THE EFFECT OF USING BOARD GAME IN MASTERING SIMPLE PRESENT TENSE AT GRADE VIII STUDENTS (AT 2022/2023) MTS ROBI'UL ISLAM PASAR LATONG PADANG LAWAS

A Thesis

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a partial Fulfillment of the requirement of the Graduate Degree of Education (S. Pd) in English

Written By:

MARLINA POHAN
Reg. No. 19 203 00063

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023**

THE EFFECT OF USING BOARD GAME IN MASTERING SIMPLE PRESENT TENSE AT GRADE VIII STUDENTS (AT 2022/2023) MTS ROBI'UL ISLAM PASAR LATONG PADANG LAWAS

A Thesis

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a partial Fulfillment of the requirement of the Graduate Degree of Education (S. Pd) in English

Written By:
MARLINA POHAN
Reg. No. 19 203 00063

Advisor I

Rayendriani Fahmei Lubis, M. Ag.
NIP. 197105102000032001

Advisor II

Yusni Sinaga, M. Hum
NIP. 197007152005012010

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023

LETTER OF AGREEMENT

Term: Thesis
    a.n. Marlina Pohan

Padangsidimpuan, 12 September 2023
To:
Dean Tarbiyah and Teacher Training
Faculty
In-
Padangsidimpuan

Assalamu'alaikum Wr. Wb

    After reading, studying and giving advice for necessary revision on thesis belongs to **Marlina Pohan** entitled **"The Effect of Using Board Game in Mastering Simple Present Tense at Grade VIII Students (at 2022/2023) Mts Robi'ul Islam Pasar Latong Padang Lawas"** we approved that the thesis has been acceptable to complete the requirement to fulfil for the degree of Graduate of Education (S. Pd) in English.

    Therefore, we hope that the thesis will soon examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN SYAHADA Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr. Wb

Advisor I

Rayendriani Fahmei Lubis, M. Ag.
NIP. 197105102000032001

Advisor II

Yusni Sinaga, M. Hum.
NIP. 197007152005012010

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name   : Marlina Pohan
Registration Number   : 19 203 00063
Faculty Department   : Tarbiyah and Teacher Training Faculty/TBI-3
The Tittle of the Thesis   : **The Effect of Using Board Game in Mastering Simple Present Tense at Grade VIII Students (at 2022/2023) Mts Robi'ul Islam Pasar Latong Padang Lawas**

    I hereby declare that I have arranged and written the thesis by myself, without asking illegal help from others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verse 2.

    I did the declaration truthfully, if there was a deviation and incorrect in my declaration letter on, I resigned to get punishment as what had involved in students' ethic code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 19 verse 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norm and accepting the requirement.

Padangsidimpuan, 06 Oktober 2023
Declaration Maker,

Marlina Pohan
Reg. No. 1920300063

APPROVAL STATEMENT FOR PUBLICATION

As academic cavity of The State University for Islamic Studies Padangsidimpuan, the name who signed here;

Name	: Marlina Pohan
Registration Number	: 19 203 00063
Faculty Department	; Tarbiyah and Teacher Training Faculty/TBI-3
Kind	: Thesis

To develop of science and knowledge, I hereby declare that I present The State Institute for Islamic Studies **Non Exclusive Royalty Right** on my thesis with entitled **"The Effect of Using Board Game in Mastering Simple Present Tense at Grade VIII Students (at 2022/2023) Mts Robi'ul Islam Pasar Latong Padang Lawas"** With all the sets of equipment (if needed) Based on the Non Exclusive Royalty Right, the State Islamic University Padangsidimpuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as a writer and owner of its creative right.

Based on statement above all, this statement is made truthfully to be used properly.

Padangsidimpuan, 06 Oktober 2023

The Signed,

Marlina Pohan
Reg. No. 1920300063

MINISTRY OF RELIGIOUS AFFAIRS
UIN SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Jalan T. Rizal Nurdin Km, 4.5 Sihitang 22733
Telepon (0634) 2280, Faximile (0634) 24022

LEGALIZATION

Thesis	:	The Effect of Using Board Game to Simple Present Tense Mastery at the Eighth Grade Students in Mts Robi'ul Islam Pasae Latong (Padang Lawas)
Name	:	Marlina Pohan
Reg. Numb	:	19 203 00063
Faculty/Department	:	Tarbiyah and Teacher Training Faculty / TBI

The thesis has been accepted as a partial fulfillment of the requirement for graduate degree of Education (S.Pd) in English.

Padangsidimpuan,   August 2023
Dean of Tarbiyah and Teacher Training Faculty

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002

ABSTRACT

Name	**: Marlina Pohan**
Reg. No	**1920300063**
Faculty	**: Tarbiyah and Teacher Training Faculty**
Department	**: English Education (TBI)**
Title of Thesis	**: The Effect of Using Board Game in Mastering Simple Present Tense at Grade VIII Students (at 2022/2023) Mts Robi'ul Islam Pasar Latong Padang Lawas**

This research focused on the effect of board game in mastering simple present tense at grade VIII students (at 2022/2023) in Mts Robi'ul Islam Pasar Latong Padang Lawas. The purposes of this research are 1) to know students' mastering in simple present tense before using board game. 2) to know students' mastering in simple present tense after using board game. 3) to know whether there is or no significant effect of using board game in mastering simple present tense at grade VIII students (at 2022/2023) in Mts Robi'ul Islam Pasar Latong Padang Lawas. This research was quantitative method I quasi-experimental method. This research used pre-test and post-test control group design. Pre-test post-test control group design is divided into two groups are experimental class and control class. Pre-test has given in experimental class and control class. Then, in post-test of experimental class given the treatment and post-test in control class was not given the treatment. The instrument in this research was used test. The test is multiple choice. Based on the results, it was found that the students' mastering in simple present tense at grade VIII students (at 2022/2023) in Mts Robi'ul Islam Pasar Latong Padang Lawas before using board game was enough. The students' mastering in simple present tense at grade VIII students (at 2022/2023) in Mts Robi'ul Islam Pasar Latong Padang Lawas after using board game was good. Based on the result of t-test is that t_{count} is 1.925 and t_{table} is 1.672. It means $t_{count} > t_{table}$ (1.925>1.672). So, H_a is accepted and H_0 is rejected. It is there is significant effect of using board game in mastering simple present tense at grade VIII students (at 2022/2023) in Mts Robi'ul Islam Pasar Latong Padang Lawas.

Key Words: Game, Board Game, Simple Present Tense

ABSTRAK

Nama : **Marlina Pohan**
NIM : **1920300063**
Fakultas : **Tarbiyah dan ilmu keguruan**
Jurusan : **Tadris Bahasa Inggris**
Judul skripsi : **Pengaruh Penggunaan Board Game Dalam Penguasaan Simple Present Tense Pada Siswa Kelas VIII (Tahun Pelajaran 2022/2023) Mts Robi'ul Islam Pasar Latong Padang Lawas**

Penelitian ini berfokus pada pengaruh board game dalam penguasaan simple present tense pada siswa kelas VIII (tahun 2022/2023) di Mts Robi'ul Islam Pasar Latong Padang Lawas. Tujuan dari penelitian ini adalah untuk mengetahui penguasaan siswa dalam simple present tense sebelum menggunakan board game, mengetahui penguasaan siswa terhadap simple present tense setelah menggunakan board game, untuk mengetahui ada atau tidaknya pengaruh penggunaan board game dalam penguasaan simple present tense pada siswa kelas VIII (tahun pelajaran 2022/2023) di Mts Robi'ul Islam Pasar Latong Padang Lawas. Jenis penelitian ini adalah metode kuantitatif dan metode eksperimen semu. Penelitian ini menggunakan desain kelompok kontrol pre-test dan post-test. Pre-test post-test control group design dibagi menjadi dua kelompok yaitu kelas eksperimen dan kelas kontrol. Pre-test diberikan pada kelas eksperimen dan kelas kontrol. Kemudian pada post-test kelas eksperimen diberikan treatment dan post-test pada kelas kontrol tidak diberikan treatment. Instrumen dalam penelitian ini menggunakan tes. Tesnya adalah pilihan ganda. Berdasarkan hasil penelitian diketahui bahwa penguasaan simple present tense siswa kelas VIII (tahun 2022/2023) di Mts Robi'ul Islam Pasar Latong Padang Lawas sebelum menggunakan board game adalah cukup. Penguasaan siswa terhadap simple present tense siswa kelas VIII (tahun 2022/2023) di Mts Robi'ul Islam Pasar Latong Padang Lawas setelah menggunakan board game adalah baik. Berdasarkan hasil uji t diperoleh t_{hitung} sebesar 1.925 dan t_{tabel} sebesar 1.672. Artinya $t_{hitung} > t_{tabel}$ (1.925>1.672). Jadi H_a diterima dan H_0 ditolak. Artinya terdapat pengaruh yang signifikan penggunaan board game dalam penguasaan simple present tense pada siswa kelas VIII (tahun 2022/2023) di Mts Robi'ul Islam Pasar Latong Padang Lawas.

