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**THE EFFECTIVENESS OF USING SNAKE AND LADDER BOARD
GAME ON STUDENTS' SIMPLE PRESENT TENSE
UNDERSTANDING:
A CASE STUDY OF SMPN 2 SUMBER**

A Thesis

**Submitted to the English Language Teaching Department, *Tarbiyah* and
Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon in Partial
Fulfillment of the Requirements of Undergraduate Degree**



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ABSTRACT

BUDIYANTO. 14111320087. *The effectiveness of snake and ladder board game on students' simple present tense understanding at first grade students of SMPN 2 Sumber.*

Grammar as one of English language's part has important role to communicate precise meaning. Unfortunately, it is not well-known by most of English language Learners especially at SMPN 2 Sumber. The students fell bored to learn grammar because its complex rules and some of teachers are less of use method to teach grammar. This problem makes the researcher gives method to try in the class to help grammar learning and teaching activity. Then, the researcher use snake and ladder board game as a learning approach on students' tenses understanding, especially simple present tense.

The aim of this research are to know before and after the use of snake and ladder board game on students' simple present tense understanding and to know the effectiveness of snake and ladder board game on students' simple present tense understanding after comparing the result before and after the use of its method at first grade students of SMPN 2 Sumber.

The methodology of this research is pre-experimental research with one group pretest-posttest design. The population in this research is all of first grade students of SMPN 2 Sumber. The sample of this research is the students of VII-G that consists of 40 students, 13 males and 27 females. The technique of collecting data is using t-test (pretest and posttest) and data analyzed by using the formula of research data analysis and SPSS 16 application.

Based on the result finding of this research, there is effectiveness of using snake and ladder board game on students' tenses understanding at first grade students of SMPN 2 Sumber. The achievement of students before the use of snake and ladder board game on students' simple present tense understanding shows the students in poor level with the means of score 51. But, the achievement of students after the use of game shows the improvement result with the rank of students result is in enough level with the means of posttest that is 67.25. For further evidence, the researcher uses scientific calculation by using SPSS application. First, the value of significant column of t-count test by using SPSS application, and the result is 7,938 and t table is 2,024. The t count > t table shows the significant effectiveness using the game. Then, the value of correlation product moment "r" shows 0,582 that means there is positive and significant effectiveness. So, the hypothesis of the research is H_a is accepted and H_0 is rejected.

Key words: grammar, simple present tense, and snake and ladder board game.



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RATIFICATION

This thesis entitled **“The Effectiveness of Snake and Ladder Board Game on Students’ Simple Present Tense Understanding: A Case Study of SMPN 2 Sumber”** written by Budiyanto, student’s registration number 14111320087 has been examined on February 6th 2017. It has been accepted by the examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER I INTRODUCTION

The introduction part tells about the reason why this research are taken. It includes the explanation about the problem of the research to the signifiante of the research. This chapter also brings the area of the research that make it different with other research. In detail, the parts of this research are started from background of problem. Then, the problems are identified in identification of the problem. Delimitation of the research comes to border the problem into the focus of the research. Next, it is formulated in the question of problem to decide the aims of the research and conclude the signifiante of the research.

1.1 Background of the Problem

Learning activity needs appropriate ways to do because the way of learning creates true information. As educational people, seeking and finding good way to teach in order to give best knowledge to the leaners. Unfortunately, there are some teachers do not use appropriate method to teach some materials. It demands the students' understanding become not maximal in comprehending the material. Based on researcher field observation at *SMP Negeri 2 Sumber*, some of teachers do not use method to support their teaching. Especially for English subject, grammar as a part of English Language is not well-known by the students. It also demands to students comprehending about it not good enough.

The problems start from the importance of learning language, especially English language. At *SMP Negeri 2 Sumber*, the students are not aware that learning language impact to their personal growth. Andrews (2005: 6) states that a personal growth is focus on emphasizing the relationship between language and learning. The collaboration between language and learning affect someone to develop themselves. Learning language means opening new world to dive and culture to understand. Every language learners have opportunity to get new experience consciously influence their growth.

Learning language, at least, needs input (listening and reading) and output (speaking and writing). Both of them need additional skill to support their main

skill to receive new language, there are vocabulary and grammar. For example, in speaking activity, grammar and vocabulary help speaker to deliver his/her meaning. Thornbury states that grammar and vocabulary communicate meaning of a very precise kind (1994: 3). Vocabulary is thought as the basic of learning language. Renandya (2002: 225) claims that vocabulary is a core component of language proficiency that can support learner mastery input and output skills. In contrast, the position of learning grammar in order to mastery language not strong enough like vocabulary. There are many teachers or learners who think that grammar is not to important for the beginner learners, even its role is needed in language learning.

