. Subject of the research

The subjects of the research were the students at the eighth grade of SMP N1 SEMAKA TANGGAMUS

2. Object of the research

The object of the research was the influence of using Clue game towards students' Simple Present Tense mastery

3. place of the research was conducted at SMPN 1 SEMAKA TANGGAMUS

4. Time of the research

The research was conducted at the eighth grade in the academic year of 2018/2019.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Frame of Theories

1. Teaching English as a Foreign Language

Talking about language, there is an interesting quotation about language. Mark Amadon says that “Language is the means of getting an idea from my brain into your without surgery”. On the other hand, language is a means of expressing feelings and thoughts. Without language we can not deliver what we have in mind. There are some types of language, one of them is English.

In our Country, English is a foreign language. It is not play in daily life but has a role in social life. Broughton states, English as a foreign language means that it is taught in school, often widely but it does not play essential in national or social life.¹ Therefore, English is not used in everyday life by Indonesian people and only few people such as academicians or certain people in a certain fields that use English as communication in their fields.

Learning English as a foreign language is different than learning English as a second language.² It is not an easy process, because the students do not use English for daily communication. The students just use English when they have an English class. Therefore, all activities in the classroom should give motivation

¹Broughton, Geoffrey et al., *Teaching English as Foreign Language* (2nd Edition). London and New York: University of London Institute of Education., 2003., p 12

²Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu., 2006), p.20

for the students to study English through variations of approach so that the students will get enjoyable situation and good learning atmosphere in learning process. This is supported by Crystal who stated, “If English is not your mother tongue, you may still have mixed feelings about it. You may be strongly motivated to learn it, because you know it will put you in touch with more people than any other language; but at the same time you know it will take a great deal of effort to master it, and you may begrudge that effort.”³

From the argumentation above, the researcher concluded that English as a foreign language means that it is only obtained in the school environment.. It is caused the learners who learned English as a foreign language only use their English in education situations. Besides, English is only used in certain communication, so that the learner do not get used to it. But we have known that, the mastery of english is needed and have a big role.

2. Concept of Grammar

Hearing the word “ grammar” would have been a familiar word. The learner need grammar in order to make right sentence. On the other hand, Harmer says that “grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language”.⁴ It is clear that grammar explains how to arrange the words and it shows how to make the words in a meaningful sentence.

³David Crystal, *English as a Global Language* (2nd Ed.), Cambridge: Cambridge University Press, 2003, p. 3.

⁴Jeremy Harmer, *The Practice of English Language Teaching*, London: Longman, 2003,p. 12

Meanwhile, according to Brown, grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.⁵ It means that the relationship of words in a sentence is built by grammar. Grammar is a description of the rules that govern how languages' sentences are formed.⁶ Furthermore, Thornbury define that Grammar is the process is making speakers or writers meaning clear when contextual information lacking.⁷ From this definition, it seems that grammar plays an important role in combining units of language to form sentences.

It should be admitted, good mastery in grammar will enable people easily to express information, feelings, and ideas in their thought to others. In other words, it can be said that communication failure will happen if people do not master the grammar because the purpose of communication cannot be reached. From that statement, it is clear that grammar is important to be mastered by the students in order to be able to express their feelings, emotions, and to be able to use English appropriately.

It can be seen from the result of the experts, it can be concluded that grammar is considered as a system of the rules of the language that is used in context of communication and also grammar will help the students to arrange the sentences

⁵H.Douglas Brown, *Teaching by Principle – An Interactive Approach to Language Pedagogy*. New York: Longman. 2001, p. 362.

⁶Scott Thornbury, *How to Teach Grammar* (London:Longman,1999),p.1

⁷*ibid*

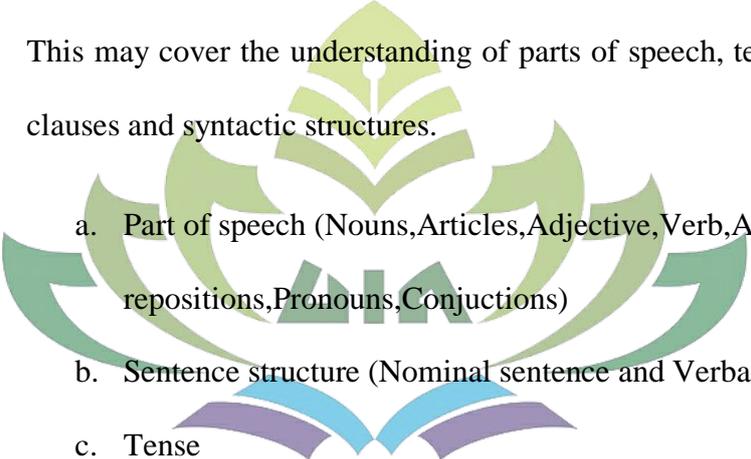
well, and certainly the students can communicate by using good English. It means by mastering grammar the learner will be mastering “four skills” English.

2.1 Dimensions of Grammar

Jack C. Richards in Utari termed the two dimensions as sentence grammar and text grammar.⁸

1. Sentence Grammar

Sentence Grammar is the set of rules that are used to create sentences. This may cover the understanding of parts of speech, tenses, phrases, clauses and syntactic structures.

- 
- a. Part of speech (Nouns,Articles,Adjective,Verb,Adverbs, repositions,Pronouns,Conjunctions)
 - b. Sentence structure (Nominal sentence and Verbal sentence)
 - c. Tense

It is supposed that by understanding these elements, learner will be able to create sentences that are well formed and grammatically correct in English.

2. Text Grammar

Text of grammar refers to the system of rules that govern a longer piece of work which consists of sentences that make up a longer texts in the form of paragraphs or even bigger such as essays or articles.

⁸Utari Praba, Dkk, *Grammar Analysis* (Banten:Penerbit Universitas terbuka,2017),p.1.4

Text can be found in written form and spoken form. Both forms of texts are constructed following a system that is called genre. Harmer in Utari states that genre is types of text that are applicable in particular community with common system of rules.⁹ Rules in genre consists of the following three aspects:

- a. Purpose/social function of text i.e. for what purpose a text is created and what kind of audience is the text intended to.
- b. Generic structure of a text i.e. the parts of a text such as opening, body, closing.
- c. Lexicogrammatical features of a text i.e. features of a text such as tenses, part of speech, connectors, vocabulary, etc.

In English, there are types that we need to know such as narrative, recount, discussion, procedure, response, explanation, description, and exposition.

Seeing the explanation above the understanding of sentence grammar and text grammar are very important. There are several parts of sentence grammar one of them is tenses.

3. Concept of Tenses

Talking about grammar, tenses are the important part for the learners to make their language become systematic. It is because English has different rules for the different time and situation. Because of that, the learners must master about

⁹*Ibid*,p.1.5

tenses. The word “ tense” is from Latin *tempus* meaning time.¹⁰ It is indicated whenever we use a finite verb. A useful way to explain tense to students are facing the students and making symbolic gestures. As the direction of reading in English is from left to right, we use a corresponding sequence. To the students’ left we indicate something occurring in the past. Directly in front indicates something occurring now, in the present, and to the right something which is to happen in the future.

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.¹¹ It can be said that the different activities in the different time have the different way to express in writing form or spoken.

According 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

¹⁰Barbara Dykes, *Grammar for Everyone Practical Tools for Learning and Teaching Grammar* (Victoria: Acer Press, 2007),p.44

¹¹Thomas E. Payne, *Understanding English Grammar*, Cambridge: Cambridge University Press. 2009,p. 280.

forms.¹² It means, the time that has the correlation with the actions is understood by the speaker, reader, or listener.

A tense system is a system associated with the verb where the basic contrasts in meaning has to do with the location in time of the situation, or the part of it under consideration. Past and present times are relational concepts. Usually past time is understood as time preceding the time of speaking and present time is time simultaneous with the time of speaking.¹³ It can be said that the time of the situation has to be considered to determine the concept of tense.

From some explanations, it can be concluded that the word ‘tense’ is the grammatical expression of relative time that indicated whenever we use a finite verb that should be pointed out that time in relation to action is a concept that exists in the mind of speaker, reader, or listener. Tense is one of important parts of structure in English, in teaching learning English the teacher should make the students understand about tenses which are used to make them able to make sentence because tenses are a verb form that are used in certain time so it must be mastered by the students. There are 16 types of tense.

a. Present tense

1) Simple Present Tenses

¹²George E. Wishon and Julia M. Burks, *Let's Write English*, Canada: Van Nostrand Reinhold Ltd, 1980, p. 192

¹³Rodney Huddleston and Geoffrey K. Pullum, *A Student's Introduction to English Grammar*, Cambridge: Cambridge University Press, 2007, p. 44.

