

**DEVELOPING STUDENTS' ABILITY BY USING SIMPLE PAST  
TENSE THROUGH GAME TECHNIQUE AT THE EIGHTH  
GRADE OF SMP NEGERI 7 LANGSA**

**THESIS**

**Submitted By :**

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Tarbiyah Faculty  
Student No : 140900357**



**STATE COLLEGE OF ISLAMIC STUDIES  
ZAWIYAH COT KALA LANGSA  
2014 M / 1435 H**

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**THESIS**

**Submitted to the Tarbiyah Faculty STAIN Zawiyah Cot Kala Langsa  
as a Partial Fulfillment of the Requirements for Sarjana  
Degree S-1 in Teacher Education**

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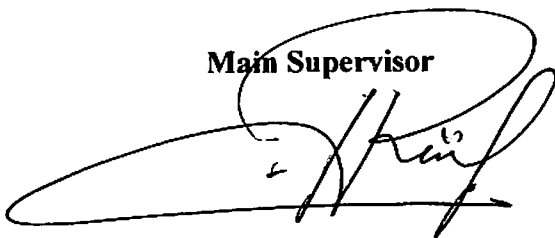
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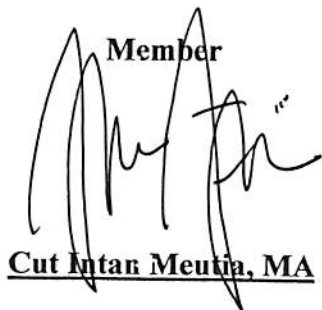
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Author

**NILAWATI**

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## **DEVELOPING STUDENTS' ABILITY BY USING SIMPLE PAST TENSE THROUGH GAME TECHNIQUE AT THE EIGHTH GRADE OF SMP NEGERI 7 LANGSA**

### **ABSTRACT**

Studying simple past tense is one of the problems for students who study English. Sometimes they feel difficult different from infinitive and past tense and they are bored learning it. So the teacher must try to find other alternative techniques of teaching simple past tense to make students interested in simple past tense lesson. One of them is through game. Game is fun, interactive, and active, and in playing games students can study simple past tense easily. This research is focus on three kinds of games, among of them is: Matching Game, word racing game, and past tense flash card. Through games the English teachers can motivate the students in learning simple past tense, and students can enjoy it. The main problem of this research is can game technique develop students' ability in simple past tense. The research aim is to find out whether or not it is significantly of game technique to develop students' ability in simple past tense. The type of this research is quantitative experimental. The design of this research is a quasi experiment design with pre-test and post-test procedure. There was a tryout before the test, then it was continued by validity and reliability test using SPSS computer program. The total population is 76 students of SMP Negeri 7 Langsa. This research applied a random sampling technique to get samples. The total sample is 51 students. The sample is divided into two classes; the experiment class and the control class. Then, the data were analyzed using the t-test method to find out whether there is significant difference between the experimental class taught by using game technique as a treatment, and the control group taught without game technique. Based on the results of the analysis of Teaching Simple Past Tense through Game Technique is  $X = 44.77$ , and Teaching Simple Past Tense without Games Technique  $X = 33.18$ . It means that teaching simple past tense through game technique is better than Teaching simple past tense without game technique. Besides, it can also be concluded that the t calculation value obtained  $(3.19) > t$  table  $(2.021)$ , so  $H_0$  is rejected and accepted the  $H_a$ , it can be concluded that There Is Developing The Students' Ability In Simple Past Tense By Using Game Technique At The Eighth Grade Of SMP Negeri 7 Langsa.

Keywords: game technique, and simple past tense.

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Language is an important means of communication in human life. It has many interrelationships with various aspects of human life. Human being, in their interaction, will often find difficulties without language. If someone wants to convey his feelings, interior or opinion to other persons, he always uses a language. The language used may be in the form of action, gesture, teaching or signal.

Language, as defined in H. Douglas Brown, “a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks, having understood meanings”.<sup>1</sup> It means that is understood that the symbols, signs, sound, or gestures are a tool to communicate in transferring ideas or feelings to the other person. They communicate through written, oral, and symbol. They use language as hearing individuals because man uses those sign to communicate with other. So in conversation, we define language on the basis of body language, sound or symbol in communication to convey information to receiver.

There are many ways of studying language. One of them is by simple past tense through game technique. Simple past tense as part of grammar is one of the

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<sup>1</sup> Brown, H. D, *Principles of language learning and teaching* (5th ed.), (NY: Pearson, White Plains 2007), 201

difficult thing to teach. This condition is caused by the form of verb which differs from the infinitive.

In the implementation of teaching and learning process of English, the development of basic skills of language is still problem and one of them is simple past tense. In general, simple past tense is usually considered as the most frustrating to master for the students who are learning English, and so it needs to develop further. This fact encouraged the research to focus on helping the developing students' ability especially simple past tense.

The simple past tense is used to refer to events that were completed in the past.<sup>2</sup> The key to using the past tense is to remember that the use of the past tense emphasizes that the events are over and done with *before* the present moment of time. The past tense is used for past time, to express an action which took place before the moment of utterance.<sup>3</sup>

Based on the researcher's observation in SMP Negeri 7 Langsa, the researcher found that students' difficulties in simple past tense their task because of many reasons. For examples, difficulties the student different from infinitive and past tense, some students always do some mistakes in selecting an appropriate past tense when they are writing and speaking. Furthermore, the students feel bored when they are learning simple past tense without method or technique.