Kata Kunci: *Permainan, Permainan Papan, Simple Present Tense*

خلاصة

اسم	:	مارلينا بوهان
رقم التسجيل	:	١٩٢٠٣٠٠٠٦٣
كليه	:	كليه التربية وتدريب المعلمين
قسم	:	تعليم اللغة الإنجليزية
عنوان الرسالة	:	تأثير استخدام لعبة الطاولة في إتقان المضارع البسيط لدى طلاب الصف الثامن (في ٢٠٢٢/٢٠٢٣) جبل روبيول إسلام باسار لاتونغ بادانج لاواس

ركز هذا البحث على تأثير لعبة الطاولة في إتقان المضارع البسيط لدى طلاب الصف الثامن (في ٢٠٢٢/٢٠٢٣) في جبل روبي الإسلام باسار لاتونغ بادانج لاواس. أغراض هذا البحث هي معرفة إتقان الطلاب في المضارع البسيط قبل استخدام لعبة الطاولة. معرفة إتقان الطلاب في المضارع البسيط بعد استخدام لعبة الطاولة. لمعرفة ما إذا كان هناك تأثير كبير لاستخدام لعبة الطاولة في إتقان المضارع البسيط في طلاب الصف الثامن (في ٢٠٢٢/٢٠٢٣) في جبل روبيول إسلام باسار لاتونج بادانج لاواس. كان هذا البحث الطريقة الكمية الطريقة الأولى شبه التجريبية. استخدم هذا البحث تصميم مجموعة التحكم قبل الاختبار وبعده. ينقسم تصميم مجموعة التحكم قبل الاختبار اللاحق للاختبار إلى مجموعتين هما الفئة التجريبية وفئة التحكم. أعطى الاختبار المسبق في الفصل التجريبي وفئة التحكم. ثم ، في الاختبار اللاحق للفئة التجريبية نظرا للعلاج والاختبار اللاحق في فئة التحكم لم يعط العلاج. تم استخدام الأداة في هذا البحث الاختبار. الاختبار متعدد الخيارات. بناء على النتائج ، وجد أن إتقان الطلاب في المضارع البسيط في طلاب الصف الثامن (في ٢٠٢٢/٢٠٢٣) في جبل روبيول إسلام لاتونغ ماركت بادانج لاواس قبل استخدام لعبة الطاولة كان كافيا. كان إتقان الطلاب في المضارع البسيط في طلاب الصف الثامن (في ٢٠٢٢/٢٠٢٣) في جبل روبيول إسلام باسار لاتونج بادانج لاواس بعد استخدام لعبة الطاولة جيدا. وبناء على نتائج اختبار ت، فإن ت_العد هو١,٩٢٥ و ت_الجدول هو١,٦٧٢. معنى ت_العد > ت_الجدول (١,٩٢٥<١,٦٧٢). وبالتالي يتم قبول الفرضية ورفض الفرضية. . هناك تأثير كبير لاستخدام لعبة الطاولة في إتقان المضارع البسيط لدى طلاب الصف الثامن (في ٢٠٢٢/٢٠٢٣) في جبل روبيول إسلام باسار لاتونغ بادانج لاواس.

الكلمات الدالة: لعبة ، لعبة لوحية ، زمن المضارع البسيط

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

First, praise and gratitude I would to say a lot of thanks to ALLAH SWT, who has given me the opportunity, time, knowledge and health so that I can complete this thesis well entitled: "The Effect of Using Board Game to Simple Present Tense Mastery at the Eighth Grade Students in MTs. Robi'ul Islam Pasar Latong (Padang Lawas). Second, Shalawat and Salam to the Prophet Muhammad SAW whose benefits and gifts we hope for will be hereafter. This opportunity I would like to express my deepest Gratitude to the following people:

1. Mrs. Rayendriani Fahmei Lubis, M. Ag., as my first advisor and Mrs. Yusni Sinaga, M. Hum as my second advisor. Both of my advisors who have helped me in providing ideas and knowledge for completing this thesis, without their guidance and direction this thesis would not have been completed.

2. Mr. Dr. H. Muhammad Darwis Dasopang, M. Ag., as Rector University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

3. Mrs. Fitri Rayani Siregar. M. Hum., as the Chief of English Department.

4. All lecturers and all of cavities academic of university of Syekh Ali Hasan Ahmad Addary Padangsidimpuan who have given me so much knowledge, since I entered this university until I finished.

5. Mr. H. Sangkot Hasibuan, S. Ag., as headmaster of MTs Robi'ul Islam Pasar Latong and Mrs. Wirda Halwi, S. Pd.I., as my Co-teacher who helped me to do the research.

6. Specially my beloved parent as the best support system (Mr. Gong Tua Pohan and Mrs. Sari Alum Hasibuan), My beloved young sisters (Siti Sahara Pohan and Sinti Anur Pohan) and my young brother (Yusuf Afandi Pohan). Also, my beloved aunt

(Mrs. Fitri Yani Hasibuan) and my beloved cousin (Lanmahari Hasibuan and Rahmadani Hasibuan).

7. My beloved friendship as my motivation (Nurlaila Siregar, Hikmah Ramadani Hasibuan, Nurhoddina, Rahayu, May Sari, Jamiah, Ika). My lovely class for TBI-3 and to all of my best friends that I can't mention them one by one.

8. My beloved sisters who always supports me (Nur Hawani, Sahrina, Sukria Rizky and Chery Burhani).

9. Big thanks to myself because you was patient and strong to do it and you never give up to achieve your dreams.

Padangsidimpuan,   August 2023

Marlina Pohan

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDIXES

CHAPTER I
INTRODUCTION

A. Background of the Problem

Grammar is partly the study of what forms or structure are possible in a language. Talking about grammar, most of students learn grammar. When students are asked what is grammar, students may answer that grammar is important part in learning English that must be mastered in order to construct a sentence according to the rule.

Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence.[1] By using grammar, the students will know how to use correct and structured language so that it can be understood by others. English grammar starts from alphabet, punctuation, words, phrases, clauses, sentence, including tenses.

Tenses are part of grammar. Tenses can be understood as change in the form of a sentence verb caused by a change in time or circumstances. Tense has three categories in English namely present, past and future. Therefore, mastering tenses is necessary, so someone can not be said to be good at speaking English if someone has not mastered tenses properly. Tense here focuses on the present category, namely the simple present tense.

---

[1]Scott Thornbury, *How to Teach Grammar*, ed. Jeremy Harmer, first (England: Pearson Educational Limited, 1999).

Simple present tense expresses a general truth or a customary action. Simple present tense is talking about things that are planned for the future.[2] The simple present is a form of tense used to describe current events in a simple form or describe repetitive tasks or behavior, daily routines, or events or behavior that is not related to time.[3] Simple present tense shows that events do in daily activity.

Handoko states that the students lack of simple present tense because the students think that grammar is a difficult subject. The difficulty of simple present tense usually comes from the rule in grammar. Students can not make sentence relate to the form. Students also are difficult to remember and apply the form. It is not about the form, but to the students' vocabulary is still lack.

Moreover, learning simple present tense is easy to knowing more about time, if the teacher can create suitable media to teach the students. Everyone has trouble to learn simple present tense, but the teacher must solve the problem. One of way that making students fun to learn is using game. Game is a thing to make people fun. There are many games that can be used in learning, such as guessing game, matching game, mingle game,

---

[2]Anne Seaton and Y. H. Mew, *Basic English Grammar for English Language Learners*, first (Singapore: Saddleback Educational Publishing, 2007), https://books.google.co.id/books/about/Basic_English_Grammar.html?id=KXTxbmBbOk0C&redir_esc=y.
[3]H. Pauzan, *The Book of Complete English Grammar*, ed. Yuche Yahya Sukaca, first (jakarta selatan: PT. Cipta Gadhing Artha, 2021), http://repository.uinmataram.ac.id/839/.

board game and so on. Here, the researcher chooses one of game to make funny learning namely board game.

According to Hornby, board game is any game played on a board, often using dice and small pieces that are moved around.[4] Board game plays to use counter that put away, change and move on board. Board game can make students will learn more happily because students 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.

One of the key attributes of board gaming is the social activity of the participant. The participants do not just play game alone, but play game with others. Students can share ideas, more active and communicative and not be shy when the students do something. In this game, students feel such have competition. Board game can help students to understand the material more.

Based on the interview at the eighth grade at MTs. Robi'ul Islam Pasar Latong, the researcher found that many student s at grade VIII at MTs. Robi'ul Islam Pasar Latong (Padang Lawas) had difficulties in learning English grammar especially in simple present tense.[5] Simple present tense is one of tenses which learning in the school but it makes students confused and many of them have problem in several exerc ises.It was proved by the

---

[4]Muhamad Dini Handoko, "Board Game: Teaching English In Simple Present Tense" VI (2018): 200–215, file:///C:/Users/ACER/Downloads/89-1-236-1-10-20190124 (1).pdf.
[5]*Private interview*, Wirda Halwi, S.Pd.I. English Teacher of MTs Robi'ul Islam Pasar Latong Padang Lawas Private Interview, on 15th November 2022.

result of the students' final examination score. The students are not confident to try it.

Based on explanation above, the researcher wants to conduct a research about "The Effect of Using Board Game in Mastering Simple Present Tense at Grade VIII Students (at 2022/2023) MTs. Robi'ul Islam Pasar Latong Padang Lawas".

B. Identifications of the Problem

Based on the background of the study above, there are some problems of the student s that relat ed to student 's grammar in Masteri ng Simple Present Tense at Grade VIII Students (at 2022/2023) MTs. Robi'ul Islam Pasar Latong Padang Lawas, they are:

1. The students are still difficult to understand of simple present.

2. The students are lack of vocabulary and slothful in learning.

3. The students are difficult to remember and apply the formula in the sentence.

C. Limitation of the Problem

Based on identification problem above, the researcher was foccus in students' grammar in simple present. Then, related to lesson plan of the eighth grade foccus to nominal and verbal in active sentence in mastering simple present tense at grade VIII students (at 2022/2023) MTs. Robi'ul Islam Pasar Latong Padang Lawas.

D. Definition of the Operational Variables

According to topic of this research, "The Effect of Using Board game in Mastering Simple Present Tense at Grade VIII Students (at 2022/2023) MTs. Robi'ul Islam Pasar Latong Padang Lawas". There were some terminologies. The terminologies as following:

1. **Simple Present**

   The simple present tense is the form of time used for describes events that are happening at the present time in a form simple or a job/action that is done repeatedly, or daily habits, or events/actions that are not something to do with time.[6] Simple present tense is the happen in present and habitual action.