Simple Present tense is also used for event or situation that exist always, usually, or habitually in the past, present, and future.¹⁴

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

2) Present Continuous Tense

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

Formula: S+ To be (am, is, are) + Verb 1(ing) + O

3) Present Perfect Tense

This tenses express activities or situation that has occur (or did not occur) “before now”-at some unspecified time in the past. It also used to express the activities that were repeated several or many in the past. The exact times are unspecified.

Formula : S+ have/has+ past participle

4) Present Perfect Countinous Tense

this tense express the duration (the length of time) an activity is in progress, i.e. how long something has

¹⁴Betty SchramperAzar, *Understanding and Using English Grammar*,(New York: Long man, 2007),p.13

continued to the present time. It uses for to tell length of time.

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

b. Past Tense

1. Simple Past Tense

This tense is used to talk about activities or situations that began and ended in the past (e.g. yesterday, last night, two days ago, in 1990). Most Simple Past Tense is formed by adding ed to a verb, whereas some verbs have irregular past forms.¹⁵

Formula : S+ TO be (was/were)+ O or S+ Verb two + O

2. Past Continuous Tense

This tense expresses an activity that was in progress (was occurring, was happening) at a point of time in the past (e.g. at 6:10) or that the time of another action (e.g. when I came).

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

¹⁵*Ibid.*P.27

3. Past Perfect Tense

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

Formula : S + Had + been + O or S+ Had+Verb two +O

4. Past Perfect Continuous Tense

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

Formula : S+ had + been + V one + Ing + O

c. Future Tense

a) Simple Future Tense

To express an activity that will be done in the future.

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

b) Future Continuous

To express an activity or state will take place or be in progress in the future.

Formula : S+ Shall/will + be +Verb one + Ing + O

c) Future Perfect Tense

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

d) Future Perfect Continuous Tense

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

Formula : S+ shall/will + have + been + Verb one + Ing +
O

d. Past Future Tense

1. Past Future Tense

It shows an action or state will happen in the past.

Formula: S + should/would+ be+ O or S +
should/would+Verb one + O

2. Past Future Continuous Tense

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

Formula: S + Should/would +Be + Verb one (Ing) + O

3. Past Future Perfect Tense

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

Formula: S + should/would +have +been + Verb one + O

4. Past Future Perfect Continuous Tense

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

Formula: S + Should/ would + Have + Been + Verb 1 (ing)
+ O

There are some tenses in English and this research only focus on Simple Present Tense, because it is accordance with the syllabus for SMP at the eighth grade..

4. Concept of Simple Present Tense

Simple Present Tense indicates that an action is present, or now. Simple Present Tense occurs in the present but that is not necessarily happening right now.¹⁶ The Present Tense uses the verb's base form (write, work), or for third-person singular subjects, the base form plus an -s ending (he writes, she works).

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.¹⁷ It can be said that 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 bike to get around town." is in the present, but I am not actually on my bike right now.

The uses of simple present tense:

1. To explain the activities done because of habitual action.

¹⁶Raymond Murphy, *English Grammar in Use*, Cambridge: Cambridge University Press, 1998,p. 4.

¹³Betty Azzar, *Understanding and Using English Grammar*, New York: Longman. 2007,p. 13.

2. To explain the general truth
3. In exclamatory sentences that started with here and there.¹⁸

Present tense habitual activities are frequently signaled by time expressions such as the following:

Table 2.1

all the time	every month	often
always	every semester	rarely
every class	every week	sometimes
every day	as a rule	usually
every holiday	most of the time	generally
every hour	never	seldom
every year	occasionally	habitually

There are only two basic forms for the simple present tense; one ends with -s and the other does not. Here are the rules, using the example verb "sing":

Table 2.2

Subject	Verb Form	Example
I	simple form	<i>I sing</i>
You	simple form	<i>You sing</i>
He	simple form + S	<i>He sings</i>
She	simple form + S	<i>She sings</i>
It	simple form + S	<i>It sings</i>
We	simple form	<i>We sing</i>
They	simple form	<i>They sing</i>

In other words, only 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 some verbs, you need to add -ES or change the ending a little. Here are the rules:

¹⁴Hilman, Fariz Mukti, *Complete English Grammar*, Yogyakarta: Absolut. 2010, p. 182.

Table 2.3

Verb ending in	How to make the 3rd person singular	Example
s	Add -ES	<i>He passes</i>
Z	Add -ES	<i>She waltzes</i>
Sh	Add -ES	<i>She wishes</i>
Ch	Add -ES	<i>He watches</i>
X	Add -ES	<i>She mixes</i>
O	Add -ES	<i>He goes</i>
consonant + y	Change Y to I, then add -ES	<i>It flies</i>
[anything else]	Add -S	<i>He sings</i>

The Characteristics:

1. Predicate sentence always use Verb1 for plural noun and Verb1+ S/ES for singular noun
2. Interrogative sentences add Do/Does or Is/are in front of subject, if negative sentences add Do/Does + not or Is/Are + not in front of the subject or after the subject.

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

1. Verbal Sentence
 - a. Subject (He, she, it, Name)
 - 1) Positive form: Subject + Verb1(s/es) + O/Adv
 Example: He drinks a cup of milk every morning
 - 2) Negative form : Subject + does + not + Verb1

Example: Roger does not drink a cup of milk every morning.

3) Interrogative form: Does + Subject + Verb1

Example: Does she drink a cup of milk every morning?

4) Question words form: Question word + does + Subject + Verb1?

Example: What does he drink?

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

1) Positive form : Subject + Verb1 + O/Adv

Example: We drink a cup of milk every morning.

2) Negative form : Subject + do + not + Verb1

Example: I do not drink a cup of milk every morning.

3) Interrogative form: Do + Subject + Verb1 + O/Adv?

Example: Do they drink a cup of milk every morning?

4) Question words form: Question word + do + Subject + Verb1?

Example: What do you drink?

2. Nominal Sentence

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

a. Subject (He, she, it, Roger, Name)

1) Positive form: Subject + is + C.

Example: He is a doctor.

2) Negative form: Subject + is + not + C.

Example: Roger is not a doctor a doctor.

3) Interrogative form: Is + Subject + C.

Example: Is it a cat?

4) Question words form: Question word + is +Subject?

Example: Who is she?

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

1) Positive form: Subject + are + C.

Example: They are doctors.

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

Example: You are not a doctor.

3) Interrogative form: Are + Subject + C.

Example: Are the boys happy?

4) Question words form: Question word + are +Subject?

Example: Who are they?

c. Subject (I)

Formula: (+) Subject + am

(-) Subject + am + not

(?) Am + subject?

(WH) Question word + am + Subject

From the explanations, the writer concludes Simple Present tense is one of tense to expresses customs and habitual actions.

5. Students' Simple Present Tense Mastery

Mastering grammar could make the students organize well their sentences both in oral and in written form. Tenses were some of them. One kind of tenses was simple present tense. Generally, simple present tense expresses events or situations that exist always, usually habitually; they exist now, have existed in the past, and probably will exist in the future.¹⁹

In the other side, mastery is a condition of having complete control of knowledge.²⁰ It means that mastery is having a broad skill of knowledge in understanding the certain object. In mastering the simple present tense, students have to know the positive, negative and interrogative sentences for both nominal and verbal form with the appropriate time signal. In verbal form, they have to differ verbs which one is added by “s/es” or without “s/es” and they know the function of do/does as the auxiliary verbs. In nominal form, they have to know the use of linking verb or to be of simple present tense. They are am, is and are.

¹⁹Betty SchramperAzar, *Understanding and Using English Grammar*, New Jersey: Prentice Hall Regent,2007, p.2.

²⁰AS. Hornby, *Oxford Anvabced Learners Dictionary of Current English*, Oxford: Oxford University Press, 2008, p. 271

From the explanations above, students' simple present tense mastery in this research is a condition of having complete control of knowledge in constructing positive, negative, and interrogative sentences of simple present tense for both nominal and verbal form with the proper use of time signal.

