

STUDENT PERFORMANCE ON SIMPLE PRESENT TENSE BY THE USE SNAKE LADDER GAME TO THE EIGHT GRADE OF MTS MAMBAUL ULUM KUBUPADI

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui lebih lanjut tentang bagaimana meningkatkan keterampilan siswa dalam bermain permainan ular tangga menggunakan tata bahasa simple present tense dalam bahasa Inggris. Penelitian ini dilakukan melalui Penelitian Tindakan Kelas (PTK). Subyek penelitian ini adalah sekelompok 16 siswa kelas VIII A MTs Mambaul Ulum tahun ajaran 2021/2022. Tujuan dari penelitian ini adalah untuk mengetahui peningkatan kemampuan siswa di kelas dalam menggunakan permainan ular tangga dalam tata bahasa Inggris simple present tense. Penelitian ini dilakukan dalam tiga tes yang terdiri dari perencanaan, tindakan, observasi, dan refleksi. Data dikumpulkan dengan menggunakan data kuantitatif. Hasil penelitian ini menunjukkan bahwa terjadi peningkatan kemampuan siswa dalam belajar bahasa Inggris dengan menggunakan metode permainan ular tangga. Nilai rata-rata Initial pre-test adalah 57.91. Nilai rata-rata Cycle 1 pre-test adalah 68.75, sedangkan rata-rata Cycle 2 post-test adalah 77.29. Hal ini menunjukkan bahwa rata-rata dan skor Cycle 2 post-test lebih baik dari skor Initial pre-test dan skor Cycle 1 pre-test. Persentase siswa pada hasil Initial pre-test yang mendapat nilai 70 atau lebih adalah 3 siswa. Persentase siswa pada hasil Cycle 1 pre-test yang memperoleh nilai 70 atau lebih adalah 8 siswa. Sedangkan persentase siswa pada hasil Cycle 2 post-test yang mendapatkan nilai 70 ke atas adalah 14 siswa. Dengan kata lain, kemampuan siswa dalam menguasai grammar sangat baik pada pertemuan pertama hingga pertemuan berikutnya.

Kata Kunci: Pengajaran Simple Present Tense, Permainan Ular dan Tangga.

Abstract

The purpose of this study was to improve student' ability in learning English by using the snake and ladder game method. This research was conducted through Classroom Action Research (CAR). The subject of this study were a group of 16 students of class VII A MTs Mambaul Ulum in the 2021/2022 academic years. The purpose of this study was to determine the improvement of students' ability in class in using the game of snake and ladder in simple present tense English Grammar. This research was conducted in three test consist of planning, acting, observing, and reflecting. Data were collected using quantitative data. The result of this study indicate that there is an increase in students' ability to learn English by using the snake and ladder game method. The mean value of the Initial pre-test was 57.91. The average value of the Cycle 1 pre-test was 68.75, while the Cycle 2 post-test average was 77.29. The percentage of students on the result of the Initial pre-test who scored 70 or more was 3 students. The percentage of students on the result of the Cycle 1 pre-test who scored 70 or more was 8 students. Meanwhile, the percentage of students on the Cycle 2 post-test result who scored 70 or above was 1 students. In other word, students' ability to master grammar is very good at the first meeting until the next meeting.

Keywords: *Simple Present Tense, Snake and Ladder Game.*

1. INTRODUCTION

English is an international language as the most important language in the modern era. As a developing country, Indonesia uses English not only to communicate with people from other countries, but also to advance technology, knowledge, and the economy in its country's business. Richard stated in 2006 that acquiring fluency in speaking English should be a formal priority, especially for those learning English as a second or foreign language. The goal of learning English is to become conversant in the language as soon as feasible for all learners. But such situations happen all the time. The majority of people still only speak English as their second language.

In English or Indonesian, there must be grammar used, because grammar is the first lesson learned from a baby. In both Indonesian and English/American, it is important to compose complete sentences. According to Effendi, et al (2017), "Grammar is one aspect of language in the world. As a result, anyone studying a new language formally will generally be given grammar lessons. Of course, this is dependent on the level of the students' learning. Grammar study is an important part of language learning" (p.43). According to (Utari, 2019), Grammar is a knowledge base that closely follows the four language skills of listening, speaking, reading, and writing. This is why mastering English requires the ability to apply correct grammar and structure; additionally, English is a foreign language with significant differences from Indonesian. According to Hadfield (2007) a major problem for students in developing countries who have taken English as a second language for many years is a lack of self-confidence. Because students are not able to speak in class. They get scared when their friends laugh or make fun of their weakness. Formal English must be taught by teachers. This is because teachers know that language skills are often lost and used in formal communication spoken or written.