2. **Board Game**

   Board game is familiar game types for children. According Hornby, board game is any game played on a board, often using dice and small pieces that are moved around.[7] Almost all board games are the imitations of situations in real life. Board games have also been use d to teach children basic fact and information about the world in which they live. Board game play used counter that put away, change and move on board.

E. **Formulations of the Problem**

   Based on explanation above, the researcher formulates the problems as follow:

---

[6]Pauzan, *The Book of Complete English Grammar*.
[7]Handoko, "*Board Game: Teaching English In Simple Present Tense*."

1. How is the students' mastering in simple present tense at grade VIII (at 2022/2023) MTs. Robi'ul Islam Pasar Latong Padang Lawas before using board game?

2. How is the students' mastering in simple present tense at grade VIII (at 2022/2023) MTs. Robi'ul Islam Pasar Latong Padang Lawas after using board game?

3. Is there any significant effect of using board game in mastering simple present tense at grade VIII students (at 2022/2023) MTs. Robi'ul Islam Pasar Latong Padang Lawas?

F. Purposes of the Research

1. To know students' mastering in simple present tense before using board game at grade VIII (at 2022/2023) MTs. Robi'ul Islam Pasar Latong Padang Lawas.

2. To know students' mastering in simple present tense after using board game at grade VIII (at 2022/2023) MTs. Robi'ul Islam Pasar Latong Padang Lawas.

3. To know whether there is or no significant effect of using board game in mastering simple present tense at grade VIII students (at 2022/2023) MTs. Robi'ul Islam Pasar Latong Padang Lawas.

G. Significances of the Research

The significant of this research is:

1. For the English teacher, to improve the quality of teaching the students in simple present tense.

2. For the students, the result this research is expected to increase student's learning.

3. For the other researcher, to enlarge their own knowledge towards the student's learning and this research hoped help the other researcher.

H. Outline of the Research

The outline this thesis is divided into five chapters. Chapter one consists of background of the problem, identification of problems, limitation of the problem, formulation of the problem, significances of the rese arch, definition of operational variable terminologies.

Chapter two consists of the theoretical desc ription. It divided into consist of simple present tense, board game, review of related findings, conceptual framework and hypothesis.

Chapter three consists of methodology of the research which is divided into subchapter, the place and time of the rese arch, the rese arch design, population and sample, instrument of the research, validity and reliability, technique of collecting data, and the technique of analysis the data. Chapter four consists of the data desc ription, hypothesi s test ing, and discussion. Chapter five consists of the conclusi on about the result of this research and suggest ion that are given by the rese archer.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

In conducting a research, every rese arch has theori st to expl ain concept or term. The terms are following:

1. Simple Present Tense

According to Keck and Kim grammar is a system of rules which governs how words (and smaller morphemes) can be combined to form sentences.[1] By using grammar, the learner will know how to use correc t and structured language so that it can be understood by others. English grammar starts from alphabet, punctuation, words, phrases, clauses, sentence, including of tenses.

According to Comrie, tense have meanings definable independently of particular context.[2] Tenses is one of basic grammar taught for junior high school and senior high school. There are many studen ts have difficult to make a correct sentence well structured .[3] It means, studen ts have learning grammar as a tool to make good sentence.

[1]Casey Keck and Youljin Kim, *Pedagogical Grammar*, *Language Teaching* (Amsterdam: Jhon Benjamins Publishing Company, 2014), https://doi.org/10.1017/S0261444800005498.

[2]Bernard Comrie, *Tense*, *Tense* (Cambridge University Press, 1985), https://www.9h05.com/wa_files/Tense_20Comrie.pdf.

[3]Nursalim, Rizqi Claudia Wardani, and Agnesia Ultha Irianti Karraske, "The Effectiveness of Using Tic Tac Toe Games in Students Understanding on Simple Present Tense at the First Grade of SMP 1 Kabupaten Sorong," *Journal Pendidikan Bahasa* 5, no. 2 (2018): 80–90, https://unimuda.e-journal.id/jurnalinteraction/article/view/184.

According to Azar simple present tense is to express habitual or everyday activity.[4] The simple present tense says that something is true in the past, is true in the present, and will be true in the future. It is used for general statement of fact. The main use of the simple present tense is to express habitual actions.[5] The simple present tense is the form of time used for describe events that are happening at the present time in a form simple or a job/action that is done repeatedly, or daily habits, or events/actions that are not something to do with time.[6] Simple present tense is the event in present and habitual action.

According to Azar simple present tense expresses events, perceptions, feelings, or states that occur or exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future.[7] Simple present tense can helpful to express actions which are always, repeatedly, or generally true, or actions occur at the moment of speaking.[8] Simple present tense will occur every day and it is also a job that is done in a person's habit.

---

[4]Betty Schrampher Azar, *Understanding And Using English Grammar*, Third (Longman, 2002), https://aytacyavasblog.files.wordpress.com/2013/05/betty-azar-understanding-and-using-english-grammar.pdf.

[5]A. J. Thomson and A. V. Martinet, *A Practical English Grammar*, fourth (Oxford University Press, 1986), https://elt.oup.com/catalogue/items/global/grammar_vocabulary/a_practical_english_grammar/?cc=id&selLanguage=id.

[6]Pauzan, *The Book of Complete English Grammar*.

[7]Tira Nur Fitria, "Errors in Students' Writing Composition in Simple Present Tense 'My Daily Activity'" 2, no. 1 (2019): 47–62, https://journal.uinmataram.ac.id/index.php/edulangue/article/view/318.

[8]Fitria.

Present tense tells what is going on right now. As mentioned in the previous section, this simple tense has two forms, it is called present and the other is progressive. The present form shows action or a state of being that is occurring now, that is generally true, or that is always happening. Simple present tense is a form of the verb that refers to an action or event that is going or that regularly takes place in present time.

Simple present tense is a verb form to state facts, repetitious activities like routine or habit, or current events. The function of the tense is in order to be able to explain events that become a habit in everyday life or explaining events that had nothing to do with time. Simple present it is used to describe actions that are factual or habitual things that occur in the present but those are not necessarily happening right now. Simple present has function as to express in the present, to express factual action the earth is round, to express habitual action, to express for a planned future action and to express actual action that understanding the problem. Simple present tense is one of kind tenses that find in sentence or text. Simple present tense also has function.

2. **Function of Simple Present**

According to Lingga Simple present tense performs the following function as followings:[9]

a. To express in the present.

Example: Anita likes Budi , We are happy.

---

[9]Handoko, "Board Game: Teaching English In Simple Present Tense."

b. To express factual action the earth is round.

Example: Fish live in water.

c. To express habitual action.

Example: My mother works in an office

The shops open at seven in the morning.

d. To express for a planned future action.

Example: I go to Medan Tomorrow

He arrives here on next Monday.

e. To express actual action I understand the problem.

Example: I know what you want.

Simple present tense has formula. This formula is just focus to verbal and nonverbal sentence.

3. Form of Simple Present Tense

a. Verbal sentence

Formula:[10]

Table II.1
Form of Verbal Sentence

(+)Subject	Verb 1	Object	Adverb		
(-)Subject	Do/Does	Not	Verb 1	Object	Adverb
(?)Do/Does	Subject	Verb 1	Object	Adverb	

Example: They study English in class every Saturday (+)

---

[10]Zulkifli, Cash English! The Easy Pathway to Speak English with Breakthrough 2/3 Method. (Bogor: In Media, 2016). p. 27

They do not study English in class every Saturday (-)

Do they study English in class every Saturday? (?)

In verbal sentence, when the subject SHE, HE and IT the formula as follows:

1. She, He, It + Verb 1 + -s (add –s in the end verb)

   Example: He <u>plays</u> badminton every Sunday

2. She, He, It + Verb 1+ -es (when the verbs end in: SS, O, X, SH, TCH)

   Example: She <u>watches</u> TV every morning

3.　　　　　SHE, HE, IT + -IES (when verbs end in Y before Y there are consonants, change Y into I+ ES)

   Example: stu<u>y</u>- stud<u>ies</u>

b. Nominal sentence (nonverbal)

Formula:

Table II.2
Form of Nominal Sentence

(+) Subject	Be (is, am, are)	Adjective/Noun	
(-) Subject	Be (is, am, are)	Not	Adjective/Noun
(?)Be (is, am, are)	Subject	Adjective/Noun	

Example:　　My friends are happy (+)

My friends are not happy (-)

Are my friends happy? (?)

4. Time expression of simple present tense

Simple present tense has time expression. The characteristics adverb of time in simple present tense as follows:[11]

a. Adverb of time

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

Example: 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 communi cation was clearly.

Example: I know that she is still single.

He goes to the office by bus.

c. Adverb of frequency

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

Example: She always comes to school on time.

I sometimes get up late

Based on the all explanation above, the researcher concludes that simple present tense is ability of action that occurs in present. Students can

---

[11]Handoko, "Board Game: Teaching English In Simple Present Tense."

understand anything about simple present tense that is used for events or situations that exist always, usually, or habitually in the past, prese nt , and future.

In learning simple present tense, especially English teacher has using strategy, technique, approach and media to increase students' learning in simple present tense. Also, there are some medias that using in learning such as picture, card, cartoon and board game.

5. **Definition of Board Game**

According to Hadfield game is an activity with rules, a goal and an element of fun.[12] A game is an activity that involves playing a role.[13] Game can enable the learners to participate in lively activities in class.[14] There are two kinds of game that use in learning, such as competitive games which players or teams race to be the first to reach the goal and co-operative games which players or teams work together towards the goal.

Game is effective way to increase motivation, to lower students' stress, and to give language learners the opportunity for real communication. Game can also be used to present materials and to assess learned materials in a way that appeal the students'. Game is one of way to learn of grammar, it can make studen ts more fun during learning process.

