



**THE EFFECT OF USING GAMES ON THE EIGHTH GRADE STUDENTS'
TENSE ACHIEVEMENT AT SMP NEGERI 2 CLURING IN THE 2012/2013
ACADEMIC YEAR**

THESIS

By

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2013

LETTER OF STATEMENT

I, the one who is signing:

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Hereby, state that the thesis entitled “**The Effect of Using Games on the Eighth Grade Students’ Tense Achievement at SMP Negeri 2 Cluring in the 2012/2013 Academic Year**” is truly my own writing, and it has not been proposed to any institutions, nor it is not a work of piracy. I am solely responsible for everything written in this thesis. That is my statement, and this thesis is made with a sincere intention without pressure from anyone and I am willing to be given any punishment if, in the future, this statement is proven not to be right.

Jember, March 2013
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DEDICATION

This thesis is dedicated to:

1. My beloved father, Moh. Solikhin and my beloved mother, Sunarsih.
2. My little sister, Nicky Triamanda Wahyu Ningsih and my little cousin, Maulana Eka Saputra.

MOTTO

Let my playing be my learning and my learning be my playing. ^{*)}

^{*)} Huizinga, J. in Miller, C. 2008. *Games: Purpose and Potential in Education*. New York: Morehead State University.

CONSULTANTS' APPROVAL

THE EFFECT OF USING GAMES ON THE EIGHTH GRADE STUDENTS' TENSE ACHIEVEMENT AT SMP NEGERI 2 CLURING IN THE 2012/2013 ACADEMIC YEAR

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2. The Chairperson of the Language and Arts Department,
3. The Chairman of the English Language Education Study Program,
4. My Academic Supervisor, Drs. Bambang Suharjito, M. Ed.
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8. The Principal, the English teachers, and all of the seventh grade students of SMP Negeri 2 Cluring, especially the eighth grade A and the eighth grade B, who helped and participated willingly to involve in this research.

I believe that this thesis still has some weaknesses. Therefore, I really hope that there will be criticism and suggestions from the readers to make this thesis better. I also hope that this thesis will be useful for the readers.

Jember, March 2013

Writer

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SUMMARY

The Effect of Using Games on the Eighth Grade Students' Tenses Achievement at SMP Negeri 2 Cluring in the 2012/2013 Academic Year; Maretta Hangga Putri, 080210491050; 2013: 45 pages; English Language Education Study Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

The experimental research was intended to know whether or not there was a significant effect of using games on the eighth grade students' tense achievement at SMP Negeri 2 Cluring in the 2012/2013 academic year. In this research, the researcher applied Games in teaching tenses as it is believed to be a good way because of their advantages in teaching learning process. In this research, the researcher used Kim's Game for explaining the simple present tense and past tense, Ball Toss Game – Kim's Game as exercises for simple present tense and Correct me if I'm Wrong Game – Honey Comb Challenge Game as exercises for past tense. These games were used as treatments for the experimental group, while lecturing technique was used for the control group.

This research was conducted to investigate the effect of using games on the eighth grade students' tense achievement at SMP Negeri 2 Cluring in the 2012/2013 academic year. The population of this research was all of the eighth grade students of SMP Negeri 2 Cluring in the 2012/2013 academic year. The research respondents were determined by using cluster random sampling by administering a homogeneity test. Then, it was analyzed by using ANOVA. Based on the result of ANOVA, the population of the research was heterogeneous. Therefore, two classes which had the closest mean scores were chosen as the respondents of the research (VIII-B and VIII-A). The number of the respondents was 72 students, consisting of 36 students of

grade VIII-B (whose the mean score was 77.36) as the experimental group taught by using games, while the control group consisted of 36 students of grade VIII-A (whose the main score was 77.63) taught by Lecturing technique.

The primary data of this research were collected from the students' scores of tense test. The primary data were collected from the post-test to compare the tense' achievement of the two groups after the treatment, and then the result was analyzed by using Independent sample t-test formula. Based on the calculation, the result of this research showed that there was a significant effect of using games on the eighth grade students' tense achievement. It was proved by the value of t-test which was 2.307, while the value of t- table with the significant level of 5% and the degree of freedom 70 was 1.667. It indicated that the value of t-test was higher than that of t- table ($2.307 > 1.667$). Consequently, the formulated null hypothesis (H_0): "There is no a significant effect of using games on the eighth grade students' tense achievement at SMP Negeri 2 Cluring in the 2012/2013 academic year" was rejected. On the other hand, the formulated alternate hypothesis: "There is a significant effect of using games on the eighth grade students' tense achievement at SMP Negeri 2 Cluring in the 2012/2013 academic year" was accepted.

The research results proved that there was a significant effect of using games on the eighth grade students' tense achievement at SMP Negeri 2 Cluring in the 2012/2013 academic year. Therefore, it is recommended for the English teacher to use games as an alternative technique in teaching tenses.

CHAPTER 1.INTRODUCTION

This chapter presents some aspects dealing with the topics of the research. They are background of the research, problems of the research, objective of the research, and significance of the research.

1.1 Background of the Research

English plays an important role since English is widely used by most of people and considered as an international language in this world. Nowadays English has become the main tool of international communication. So, it is very important to start learning English as early as possible. Therefore, in Indonesia English is taught at Elementary school as a local content subject and at Junior High School, Senior High School, and even in the University level as a compulsory subject.

Language skills and components are the two aspects that cannot be separated from one another. The students can learn listening, speaking, reading and writing better if they master vocabulary, pronunciation, and grammar. As Myhill (2005) says that grammar helps us to understand our mistake, or that without good understanding of grammar our writing will be difficult to read and understand.

Writing is one of the language skills which is important in learning English because it is not only a form of communication, but it is also one of the skills which is recommended by most educationists that the writing must be practiced by the students in the primary school, secondary and higher education levels (Fairbairn and Winch, 1996:61). Indeed the writing is now a part of the Basic Course Outline of the 2006 Curriculum (*KTSP*).

Fairbairn and Winch (1996:32) say that writing is about conveying meaning by selecting words and putting them together in a written or printed form. In line with this, they (1996:80) add that there are three technical aspects of writing namely; punctuation, spelling, and grammar. Then, in order to master the writing skill, the