In Indonesian grammar is often referred to as SPOK (Subject, predicate, object, description). Even though in English there are a lot of grammar that must be understood, one of which is in everyday conversation and the habit we do is simple present tense. Simple present tense is one of the tenses that students need to learn, according to Taslim, F. (2015). Wrong perception of the simple present tense can result in difficulties in students' ability to produce or understand sentences in this form. The simple present tense is used to describe actions that are taking place. This tense is used to discuss topics in general (Pg. 148). According to William, J.D (2005:17), Grammar teaching is an important part of language arts education teaching. Because to high performance expectations, prospective teachers will be faced with various challenges before entering the classroom. Teacher are expect to know English grammar well. This set the basic requirements is due to the fact that almost all language arts teachers are accepted in English, inevitably focusing on literature, not grammar. Until teacher candidates take grammar courses from the college level before they accept eligibility to become a teacher.

According to (Toago, Usman, & Mukrim, 2013), One of the tenses used to write or speak in English is the simple present tense. It is significant because simple present tense is commonly used in speaking or writing. The simple present tense is a verb form used to express facts, habits, or events that are currently taking place. The most common form of the verb in English (Meliani & Nasir, 2016).

The speaking ability of MTs Mambaul Ulum Kubupadi students is still very low. This is caused by students who are still very confused about how to combine words to form sentences in English. Not only that, students also still do not understand the subject verbs used when making sentences. In addition, teachers are not students to understand grammar, but because they have to understand English. So many students feel bored and lose interest in learning. To overcome the problems that occur, a solution is needed for teaching grammar, especially the simple present tense, namely by using the grammar of the game of snakes and ladders. The game is actually a very fun activity that can help children develop in all areas. Games can also cause fun and can attract attention, so students want to be involved in improving certain abilities based on learning experiences. Game is an entertaining and interesting activity challenging, and activities where students can learn English while experimenting and interacting normally with other people (Buckby, 2006:1).

Using playing games is an enjoyable way to pass the time, and it's a great way to teach speaking to the students because it stimulates them to speak up and use good grammar. A teacher can include games in the teaching and learning process based on the description given above. The game can be described as something or a tool that is used to stimulate students to follow the teaching and learning process since it can assist them in becoming more focused while studying. The game being played here is snake and ladder, according to (Kusrini, 2012). Actually, there are many strategies and game techniques that can be applied in teaching speaking. One of them is using the snake and ladder game. This technique is very appropriate for helping students build their speaking skills by applying the snake and ladder game technique. According to there are advantages to using the snakes and ladders game in learning, namely: (1) Students' concentration in learning will increase; (2) Affective content increases; (3) Psychomotor aspects are shown by students' activeness in asking questions, playing and discussing; and (4) Creating fun learning (Amin, Sulistiyorini and Sugianto, 2020). Snakes and ladders activities

are a fantastic way to help pupils enhance their grasp of everyday communication. The researcher will then look at how successful it is to teach the simple present tense utilizing ladder game media (Suryani & Rosa, 2014). Playing snakes and ladders provides an opportunity for all students to practice speaking because they all have to speak English when playing the game (Mujib and Rahmawati, 2011). They are more motivated to speak English because this game is a fun and not boring activity. In addition, with this game of snakes and ladders, communication skills between students can be achieved, and the activity has many connections with real activities.

This study seeks to improve students' speaking skills in daily life or students' habits by using the simple present tense formula and helping students to motivate students in the learning process by using the game method. The game method used is the snake and ladder game. Games are one of the most entertaining activities that can help children develop in all areas. Games can also be entertaining and engaging, making you want to participate in improving certain skills based on your learning experiences.

2. METHOD

This study uses a classroom action research design model by Kemmis and Mc Taggart (1998). In two cycles, there are four steps in action research. They planning, acting, observing, and reflecting. According to Khasinah (2013.18), Action research is the process by which educators examine their own methods and carefully use research techniques. The data sample in this study consisted of 25 students; 12 female students and 13 male students. The data of this study are student test scores in the form of Initial pre-test, Cycle 1 pre-test, and Cycle 2 post-test. The test is a systematic observation process used to determine student behavior or abilities and describe it using a certain scale or category. From definition the test contains three major components: systematic procedures, behavior, and a scale or category. The test is used assessment in education which has an important role in measuring student achievement (Matondang, 2009.3). The initial test is used to measure students' speaking ability before learning is carried out. Cycle 1 pre-test was used to measure students' speaking ability, especially in the use of the simple present tense before the treatment was given. Cycle 2 post-test was used to measure students' speaking ability, especially in the use of the simple present tense after doing the treatment. Each test carried out in each cycle students were asked to work on questions in the form of random sentences using the simple present tense in everyday life. The data was obtained from the data from the initial test to the final test after using the snake and ladder game method.