---

[12]Jill Hadfield, *Intermediate Communication Games* (England: Addison Wesley Longman, 1990), https://www.ingilizcecin.com/wp-content/uploads/2017/01.
[13]Endang Susilawati and Urai Salam, "The Use of Board Game in Teaching Simple Present Tense" 11, no. November (2022): 2715–23, https://doi.org/10.26418/jppk.v11i11.59630.
[14]Lilly Metom, Amelia Alfred Tom, and Saira Joe, "Mind Your Grammar ! - Learning English Grammar the Fun Way" 3, no. 7 (2013): 402–7, https://doi.org/10.5901/jesr.2013.v3n7p402.

Since learning grammar or struct ure is difficult and sometimes is boring for the students, teacher is expected to find the effective way to help students in learning second language. Games can help the students to revise language they learn. Game also can help teacher to create context s in which the language is useful and meaningful. Game is being integrated into the learning process in more fields of study, age groups and corporate training rooms as time progress. One of game that use is board game.

According to Handoko, board game is any game played on a board, often using dice and small pieces that are moved around.[15] Board game is familiar game types for children. This type of game mainly involves moving markers along a path. Monopoly, snake and ladders and ludo are the examples of popular board game.[16] Almost all board games are the imitations of situations in real life. Board games have also been use d to teach children basic fact and information about the world in which the children live. Usi ng board game in the language classroom in an eff ective, low-anxiety, and fun way for students to learn and practice communication skills as well as develop students' communication strategies that can be readily applied to the real world.[17] It means board game can help students to develop learning process.

---

[15]Handoko, "*Board Game: Teaching English In Simple Present Tense.*"

[16]Paul Booth, *Board Game as Media*, First (USA: Bloomdbury Academic, 2021), https://www.bloomsbury.com/us/board-games-as-media-9781501357183/.

[17]Riko Ade Maulana, "The Use of Board Game for Improving Students' English Speaking Ability" (2019), http://repository.iainbengkulu.ac.id/2699/1/THESIS RIKO ADE MAULANA.pdf.

Board game have been found to instill a higher level of motivation for learning, although it is still disputed as to what elements or processes in games are most essential to motivating learners. Board games will be developed for educational purposes in almost every field. Board games were often created based on video games, movies and TV.[18] Both board games and video games have most important thing that design board game in contrast to video games is the physical and mental positioning of players and the experience that comes out of those positions. In the most effective board games, player physical surround a space and intera ct with board elements and each other. Also, board game has characteristic that players knowing.

6. **Characteristic of Board Game**

The characteristic of board game as follow:[19]

a. That elicits a connection is that of knowledge acquisition

For board game players much like for fans of a media text knowing these rules requires a great deal of knowledge acquisition.

b. That echoes between the two is the ident ification role-play the board game engender

---

[18]Eric Hawkinson, *Board Game Design and Implementation for Specific Language Learning Goals Eric Hawkinson* (iafor, 2013), https://www.academia.edu/7295897/Board_Game_Design_and_Implementation_for_Specific_Lea rning_Goals.

[19]Booth, *Board Game as Media.*

Identification with a cult world lies at the heart of much fan scholarship and the interactive element s of board games the pieces,the rules, the board itself lend themselves to world building as well.

c. That unites them is the affective play betwe en game and fan

Board game reflect a similar sense of affective play interactions with the game and with their own emotional response.

Characteristic of board game can see above, board game also has types. The types are following:

7. Types of Board Game

In its development, board game has developed into many types. The following are some board categories game:[20]

a. Strategy board game: this strategy uses strategy as good as the expertise of the players for win the game.

b. German- style board game: this type of board game has strict rules simple and invites its players to more cultivate strategy, do not depend on luck. Most board games of this type with the theme of economy and simplicity, not about war.

c. Race games: how to play this type of board game is by race to reach the end of the game by moving their pieces.

d. Roll and move game: this type of game use s dice or other medi a to genera te number/ numbers random. This number will be used later

---

[20]Daniel Limantara, "*Perancanagan Board Game Untuk Menumbuhkan Nilai-Nilai Moral Pada Remaja*". 1-6.

determines the number of steps to be taken player. This type of game is very rely on luck.

e. Trivia games: this type of game is more reliant general knowledge of the players. Players who can answer most questions ho is the winner.

f. Word games: this type of game relies on intelligence players to process words and letters. For example of this type of game are scrabble, boggle, anagrams.

The types of board game above, that researcher chooses such as roll and move game. Also, type of board game in roll and move game have a procedure. The procedure is steps in playing the game.

8. **Procedure of Board Game**

According to Handoko the procedure of board game as follows:[21]

a. The researcher prepares four sets of board game that consist of dice, piece and paper to play the game. The prepare thirty or more sent enc e of simple present tense is incorrect.

b. Divide the students into small groups which consist of 4-5 students each group.

c. Tell the students about the objective of learning English using Board Game.

d. Share the sets of Board game to the groups, one set each group.

---

[21]Handoko, "*Board Game: Teaching English In Simple Present Tense.*"

e. Ask one student from each group to shuffle the dice together. Then, to direction appropriate the number of dice is turn up.

f. Ask each group to discuss of sentence that according form of simple present tense.

g. Teacher and students to analyzed the sent en**e** according form of simple present tense together. And the teacher gives the score to the correct sentence.

h. The teacher asks the student s to play the shuffl e the dice again unt il the sentence in the board finish.

According Andrew the procedure of board game as following:[22]

a. Pair work or small group

b. Beyond counting (language practice) can be worked into snake ladders by writing various instructions into every third or fourth or fifth square, 'go back three squar**s**' or 'go forward four squares' or 'miss turn'

c. Chance cards, as player are called should be shuffled and placed face down in a pile before the game is started. Players are directed to 'take a chance card' by a written instruction to that effect written directly on the gird or track. The player should take the topmost card. The instruction on the chance cards can repr ese nt good luck, sending the

---

[22]Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning*, New Editio (New York: Cambridge University Press, 1983), https://www.academia.edu/44454323/Games_for_Language_Learning_Third_Edition_by_Andrew _Wright_David_Betteridge_Michael_Buckby.

players forward along the number sequence, or player can represent bad luck, sending them back. Reasons for the good or bad luck may be given.

In this research, the researcher choosed procedure that Handoko using, because that is related to the type of board game above, namely roll and move game.

9. Advantages of Board Game

The advantages of board games are following:[23]

a. It encourages the student s 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 student s enj oy 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 ten se.

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.

---

[23]Handoko, "Board Game: Teaching English In Simple Present Tense."

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 student s can share the knowled**g** with their friends.

According Ari, the advantages of using board game are:[24]

a. Motivating and challenging

b. Learning a language requires a great deal of effort

c.   Helps students to make and sustain the effort of learning

d. Provides language practice in the various skills; speaking, listening, reading and writing

e.   Encourages stud ents to interact and communicate

f. Bring real world contex t into the classroom, and increase stud ents' use of English in a flexible, meaningful and communicative way

g. Involves friendly competition and keep students interested in learning the language

h.   Helps students learn new words more easily.

10. Disadvantages of Board Game

Board game has some disadvantages as follows:[25]

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

---

[24] Ari Saputra, "Teaching English Using Board Game Trategy: Its Effect on Students' Speaking Ability at MA Darel Hikmah Pekanbaru," 2020, 1–130, https://repository.uin-suska.ac.id/25902/2/ARI SAPUTRA.pdf.

[25] Handoko, "Board Game: Teaching English In Simple Present Tense."

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.

B. Review of Related Findings

There were some related findings that related to this research. The first is Taba about the effectiveness of usi ng board game in teaching grammar. The result of the data indicated that there was a significant difference of mean score in pre-test and post-test. In experi ment al class, the mean score of pre-test (52.03) and mean score of post-test (87.50). While in control class, the mean score of pre-test was 51.25 (poor) and the mean score of post-test was 72.18 (good). Based on the findings and discussi on of this research, the researcher was able to conclude that using Board Game is effective in teaching simple present tense and past tense at the second grade students of MTs. Muhammadiyah Mamajang Makassar.[26]

The second is Namri about teaching fourth basic tenses by using board tenses game. The students score had significant different between before and after giving treatment. The result of t-test was 13.660 and te result of t-table was 2,457. In addition, most of students were interest ed in

---

[26]Harwita Indah Fuadah Taba, "The Effectiveness of Using Board Game in Teaching Grammar to the Eighth Grade Students of MTs. Muhammadiyah Mamajang Makassar," no. 20400113127 (2018): 1–88, https://repositori.uin-alauddin.ac.id/13619/1/The Effectiveness of Using Board Game in Teaching Grammer to the Eighth Grade Students of MTs. Muhammadiyah Mamajang Makassar.pdf.

learning tense, especially fourt h basic tenses by using board game it could be seen from the student response during teaching and learning process.[27]

The third is Ariani about the influenc e of using board games towards students' ability in using degrees of comparison. After giving the test, the researcher analyzed the data by usi ng SPSS to compute independent sample t-test. H_0 is rejected and H_a is accepted. It can be concluded that there was influence of board game towards studen ts' degree of comparison mastery at the first semester of the eighth grade of SMP Negeri 1 Purbolinggo in the academic year 2019/2020.[28]

The fourth is Rusli, Endang and Salam about the use of board game in teaching simple prese nt tense. After learned the simple prese nt 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 (H_1) is accepted an the null hypothesis (H_O) is rejected. Therefore, board game can help kids develop their elementary present tense skills. In relation to the sec ond research question, this stud y demonstrated that students have a favorable re action to the use of board games. Board games helped the students to develop their

---

[27]Syahrul Namri, "Teaching Fourth Basic Tenses by Using Board Tenses Games to the Eleventh Year Students of SMAN 4 Palopo," 2018, 81, http://repository.iainpalopo.ac.id/id/eprint/1055/1/SYAHRUL NAMRI 2018.pdf.
[28]Dwi Puspita Ariani, "The Influence of Using Board Games Towards Students' Ability in Using Degrees of Compariso at First Semester at the Eighth Grade of SMP Negeri 1 Purbolinggo in the Academic Year," 2019, 93, http://repository.radenintan.ac.id/8773/1/A Thesisi Dwi Puspita Ariani.pdf.

structural abilities and produced good learning outcomes for the grammar learning process.[29]

The fifth is Ermasari about the effect of board game towards seventh grade students' vocabulary mastery. The data from both pre- and post-test was analyzed using t-test calculation. The result of calculating gained score, generated from the difference between pre- and post-test, revealed that the score of experimental class was significant higher than controlled class. The result of t-test calculation showed that the t_{value} was higher than t_{table} (9.063 > 1.669). This result showed that the use of board game is effective in improving students' vocabulary mastering of the seventh grade students of SMPN 16 Tangsel.[30]

Based on related findings above, the researcher feels that board game has effect to students' simple present tense, and this study adds to previous findings. As a result, it will conduct research about "The Effect of Using Board Game in Learning Simple Present Tense at the Eighth Grade Students in MTs. Robi'ul Islam Pasar Latong (Padang Lawas)".