6. Concept of Game

The Definition of games

Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with other. It is clear that any activity which is interesting, sometimes challenging, and which can make the students enjoy playing and interacting each other can be called a game. Game is an activity with rules, a goal and element of fun.²¹

People concern about game in their daily activities. Some people play game for fun thing. Some other also play game for relaxing their mind. And for Educational people, teachers use game as a technique for their teaching, so that each person has his own meaning for using the games. Like Moursund said "the word "game" means different things to different people".²²

Enjoyment of games is not restricted by age. Some individuals, regardless of age may be less fond of games than others. But, it depends on the appropriateness of

²¹Hadfield, *Advanced Communicative Games*, (Hongkong : Nelson House, 2006), p.iii

²²Dave Moursund, *Introduction to Using Game in Education: a Guide for Teacher and Parent*,(Oregon : University of Oregon: 2007),p.6

the games and the role. Young learner and adult are very willing to play games. In addition, by using the game, the teacher can create the attractive and fun situation, if the teacher can create situations like those suggested above, such students will find themselves drawn into an atmosphere in which they can forget about their lack of confidence and begin to take part alongside the less shy or the more competent students.²³

Games are neutral for all levels of education. It is not difficult for us to provide a game because we can look for a suitable game for each level. The teacher's role also has great contribution. It seems like so easy to build a game, but if the teacher cannot deliver the games appropriately the student will be bored. It is because the nature of games is making fun activities that involve the students to do it. As Lewis and Bedson said, "games are fun and children like to play them".²⁴ In other words, the teacher should concern about how to make the students enjoying the game by delivering it well.

In conclusion, it is good to use games for making a relaxing way in teaching process, so the students can involve and get challenge to use English in their classroom activities. Besides, to use games in language teaching learning activity effectively and successfully, as the teacher of English, we should think carefully about the selection of games we want to implement at the classroom. There are so many games can be used in teaching Simple Present Tense. By considering this

²³L. A Hill and R. D. S Fielden, *English Language Teaching Game*, (London: Evans Brother Limited, 1974), p. iv

²⁴Gordon Lewis and Gunter Bedson, *Games for Children*, (New York : Oxford University Press, 2004), p. 5

explanation, the writer use one kind of fun games in this experiment. That is Clue Game.

7. Concept of Clue Game

Redjeki in Handayani states that Clue game is one game, where the students try to explain a thing (noun), action (verb), description word (adjective), etc. Where this game will give information for the students or players by using clues.²⁵ It means, this technique will help students to understand simple present tense mastery in simple way. Students can use clue game their knowledge to explain about something.

Clue game is one of the technique to Simple Present Tense mastery. This technique is also developed by Woodward, Clue game is an oral game in which one player as the clue giver, and the other players attempt to guess by asking up to questions that can be answered with “yes/no”.²⁶

Based on definition above, The researcher concludes that clue game is an oral game, it will give the learners more chance in formulating questions /sentences so that the learner can explore their knowledge.

²⁵Septi Handayani, *The Effect of Using Clue Game Strategy Towards Students' Speaking Ability at The Second Year of Junior High School 2 Teluk Kuantan (UIN Suska Riau)*. P,38. available <https://www.google.co.id/search?client=ucweb-b&channel=sb&q=pdf+clue+game+redjeki+agoestyowati&oq=pdf+clue+game+redjeki+agoestyowati&aqs=mobile-gws-lite>.

²⁶Suzane W. Woodward, *Fun with Grammar (Communicative Activities for the Azar Grammar Series)* (US : Prentice Hall Regents,1997),p.7

8. Procedure of Clue Game

There are many ways to play Clue Game. Here, the writer chose the strategy developed by Woodward:

First, choose one student to come to the front of the class. This student will give an identity and will give clues to the class. The class try to guess the identity from the clues and can ask only yes/no question.

Second, before starting the game, discuss strategy with the class. Tell that student who is giving clues will give the most difficult clues first and easiest last.

Example :Identity : Baseball

Sample Clue : Many people like me.

You can watch me.

It is (i am) done outdoors.

I am a game/sport.

You need a mitt to play.

Third, if the class guesses the identity, it wins. If the class cannot guess the identity after preannounced number of clue (between 5 and 10) the student wins.

Variation : Send one student out of the room. Give the class an identity for the student, discuss clue strategy, and go over possible clues. When the student returns, the class member begin giving clues. The student may ask only yes/no question, or you may limit his/her questions to identity

questions (“ am i a teacher ?”). If the student guesses his/her identity, he/she wins. Otherwise, the class wins.²⁷

Joy states there are some procedure to play clue game :

The class is divided into groups of 3 or 4 students. Each group receives a separate deck of cards, with all cards shuffled except for 3 (one suspect, one weapon, and one location) in a separate envelope. The ALT tells the students that someone has murdered X cute stuffed animal, and they need to find out who did it! The student deal out all of the cards to each other, and each group receives a slip of paper. The paper contains a checklist of all the suspects, weapons, and locations, along with an example sentence structure to be used during the game. Each student takes turns guessing at the combination of cards in the envelope by saying “ i think (x cute stuffed animal) was murdered/killed by (suspect) in the location with the “object”. The student to the left will show a card mentioned in the accusation, unless they do not have one. If they are not holding a card mentioned in the accusation, the next student to the left will. If no one holds a mentioned card, then the accuser is right! Each time a new card is revealed, students mark it off on the checklist. The ALT can either rig the game to be a race, so that the first team wins, or have different cards in each team’s envelope, making the end result mixed. If the end result is mixed, each group reports their results to the class (using passive voice structure). If not mixed, the winning team does.²⁸

²⁷Suzane W. Woodward, *Fun with Grammar (Comunicstive Activities for the Azar Grammar Series)* (US : Prentice Hall Regents,1997),p.7

²⁸Hana Joy, *Classroom Activity (Senior High School)* (Japan : JET Programme,2013),p159

Redjeky Agoestyowati in Handayani apply another variation of Clue Game are:

- a) The teacher chooses one student to come front of the class
- b) The student will be given an identity (a word) and will give clues to the class.
- c) The class tries to guess the word from the clue.
- d) Before the teacher starting the game, discuss the strategy to the class.
- e) Tell them that student who is giving the clues will give the most difficult clues first and the easiest last.

Example : the identity is the word “SHOPPING”; the samples clue :

- a. Many people like me, especially ladies.
- b. I am doing this activity if i have much money.
- c. People do this in malls but sometimes they go to traditional markets.
- d. You walk when you do thid activity.
- e. You buy something or many thing.
- f) If the class get the identity, it wins.
- g) If the class cannot guess the word after the presenter give 5 clues, the presenter wins the game.²⁹

²⁹Septi Handayani, *The Effect of Using Clue Game Strategy Towards Students' Speaking Ability at The Second Year of Junior High School 2 Teluk Kuantan (UIN Suska Riau)*. P,39. available <https://www.google.co.id/search?client=ucweb-b&channel=sb&q=pdf+clue+game+redjeky+agoestyowati&oq=pdf+clue+game+redjeky+agoestyowati&aqs=mobile-gws-lite>.

9. Advantage and disadvantages of Clue Game

There are some advantages and disadvantages by using Clue Game especially for teaching Simple Present tense as follow :

a. The advantages of Clue Game

There are some strengths of playing Clue Game :

- a) Make the students' team work better
- b) Increase students' use of English in flexible, meaningful and communicative way.
- c) Make the students more interested in learning English.³⁰

Therefore it can be concludes that Clue Game is good solution for teaching simple present tense mastery. It is because clue game can create a friendly atmosphere between the teacher and learners, so that makes the students more fun and enjoyable the learning process.

b. Disadvantages Clue Game

There are some weakness playing Clue Game :

- a) Can waste time of class hour
- b) Can make the class crowded³¹

From the explanation above, the teacher should be handle the class so that the learner can focus on the lesson. The teacher should have a louder voice, and also in the middle of playing game the teacher should give the students ice breaking

³⁰Uswatun Khasanah, entitled The Use of Clue Words Game to Improve Students' Writing Skill in The Eight Grade of SMP N 3 KALIBAGOR in The Academic Year 2014/2015 (UMP),p.29Published [Http://repository.ump.ac.id/](http://repository.ump.ac.id/)

³¹*Ibid*

section to make the students relax and more comfortable in teaching learning process. Therefore, the students can have a good attention.