3. RESULT AND DISCUSSION

1) Analysis of the Initial pre-test

The researchers conducted an Initial pre-test of the students prior to conducting the research. Students could earn up to 480 points if they correctly solved all of the sentence problems. However, they could only correctly complete 278 verbs. As a result, the average score was 57.91. The following formula was used to calculate the average score:

$$M = \frac{\sum s}{n} \times 100$$

Where,

M = average,

$\sum s$ = sum of the student' scores, and

N = sum of targeted point.

The above formula was also used to analyze all the tests. Therefore, the calculation of the data is as follows:

$$M = \frac{278}{480} \times 100$$
$$M = 57.91$$

The results of the pre-test showed that the students' mastery of the simple present tense in daily life of 30 bad or unattained verbs was proven by their average score of 57.91. This value was below the standard set by the school, which is 70. Therefore, it was necessary to treat students.

2) Analysis of the Cycle 1 Pre-test

The Cycle 1 pre-test was conducted to see the students' mastery of the simple present tense before treatment. The results of the Cycle 1 pre-test show that students' mastery of the simple present tense in daily use of 30 verbs is better than the average of the Initial pre-test of 57.91. In the Cycle 1 pre-test, the students' average score was 68.75. This value has increased even though it was still below the standard set by the school, which is 70. Therefore, it was necessary to treat students at the next Cycle, namely the post-test.

3) Analysis of the Cycle 2 post-test

The Cycle 2 post-test was used to determine whether the students' mastery of the simple present tense had improved after being exposed to game media. The simple present tense mastery scores of the students were those tested in the second treatment. In the Cycle 2 post-test, the students' average score was 77.29. This average value is better than the Initial pre-test average of 57.91 and Cycle 1 pre-test 68.75. This shows that the new technique applied at the Cycle 2 post-test stage is effective in increasing students' scores. The snake and ladder game method really helps students understand simple present tense grammar in everyday life easily. It also showed a significant increase in the students' mean scores on the Initial pre-test, Cycle 1 pre-test, and Cycle 2 post-test. When viewed from the individual scores, there were 3 students who did not pass the KKM, but most of the students were able to pass with a minimum score of 70. Researchers and teachers were quite satisfied because their efforts to improve students' grammar had increased, as evidenced by the scores they got, even though not all targets were achieved, so the researchers decided to stop the research class action because it had been successful.

4) **RESEARCH FINDING**

Tabel 1. Cycle Result

Initial name	Score of Initial pre-test	Score of Cycle 2 post-test
A-1	46.67	66.67
A-2	60.00	80.00
A-3	53.34	70.00
A-4	70.00	86.67
A-5	53.34	83.34
A-6	60.00	86.67
A-7	53.34	70.00
A-8	50.00	80.00
A-9	63.34	80.00
A-10	66.67	83.34
A-11	50.00	66.67
A-12	70.00	83.34
A-13	46.67	76.67
A-14	76.67	76.67
A-15	46.67	70.00
A-16	60.00	76.67
Total	57.91	68.75

The results showed that there was an increase in students' grammar skills using the snake and ladder game method. This is evidenced by the mean value of the initial pre-test is 57.91. The average value of Cycle 1 pre-test was 68.75, while the average Cycle 2 post-test was 77.29. This shows that the mean and Cycle 2 post-test scores are better than the Initial pre-test scores and Cycle 1 pre-test scores. The percentage of students on the results of the Initial pre-test who scored 70 or more was 3 students. The percentage of students on Cycle 1 pre-test results who scored 70 or more were 8 students. While the percentage of students on the results of Cycle 2 post-test who get a score of 70 and above is 14 students. In other words, students' ability to master grammar is very good at the first meeting until the next meeting.

5) CONCLUSION

In this case, students need media to help them master simple present tense grammar. Students need media to help them to master simple present tense grammar. Therefore, the researchers used the "snake and ladder game" as a medium to help solve their problems. In this study, the use of the game method can help students master simple present tense grammar in everyday life. This is evidenced by the positive increase of students. The increase in simple present tense in students is proven to increase significantly.

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