

BOARD GAME: TEACHING ENGLISH IN SIMPLE PRESENT TENSE

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Abstrak

Permasalahan dalam penelitian ini adalah untuk mengetahui apakah media board game dapat meningkatkan kemampuan simple present tense siswa dan mencari tahu apakah media board game dapat membuat proses pembelajaran menjadi menarik. Dalam pengumpulan data, peneliti menggunakan tes, yaitu tes awal dan tes akhir, observasi, dan interview. Penelitian ini dilakukan di Institut Agama Islam Negeri Metro, pada jurusan Tadris Bahasa Inggris. Hasil nilai rata-rata dari pre-tes dan post-test menunjukkan bahwa ada peningkatan nilai. Nilai rata-rata pada pre-tes = 48.1, dan di post-tes I = 73.1, telah terjadi peningkatan sebesar 25 poin. Kemudian, nilai rata-rata pada post-tes II = 87. juga telah terjadi peningkatan sebesar 13.9 poin dari pada pos-test I. Sedangkan, persentase siswa yang lulus pada pre-test = 16.7 % dari total keseluruhan siswa, dan pada post-test I = 83.3 %, dan kemudian, pada post-test II = 100 % siswa yang mampu lulus ujian. Berdasarkan hasil diatas, itu dapat disimpulkan bahwa board game dapat meningkatkan kemampuan simple present tense siswa. Media ini membuat siswa tertarik dan termotivasi dalam proses pembelajaran.

Keywords: Simple Present Tense, Board Game

Preface

Language is a unique human inheritance that plays the very important role in human's life. By the people can share their thinking, communicating ideas, and negotiating with the others.

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Language has a very important role in intellectual, social, and emotional development of students and its support their success in learning any subjects. Learning language may help students be able to understand about themselves, their culture, and other cultures. Besides, learning language also helps students to be capable of expressing their ideas and feelings in spoken and written forms.

In learning the conceptual knowledge of the native speakers of all the language is Universal Grammar. Knowledge on grammar is important for master the language skills. In English language teaching has identified the “four skills” listening, speaking, reading, and writing. However the grammar items which are considered to be difficult for the students could be presented explicitly and separately as they are related to the theme and kinds of text being discussed. Most of the English teachers think that grammar can be neglected as it is not explicitly stated in curriculum. However in my opinion teaching grammar is still necessary because grammar is very important if you want to speak and write the language accurately.

Study structure of grammar more difficult than listening, speaking or writing. For a part teacher feel hard explaining the structure of grammar the need to be patient in teaching them. A part of students feel hard in understanding the role of the English. Like said Diane Larsen that Grammar rules are presented with examples. Exceptions to teach rule are also noted. Once students understand a rule, they are asked to apply it some different examples (Diane Larsen, 1986: 14).

In IAIN Metro achieve KKM is score 60. This condition is very poor the researcher realize that this poor condition might be happened because the differences of the structure between Indonesia and English. For example, in Indonesia when the student want to tell an event which happens in present, they do not need to change the adverb of time. But in English they need to change the adverb beside the verb. The subject of the sentence is also influence it. Besides the students of lack motivation in learning English, another cause of the difficulties may be the teaching technique which is not interesting. So they get bored in studying grammar.

Based on the fact above the researcher thinks that this situation needs to solve. One of possible solutions chosen is the

application of Game. Jean Brewster says that Children enjoy constructive play and games. They are not only motivating and fun but also provide excellent practice for improving pronunciation, vocabulary, grammar and the four language skills (Ellis, et al, 2002: 172). The game is fun activity who students relaxed and enjoyable way in learning. Based on the reason above the writer has a certain opinion that a board game is one of the games that help the students. This game trains the students to understand the parts of simple present tense. By this game the students are expected able to increase their competence in the simple present tense.

Base on background of the study above, the writer identifies the problems as follows: The student has a lack motivation in learning English; The students lack of grammar especially Simple Present Tense; The differences between English structure and Indonesian structure. The student has a lack motivation in learning English, this problem usually happened at the students that learning English is difficult subject. These conditions make the students lazy and not motivation to learning English.