10. Drill Technique

A. Concept of Transformation Drill Technique

Drill is one of the techniques used in Audio-Lingual Method. It is a technique that used by teacher in the teaching and learning process. Harmer states that drilling is mechanical ways if getting students to demonstrate and practice their ability to use specific language items in a controlled manner.³² Besides that, drill which practice some aspect of grammar or sentence formation is often known as pattern practice. It is supported by Brown's opinion "Drills offer students an opportunity to listen and to orally repeat certain sounds or sentence pattern of language that may contain linguistics difficulty, either about phonological or grammatical".³³

There are some part of Drill , in this research the researcher will use transformation drill technique to teach simple present tense mastery. Transformation, a sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect, or modality.³⁴

Example : He knows my address

He doesn't know my address

³² Jeremy Harmer, *How to Teach Writing* (Edinburgh Gate:Pearson Education Limited,2004),p. 123

³³ H. Douglas Brown, *Teaching by Principles on Interactive Approach to Language Pedagogy*, New York: Addison Wesley Longman Inc,2001, p.272

³⁴ Jack C. Richards and Theodore S. Rodgers, *Approacnes and Methods in Language Teaching*, New York: Cambridge University Press,1986,p.55

B. Procedure of Teaching Simple Present Tense by Using Transformation Drill Technique

There are some steps of using Transformation Drill technique:

1. The teacher gives explanation kind of sentence pattern of simple present tense in positive, negative, and interrogative sentence in form of verbal or nominal sentence.
2. Students are asked to transform the positive sentence into negative and interrogative sentence.³⁵

Example : Robby eats noodle

Students : Robby does not eat noodle

Does robbie eat noodle ?

C. Advantages and Disadvantages of Drill Technique

The Advantages of Drill Technique are:

1. The teacher can encourage the students to concentrate.
2. Develop students' mind.
3. Pattern practice helps the students to form habits which enable the students to use the pattern.³⁶

From the explanation above, it can be concluded that process teaching learning of drill technique only focus on the material, so all of the students only focus on the subject that are being trained.

³⁵ Diane Larsen, Freeman, *Technique and Principle in Language Teaching* (New York:Oxford University Press, 2000), p. 49

³⁶Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, New York: Cambridge University Press,1986,p.126

D. The Disadvantages of Drill technique are:

1. It makes the students lazy to study.
2. This is not very creative.
3. The more exercise which given, it will make the students feel hate to the teacher or to the material.
4. It makes the students bored and unsatisfying.³⁷

From the explanation above, it can be concludes that Transformation Drill can provide students with a small degree of creativity and cognitive effort. In order to solve the problem, in learning grammar especially Simple Present tense, the teacher need to implement a technique that can help the students to understand the materials given easily. The researcher uses Clue Game to help the student in learning simple present tense mastery.

11. Frame of Thinking

English is foreign language in indonesia. It is not an easy process, because the students do not use English for daily communication. The students just use English when they have an English class. Therefore, all activities in the classroom should give motivation for the students to study English through variations of approach so that the students will get enjoyable situation and good learning atmosphere in learning process. In the fact, the teacher use Lecturing technique to teach English, almost in every materials. Teacher only explains the material

³⁷Tiara Puspa Kusuma, *The Influence of Using Climbing Grammar Mountain (CGM) Game Towards Students' Simple Past Tense Mastery at The Second Semester of The Eighth Grade at MTs N1 Central Lampung in the A.Y 2016/2017*, p.93

and the students listen to what is explained by teacher. In the other words, this technique less effective.

One of the factor make the student are lack in learning simple present tense is the technique that used by the teacher. In this research, the researcher will applied the technique that is able to develop the students' tenses mastery.

Seeing the fact above, the researcher assumes that Clue game technique will increase students motivation to learn, help the students to understand the information from the text, and the students also will bring into interesting situation and enjoyable situation. So the students will be easier to understanding the material especially simple present tense mastery. This technique will be effective to make the students have critical thinking about an idea, increase concentration in the learning process and makes students more enjoyable.

12. Hypothesis

Based on the frame of thinking above, the researcher formulates the hypotheses as follows :

H₀ = There is no significant influence of using Clue Game towards students' Simple Present Tense mastery at the eighth grade of SMP N 1 Semaka in the academic year of 2018/2019.

H_a = There is a significant influence using Clue Game towards students' Simple Present Tense mastery at the eighth grade of SMP N 1 Semaka in the academic year of 2018/2019.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

This research adopted an experimental method. The goal of experimental research is to determine whether a causal relationship exists between two or more variables. Because the experiment involved control and the carefully observation and measurement, this research method provided the most convincing evidence of the effect that one variable has on another.¹ It means that the research used to find the influence of one variable to the other by observation and measurement.

The kinds of experimental design are pre-experimental design, true experimental design, factorial experiment design, and quasi experimental design.² Quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variabel but differ in that subjects are not randomly assigned to treatment groups.³ The variety of quasi experimental design can be divided into two main categories, they are post-test only control group design and pre-test posttest group design. In this research, the researcher used quasi experimental pretest-posttest design. Creswell defines we can apply the pre-test and post test approach to a quasi experimental design.⁴ Quasi experiments include assignment, but not random assignment of participants groups.

¹Donald Ary, Lucy Cheser Jacobs, Chris Sorener, Asghar Razavieh, *Introduction to Research in Education*, Ottawa: Wadsworth, 2010,p. 265.

²Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*,(Bandung: Alfabeta,2016),p.5

³Donald Ary,Lucy Cheser Jacobs, Chris Sorener, Asghar Razavieh Op.Cit.p,265

⁴John W. Creswell, *Education Research : Planing, Conducting, and Evaluating Quantitative and Qualitative research* (Fourth Ed), (Boston : Pearson Education, 2012),p.310

The researcher chose two classes, one class for experimental class and the second class as the control class. In this research students experimental class had used treatment Clue Game technique; and the students in control class had used Transformation Drill technique, this is usually used to teach simple present tense. The pre-test and posttest was conducted for experimental and control class. In this research the students had been given pretest and posttest to know their simple present tense mastery after the treatment through Clue Game.

In addition, the subject of this research is the eighth grade students of SMPN 1 Semaka in the academic year of 2018/2019 which consisted of six classes. The design used two classes, one class as the experimental class that had received the treatment of Clue Game and another as control class that taught by using Transformation Drill techniques. This design used pre-test to find out the students' ability before the treatment and had used post-test to find the students' simple present tense mastery after doing the treatment.

The design is illustrated as follows:⁵

Table 3.1

Pre- and Posttest Design

Group	Pre-test	Independent Variable	Post-test
E	Y ₁	X	Y ₂
C	Y ₁	O	Y ₂

⁵*Ibid.* p 316.

Notes:

E : experimental class

C : control class

Y1: Pre-test

Y2: Post-test

X : Treatment through Clue game techniques

O : Treatment through Transformation Drill techniques

B. Variables of the Research

There are two variables investigated in this research. They are independent variable and dependent variable. Independent variable is variable selected by the researcher to determine the effect on or relationship with the dependent variable.⁶ Independent variable in this research is Clue game technique (X). Dependent Variable is observed to determine what effect, if any other types of variable may have on it.⁷ Dependent variable in this research is students' simple present tense mastery (Y).

⁶James Brown, *Understanding Research in Second Language Learning*, Cambridge: Cambridge University Press, 1988,p.10.

⁷*Ibid*,p. 10.

C. Operational Definition of Variables

The operational definitions of variables of the research were as follows:

1. Clue game is an oral game where this game gave information for the students or players by using clues, it gave the learners more chance in formulating questions/sentences so that the learner can explore their knowledge.
2. The students' simple present tense mastery was their ability to use or understand of simple present tense so that having complete control of knowledge in constructing positive, negative, and interrogative sentences of simple present tense for both nominal and verbal form with the proper use of time signal.

D. Population

The population in social science research refers to all of your potential participants; think of it as the whole group of people in which you are interested.⁸

The population of this research is the eighth grade students of SMPN 1 Semaka in the academic year of 2018/2019. It consisted of eight classes and 209 students.

⁸James Schreiber, Kimberly Aner-Self, *Educational Research*. USA : John Wiley & Sons, Inc. 2011. p. 83.

Table 3.2
Population of the Research

No.	Classes	Gender		Total Students in the Class
		Male	Female	
1	VIII A	11	22	35
2	VIII B	16	19	36
3	VIII C	16	19	35
4	VIII D	18	16	34
5	VIII E	19	16	34
6	VIII F	18	16	35
	Total	98	108	209

E. Samples

The sample of participants for your study is part of the population, and all possess some characteristic or characteristics that make them members of the sample group. Those characteristics will have a conceptual or theoretical definition and an operational definition.⁹ Meanwhile, McMillan states that the sample can be selected from a large number group of persons, identified as the population or it can simply refer to the group of subject from whom data are collected.¹⁰ It could be said that sample is the part of the population had been taken for the research. The sample of this research were two classes of eighth grade at SMPN 1 Semaka

⁹JamesSchreiber, Kimberly Aner-Self, *Op Cit*, p. 83.