To overcome that problem, the writer wants to use games technique. Language learning is hard work. One must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in

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<sup>2</sup> M. Lester, *English Grammar Drill*, (New York, McGraw-Hill Companies, Inc, 2009), 134.

<sup>3</sup> Karlsson, *Finish Essential English Grammar*, (Helsinki: Routledge, 2002), 152.

written composition. Effort is required at every moment and must be maintained over a long period of time. Wright states, "Games help and encourage many learners to sustain their interest and work".<sup>4</sup> It means that by using games the students will be more interested in learning English.

The word 'game' means an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.<sup>5</sup> A testing question might be: 'Would the learners be happy to do this activity in their own language?' We would like all our games to pass this test. Competition against others is not an essential ingredient of games, but challenge often is. In selecting and describing our games, we have tried to minimize competition, with winners and losers, and to maximize challenge, where everyone feels inspired to 'have a go' and do their best. Competition may be stimulating for some, but it can also be destructive, making players anxious, with losers categorizing themselves as 'no good' and the winners categorizing themselves as 'very good'. Neither of these things may be true, and neither helps learning.

One of the best ways of doing this is through games. Games can be applied in teaching – learning simple past tense. This idea is supported by Andrew Wright, Betteridge and Buckby state "Games can be found to give practice in all skills (Reading, speaking, listening, and speaking) in all stages on teaching – learning sequences"<sup>6</sup>

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<sup>4</sup>Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning*, (Cambridge: Cambridge University Press, 2006), 2.

<sup>5</sup> Ibid., 1.

<sup>6</sup> Ibid., 20.

Based on the explanation above, the writer conducted on teaching simple past tense which is focused on the implementation of Game technique. The research entitles **“Developing Students’ Ability by Using Simple Past Tense Through Game Technique at the Eighth Grade of SMP Negeri 7 Langsa”**.

### **B. The Problem of Study**

Based on the background, the main problem of this research is: can game technique develop students’ ability in simple past tense at the eighth grade of SMP Negeri 7 Langsa?

### **C. The Purpose of Study**

Based on the problem above, the purpose of this study is to find out whether or not it is significantly develop students’ ability in simple past tense through game technique at eighth grade of SMP Negeri 7 Langsa.

### **D. The Significance of the Study**

#### **a. For Teachers.**

The writer hopes that this research will increase the teacher’s strategy in teaching simple past tense and it is hoped that this study will give a contribution in the educational side to the development of language teaching and learning about simple past tense through game technique.

**b. For Students.**

It is hoped that by implementing game in teaching simple past, the students will not be bored and the students can improve their ability about simple past tense.

**c. For Researchers.**

The result of the research paper can be a useful input in English teaching-learning process especially for teaching simple past tense using game technique.

**E. The Hypothesis of Study**

Based on the research question and purpose of the study, there are two forms of hypotheses in this research, they are; Alternative hypotheses ( $H_a$ ), and Null Hypotheses ( $H_o$ ) as follows:

$H_a$ : There is developing students' ability by using simple past tense through game technique at the eighth grade of SMP Negeri 7 Langsa.

$H_o$ : There is no developing students' ability by using simple past tense through game technique at the eighth grade of SMP Negeri 7 Langsa.

## F. Terminology

- a. Develop mean grow larger, fuller or more mature.<sup>7</sup> In this context, the students' ability becomes better and better after being treated by using games technique.
- b. Ability means potential capacity or power to something physical or mentally.<sup>8</sup> In this study, ability means the students competence in using simple past tense.
- c. Simple past tense is used to refer to events that were completed in the past.<sup>9</sup> The key to using the past tense is to remember that the use of the past tense emphasizes that the events are over and done with *before* the present moment of time. The past tense is used for past time, to express an action which took place before the moment of utterance.<sup>10</sup>
- d. Games is rule-based competitive activities usually involving a time limit and visual display features in which the player must acquire and manipulate knowledge in order to succeed.<sup>11</sup>

This research is focus on three kinds of games that will be used in this study. Among of them are: Matching Game, word racing game, and past tense flash card.

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<sup>7</sup> As. Hornby, *Oxford Advanced Learners Dictionary of Current English*, (Oxford: Oxford University Press, 2003), 236.

<sup>8</sup> *Ibid.*, 2.

<sup>9</sup> M. Lester, *English Grammar Drill*, (New York, McGraw-Hill Companies, Inc, 2009), 134.

<sup>10</sup> Karlsson, *Finish Essential English Grammar*, (Helsinki: Routledge, 2002), 152.

<sup>11</sup> J. Richard and Wright, *Longman Dictionary of Language Teaching and Applied Linguistics*, (London: Pearson Education Limited, 2002), 219.



- e. Technique is the way done by a person in order to implement a method. For example, the use of the lecture method in classes with number of students that relatively large requiring independent techniques, which of course technically be different with the use of lecture method on a class the number of students is limited.<sup>12</sup> Similarly, with the use of games, it is necessary is used different techniques in class that students classified as active with a class that students classified as passive. In this case, the teacher also can alternate technique although in the same method.

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<sup>12</sup> Umi Khaltsun, 8 October 2012, *definisi model, pendekatan, strategi, metode, dan teknik pembelajaran*, <http://mkhgfthj.blogspot.com/2012/10/definisi-model-pendekatan-strategi.html>,( accessed on 16 December 2013).