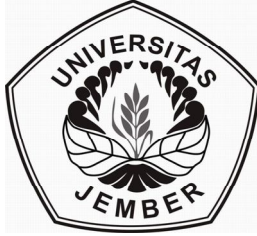


**THE EFFECT OF USING GAMES ON THE STUDENTS'
TENSE ACHIEVEMENT AT SMP NEGERI 1 AMBULU JEMBER**

THESIS

**By
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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF JEMBER
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done to fulfill the final assignment and as one of requirements
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APPROVAL SHEET

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DEDICATION

This thesis is dedicated to my family, who has been my source of encouragement and inspiration throughout my life.

MOTTO

What we learn with pleasure, we never forget
(Alfred Mercier)

**If children do not learn the way we teach,
then we must teach the way they learn**
(Rita Dunn)

Narrated Ibn Umar:

The Prophet said, "The keys of the unseen are five and none knows them but Allah: (1) None knows what is in the womb, but Allah; (2) None knows what will happen tomorrow, but Allah; (3) None knows when it will rain, but Allah; (4) None knows where he will die, but Allah (knows that); (5) and none knows when the Hour will be established, but Allah."
(Shahih Bukhari; Volume 9, Book 93, Number 476)

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I accept the responsibility for any weaknesses that may remain. Any criticism for the better improvement will be considered.

Jember, November 2010

The writer

TABLE OF CONTENTS

	Page
COVER PAGE	i
TITLE PAGE	ii
APPROVAL SHEET	iii
APPROVAL OF THE EXAMINATION COMMITTEE	iv
DEDICATION	v
MOTTO	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	viii
LIST OF APPENDICES	x
THE LIST OF TABLES	xi
SUMMARY	xii
CHAPTER I INTRODUCTION	1
1.1 Background of Research	1
1.2 Research Problem	5
1.3 Operational Definition of Key Terms	5
1.4 Research Objective	7
1.5 Research Significance	8
CHAPTER II REVIEW OF RELATED LITERATURE	9
2.1 Tense.....	9
2.2 Tense materials	10
2.3 Definition and Characteristics of Game	13
2.4 The Principles of Using Games for Teaching Tenses	14
2.5 The Advantages of Games in Language Learning	16
2.6 Kinds of Games for Teaching Tenses	17
2.7 The Effect of Games on Tense Achievement	22

2.8 Previous Research Findings on the Use of Games in ELT	24
2.6 Hypotesis.....	25
CHAPTER III RESEARCH METHOD.....	26
3.1 Research Design	26
3.2 Area Determination Method	28
3.3 Respondent Determination Method.....	28
3.3 Data Collection Method	29
3.5 Data Analysis Method.....	33
CHAPTER IV RESULTS AND DISCUSSION.....	36
4.1 The Results of Supporting Data.....	36
4.1.1 The Results of Interview.....	36
4.1.2 The Results of Documentation.....	37
4.2 The Result of The Homogeneity Test	38
4.3 The Description of the Treatments	39
4.4 The Analysis of The Try Out.....	43
4.5 The Results of Main Data	46
4.3 Discussion	48
CHAPTER V CONCLUSION AND SUGGESTION.....	49
5.1 Conclusion	49
5.2 Suggestion.....	49

REFERENCES

APPENDICES

LIST OF APPENDICES

- Appendix 1. Research Matrix
- Appendix 2. Supporting Data Instruments
- Appendix 3. Homogeneity Test
- Appendix 4. Lesson Plan 1
- Appendix 5. Lesson Plan 2
- Appendix 6. Lesson Plan 3
- Appendix 7. Distribution of the Post Test Items
- Appendix 8. Post Test
- Appendix 9. Answer Key for the Homogeneity Test
- Appendix 10. Answer Key for the PostTest
- Appendix 11. Worksheet
- Appendix 12. The Names of The Research Respondents
- Appendix 13. The scores of The Homogeneity Test
- Appendix 14. The Distribution of Odd and Even Number
- Appendix 15. The Division of Odd and Even Number
- Appendix 16. Difficulty Index of Multiple Choice Items
- Appendix 17. The Score of Post Test

LIST OF TABLES

	Page
Table 4.1 The Schedule of Conducting the Research.....	34
Table 4.2 The Total Number Of Students at Grade VII.....	35
Table 4.3 The Results of Homogeneity Test Using ANNOVA.....	36
Table 4.4 The Mean Score of The VII Grade Classes.....	37
Table 4.5 The Schedule of Administering The Treatments.....	38

SUMMARY

The Effect of Using Games on the Students' Tense Achievement at SMP Negeri 1 Ambulu Jember; Evi Puspitarini, 050210401253; 2010:52 pages; English Education Program of Language and Arts Education department, the Faculty of Teacher Training and Education, Jember University.

Tense is one of the major factors in learning English that should be learnt and mastered by students in order to be able to communicate better since it is argued as '*sentence-making machine*' which provides the students with the means to generate potentially a number of original English sentences (Harmer,1999:15). However, for EFL learners, learning tenses is a hard task which can sometimes be depressing. To solve this problem, it is recommended that the English teacher select an interesting and challenging learning strategy that can motivate the students' curiosity in learning English tenses. One of the learning strategies that can meet the requirement is games. Games help and encourage many learners to sustain their interest and work (Wright et. al, 1984:1).

This research was conducted to investigate the effect of using games on the students' tense achievement at SMP Negeri 1 Ambulu Jember. The respondents of this research were the grade VII students of SMP Negeri 1 Ambulu Jember in the 2010/2011 academic year that were determined by taking the closest mean of homogeneity test results among the eight parallel classes on the VII grade students of SMP Negeri 1 Ambulu. The total number of the respondents was 70 students, which was divided into experimental group and control group by lottery. The experimental group consisted of 36 students taught by using games, while the control group consisted of 34 students taught by using non-games, that is lecturing.

The primary data of this research were collected from the students' scores of tense test, while the supporting data were gained through interview and documentation. The primary data were collected from the post test to make comparison between the two research groups after the treatment, and then analyzed by using t-test formula. Based on the calculation, the mean score of the experimental group was higher than the mean score of the control group ($72.19 > 66.98$). The result of the t-test analysis was lower than 0.05 ($0.00 < 0.05$) with 21.7% of the relative effectiveness degree. It indicated that there was a significant mean difference between the experimental group and the control group. It means that the null hypothesis was rejected, thus the alternative hypothesis stating that there is a significant effect of using games on the students' tense achievement at SMP Negeri 1 Ambulu Jember was accepted.

The research results proved that there was a significant effect of using games on the students' tense achievement at SMP Negeri 1 Ambulu. Therefore, it is recommended that the English teacher use game as an alternative technique in teaching tenses.