Since grammar is part of language, its comprehending must be clear to build a good language. However, the students at *SMP Negeri 2 Sumber* do not know the importance of grammar. Even though, grammar is placed as an important part of the communicative process in order to achieve a better level of communication. According to Panxhi and Kurani (2014: 102) in their article say that, “a successful communication is closely related to grammatical accuracy, as the grammatical ability is an important component of communicative ability”. The target of communication is transferring communication from the speaker to the listener or the writer to the reader and grammar is helping in the communication process. The ability of communication process depends to the comprehension of meaning and form appropriately (Wong And Marlys, 2012: 62). So, someone will success in communicating with other people if they have the grammatical ability. With other hand, without grammatical accuracy, communicating processes will become unclear and possible to miss understanding.

Based on the field observation at SMPN 2 Sumber also the researcher found that grammar teaching method is less of used. Method as the tool of teaching activity can give way for the teachers to connect between students and material of learning. Freeman (2003: 3) states that method come the link between thought and action that can help students to discover the pattern of material that they are studying. Unfortunately, the easy way that method serves to language learning activity is less of use. The teachers are unconcern to the methods, even there are so many kinds of methods. However, the usage of the method has been declared



as a way to gain the students desire and spirit to learn even in Indonesia. Another problem arises that grammar is expected as a boring subject to its complex rules that can demotivate students to learn the language. Especially for young learners, they cannot pay attention more than 10-20 minutes, then they start to be bored and tired (Yolageldili and Arikan, 2011:221). The teachers also fail to engage the learner emotion to learn grammar and add students' perception about the complexity of grammatical subject.

The development of grammar nowadays has concerned in classroom activity research. The classroom activity involves student's attitude, method of teaching, and teacher understanding. The observation focuses on how to build an easy way to learning grammar, or enhance grammar skill, another function of grammar and teacher attitude in teaching grammar. The result of much research concludes into the three big clusters. First, grammar can work using several methods depend on the situation of the learner, for example, teaching grammar using games (see Pathan and Aldersi, 2014; Tuan and Doan, 2010), cooperative learning (see Assma, 2010 and Ahmed, 2013), grammar translation method and communicative approach (see Chang, 2011), also direct and indirect explicit method to teach grammar (see Dang and Nguyen, 2013). Second, it also concludes about the ability of teacher about grammar has an important point for students' understanding, for example the profile of good grammar teacher (see Baleghizadeh and Mozaheb, 2011) and the level of teachers' beliefs in teaching grammar (see Ezzi, 2012). Third, grammar is placed as an important part of language that can make communication so clear, for example the role of grammar in community language teaching (see Wong and Marlys, 2012 and Panxhi and Kurani, 2014), the effect of communicative grammar teaching (see Ho and Binh, 2014). Base on the clusters, the researcher has curiosity of how to teach the grammar using method in order to develop student understanding in learning grammar.

The researcher takes one example kind of method that is game-based learning. In some cases, games are successful to involve students go inside, the material and receive material unconsciously for example Whitton (2009) by learning with digital game that success to get strong link between certain types of game and



constructivist learning theory. Others example of successful learning through games at least you can see from Kafai et al (1998), Pathan and Aldersi (2014), Yolageldili and Arikan (2011), Tuan and Doan (2010). While, the conventional teaching as made by many teachers was becoming old-fashioned way and it is the failure to create students' motivation in learning. According to Walia (2012:127), she says that conventional teaching is not giving success to the learners to earn his or her desire to learn language needs with specialized and changing time. So, the usage of game in language learning becomes interesting for the researcher to start as reinforcement of teaching language especially grammar.

There are some games that can use in learning grammar. The game has four classifications; there are matching, ordering, competing, competition, card games and memory games (Hadfield, 2003: 4). The teacher also can create their own game. Of course, the teachers should pay attention to the criteria of making a game for grammar learning. Minimally, Thornbury (1999: 26-27) states that there are 2 factors to make learning approaches in grammar learning such as the E-Factor (Effecincy= economy, ease, and efficacy) and the A-Factor (Appropriacy= age, level, group, interest, the needs of learners). Base on the Thornbury's criteria, the researcher offers snake and ladder game method to teach grammar. Here, the material of the grammar that concerned with using the snake and ladder board game method is simple present tense. The game will become curious method to apply in the junior high school students.

The game-based learning of grammar is the innovation in learning activity that exists to disappeared student bad perception of grammar. The usage of the game also will place students in their nature of learning. In the end, the result of game-based learning will create fun learning to get grammar understanding unconsciously. Moreover, it will raise students' intention to take communication with each other. The use of the snake and ladder board game as an interactive game is that the researcher examined for this project. Through this research, the researcher expects that snake and ladder board game method become new alternative ways to teach simple present tense. Furthermore, the snake and ladder board game method is observed about its effectiveness for young learners in learning grammar.