The students lack of Simple Present Tense because the students think that Grammar is difficult subject. The difficulty usually comes from the difficulty to understand of rule in Grammar. This problem makes students lazy to study about Grammar, and the result is they cannot become the master of English. The differences structures between English and Indonesian language that make the students confused to certain subject, verb or adverb of time at the sentences.

Discussion

Concept of Grammar

Grammar should be taught inductively. There may never be an explicit grammar rule given (Diane Larsen, 1986: 23). The grammar and vocabulary that the students learn follow from the function, situational context, and the roles of the interlocutors.

In the sentence always has a pattern S + V + C/O. According Diane Larsen grammar should be taught inductively that means in the sentence complement (C) is a basic. The inductively sentence is often the end of sentence.

The example:

<u>Mother</u>	<u>cooks</u>	<u>rice</u>	<u>in the kitchen.</u>
S	V	O	C

“*In the kitchen*” was called “inductively” because as a complement that explanation the subject “mother” cooks in the kitchen. Actually, something which began of explanation than the theme in the end is called inductively. And the something in beginning the theme than explanation in the end is called deductive.

Like that grammar is taught inductively that began explanation or the example than rule the end given. Taught the grammar also should appropriate situation and has function. So, lesson the grammar not useless.

According to Brown that Grammar is the system of rule governing the conventional arrangement and relationship of word in the sentence (Brown, 2001: 362). Technically, grammar refers to sentences-level rules only, and not to rules governing the relationship among sentences. Grammar gives us the form or the structure of language. In other words grammar, tells us how to construct a sentence (word order, verb, noun system, modifier, phrases, clauses, etc.) Grammar is contextualized in meaningful language use.

From the statement Brown the writer assumed that Grammar is not only relationship or arrangement of word in sentence but explain about form, level role, construct a sentence and contextualized in meaningful of language. So, from the grammar we not only know about the word or sentence but also situation context and meaningful in language. It's can make we as speaker in use language is complex.

Grammar is the native speaker's mental knowledge on how to produce and interpret a sentence they use in their daily communication (Siahaan, 2008: 23). From the statement Sanggam Siahaan, the writer tries assumed that Grammar is knowledge of someone to produce and interpret a sentence in daily communication. Everyone has different knowledge on produce and interpret a sentence to communication. This differences' make someone different to other.

We introduce grammar which can easily be explained and presented (Harmer, 1991: 25). From the statement Jeremi Harmer

the writer concludes grammar should be taught by an easy word so that students are also easy to understand.

From some of the above explanation, the writer tries to conclude that grammar is the study of how words and their component parts combine to form sentences and about structural relationship in Language or in language, sometimes including pronunciation, meaning, and linguistic history. When we present grammar through structural patterns we tend to give students tidy pieces of language to work with. And in learning as teachers we should be prepared to use a variety of techniques to help our students learn and acquire grammar.

Concept of Tense

The word of tense in English come from Latin the meaning is period or time. So, if we talk about tense en English, its means that we talk about the time that happening of the event (Cyssco, 2007: 51).

Tense are sentence patterns or structure of the sentence (changed of predicate) that based on time, an action, event, or condition lasts (Rhomdony, 2005: 124). Tense is term that used in English grammatical to show the time and the level of perfections the event (Lingga, 2006: 188).

Based on statement above, the writer assumed that Tense is a form of verb that indicate the time of an action in relation to the time speaking, past, present, and future.

Concept of Simple Present Tense

Tense is a verb from or series of a verb form (e.g.: to go – went – gone – going). The simple present and simple past tenses are two basic tense. In learning English, students should master one tense form, such as the simple present before being introduced to other forms as the present continuous to the simple past tense.

Present tense is often used to discuss the things that now exist or occur, there are ordinary or common, or usually done (Pardiyono, 2004: 19). The simple present is used for events or situations that exist always, usually, or habitually in the past, present, and future (Azar, 2006: 4).