¹⁰McMillan and Shally Schumacer, *Research in Education*, New York: Longman. P. 169.

in the academic year Of 2018/2019. They were as a control class and experimental class.

F. Sampling Technique

The researcher used cluster random sampling because the populations were in group and homogenous. Cluster sampling occurred when the population is already divided into natural, pre-existing groups. A cluster could be a state, district, school, classroom, metropolitan statistical area, city zone area, neighborhood block, street, and so on.¹¹ The researcher took two classes of the eighth grade. A class is as experimental class, and B class as control class. The name of each class had been write in a small piece of paper and the paper rolled and put in a box. After that, the the researcher shaken the box and the researcher took one of rolled paper as control class. Then the researcher took one again as the experimental class.

G. Data Collecting Technique

To collect the data, the researcher used pre-test and post-test. Pre-test used to know the students' simple present tense mastery before doing the treatment. The data of research collected by using test. The purpose of giving test is to know the students' ability in simple present tense. Post-test used to know the students' simple present tense mastery after they are taught by using clue game technique. The system and degree of difficulty of pretest and post-test are the same because it used to measure the ability of the students in understanding simple present tense.

¹¹James Schreiber, Kimberly Aner-Self, *Op Cit*, p. 89.

H. Research Instrument

An instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that you establish or develop in advance of the study.¹² In this research, the instrument was multiple choice question tests. This test was aim to measure the students' simple present tense mastery. The test consisted of simple present tense with positive, negative, and interrogative form, the use of verbal and nominal sentence in simple present tense and time signals. Pre-test and posttest 40 items are multiple choices before validation. 20 items after validation.

Table 3.3.1
Specification of Test before Validation

Aspects	(+)	(-)	(?)	Number
Predicate nominal				
Verb to be (Am)	1	2	1	22,13,40,28
Verb to be (Is)	3	2	2	14,24,29,10,31,26,34,
Verb to be (Are)	2	1	3	4,36,6,8,23,38
Yes/no Question	1			27
Time Signals	1			33
Predicate verbal				
Verb 1	3	1	1	3,7,5,9,16

¹² John W. Cres well, *Educational Res earch:Planning, Conducting, and Evaluating Quantitative and Qualitative Res earch*, (New York: Pears on Education, fourth edition, 2012), p.

Verb 1 + s/es	3	1	2	1,2,30,11,12,21
Auxiliaries: Do/Does	7			15,17,25,32, 35,37,38,39
Yes/no Question	2			18,19
Time Signals	1			20
Total	40			40

Based on the table 3.3.1, there are classifications of the test items. There are 19 items of verbal form (verbal in positive: 6 items, verbal in negative: 5 items and verbal in interrogative: 6 items). Then, there are 21 items of nominal form (nominal in positive: 6 items, nominal in negative: 2 item and nominal in interrogative: 4 item). The total numbers of the test items are 40 items.

Table 3.3.2
Specification of Test after Validation

Aspects	(+)	(-)	(?)	Number
Predicate nominal				
Verb to be (Am)	1	1	1	13,22,28
Verb to be (Is)	2	-	2	14,24,26,34
Verb to be (Are)	1	-	3	3,8,23,38
Yes/no Question	-			
Time Signals	-			
Predicate verbal				
Verb 1	1	-	1	5,16
Verb 1 + s/es	1	-	2	2,12,21

Auxiliaries: Do/Does	2	32,37
Yes/no Question	1	18
Time Signals	1	20
Total	20	20

Based on the table 3.3.2, there are classifications of the test items. There are 9 items of verbal form (verbal in positive: 2 items, verbal in negative: 0 items and verbal in interrogative: 3 items). Then, there are 11 items of nominal form (nominal in positive: 4 items, nominal in negative: 1 item and nominal in interrogative: 5 item). The total numbers of the test items are 20 items after validation.(see on appendices)

I. Research Procedures

The research procedure conducted at the eighth grade 2018. Before conducting the research, the researcher asks the permission to the headmaster and the English teacher at the school. After she has the permission, the researcher conducted through the following steps:

1. Planning

Before the researcher applied the research procedure, the researcher made some planning to run the application well. There are some steps that should be planned by the researcher. The procedures of making planning were as follows:

a. Determining the subject

The researcher chose the Eighth grade of SMPN 1 Semaka as the subject of the research.

b. Determining the sample

In taking the sample of the research, the research used cluster random sampling. The researcher chose two classes as the sample of the research.

c. Preparing the Try Out

The writer prepares a kind of try out test that was given to the students. The writer was prepared try out test for pre-test and post-test, the total number of test is 40 number items. Then, the researcher was evaluates the test items to get good items that tested in pre-test and post-test.

d. Preparing pre-test to get the data

It was done to the students in the control class and experimental class in order to find out the students' simple present tense mastery before the treatment.

e. Conducting the treatment

In this research the researcher gave the treatment in three times for the experimental class. In this research, the researcher taught the students by using Clue game Technique in the experimental class. Meanwhile, in the control class, the students taught by Transformation Drill technique.

f. Doing the post-test to get the data

In this research the researcher conducted the post-test after the treatment. By giving the post-test, the researcher knew the students improve their simple present tense mastery or not.

g. Analyzing the result of post test

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

2. Application

After making the planning, the reseacher tried to apply the research procedure that has been already planned. There are some steps in doing this research:

a. Administering the Pre-test

In the first meeting, the researcher gave pre-test, the test was multiple choice that concists of 20 items with 4 options a, b, c, and d. the total number of the test items is determined by the validity and reliability analysis of the try out. It means that only the valid and reliable test items used in pre-test.

b. Giving the treatment

After giving the pre-test to the students, the researcher conducted the treatment. There were three meetings in control class and three meetings in experimental class. The researcher conducted the meeting by using Clue

game technique in one class as experimental class. While in other one as control class the teacher conducted the treatment by using Transformation Drill technique.

c. In the last meeting the researcher gave the post-test.

The test was multiple choices that consist of 20 items with 4 options a, b, c, and d. The total number of the test items is determined by the validity and reliability analysis of the try out. By giving the post-test, the writer knew whether the students improved their in simple present tense mastery or not.

3. Reporting

The last point in the research procedure is reporting. There are three steps which done in reporting:

- a. Analyzing the data that already receive from try out
- b. Analyzing the data that is already received from pre-test and post-test
- c. Making a report on the findings

4. Scoring System

Before getting the score, the researcher determined the procedure to be used in scoring the students' work. In order to do that, the researcher used Arikunto's formulas. The ideal highest score is 100. The scores of pre-test and post-test were 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 items¹³

J. Validity of the Test

A valid instrument has a high validity. On the other hand, the instrument which is lack of goodness has a low validity. Best and Kahn state that test is valid if it is measures what it claims to measure.¹⁴ It means that the test must have good validity so that the test can measure the aspects which will be measured. In this research, the researcher used content, construct and internal validity.

1. Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was design, content validity is based upon the careful examination of course textbooks, syllabi, objectives, and the judgments of subject matter specialists.¹⁵ It means that the content validity is based on the material, and the material is agreement with the objectives of learning.

The instrument of the test must be agreement with the objectives of learning in the school which is based on the syllabus. The test must be able the students' simple

¹³SuharsimiArikunto, *Dasar-DasarEvaluasiPendidikan*, (Jakarta: BinaAksara, 2013), p. 272.

¹⁴John W. Best and James V. Kahn, *Research in Education* (7th Ed.) (New Delhi, Prentice-Hall, 1995),p.218

¹⁵*Ibid*, p.219.

present tense mastery at the eighth grade of junior high school. In this research, the researcher was consult the instrument to the English teacher of SMPN 1Semaka. It was done to make sure that the instrument is valid.

2. Construct Validity

Best and Kahn say that construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.¹⁶ It means that construct validity will focus on the aspects of the test which can measure the ability especially for simple present tense.

In this research, the researcher made multiple choice question tests that can measure the students' simple present tense mastery. The researcher was consult the instrument to the English teacher SMPN 1 Semaka to make sure whether the instrument is valid or not. After the researcher was analyze the instruments and she concern that the instruments were valid.