C. **Conceptual Framework**

Simple present tense is important for the students to master all of English skills and other language component. Students are difficult in learning, remembering and applying the formula in the sentence and students still lack of vocabulary. In this way the researcher is using Board

---

[29]Susilawati and Salam, "The Use of Board Game in Teaching Simple Present Tense."
[30]Elin Ermasari, "The Effect of Using Board Game Towards Students' Vocabulary Mastery," *Intensive Journal* (2018), https://doi.org/10.31602/intensive.v1i1.1240.

Game. Board Game is one alternative solution to improve students'

mastering. The conceptual framework that was done is as below:

Figure 1 Conceptual Framework

```
        ┌─────────────────────────────────────┐
        │ Students are difficult in learning,   │
        │ remember and apply the formula in the │
        │ sentence and students still lack of   │
        │ vocabulary                            │
        └─────────────────────────────────────┘
                          │
                          ▼
                    ┌──────────┐
                    │ Pre-Test │
                    └──────────┘
                    ╱          ╲
                   ▼            ▼
      ┌──────────────────┐  ┌──────────────────┐
      │ Experimental     │  │ Control class    │
      │ class with       │  │ with teacher's   │
      │ board game       │  │ method           │
      └──────────────────┘  └──────────────────┘
                   ╲          ╱
                    ▼        ▼
                  ┌───────────┐
                  │ Post-Test │
                  └───────────┘
                   ╱          ╲
                  ▼            ▼
              ┌──────┐     ┌──────┐
              │  Ha  │     │  Ho  │
              └──────┘     └──────┘
```
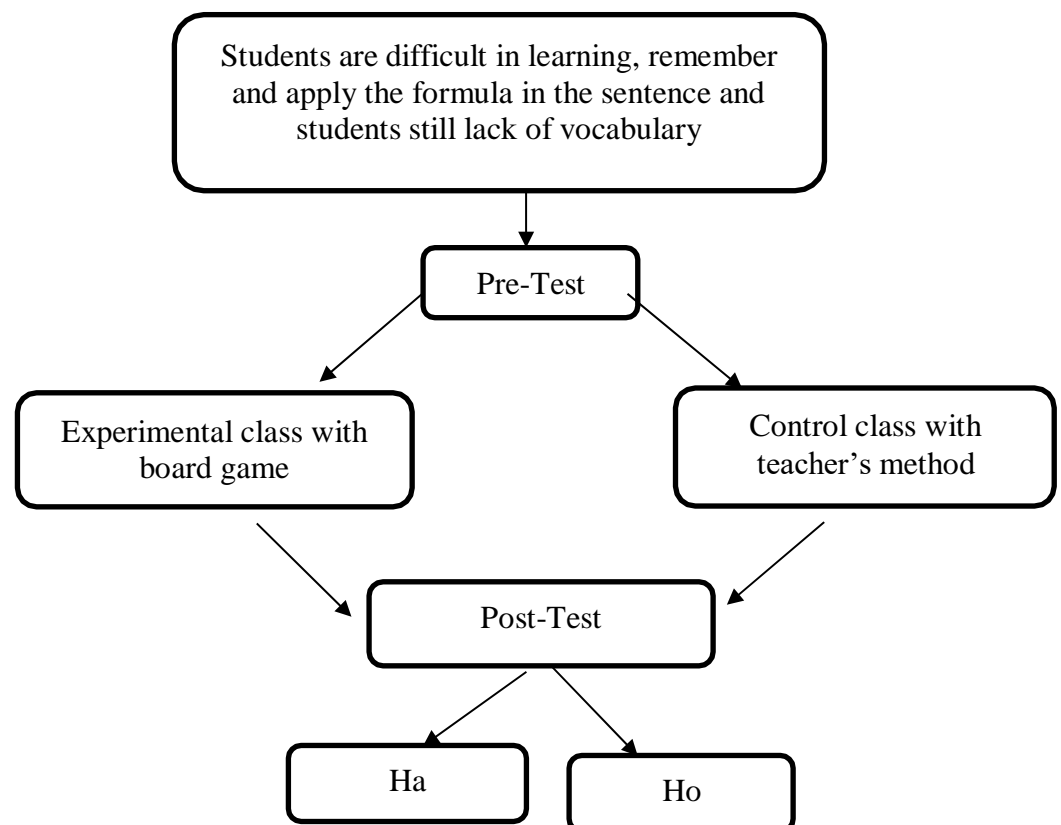
D. Hypothesis

Hypothesis is the provisional result of the research. The hypothesi s of

this research as follow:

Ha is accepted, so the hypothesis is "There is the significant effect of using

board game in mastering simple present tense at grade VIII students (at

2022/2023) MTs. Robi'ul Islam Pasar Latong Padang Lawas

CHAPTER III

RESEARCH METEDHOLOGY

A. Place and Time

This research was done in Mts Robi'ul Islam Pasar Latong Padang Lawas. This school is located at Jl. Sibuhuan- Gunung Tua KM. 5, Pasar Latong, Lubuk Barumun, Padang Lawas, province of North Sumatera, 22763. This research has done from December 2022 until it finished.

B. Research Design

The kind of this research was quantitative research with experimental method. This research was two classes, as an experimental class and a control class. The experimental class is the class that teach with board game as a treatment and a control class is the class that taught with a teacher's technique.

The researcher used quasi experimental design with pretest-posttest control group design. The pretest and posttest control group design involves two groups of subjects, class of experimental class using treatment and control class using teacher's technique.

Both groups are administered a pretest , each groupreceived a different treatment and both groups were post tested at the end of the study. The research design was by using one treatment can be seen below:

Table III.1
Research Design

No	Class	Pre-test	Treatment	Post-test
1	Experimental Class	√	√ Board Game	√
2	Control Class	√	Teacher's technique	√

C. Population and Sample

1. Population

According to Ott and Longneeker "a population is the set of all measurements of interest to the sample collector".[1] The population was data sources of this research were all of the eighth grade students MTs. Robi'ul Islam Pasar Latong Padang Lawas that consist of 6 classes.

Table III.2
Population of the Research

No	Class	Total Students
1	VIII-A	32
2	VIII-B	32
3	VIII-C	30
4	VIII-D	35
5	VIII-E	30
6	VIII-F	30
	TOTAL	189

---

[1]R Lyman Ott et al., *An Introduction to Statistical Methods and Data Analysis*, ed. Laurel Jackson, fifth (United States of America: Duxbury Thomson Leraning, 2001), https://eclass.uoa.gr/modules/document/file.php/ECD363/Βιβλιογραφία/Statistical Methods and Data Analysis 5Ed.pdf.

2. Sample

In this research, the researcher chose two classes as a sample. According to Ott and Longneeker, a sample is any subset of measurements selected from the population.[2] Gay and Airasian figures "sample is a number of individual for a study in such as a way that they represent the large group from who they were select ed. The sample was done using random sampling technique. Random sampling is the process of selecting a sample in such a way that all in individuals in defined population have an equal and independent chance of being selected for sample. Random sampling was done by lottery technique. Then, the sample took of class VIII-E and VIII-F.

The classes has divided into experi ment al class and control class. The researcher chose VIII-E consists of 30 students as a control class and VIII-F consists of 30 students such as experimental class. Therefore, the total of samples were 60 student s.

D. Instrument of Collecting Data

Instrument is the tool to collect data. The researcher has used one instrument which test. The test that used in this research was multiple choice. The indicator of the test was student s are able to build sent enc e in simple present tense, with sub indicator the students are able to build simple present tense in verbal sentence in positive, negative and interrogative sentence. The students were able to build the simple

---

[2]Ott et al.

present tense in nominal sentence (positive, negative and interrogative

sentence).

The test was multiple choices. The test consists of 25 items. In

this research, the researcher collected the data, as follow:

Table III.3
Table indicator of Simple Present Tense

No	Indicator	Sub Indicator	Item	Score	Number of Item
1	Students are able to build sentence in simple present tense	Positive Nominal Sentence	8	32	1,12
		Positive Verbal in Active Sentence			2,4,13,15,16, 20
		Negative Nominal Sentence	9	36	3,6,23,24
		Negative Verbal in Active Sentence			5,9,14,22,25
		Interrogative Nominal Sentence	8	32	7,8,18,19
		Interrogative Verbal in Active Sentence			10,11,17,21
		Total	25	100	

E. **The Validity and Reliability Instrument**

1. The validity

Validity is important thing to do the research, it means validity is how to valid the test. In this research, the researcher has used construct validity to obtain validity of instrument ation. Construct validity is use d to know whether the test valid or not by using to expert judgment such as English teacher. Before going into effect, the test consists of 60 quest ions multiple choice quest ion, 30 pre-test and 30 post-test. Meanwhile, after validity the test consists of 50 questions, which consisted of 25 for pre-test and 25 for post-test.