From statement above, the writer conclude that simple present tense is to express an action or events which usually take place regularly. Regularly means is used in the past, present and future. We know the simple present tense more often used in expressing something. Tenses simple present tense is the basic tense must be understood before understanding other forms of tenses. The simple present tense has feature that are easy to understand in a sentence. The verbs of simple present tense are always verb 1 and the time expression indicates custom and adverb of frequency.

The function of Simple present tense

According Hotben D Lingga Simple present tense performs the following function as followings:

- 1) To express in the present.

Anita likes Budi.

We are happy.

- 2) To express factual action

The earth is round.

Fish live in water.

- 3) To express habitual action

My mother works in an office

The shops open at seven in the morning.

- 4) To express for a planned future action

I go to Medan Tomorrow

He arrives here on Monday next.

- 5) To express actual action

I understand the problem.

I know what you want (Lingga, et all, 2005: 429-432).

And according A.J Thomson used of the simple present tense:

- 1) It is used chiefly with the verb say, when we are asking about or quoting from book, notices or very recently received letters:

What does that notice say? – It says, ‘no parking.’

What does the book say? – It says, ‘cook very slowly.’

- 2) It can be used in newspaper headlines:

MASS MURDERER ESCAPES PEACE TALKS FAIL

- 3) It can use for dramatic narrative. This is particularly useful when describing the acting of a play, opera, etc.

When the curtain rises, Juliet is writing at her desk. Suddenly the window opens and a masked man enters.

- 4) It can be used for a planned future action or series of actions, particularly when they refer to a journey.
We leave London at 10.00 next Tuesday and arrive in Paris at 13.00.
- 5) It must be used instead of the present continuous with verbs which cannot be used in the continuous form. E.g. love, see, believe, etc.
- 6) It is used in conditional sentence, type I
If I see Ann I'll ask her
- 7) It is used in time clauses
 - a) When there is an idea of routine:
As soon as he earns any money he spends it.
 - b) When the main verb is in a future form
It will stop raining soon. Then we'll go out = when it stops raining we'll go out.

Form of Simple Present Tense

The tense form that consist of one part only are usually labeled simple there only two such form the simple present and simple past, all the other tense forms are verbs phrases containing one or more auxiliary. The present tense has irregular form of verb:

1) To be form

To be form is called non verbal sentence (nominal sentence) because used to be *am, is, are*. The form used to be because there is no verb. Subject *I* use to be *am*, *She, he and it* used to be *Is* and *we, you and they* use to be *Are*. It is usually followed by noun or adjective. In this form we use to be. They are:

To Be		Pronoun
Is	Used for subject	He, She, It
Am		I
Are		We, They, You

The pattern is:

a. For positive Statement

S	To Be	Noun/adjective
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Examples:

- 1) I am a student
- 2) She is beautiful
- 3) We are smart students

b. For negative statement

S	To be	Not	Noun/adjective
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Examples:

- 1) I am not a student.
- 2) She is not beautiful.
- 3) We are not smart students.

c. For interrogative/Question statement

To be	S	Noun/adjective?
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Examples:

- 1) Am I a student?
- 2) Is she beautiful?
- 3) Are we smart students?

2) Verb form

Verb form is called verbal sentence that used the verb 1 for positive statement and for negative and interrogative adding *do/does*. In third person, form of verb “go”, “do”, “have” become “goes”, “does”, “has”. It uses verb (V1) and for negative and interrogative/question statement usually auxiliary verb or helping verb.

The auxiliary verb that is used, they are:

To be	} Used for subject	Pronoun
Do		They, We, I, You
Does		He, She, It

In the verb form, subject for the third person (He, She, And It) has special regulation that is added by “s” or “es” at verb (only for the positive statement).

He verb that added by “es” is the verb that is ending in letters: ss, ch, sh, o, x, y, while the other are added by “s”

His verb ending in “y” preceded by consonant should be changed in to “i” and the others need adding “s”.

Examples:

1. She goes to Bali.
2. He cries in the bathroom.
3. I need you.

The pattern of verb form according Deny Rhomdony:

- a. For positive statement

S	V1	
S	V1	S /ES (for the third person: He, She, It)

Dimas and Yudi work every day.

Dimas works every day.

