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THE USE OF BOARD GAME IN TEACHING SIMPLE PRESENT TENSE

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ABSTRACT

This study focuses on utilizing a board game to teach eighth-graders at SMPN 8 Parit Bugis Kubu the basic present tense. The goal of this study is to determine whether playing a board game has an impact on the eighth-grade students at SMPN 8 Parit Bugis' use of the simple present tense. The researcher used the pre-experimental approach in this study. The participants were students from SMPN 8 Parit Bugis' eighth grade. One class of 15 students served as the research sample. Pre-test and post-test portions of the data collection tool that the researcher used to create the test were utilised. The researcher used SPSS program version statistics 24 to evaluate the data after administering pre- and post-tests. The study's findings demonstrate that the students' pre- and post-test mean scores were similar. After teaching the simple present tense with a board game, the statistics are calculated. (53.5097.00) The pre-test mean score is lower than the post-test mean score. The researcher discovers that $p = 0.00$ and $\alpha = 0.05$, resulting in $p = 0.00$ and 0.05 . The researcher comes to the conclusion that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. Therefore, board games can help kids develop their elementary present tense skills. In relation to the second research question, this study demonstrated that students have a favorable reaction to the use of board games. Board games helped the students develop their structural abilities and produced good learning outcomes for the grammar learning process.

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INTRODUCTION

Language is vital for its grammar. To produce and arrange words into proper sentences and to assist pupils to comprehend English phrases during learning activities, it is essential to know these fundamental concepts. English should be understood by everyone as a second language. The primary benefit of knowing grammar is that it helps improve both oral and written English communication. People need to communicate in doing daily activities and making an interaction to other people in their life. English uses as a medium language in all aspects of national relationship with other countries such as diplomatic, social, cultural, international commerce and also in education. In other word English takes an important role in communication such a medium for every nation to communicate each other. Students should be able to use a variety of tenses, including simple present, simple present continuous, simple past, simple future, and simple perfect. Simple present tense is the main topic of this study. because using the simple present form might aid pupils in speaking or writing about their routine or daily activities.

Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaning. Almost people like game, because game was able to break their bored and it was possible to learn a language as well as enjoy oneself at the same time. Board Game is an interesting and useful tool to be used in the classrooms. Their research brings information that students were learning grammar in the most relax time through Board Game, so that than can get the rules without the feeling of being forced. It is obviously seen that, learning in a relax environment does not put pressure on the students. When the pressure is less, they will learn something in a better way (Guerrero, 2001). From this reason, the writer has decided to conduct a students' understanding of simple present tense through Board Game to year-8 students of SMPN 8 Parit Bugis.

It is indeed a challenge for teachers of today to find the right approach to draw the students close to grammar. However, many studies state the beneficial effects that game playing can bring the teaching and learning of English language to be more interesting. Besides, teaching grammar through games is successful and effective method (Musilova, 2010). Nevertheless, there are still insufficient studies in addressing whether board games can successfully help students to explore the grammar tenses. However, the previous research by Paris and Yussof (2012) proves Board Game is an effective teaching tool in teaching grammar.

According to Thornbury (2002), Grammar is partly of the study of what forms (or structure) are possible in language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the roles that govern how a language's sentences are formed.

Grammar in language learning ” (Lightbown & Spada, 1999, p. 26), in which vocabulary and grammar rules are learned and developed by constructing a set of rules which should characterize the language that surrounds them and enable them to use it for both speaking and understanding most of them are taught as grammatical knowledge beforehand and develop the knowledge into practice afterwards. And most of the time, grammar is the indicator of the difference during the learning process. All the languages have symbols of identity and they are differed by two elements: time and space.

A game is any pleasurable activity that enables young language learners to practice their foreign language in a casual and enjoyable setting (Ellis, et all, 2002: 172). A game is an activity that involves playing a role (Kasihani, 2007: 117-118). Due to their

humor and curiosity, games are very stimulating. They can be used to practice a variety of communication styles as well as all language skills.

One of the goals of a game is to positively impact the development of learner knowledge. A game is an activity that enables someone to be more engaged in doing something without departing from the role that had been previously agreed. The kids here attempt to participate in the method that has been decided. Without paying enough attention to the intended language practice, students may just become preoccupied with creating tactics for playing the game fast or easily.

METHOD

Quantitative research use statistical methods to comprehend and clarify phenomena. According to Ary et al. (2010:26), experimental research examines the results of the systematic manipulation of one variable on another. The independent variable or experimental treatment refers to the modified variable.

Experimental research seeks to validate hypotheses and identify causal links. The overarching goal of experimental research is to evaluate whether a particular method or approach is "better" than the "older" or more conventional method that has been the accepted practice (Lodico et al, 2006 : 12).

There are numerous types of experimental research designs, including factorial, real experimental, pre-experimental, and quasi-experimental designs (Ary et al ,2010 : 302). Because one-group pretest-posttest designs, which are used in this study, offer little to no control over auxiliary variables, pre-experimental designs were chosen. Pre-test and post-test were utilized in this study to evaluate the effectiveness of the treatment.