3. Item Validity

The researcher gave some question to know valid or not the questions that given to the students. The item validity was calculated to measure the validity of the test items. In this researcher used Anates to calculated the data obtained from the try out to find the item validity of each item. Based on the result, there were 20 items that dicriminated. (See on appendix 8 on page 102)

¹⁶*Ibid*

4. Reliability of the Test

Reliability refers to whether the test is consistent in its score reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.¹⁷ A test is reliable if the test is able to give constant result even though the test is given repeatedly to the same individuals. In this research, the researcher used Anates to calculated the reability of the test. The creteria of reability test are:

18

Table 4
The Level of Reability

0.00-0.200	Very low reability
0.200-0.400	Reability is low
0.400-0.600	Medium reability
0.600-0.800	Reability is high
0.800-1.00	Reability is very high

From the creteria of reability above, the conclusion that the result obtained in the Anates of Reability was. Seeing from the Anates the result of reability of test was.
(See on appendix 8 on page 102)

¹⁷Donald Ary, *et.al.*, *Introduction to Research in Education* (8th Edition) Canada : Wads worth., p. 236

¹⁸Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendidikan Praktik*, Jakarta: Rineka C ipt, 2010, p.310.

K. Data Analysis

After collecting the data, the researcher analyzed the data by using independent sample t-test. There are two tests that must be done before analyzing the data by using independent sample t-test. They are normality test and homogeneity test.

1. Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researchers in many disciplines. It is including statistics parametric tests to produce accurate results. The assumptions underlying them such as normality and homogeneity test must be satisfied.

a. Normality test

The normality test is used to know whether the data in the experimental class and control classes are normally distributed or not. In this research the researcher used statistical computation by using SPSS (Statistical Package for Social Science) for normality. The test of normality employed are Kolmogorov–Smirnov and Shapiro Wilk.

The hypothesis for the normality test is formulated as follows :

H₀: The data are normally distributed.

H_a: The data are not normally distributed.

While the criteria of acceptance or rejection of hypothesis is normality test are as follows :

H_0 : is accepted if $\text{Sig} > \alpha = 0.05$

H_a : is accepted if $\text{Sig} < \alpha = 0.05$

b. Homogeneity Test

After the researcher gets the conclusion of normality test, the researcher was done the homogeneity test in order to know whether the variance data is homogeneous or not. In this research the researcher used statistical computation by using SPSS (Statistical Package for Social Science). The test of homogeneity employing Levene's test.

The hypothesis for the homogeneity test formulated as follows :

H_0 : the variances of the data are homogenous.

H_a : the variances of the data are not homogenous.

While the criteria of acceptance or rejection of hypothesis is for homogeneity test are as follows:

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

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

2. Hypothetical Test

If the fulfillment of the assumptions normally test and homogeneity test are fulfilled, the researcher used independent sample t-test. In this case, the researcher used statistical computation by using SPSS (Statistical Package for Social Science) for hypothetical of test. The purpose of using SPSS in this case is for practicality and efficiency in the study.

The hypothesis formulas are:

Ha: There is a significant influence of using Clue Game Technique towards students' simple present tense mastery of the first semester at SMP N 1 Semaka in the academic year of 2018/ 2019.

Ho: There is nosignificant influence of using Clue Game Technique towards students' simple present tense mastery of the first semester at SMP N 1 Semaka in the academic year of 2018/ 2019.

While the criteria of hypothesis is are:

Ho: is accepted if $Sig > \alpha = 0.05$

Ha: is accepted if $Sig < \alpha = 0.05$

CHAPTER IV RESULT AND DISCUSSION

A. Result of The Research

1) Result of Pre-Test

The researcher conducted pre-test in order to know the students' Simple present tense mastery before treatment. The score students' simple present tense mastery that were tested in pre test can be seen in Figure 1 and 2.

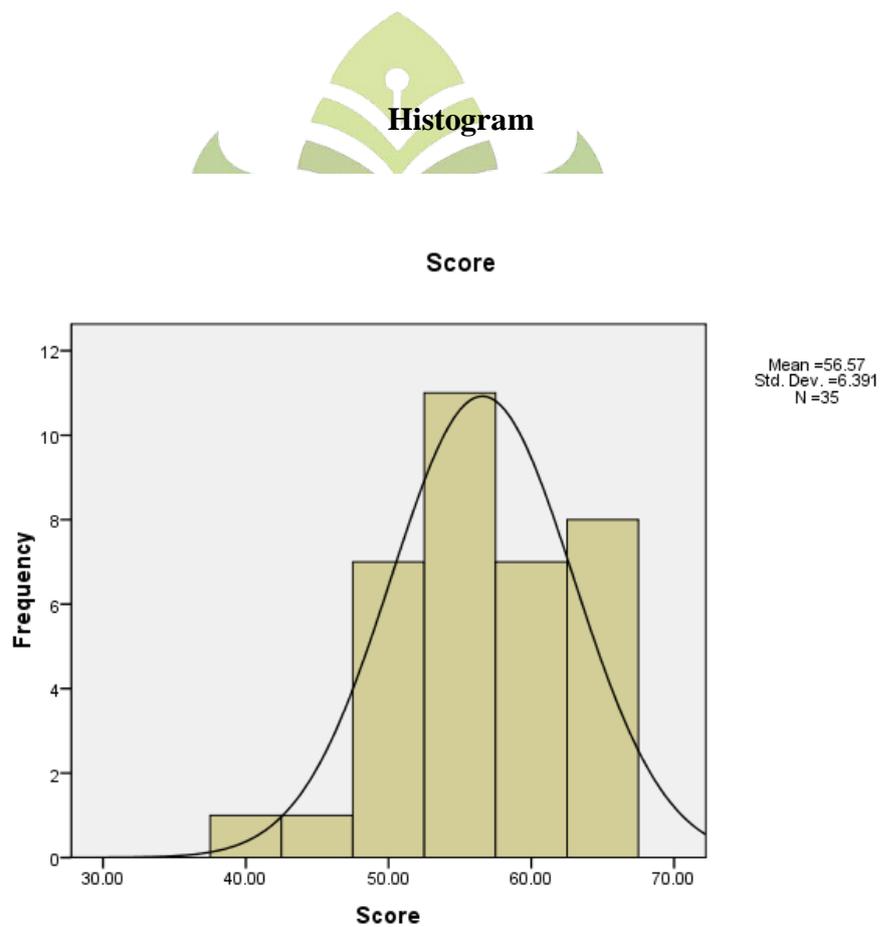


Figure 1
The Result of Pre-test of 8D

Based on figure 1 that mean of Pretest in experimental class was 56.57, deviation standar 6.391, N = 35, median = 55.00, mode= 55, variance=40.840, minimum score= 40 maximum score= 65.

Histogram

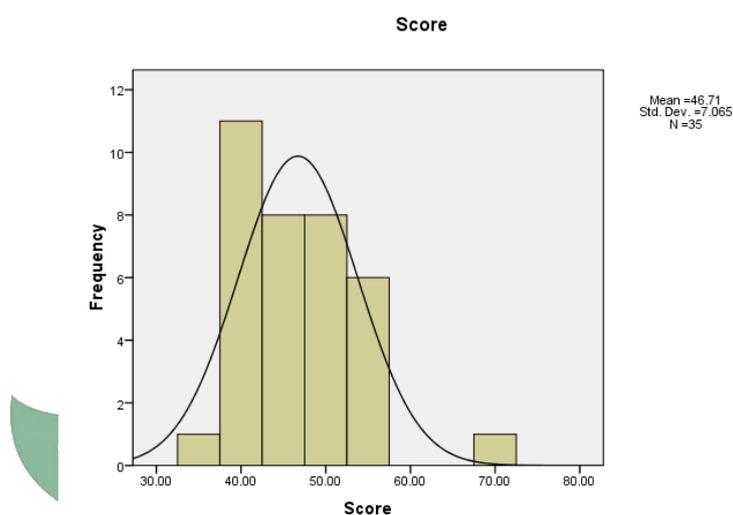


Figure 2
The Result of Pretest of 8C

Based on figure 1 that mean of Pretest in control class was 46.71, deviation standar 7.065, N = 35, median =45.00 , mode= 40, variance=49.916, minimum score= 35 maximum score= 70.

2) The Result of Post test

The researcher conducted pos-test in order to know the students' Simple present tense mastery after treatment. The score students' simple present tense mastery that were tested in post test can be seen in Figure 3 and 4.