- b. For negative statement

S	Do/Does	Not	V1
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Dimas and Yudi do not work every day.

Dimas does not work every day.

- c. For interrogative/ Questions statement

Do/Does	S	V1
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Do Dimas and Yudi work every day?

Does Dimas work every day?

- d. Forming the WH-Questions

- 1) Question words + do + subject (I, You, We, They) + V1

Examples : Why do you feel confused now?

Why do they go to the danger place?

- 2) Question words + does + subject (He, She, It) + V1

Examples: Where does he live?

When does she make this pudding cake?

Time Expression

The characteristics adverb of time in simple present tense as follows:

- 1) Adverb of time

- a. Adverb of time is often including in the simple present tense that statement showing the habit (habitual activities). Like every day, every morning, at the night

He gets up at 4:00 o'clock every morning.

I go swimming twice a month.

- b. Adverb of time is not including in the simple present tense. Although adverbs of time are not mentioned, the communication was clearly.

I know that she is still single.

He goes to the office by bus.

2) Adverb of frequency

Adverb of frequency at the simple present tense are always, often, usually, sometimes, seldom, never.

She always comes to school on time.

I sometimes get up late.

Based on the all explanation above, the writer concludes that students' simple present tense ability is the students that have great skill or knowledge in the simple present tense. Students can understand anything about simple present tense that is used for events or situations that exist always, usually, or habitually in the past, present, and future.

Concept of Game

Game is any fun activity which gives young learners the opportunity to practice the foreign language in a relaxed and enjoyable way (Ellis, et al, 2002: 172). Game is an activity that had done with role (Kasihani, 2007: 117-118). Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.

The writer completes the statement that game is an activity that helps person to be more active in doing something without leaving the role that had been agreed before and one of the functions of game is giving positive effect in developing learner understanding. Here, the students try to be active by the way that has been decided. Students may simply become concerned with developing strategies to play the game quickly or easily, without focusing enough on the intended language practice.

Game may be simple and require very little planning or may need quite a bit of preparation and the use of special materials, such as dice, board, or picture, word or sentence cards (Brewster: 173).

According Jean Brewster, the advantage of using game is to improve the habitual learning that usually formal teaching, pace of the lesson and also keep motivation, increase to communication, fun class, students can learning in real audience context and purpose. The statement above implied with the using game can make the students doing fun activity. So, the process of teaching learning is enjoyable. This situation is a way to make the students stay at the class without bored.

Concept of Board Game

Board game is any game played on a board, often using dice and small pieces that are moved around (Hornby, 2000: 132). According Usan El-Shamy Board game is a unique experience. They are not only present a learning experience but are a different world unto themselves (Al Shamy, 2001: 53). And according Brian Board Game is to share fond memories of childhood game like chutes and ladders and an overwhelming drive to create a version of monopoly for every possible theme (Mayer, et all, 2010: 3). The primary mechanic for game is rolling dice and moving the number of spaces shown on the dice.

This Board game was play used counter that put away, change for, move on board. The Board Game used a medium that contains grammatically sentence are incorrect. The students were analyzing the sentence grammatically. If the students who were playing made a mistake in analyzing the sentence then the opportunity is lost and replaced by the next students to analyze and fix it.

The materials focused on Simple Present Tense that gives students the opportunity to analyze similar problem. The students expected become familiar with the matter. The students get more opportunity to the analyzed and remember of the form of Simple Present Tense.

Principles of Board Game

The Board Game is supposed to be fun and source of enjoyment. Along those lines, designed to be enjoyable and not to be taken too seriously (Hinebough, 2010: 13). The main principles of board game is that acquiring language skill especially writing skill another principle is that the students will learn English more

happily because they can achieve their goal of learning with a fun. Learning with a fun will challenge and encourage the students to take part actively in it.