The three steps of the one-group pretest and posttest design typically include: (1) giving a pretest measuring the dependent variable, (2) giving the subjects the experimental treatment X, and (3) giving a post test assessing the dependent variable once more. Then, by comparing the results from the pretest and post-test, differences due to the application of the experimental treatment are assessed (Ary et al, 2010 : 303).

Table 1. A Diagram One Group Pretest-Posttest Design

Pre-test	Treatment	Post-test
Y ₁	X	Y ₂

here :

X : Treatment

Y1 : Pre – test

Y2 : Post – test

Research Variable

This experiment included two different factors. Both the independent and dependent variables were them: First, the Board Game, a teaching tool that assisted the students in improving their English, particularly in grammar, served as the independent variable. The second dependent variable was the amount of simple present tense studied by the pupils. This study demonstrated whether or not the board game had an impact on the students' study of the simple present tense.

Population

The researcher had to ascertain the population before collecting the sample. According to Arikunto (2006: 130), a population is defined as a whole collection of individuals or an entity that has been expressly defined. According to Creswell (2008:

151) a population is a group of people who share similar traits. It indicates that the population has at least one trait that makes it unique from other groups.

The participants in this study will come from SMPN 8 Parit Bugis, Kubu Raya. The population of this study is the eighth-grade class at SMPN 8 Parit Bugis, Kubu Raya, which has 15 pupils in total, 6 males and 9 females, during the academic year 2021–2022. Each population class has the following number of students:

Table 2. Population of the Research

Class	X (Total of Students)
VIII	15

Sample

Samples are included in the population. A sample must be a fair representation of the population (Arikunto, 2006: 131). This implies that a good sample should be as representative of the total population as feasible in order to allow for generalization of the research sample. In accordance with Creswell (2008: 152), a sample is a subset of the target population that the researcher intends to analyze in order to draw conclusions about the target population.

Research Instrument

A test designed to determine the students' proficiency with the simple present tense served as the research's instrument. Pre-test and post-test portions of the test would be given. Prior to treatment, the pre-test was utilized to ascertain the students' prior understanding of the simple present tense. The students' study simple present tense following the Board game treatments were evaluated using the post-test. There were 20 numbers on the simple present tense test. Multiple-choice test forms were used. Additionally, the pre-test and post-test each lasted 90 minutes.

Data Collecting Method

The research's method for gathering data is called the data collection method. Giving tests is the method used in this study to acquire data. The students took the test twice, administered by the researcher. The first test is a pre-test, and the second is a post-test; there were training activities or treatments in between the two tests.

1. Pretest

Before the treatments, there was a pre-test. A pretest is a test conducted before to the experimental procedure, according to Lodico et al. (2006: 178). In order to determine the students' vocabulary mastery prior to teaching them through songs, a pretest is conducted before the therapy procedure. A test with twenty items of each of two types will be administered by the researcher. Twenty options make up the first type of multiple choice. Switching from verb 1 to verb 2 is the second step. There were 42 students in attendance for the pre-test. The test's outcome is then the grade for the students. To compare the results of the pre- and post-tests, the score acquired is examined.

2. Treatment

After administering the pre-test, the researcher treated the students by playing a board game with them. Four steps comprised the treatment. The first phase involved

the researcher writing the subject on the whiteboard and asking the students to mention the forms in the simple present tense. The second phase involved the researcher writing the words one at a time and having the students repeat them before the researcher fixed some errors made by the students and eventually described how to play the board game.

3. Posttest

After all therapies have been administered, a post-test is undertaken. A posttest is a measurement of a quality or trait that is evaluated for experiment participants following a treatment (Creswell, 2008: 297). The test items in the post-test are an exact replica of those in the pre-test. The post-test is administered to determine the final score and to compare the students' scores before and after receiving treatment. This test measures the vocabulary of pupils who have previously received song-based instruction. The test, which has two types and twenty-five items total, will be administered by the researcher. Multiple choice questions fall under the first category and have 20 options. The second is switching from verb 1 to verb 2. There were 15 students who participated in the pre-test.

Data Analysis

Students' test results from the research are quantified and analyzed. Statistics were used in quantitative analysis, often known as statistical analysis. This method is used to determine whether there has been a noticeable improvement in the students' grammar following instruction in the simple present tense. The information is gathered from the students' results on the pretest and posttest. Because of several factors, the researcher in this study used a paired sample T-test using SPSS 16.0 for Windows to determine whether there was a significant change in the students' grammar between before and after they were taught using the simple present tense. There are two types of data: interval data (which can be seen from the student's score) and parametric data. The test used to analyze interval and ratio data is called parametric. Third, normality testing that demonstrates that the data is normal demonstrates that the data is normal. Fourteen pupils make up the only class the researcher employs, and she applies the treatment before - after section. One prerequisite for using a t-test is that there are more students overall than 15.