2. Reliability

An instrument of the research must be reliable. Reliability is a good character of the test that refers to the consistency of the measurement. Construct validity and reliability were the test validity based on judgment of the experts. In this case, the expert gave opinion about the instrument .

F. **The Procedures of the Research**

The researcher has done given test to student s. The test can be applied to experimental class and control class. The kind of the test is multiple choice tests. The test has divided into two kinds, pre-test and post-test. The procedure as follow:

1. Pre-test

   It is a test given before doing the treatment to the student s. It has needed to know students' competence in experi ment al and control class. It has used to find the homogeneity and normality level. There are some procedures has be followed by the researcher. They are:

   1) The teacher prepared 25 items of the multiple choice test.

   2) The teacher divided the test paper to experimental class and control class.

   3) The teacher explained the students to do.

   4) The teacher gave the times to student s to answer the test .

   5) The teacher collected the student s' testpaper.

   6) The teacher checked the answer and counted the student s' score.

2. Treatment

   After giving the pre-test to students, the researcher has done to give treatment. The experimental class received treatment taught by using board game, while the control class taught by using teacher strategy. The researcher has some procedure of treatment in experi ment al class, as following:

   1) Teacher came to the class, opened the class by salam. Then prayed together.

   2) The tearcher explained simple present tense by using board game

3) The teacher prepared four sets of board game that consist of dice, piece and paper to play the game. Then, prepared thirty or more sentence of simple present tense is incorrect.

4) Divide the students into small groups which consist of 4-5 student s each group

5) Told the students about the objective of learning Engl ish using Board Game

6) Shared the sets of Board game to the groups, one set each group

7) Asked one student from each group to shuffl e the dice together. Then, to direction appropriate the number of dice is turn up

8) Asked each group to discuss of sentence that according form of simple present tense

9) Teacher and students to analyzed the sentence according form of simple present tense together. And the teacher gives the score to the correct sentence.

10) The teacher made a conclusion from the lesson

11) The teacher closed the class by Alhamdulillah and salam

Treatment in control class, as following:

1) Teacher came to the class, opened the class by salam. Then prayed together

2) Warming up

3) Checked attendance

4) The researcher explained about simple present tense and make example.

5) Teacher divide paper of multiple choice to students

6) Teacher and students checked the paper together

7) The teacher made a conclusion from the lesson

8) The teacher close the class by Alhamdulillah and salam

3. Post-test

After giving treatment, the researcher has conducted a post-test. The benefit is to know the difference score of experi ment al class and control class and to know effect or not Board Game in learning simple present tense of student s. The rese archer has some procedure, as following:

1) The teacher prepared 25 items of the multiple choice test

2) The teacher divided the test paper to both of classes; experimental class and control class

3) The teacher explained what the students need to do

4) The teacher gave times to students to answered the test (questions)

5) The teacher collected the students' test paper

6) Then, the teacher checked the answer and counted the student s' score.

G. Technique of Analyzing Data

1. Normality Test

Normality test used to know whether the data was research was normal or not. The researcher has used one sample Kolmogorov-Smirnov Test.

The hypothesis for normally test is formulated as follows:

H_o: The data is normal distribution

H_a: The data is not normal distribution

The significant level chosen in analyzing the score of $F_{calculated}$ through using SPSS 26.0 version is 5% or 0.05. Statistically the hypothesis is:

H_o: $F_{calculated} > F_{0.05}$ or $significant_{calculated} > significant$ α (0.05)

H_a: $F_{calculated} < F_{0.05}$ or $significant_{calculated} < significant$ α (0.05)

Table III.4
One-Sample Kolmogorov-Smirnov Test

		Score
N		30
Normal Parameters[a,b]	Mean	74.27
	Std. Deviation	10.913
Most Extreme Differences	Absolute	.167
	Positive	.104
	Negative	-.167
Test Statistic		.167
Asymp. Sig. (2-tailed)		.032[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

From the data above can be seen that the significance is 0.032. It means that the 0.032 > 0.05. Ho is accepted and Ha is rejected. So, the data is normal.

2. Homogeneity test

Homogeneity test is used to know control class and experimental class have same the variant or not. Homogeneity test has function to find out whether the data homogeny or not. The researcher has used test of homogeneity of variances with using SPSS 26.0 version.

Table III.5
Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
score	Based on Mean	.010	1	58	.921
	Based on Median	.028	1	58	.867
	Based on Median and with adjusted df	.028	1	57.300	.867
	Based on trimmed mean	.007	1	58	.934

Based on the table above, it can showed that variance between groups based on mean have significance 921. It means sig $>\alpha=0.05$. 921> 0.05. The data was both of groups were homogenous.

3. Hypothesis test

Hypothesis is the provisional result of the research. The formulation of the problem has been written in the form of a question. This research has used Independent Sample t-test with using SPSS 26.0 version. The researcher made the hypothesis from the data that have been analyzed by looking at the t $_{table}$ and compare it to t $_{table}$ if t $_{count}$>t $_{table}$, it means the alternative hypothesi s is accepted (there is significant effect). Then, if t $_{count}$ < t $_{table}$ means hypothesis rejected (there is no significant effec t).

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter has discussed about the result of the research. The researcher has described about the effect of using Board Game in Mastering Simple Present Tense at grade VIII student s (at 2022/2023) Mts Robi'ul Islam Pasar Latong Padang Lawas. The researcher had calculated the data of pre-test and post-test . The researcher conducted the research by conducting pre-test to know the students' mastery before the treatment and conducting post-test is to know the student s' mastery after giving treatment by using board game. After getting the data, the researcher has used the statistical formulation to test the hypothesi s. Then, the researcher described the data as follows:

A. **Description of Data**

1. **The Description of Data before Using Board Game**

    Before researcher did the treatment, researcher did pre-test. In pre-test, researcher has shared test multiple choice. After the researcher checked the test , rese archer got score pre-test   in exp eri ment al class and control class.

a. **Score of Pre-test Experimental Class**

    The researcher chose in VIII-F as experi ment al class, the researcher calculated the result that has been gotten from the student s in answeri ng the quest ion. The score of pre-test experimental class could be seen in the following table:

Table IV.1
The Score of Experimental Class in Pre-test

No.	Description	Result
1.	Total score	1384
2.	Maximum	68
3.	Minimum	24
4.	Mean	46.13
5.	Median	46.00
6.	Mode	56
7.	Range	44
8.	Std. Deviation	13.276

Based on the table above, the total score that was gotten the total of points that was got by students was 1384 total score of pre-test in experimental class. The highest score of students was 68, the score got from students' score in test. The lowest score of student s was 24. Mean is the average value, 46.13 is the average value of students. Median is the middle value, 46.00 is the middle value of students. The mode is the value that occurs frequently. 56 was a value that appears frequently. When the Standard deviation is largest or far from the mean score it shows a lot of variation in the data. While the Standard deviation is low or nearby to mean score that is mean has less variation, from the mean score on table above, the mean score of pre-test in experiment al class was 46.13 and Standard deviation was 13.276. That can be conclude, if Standard devi ation shows a lot of variation in the data after calculating by using SPSS. The last, it can be seen the differences betwee n highest score and lowest score, it was gotten 44.

Table IV.2
Frequency Distribution of Students' Score in Pre-test
(Experimental Class)

No.	Interval	Mid-point	Frequency	Percentage
1.	24-31	27.5	4	13.3%
2.	32-40	36	8	26.7%
3.	41-48	44.5	5	16.7%
4.	49-56	52.5	6	20%
5.	57-64	60.5	6	20%
6.	65-72	68.5	1	3.3%
	i=6		30	100%

Based on the table above, the total perc ent ages in pre-test experimental class was 100%. Class interval the total of class was 6. Interval scores ranging from 24-31, 24 is the lowest score in pre-test in experimental class, the highest score in the pre-test in experimental class is 68. 24-31 is calculated from the total of class and so on. Mid-point was calculated from the value 24+31, then divided 2 and the result is 27.5. Frequency is taken from the students' score, how many students got score 24-31, which are 4. The percentage was taken from the frequency, the perc ent age calculated from frequency divided how many the data then times 100 (4:30x100=13.3%). In order to get description of the data clearly and completely, the researcher presented in histogram on the following figure:

Figure 2. Data Description of Students' Mastery in Simple Present Tense in Experimental Class (Pre-test)
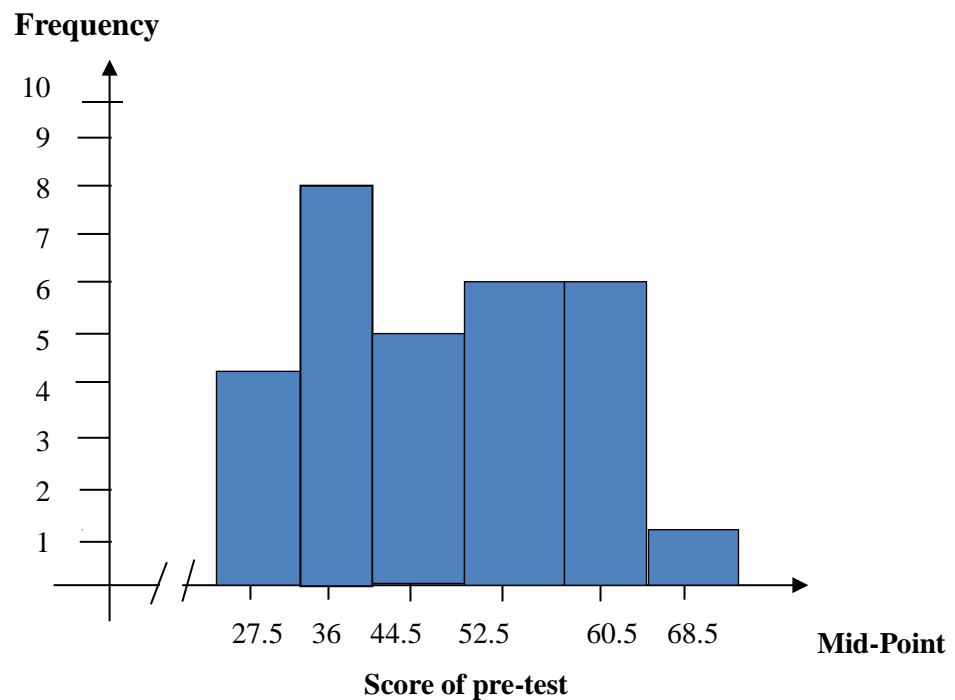
Based on figure above, it can be seen score from mid-point, mid-point is score in the middle. Most of frequency can be seen from 41-48 was 5 and 49-56 was 6, the total is 11 students. frequency from 57-64 was 6 and 65-72 was 1, the total is 7 students. frequency from 24-31 was 4 and 32-40 was 8, the total is 12 students. The last amount of the data is 30 and total frequency was 30 students.