Procedure of Board Game

The procedure of Board Game as follows:

- 1) The researcher prepares six sets of board game that consist of dice, piece and paper to play the game. The prepare thirty or more sentence of simple present tense is incorrect.
- 2) Divide the students into small groups which consist of 4-5 students each group.
- 3) Tell the students about the objective of learning English using Board Game.
- 4) Share the sets of Board game to the groups, one set each group.
- 5) Ask one student from each group to shuffle the dice together. Then, to direction appropriate the number of dice is turn up.
- 6) Ask each group to discuss of sentence that according form of simple present tense.
- 7) Teacher and students to analyzed the sentence according form of simple present tense together. And the teacher gives the score to the correct sentence.
- 8) The teacher asks the students to play the shuffle the dice again until the sentence in the board finish.

The Advantages and Disadvantages of Board Game

Based on the application of Board Game in teaching writing simple present tense, many advantages can be taken from it. But of course there are also some disadvantages found. In order to get more clear information in detail, the advantages and disadvantages of using Board Game can be elaborated as follows:

The Advantages of Board Game

- a) It encourages the students to be actively involved in teaching learning process. Each student has their own role to correct sentence in turn. It, makes each student thinks to do their duty because when they have a turn they have to find grammatically.
- b) With Board Game the students learn in not so formal situation. It makes the students enjoy the learning. Joyful learning can

stimulate the students to be more interest in learning process and it will enable the students to achieve their competence in writing simple present tense.

- c) By Board Game the students inquire their knowledge in writing simple present tense. It means they can build their own knowledge by undergoing some real experiences. The experiences may give strong and longer impact on student's memory so that students can learn much more easily.
- d) Group work or learning community in Board Game may give students chances to build social interaction among them. They can solve some problems together and the students can share the knowledge with their friends.

The Disadvantages of Board Game

- a) The teacher must be creative in managing seats arrangement for group work. The seats must be arranged in such a way that the students can learn comfortable and the teacher can monitor each group easily and properly.
- b) Simulation requires more time to cover the board game amount of material.

The object of this research was the student's simple present tense of IAIN Metro. In this research, the research had chosen one class only. The class was the writer chosen the students of C class as the object. It was expected that the result of the research would be useful to increasing their simple present tense ability. In this classroom action research the writer would like to conducted the research in cycles. Each cycle consist of planning, acting, observing and reflecting.

The researcher observes the students activities during the action of the research in teaching learning process. It is also used to find out the strengths and the weaknesses of the teaching learning process using the board game. The researcher observes the students activities on their participation in learning such as finishing the task, asking and answering questions, interacting among the students, and making a note or summary.

The student's activities data is gotten from the percentage of active students on observation sheet. The table improvement of it as follow:

Table of the Percentage of Student's Active in Cycle I and II

No.	Criteria	Cycle I	Cycle II
1.	Student activity	88	120
2.	Percentage of active students	58.7%	80%

Based on the data above, it can be concluded that students felt comfortable with the learning process. Firstly, there are many students felt uncomfortable with the technique of the teacher use. It looked on the result of observation sheet when cycle I that are 88 with 58.7 %. In addition, the result of observation when cycle II are 120 with 80 %.

In this research pre-test and post-test was individually. It was aimed at knowing the ability of the students before and having a treatment. From the result of pre-test and post-test, it is known that there was an increasing from the students result score. It can be seen from the average 84. 1% becomes 73.1%.

From the analysis conducted by writer, the students' result in pre-test found that most students had difficulties in simple present tense. They were confused when they wrote a sentence because the writer only gave a little explanation.

Beside, from the pos-test cycle I score, it can be seen that there was increasing because the writer had given more explanation about the problem in pre-test and enough examples about writing simple present tense.

Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the students' simple present tense ability can be increased by applying board game in learning process. Based on the result of observation, the student's activity in the implementation of cycle I and II was very active. It means that board game can increase the student's activeness. The implementation of cycle I has been seen that board game is able to develop the students' simple present tense ability. While the implementation of cycle II, board game so clarified that board game able to developing simple present tense

of the students. It can be seen on the progressing of the average score in every cycle, the average score of pre-test was 48.1, and in cycle I was 73.1, then in cycle II was 87%. There are increasing score of 25 points from pre-test to post-test I and there are increasing 13.9 points from post-test I to post-test II. So, it can be concluded that board game can increase students' simple present tense ability.

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