Histogram

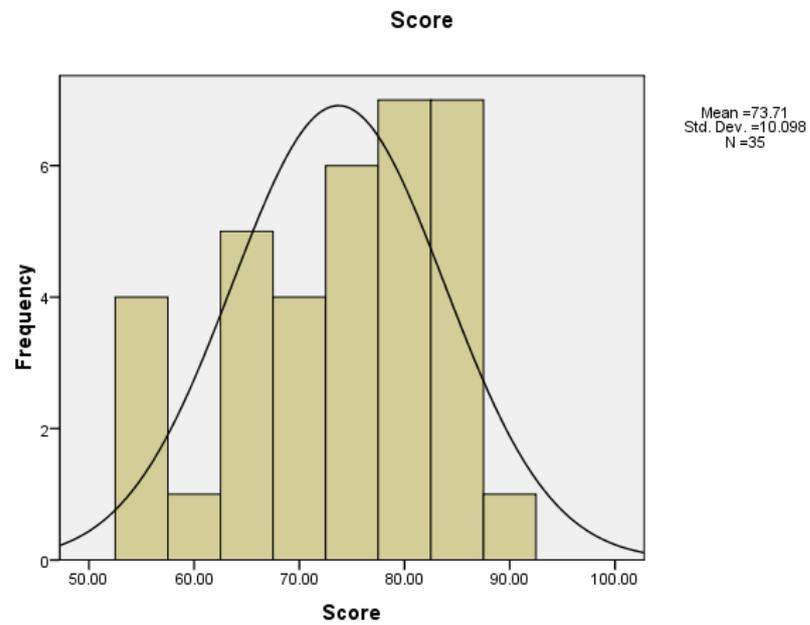


Figure 3
The Result of Post test of 8D

Based on figure 1 that mean of post test in experimental class was 73.71, deviation standar 10.098, N = 35, median = 75.00 , mode= 80, varience=101.975, minimum score= 55 maximum score= 90.

Histogram

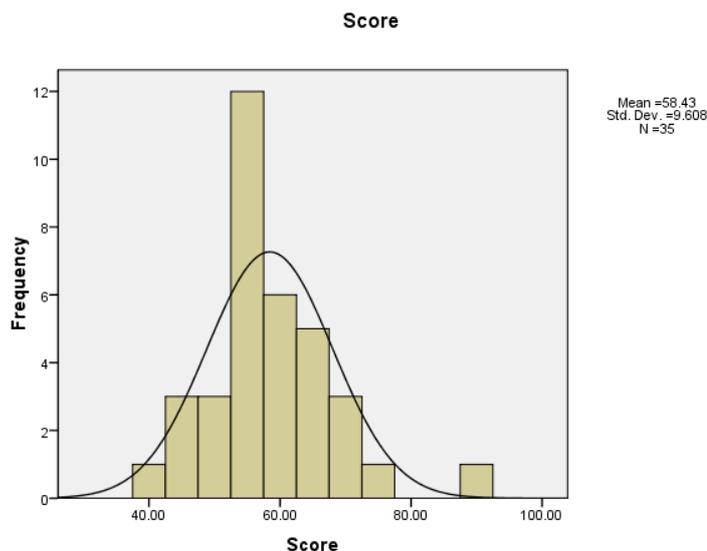


Figure 4
The Result of Post test of 8C

Based on figure 1 that mean of post test in control class was 58.43, deviation standar 9.608, N = 35, median = 55.00, mode = 55, variance = 92.311, minimum score = 40 maximum score = 90.

B. Gain Score

The writer got gain score from post test score- pre test score. Gain score used to analyze normality, homogeneity, independent T-test, if gain score was positive it can be said that post test score was higher than pre test score. A negative gain score indicates that pre test score was higher than post test score. This is detail of score pre test, post test, and gain score in experimental and control class.

C. Result of Data Analyze

1. Fulfillment of the Assumptions

a. Result of Normality test

The normality test is used to know whether the data in the experimental class and control classes are normally distributed or not.

The hypothesis for the normality test is formulated as follows :

H₀:The data are normally distributed.

H_a: The data are not normally distributed.

While the criteria of acceptance or rejection of hypothesis is normality test are as follows :

H₀:is accepted if $\text{Sig} > \alpha = 0.05$

H_a:is accepted if $\text{Sig} < \alpha = 0.05$

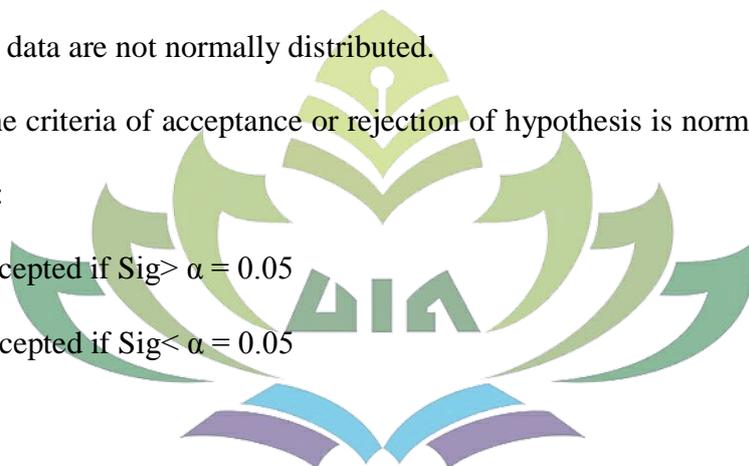


Table 5

The Normality test of Experimental and Control Class

Tests of Normality

Gain		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Experimental	.142	35	.071	.913	35	.009
	Control	.136	35	.098	.934	35	.037

a. Lilliefors Significance Correction

Based on the table it can be seen that Sig (Pvalue) for Experimental class was 0.071 and Sig (Pvalue) for Control class was 0.098 and $\alpha = 0.05$. It means that Sig (Pvalue) $> \alpha$ and H_0 is accepted. The conclusion is the data are normal distribution. It is calculated based on gain score of experimental and control class.

b. The Result of Homogeneity test

The researcher was done the homogeneity test in order to know whether the variance data is homogeneous or not. In this research the researcher used statistical computation by using SPSS (Statistical Package for Social Science).

The hypothesis for the homogeneity test formulated as follows :

H₀: the variances of the data are homogenous.

H_a : the variances of the data are not homogenous.

While the criteria of acceptance or rejection of hypothesis is for homogeneity test are as follows:

H₀ is accepted if Sig $< \alpha = 0.05$

H_a is accepted if Sig $< \alpha = 0.05$

Table 6**The Homogeneity test of Experimental and Control Class****Test of Homogeneity of Variance**

	Levene Statistic	df1	df2	Sig.
Scor Based on Mean	1.632	1	68	.206
e Based on Median	1.398	1	68	.241
Based on Median and with adjusted df	1.398	1	67.449	.241
Based on trimmed mean	1.643	1	68	.204

Based on the table, it can be seen that Sig (Pvalue) based on mean was 0.206 and $\alpha = 0.05$. It means that $\text{Sig (Pvalue)} > \alpha$ and H_0 is accepted. The conclusion is the data has same variance or homogenous. It is calculated based on gain score of experimental and control class.

c. The Result of Hypothetical test

After the researcher knew the data were normal and homogenous, the data was analyzed by using independent sample test in order to know the significance of the treatment effect.

The hypothesis formulas are:

H_a : There is a significant influence of using Clue Game Technique towards students' simple present tense mastery of the first semester at SMP N 1 Semaka in the academic year of 2018/ 2019.

H_0 : There is no significant influence of using Clue Game Technique towards students' simple present tense mastery of the first semester at SMP N 1 Semaka in the academic year of 2018/ 2019.

While the criteria of hypothesis is are:

H_0 : is accepted if $Sig > \alpha = 0.05$

H_a : is accepted if $Sig < \alpha = 0.05$

Table 7
The Result of Independent sample test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score Equal variances assumed	1.632	.206	-2.869	68	.005	-5.42857	1.89236	9.20472	-1.65242
Score Equal variances not assumed			-2.869	66.373	.006	-5.42857	1.89236	9.20640	-1.65075

Based on the result obtained in the independent sample test that the value of significant generated $Sig (Pvalue) = 0.005 < \alpha = 0.05$.

H_a is accepted and H_0 is rejected. Based on the computation it can be concluded that there was significant influence of using Clue game towards students' simple present tense mastery at the second semester of the eighth grade of SMPN 1 Semaka.