b. **Score of Pre-test in Control Class**

The researcher chose VIII-E as control class in pre-test, the researcher calculated the result that has been gotten from the

students in answering the question. The score of pre-test control class could be seen in the following table:

Table IV.3
The Score of Control Class in Pre-test

No.	Description	Result
1.	Total score	1352
2.	Maximum	72
3.	Minimum	28
4.	Mean	45.07
5.	Median	44.00
6.	Mode	44
7.	Range	44
8.	Std. Deviation	12.820

Based on the table above, the total score that was gotten the total of points that was got by students was 1352 total score of pre-test in control class. The highest score of students was 72, the score got from students' score in test. The lowest score of student s was 28. Mean is the average value, 45.07 is the average value of students. Median is the middle value, 44.00 is the middle value of students. The mode is the value that occurs frequently. 44 was a value that appears frequently. When the Standard deviation is largest or far from the mean score it shows a lot of variation in the data. While the Standard deviation is low or nearby to mean score that is mean has less variation, from the mean score on table above, the mean score of pre-test in control class was 45.07 and Standard deviation was 12.820. That can be conclude, if Standard devi ation shows a lot of variation in the data after calculating by using SPSS. The last, it can

be seen the differences between highest score and lowest score, it was gotten 44.

Table IV.4
Frequency Distribution of Students' Score in Pre-test
(Control Class)

No.	Interval	Mid-point	Frequency	Percentage
1.	28-35	31.5	7	23.3%
2.	36-43	39.5	6	20%
3.	44-51	47.5	7	23.4%
4.	52-59	55.5	3	10%
5.	60-67	63.5	6	20%
6.	68-75	71.5	1	3.3%
	i=6		30	100%

From the table above, the total percentage in pre-test control class was 100%. Class interval the total of class was 6. Interval scores ranging from 28-35, 28 is the lowest score in pre-test in control class, the highest score in the pre-test in control class is 72. 28-35 is calculated from the total of class and so on. Mid-point was calculated from the value 28+35, then divided 2 and the result is 31.5. Frequency is taken from the student s' score, how many student s got score 28-35, which are 7. The perc ent age calculat ed from frequency divided how many the data then times 100 (7:30x100=23.3%).The percentage was taken from the frequenc y. In order to get description of the data clearly and completely, the researcher presented in histogram on the following figure:

**Figure 3. Data Description of Students' Mastery in Simple
Present Tense in Control Class (Pre-test)**
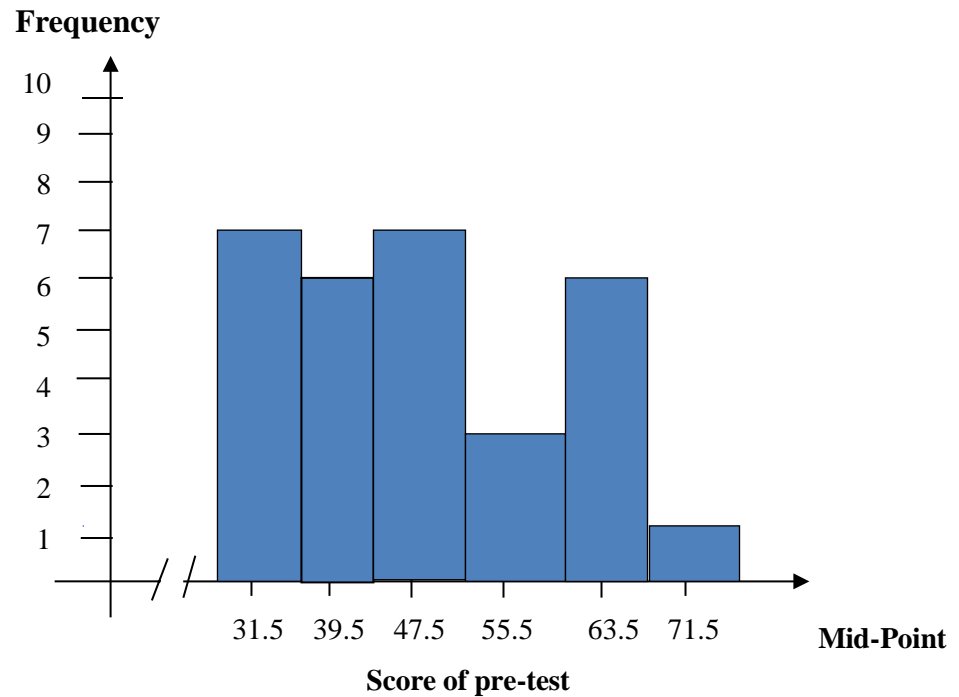
Based on figure above, it can be seen score from mid-point, mid-point is score in the middle. Most of frequency can be seen from 44-51 was 7 and 52-59 was 3, the total is 10 students. frequency from 60-67 was 6 and 68-75 was 1, the total is 7 students. frequency from 28-35 was 7 and 36-43 was 6, the total is 13 students. The last amount of the data is 30 and total frequency was 30 students.

2. **Description of Data after Using Board Game**

   After the researcher has done treatment, the researcher do the post test in experimental class and control class. In post-test , the rese archer has gotten the last result of students' score.

a. **Score of Post-test Experimental Class**

   The researcher chose VIII-F as experi ment al class, the researcher calculated the result that has been gotten from the students in answering the que stion. The score of post-test experimental class could be seen in the following table:

Table IV.5
The Score of Experimental Class in Post-test

No.	Description	Result
1.	Total score	2228
2.	Maximum	92
3.	Minimum	56
4.	Mean	74.27
5.	Median	77.00
6.	Mode	80
7.	Range	36
8.	Std. Deviation	10.913

   Based on the table above, the total score that was gotten the total of points that was got by students was 2228 total score of post-test in experimental class. The highest score of students was 92, the score got from students' score in test. The lowest score of students was 56. Mean is the average value, 74.27 is the average value of students. Median is the middle value, 77.00 is the middle value of students. The mode is the value that occurs frequently. 80 was a

value that appears frequently. When the Standard deviation is largest or far from the mean score it shows a lot of variation in the data. While the Standard deviation is low or nearby to mean score that is mean has less variation, from the mean score on table above, the mean score of post-test in experimental class was 74.27 and Standard deviation was 10.913. That can be conclude, if Standard deviation shows a lot of variation in the data after calculating by using SPSS. The last, it can be seen the differences between highest score and lowest score, it was gotten 36.

Table IV.6
Frequency Distribution of Students' Score in Post-test
(Experimental Class)

No.	Interval	Mid-point	Frequency	Percentage
1.	56-61	58.5	6	20%
2.	62-67	64.5	2	6.7%
3.	68-73	70.5	5	16.7%
4.	74-79	76.5	3	10%
5.	80-85	82.5	10	33.3%
6.	86-91	88.5	4	13.3%
	i=6		30	100%

From the table above, the total percentage in post-test experimental class was 100%. Class interval the total of class was 6. Interval scores ranging from 56-61, 56 is the lowest score in post-test in experimental class, the highest score in the post-test in experimental class is 92. 56-61 is calculated from the total of class and so on. Mid-point was calculated from the value 56+61, then

divided 2 and the result is 58.5. Frequency is taken from the students' score, how many student s got score 56-61, which are 6. The percentage was taken from the frequency, the percentage calculated from frequency divided how many the data then times 100 (6:30x100=20%). In order to get description of the data clearly and completely, the researcher presented in histogram on the following figure:

Figure 4. Data Description of Students' Mastery in Simple Present Tense in Experimental Class (Post-test)
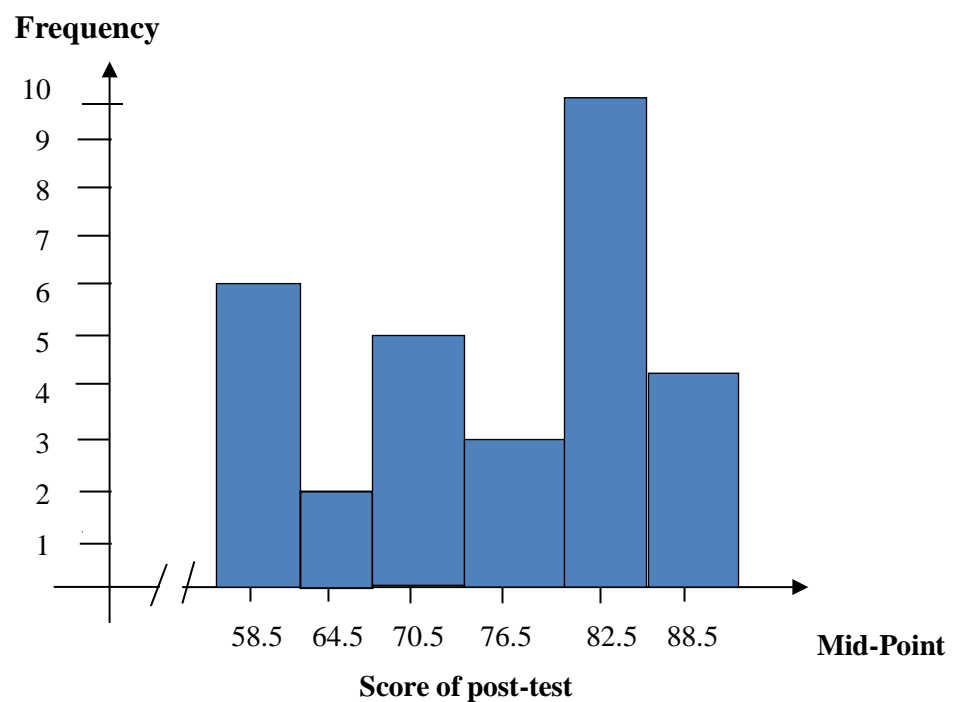
Based on figure above, it can be seen score from mid-point, mid-point is score in the middle. Most of frequency can be seen from 68-73 was 5 and 74-79 was 3, the total is 8 students. frequency from 80-85 was 10 and 86-91 was 4, the total is 14 students. frequency from 56-61 was 6 and 62-67 was 2, the total is 8 students. The last amount of the data is 30 and total frequency was 30 students.