After knowing the problem and choose the method to solve it, then it should be proved by doing research. But before it, the researcher should choose the design of research itself. For this research, the researcher takes pre-experimental research as the design of the research. According to Ary and Jacob (2010: 302), pre-experimental research has no randomizing subject or other strategies to control extraneous variable. There are two design of pre-experimental research, there are one-group pretest-posttest design and static group comparison. For this research, the researcher chooses one-group pretest-posttest pre-experimental design as the research design.

So, based on the problem, the researcher tries to experiment the use snake and ladder game by using pre-experimental research design. The game is used to support students' simple present tense understanding. Finally, the researcher takes this project become "the effectiveness of using snake and ladder board game on students' simple present tense understanding: a case study of SMPN 2 Sumber".

1.2 Identification of the Problem

Based on the background of the problem, in this part the problem is identified as follow:

1.2.1 The Field of the Research

The use of game-based learning is became the field of this research, in order to improve students' simple present tense understanding by using snake and ladder board game.

1.2.2 The Kinds of the Problem

The problems are found in SMPN 2 Sumber. Base on the observation, the researcher classify the problem in learning English especially about learning grammar.

- 1) Students are not aware that learning language impact to their personal growth.
- 2) Students do not know about the importance of grammar.
- 3) Students feel grammar as the bored lesson.
- 4) Students fell difficult to learn grammar.
- 5) Students do not treat with suitable method to learn grammar.



1.2.3 Main Problem

The main problem of this research is the difficulty of learn grammar especially simple present tense, so this thesis the researcher wants to serve the effectiveness of snake and ladder board game on students' tenses understanding.

1.3 Delimitation of the Research

The problem for students that expect grammar as a difficult subject to understand and the lack of teacher's creativity to make interesting study are the main topic in learning grammar. Besides, talking about the other function of grammar in language activity also became a favorite side to observe. Taking focus to the teacher as the motor of the learning process in the class, they should give best method in learning process. In order to imitate the existing problems the researcher will take point to the use of the method as the step of teacher's creativity to teach so that pupils can more interesting to learn.

The first limitation in this research is choosing game-based learning as the method to help grammar learning process. Second, the kind of game that use in this research is the kind of board game, that is snake and ladder board game as the innovative step of learning tenses in grammar field. Next, the snake and ladder board game is supposed to young learners, in this context is junior high school students. From these points of view in the end of research will find or measure the effectiveness of the snake and ladder board game in learning tenses. The tenses who became the concerns in this research is present simple.

The things that not to be concerned in this and may become opportunity to develop more are the use of method to teach grammar except game-based learning. Besides, there are so many kinds of game that can use by the teacher in learning process of grammar, but in this research focus on snake and ladder board game as independent variable of this research. Other games are not explained or mentioned in this research. It is also being limited to the object of research that focus on young learners, for example junior high school students. The limitation exists for border researcher work and because the researcher has limited ability to collect the data related to the research in other object areas.



1.4 The Questions of the Research

Based on the problems, the researcher composes two questions that need to be answered through a research. The questions are:

- 1) How is students' simple present tense understanding before using snake and ladder board game at SMP Negeri 2 Sumber?
- 2) How is students' simple present tense understanding after using snake and ladder board game at SMP Negeri 2 Sumber?
- 3) How is the effectiveness of the application of snake and ladder board game on students' simple present tense understanding at SMP Negeri 2 Sumber?

1.5 The Aims of the Research

- 1) To describe students' simple present tense understanding before using snake and ladder board game at SMP Negeri 2 Sumber.
- 2) To describe students' simple present tense understanding after using snake and ladder board game at SMP Negeri 2 Sumber.
- 3) To know the effectiveness of the application of snake and ladder board game on students' simple present tense understanding at SMP Negeri 2 Sumber.

1.6 The Significance of the Research

The result of the study are hoped to give some significance to the students, teachers, writer herself, institution and other researchers.

1.6.1 For students

This study can help the students to understand tenses easily and more fun. They will fell enthusiasm to learn and highly motivated because they are not learning by memorizing grammatical pattern, but they have to practice it with fun activity.

1.6.2 For English Teachers

The reaserch will give the teachers new ways to teach grammar. They can use snake and ladder board game as their method to teach grammar. Furthermore, the teacher who applied this game will fell



more confidence because the game is covering students' boredom and changing it into fun learning.

1.6.3 For other researchers

The results of this research will enrichment the researcher knowledge about this game. It will also stimulate the researcher to do another experiment with another method to examine a method of teaching.

1.6.4 For institution

As the institution of educator makers, IAIN Syekh Nurjati Cirebon must create innovation to support learning activity. This research will add the collection of innovation that this institution can give to support learning activity.



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