D. Discussion

The research conducted in three times treatment. This research began on January. There were two tests in this research, they were pre-test and post-test. The pre-test was held on Monday, January 1st 2019. Before doing posttest, the researcher did the treatments for experimental class. The treatments were held on Thursday, January 17th 2019 until Thursday, January 24th 2019. The last was posttest which was held on Monday, January 28th 2019.

The first treatment was held on Thursday, January 17th 2019, in the first meeting the students looked nervous. Before doing treatment the researcher with the students prayed together, after that the researcher checked the attendant list, and gave motivation to make them interested in teaching learning process.

The researcher asked to the student about simple present tense. Some students knew simple present tense but some students still confused. After that, the researcher gave explanation about simple present tense and remind them about the formula of it. In this treatment the researcher focused on verbal sentences of simple present tense in the positive, negative, and interrogative forms. The researcher gave many example of verbal sentences. Then, the researcher explained clue game to the students.

Firstly, the researcher chose one student to come in front of the class. This student gave an identity and gave clues to the class. Second, the student gave the most difficult clues first and easiest last. The class tried to guess the identity from the clue. Last, the class guessed the identity, then wins. If the class cannot guess the identity after preannounced number of clue (between 5 and 10) the student win. At the end in the treatment the researcher and students analyzed that material have learned. Even though at the beginning of the game the students were a little confused, In the first treatment, it was worth.

Although in the first treatment students were confused, during the game the students began to understand and enjoyed. In the second treatment, it was better than the first because the students did not look nervous anymore and they knew the rules of the game. In the second treatment held on Monday January 21th, the students were given the same technique. The researcher greeted the students, prayed together, checked the attendance list, and gave motivation to make them interested in teaching learning process. Before start the lesson, the researcher tried to review the material in the last meeting.

In the second treatment, the researcher focused on nominal sentences of simple present tense in the positive, negative, and interrogative forms. In this treatment, the researcher gave many examples of nominal sentences in simple present tense form to the students. After giving those examples, the researcher reminded about the procedure of Clue Game. In this second treatment, the students seem more active than before. Almost all of them enthusiastically gave answers from the

Clue. After the game ended, the researcher asked students to analyze the sentence structure that was mentioned in the Clue game. Then the researcher explained the formulas clearly.

The last treatment was held on January 24th, 2019. This treatment was better than before, because the students were familiar in teaching learning process through Clue game. The researcher gave the same opening, the students prayed together, checked the attendant list, and gave motivation.

In the last treatment, the researcher focused on explaining to the students about the auxiliaries used in simple present tense and explaining the verb that should be added by s/es. The researcher tried to review the material and after that continued with the clue game.

After all the explanations were clear, the researcher gave students exercise. The students finished their exercise and collected their answer sheet to the researcher. The researcher made a discussion about the result of the exercise with the students. The results of their exercise were good. After that, the researcher gave chance to the students to ask if they had difficulties, then the researcher concluded the material.

Based on the result of research, it has shown that the students' score who taught by using Clue Game was higher than before. It can be said that Clue game can improve Simple Present tense mastery. It could be seen from the mean in pre test

score in experimental class was 56.57 and in the post test was 73.71 while the mean of pre test score of control class was 46.71 and in post test was 58.43.

Agoestyowati in Handayani states that Clue game is one game where the students try to explain a thing (noun), action (verb), description word (adjective), etc. This game will give information to the students by using clue. This game gave information for the students or players by using clues, it gave the learners more chance in formulating questions/sentences so that the learner can explore their knowledge.

In general teaching and learning process ran well. The students cooperated well throughout third treatment. Based on the analysis the data and the testing of hypothesis null (H_0) was rejected and hypothesis alternative (H_a) was accepted. Seeing the analysis above, we know that the students using Clue Game in teaching Simple Present tense could improve Simple Present tense mastery.

The result of the data analysis show that more enjoyable in teaching learning process so that the students' score have increased. It can be said that there was significant influence of using Clue game towards Students' Simple Present tense mastery. This research enriches the previous research that was conducted.

CHAPTER V CONCLUSION AND SUGGESTIONS

A. Conclusion

After conducting the treatments and analyzing the data, it can be seen that clue game could improve students' simple present tense mastery. It was supported by the scores the students achieved, in which they received higher scores after the researcher gave the treatment of clue game technique as an techniques in learning grammar especially simple present tense. The mean score of post-test in experimental class was 73.71 and the mean score of post-test in control class was 58.43. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

It can be proved from the hypotheses test. In the hypotheses test, the result obtained in the independent sample test that the value of significant generated Sig (Pvalue) = 0.005 < $\alpha = 0.05$. H_a is accepted and H_0 is rejected. Based on the computation it can be concluded that there was significant influence of using Clue game towards students' simple present tense mastery at the second semester of the eighth grade of SMPN 1 Semaka.

B. Suggestions

Based on the conclusion that has been stated above, the researcher would like to give some suggestions as follows:

1. Suggestion for the Teacher

Clue game as an alternative approach of the teaching learning process especially simple present tense is a good way to be applied in the eighth grade of SMPN 1 Semaka.

- a. The teachers should give more chances to the students to be more active that they are able to do those activities by themselves and the researcher suggests to English teacher to try to use Clue game in teaching simple present tense. But, to use games in language teaching learning activity effectively and successfully, as the teacher of English, we should think carefully about the selection of games we want to implement at the classroom if the teacher cannot deliver the games appropriately the student will be bored.
- b. The English teacher can help students to increase simple present tense mastery by using other effective and relevant technique or media. This can be done, based on the approach or media, so they can develop their mastery in simple present tense.

2. Suggestion for the Students

- a. The students should learn and be more seriously in learning English grammar in order that the student can improve their simple present tense mastery.
- b. The students should practice the pattern they have to learn with their environment even with their friends or teacher.

- c. The students had to manage time in learning process because learning grammar needed.

3. Suggestion for the School

- a. The school should provide other facilities like multimedia room and language laboratory for students to practice their English competency.

4. Suggestion for the other researchers

- a. The researcher applied Clue game technique to increase students' simple present tense mastery. The other researchers can apply Clue game to increase students' mastery to other skill.
- b. In this research, the research were done in five meetings. Other researchers can spend more time in giving the treatments to the students so that they can get enough exercise.
- c. In this research, the researcher used Clue game to help students of junior high school. The next researchers can do it in the different level.

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Appendix 14

VIII D (Experimental class)

No	Name	PRE	POST	GAIN
1	AGN	55	60	5
2	AAF	55	65	10
3	AA	60	75	15
4	D	50	70	20
5	DAP	55	80	25
6	DA	45	75	30
7	DAY	50	55	5
8	ELS	55	65	10
9	ES	65	80	15
10	FR	60	80	20
11	FNR	55	80	25
12	FH	55	85	30
13	HRN	60	65	5
14	JLI	55	65	10
15	KS	50	65	15
16	KYU	55	75	20
17	LYS	65	90	25
18	MU	55	85	30
19	MYA	65	70	5
20	MF	65	75	10
21	NIM	60	75	15
22	N	65	85	20
23	RLN	55	80	25
24	RA	55	85	30
25	RLD	50	55	5
26	SR	60	70	10
27	SS	65	80	15
28	SE	50	70	20
29	SJ	60	85	25
30	SW	50	80	30
31	TU	50	55	5
32	TS	65	75	10
33	TP	40	55	15
34	TB	65	85	20
35	UA	60	85	25

Appendix 15

VIII C (Control class)

No	Name	PRE	POST	GAIN
1	AJP	50	60	10
2	AIS	40	45	5
3	ATU	50	60	10
4	AKS	40	55	15
5	ARK	70	90	20
6	BP	40	65	25
7	BS	50	55	5
8	CSA	45	55	10
9	DVP	40	55	15
10	DNS	45	65	20
11	EPS	50	50	0
12	ET	55	60	5
13	EWP	45	55	10
14	FKS	40	55	15
15	FPA	45	65	20
16	FY	45	50	5
17	GR	45	70	25
18	JS	45	55	10
19	MTM	40	55	15
20	MZ	50	70	20
21	MBS	55	55	0
22	MV	40	45	5
23	MS	55	65	10
24	Na	40	55	15
25	NLA	50	70	20
26	NA	40	40	0
27	NFP	55	60	5
28	N	50	60	10
29	RC	40	55	15
30	RM	35	55	20
31	RIS	45	45	0
32	RBH	55	60	5
33	SF	40	50	10
34	TNC	50	65	15
35	YG	55	75	20