RESULT AND DISCUSSION

Result

This section is divided into two sections. The first segment discusses the use of board games to teach the simple present tense to SMPN 8 Parit Bugis eighth grade students by displaying the results of statistical analysis and data tabulation. It included the pre-test and post-test scores of the students, the classification percentage of those scores, the mean score, and the standard deviation of the students' pre-test and post-test results. The second one is with using board games to teach the simple present tense to eighth-graders at SMPN 8 Parit Bugis, Kubu Raya.

a. Students' Pre-Test Score

Before employing a board game to treat the kids, a pre-test was conducted to gauge their proficiency in the basic present tense. In a pre-test, the researcher displays the total score of students' tests (student correct answers), the mean score and standard deviation of students, and the rate percentage of students' test scores. The researcher uses

the SPSS 21 program to calculate the score and present the results in tables. The researcher then displays the pupils' complete score.

Table 3. The score of students' Pre-Test.

NO	Respondents	Correct Answer	Score
01	Aditia Bayu	7	35
02	Susanti	13	65
03	Febri Ayuni	11	55
04	Anggi Rahayu	6	30
05	Mila Widyaningsih	7	35
06	Jefri	14	70
07	Idris Salim	12	60
08	Mad Rodi	12	60
09	Liana	14	70
10	Kulsum	17	85
11	Ayu Anggriani	9	45
12	Rumsiyah	12	60
13	Komariyah	12	60
14	Fitri Airani	10	50
15	Aisyah	13	65

Table 4. The Rate Percentages Score of the Students' correct Answer in Pretest

Classification	Score	Frequency	Percentage
Excellent	90-100	-	0%
Good	80-89	1	3,3%
Adequate	70-79	2	13,3%
Inadequate	60-69	6	30%
Failing	Below 60	6	53,3%
Total		15	100%

Students' Post-test Score

In this section, the researcher presents the total score of students' tests (students' correct answers) on the post-test, as well as the mean score, standard deviation, and rate percentage of students' test scores. The researcher uses the SPSS 21 program to show the

data in tables and calculate the score. The researcher then displays the full student test score for the post-test.

Table 5. The score of students' in Post-Test.

NO	Respondents	Correct Answer	Score
01	Aditia Bayu	20	100
02	Susanti	20	100
03	Febri Ayuni	20	100
04	Anggi Rahayu	18	90
05	Mila Widyaningsih	20	100
06	Jefri	20	100
07	Idris Salim	15	75
08	Mad Rodi	20	100
09	Liana	17	85
10	Kulsum	20	100
11	Ayu Anggriani	15	75
12	Rumsiyah	20	100
13	Komariyah	20	100
14	Fitri Airani	18	90
15	Aisyah	20	100

Table 6. The Rate Percentage Score of the Students' Post Test.

Classification	Score	Frequency	Percentage
Excellent	90-100	12	86,6%
Good	80-89	1	6,6%
Adequate	70-79	2	6,6%
Inadequate	60-69	-	0%
Failing	Below 60	-	0%
Total		15	100%

Table 7. The paired samples test of pre-test and post-test table

		Paired Samples Test								
		Paired Differences				95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
Pair		Mean	Std. Deviation	Std. Error	Lower	Upper				
1	PRE TEST - POST TEST	38.0000	16.34451	4.22013	-47.05129	-28.94871	-9.004	14	.000	

Discussion

Based on the data's analysis. The kids' proficiency with the simple present tense has improved dramatically. According to Carly, Schuna, using the board game to help kids with the simple present tense is successful. (2010) highlights the benefit of the game in raising pupils' academic achievement in the present simple. According to Graves (2013), employing board games can help students easily practice their responsibilities while also developing the structure. Additionally, Kusumawati claimed that as the board game is an enjoyable opportunity for kids to practice their English while having some friendly competition, it can help pupils write better sentences. This study demonstrates how employing a board game as a learning approach improves students' SMPN 8 Parit Bugis writing.

CONCLUSION AND SUGGESTION

Conclusion

The researcher came to the conclusion that the Board Game was effective in teaching the basic present tense to students in SMPN 8 Parit Bugis. The research's findings, which revealed a considerable increase between the students' pre-test and post-test mean scores, supported this claim. It demonstrated that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. In other words, the use of the Board Game in the eighth grade of SMPN 8 Parit Bugis had a considerable impact on

the way simple present tense was taught. The eighth-grade students believe that using the board game to teach simple present tense could motivate them to study, based on the research's findings. They were genuinely interested in and having fun while playing the game, which made it simple for them to grasp the lesson. It provides the kids with a conducive study atmosphere. Finally, the Board Game has advantages for the pupils' writing.

Suggestion

The English instructor should be aware that using an engaging teaching method will increase the motivation of the pupils to learn. Parit Bugis, a teacher of English at SMPN 8, can use the board game to help students learn the language. In order to make the game colorful, the teacher might customize it using various marker colors. Additionally, identify other topics that link to the prior lesson to make it simple for the students to remember all of the teacher's lessons. The method can be used to improve students' writing, and the researcher can use this research as an additional reference for pertinent research with different variables and conditions. The following researcher who wants to continue this research in the future using this technique can use this method to improve students' writing.

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