b. Score of Post-test Control Class

The researcher chose VIII-E as control class in post-test, the researcher calculated the result that has been gotten from the student s in answeri ng the question. The score of post-test control class could be seen in the following table:

Table IV.7
The Score of Control Class in Post-test

No.	Description	Result
1.	Total score	2064
2.	Maximum	92
3.	Minimum	52
4.	Mean	68.80
5.	Median	68.00
6.	Mode	60
7.	Range	40
8.	Std. Deviation	11.087

Based on the table above, the total score that was gotten the total of points that was got by students was 2064 total score of post-test in control class. The highest score of student s was 92, the score got from students' score in test. The lowest score of students was 52. Mean is the average value, 68.80 is the average value of students. Median is the middle value, 68.00 is the middle value of students.

The mode is the value that occurs frequently. 60 was a value that appears frequently. When the Standard deviation is largest or far from the mean score it shows a lot of variation in the data. While the Standard deviation is low or nearby to mean score that is mean has less variation, from the mean score on table above, the mean score of post-test in control class was 68.80 and Standard deviation was 11.087. That can be conclude, if Standard deviation shows a lot of variation in the data after calculating by using SPSS. The last, it can be seen the differences between highest score and lowest score, it was gotten 40.

Table IV.8
Frequency Distribution of Students' Score in Post-test
(Control Class)

No.	Interval	Mid-point	Frequency	Percentage
1.	52-58	55	5	16.7%
2.	59-65	62	9	30%
3.	66-72	69	5	16.7%
4.	73-79	76	4	13.3%
5.	80-86	83	5	16.7%
6.	87-93	90	2	6.6%
	i=6		30	100%

From the table above, the total percentage in post-test control class was 100%. Class interval the total of class was 6. Interval scores ranging from 52-58, 52 is the lowest score in post-test in control class, the highest score in the pre-test in control class is 92. 52-58 is calculated from the total of class and so on. Mid-point was

calculated from the value 52+58, then divided 2 and the result is 55
and so on. Frequency is taken from the student s' score, how many
students got score 52-58, which are 5. The percentage was taken
from the frequency, the percentage calculated from frequency
divided how many the data then times 100 (5:30x100=16.7%). In
order to get desc ription of the data clearly and completely, the
researcher presented in histogram on the following figure:

**Figure 5. Data Description of Students' Mastery in Simple
Present Tense in Control Class (Post-test)**
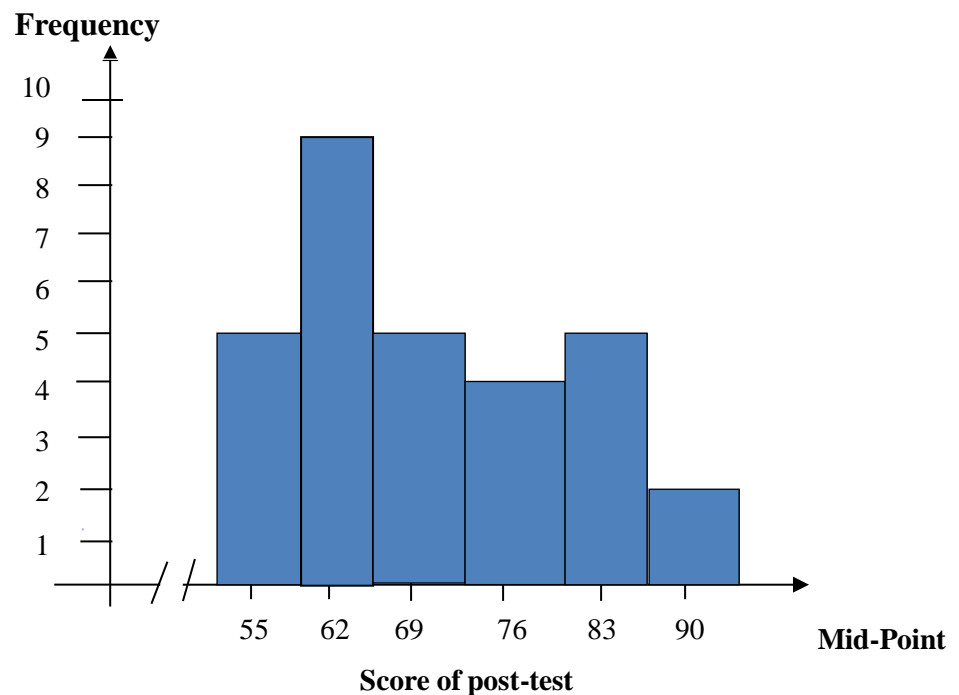
B on Based on figure above, it can be seen score from mid-point,
mid-point is score in the middle. Most of frequency can be seen from
66-72 was 5 and 73-79 was 4, the total is 9 students. frequency from
80-86 was 5 and 87-93 was 2, the total is 7 students. frequency from

52-58 was 5 and 59-65 was 9, the total is 14 students. The last amount of the data is 30 and total frequency was 30 students.

3. **Description of Score Comparison in Experimental Class and Control Class**

In comparing the samples used, the researcher interpreted the pair samples t-test using SPSS 26.0 version as below:

Table 4.9
Paired Sample Statistic

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test experimental	46.13	30	13.276	2.424
Post-test experimental	74.27	30	10.913	1.992
Pair 2 Pre-test control	45.07	30	12.820	2.341
Post-test control	68.80	30	11.087	2.024

Based on the table above, that can be seen that summary of the result of the descriptive statistic of the two samples, namely the pre-test and post-test's score both in experimental class and control class. The mean score in pre-test experimental class is 46.13 and 74.27 in post-test experimental class. Meanwhile, the mean score in pre-test control class is 45.07 and 68.80 in post-test. The participant were consisted of 30 students.

Then, std. deviation in pre-test experimental class is 13.276 and 10.913 in post-test experimental class. Standard deviation in pre-test control class is 12.820 and 11.087 in post-test control class. Because the mean score in pre-test is lower than post-test , it means

descriptively there is the different mean score between pre-test and post-test.

4. **Hypothesis**

The researcher had known the data normal and homogeneity. It means, the researcher has chose the next hypothesis. If data is normal and homogeneity, the researcher has to use the parametric statistic to analyze the hypothesis. Parametric statistic is as independent sample t-test. The researcher has use d independent sample t-test with usi ng SPSS 26.0 version to examine the hypothesis. The result can be seen from mean of score.

Before using the techniques (pre-test) in experi ment al class, mean score is 46.13 and after using the technique in experi ment al class (post-test), mean score is 74.27. To know the effect of board game to simple present tense mastery, the researcher would present the data analysis in the table below:

Table IV.10
Group Statistic

Class	N	Mean	Std. Deviation	Std. Error Mean
Post test Experimental	30	74.27	10.913	1.992
Control	30	68.80	11.087	2.024

The table of group statistic above shows that both samples have 30 students. The mean of experimental class improvement was 74.27 and mean of control class improvement was 68.80. The standard deviation for the experiment al class was 10.913 and the control class was 11.087. It means there is a different point on student s' masteryin simple present tense after usi ng board game. For significance (2 tailed) can be seen in the table below:

Table IV.11
Independent Sample Test

Independent Samples Test									
	Levene's test for equality of variances		t-test for equality of means						
								95% confidence interval of the difference	
		F	Sig.	T	Df	Sig (2-tailed)	Mean Difference	Std. Error Difference	lower	upper
Result score	Equal variances assumed	.010	.921	1.925	58	.059	5.467	2.840	-219	11.152
	Equal variances not assumed			1.925	57.986	.059	5.467	2.840	-219	11.152

Based on the table above, it can be seen that t $_{count}$ is 1.925 and t $_{table}$ is 1.672. It means, that the t $_{count}$ > t $_{table}$ (1.925>1.672). So, H$_a$ is accepted and H$_o$ is rejected. It is "there is significant effect of using board game in mastering simple present tense at grade VIII

students (at 2022/2023) in Mts Robi'ul Islam Pasar Latong Padang

Lawas".

In this case, gain of mean score in pre-test and post-test in

experimental class and control class can be seen in the below:

Table IV.12
Gain of Score in Experimental and Control Class

	Pre-test	Post-test	Enhancement	Gain Score
Experimental Class	46.13	74.27	28.14	4.41
Control Class	45.07	68.80	23.73	

The researcher discussed of the result in this research based on the

result of the data analysis. The researcher got the mean score for

experimental pre-test was 46.13 and post-test was 74.27. The difference

between pre-test and post-test is 28.14. Then, the mean score for control

class in pre-test was 45.07 and post-test was 68.80. The difference between

pre-test and post-test is 23.73. So, based on the comparing can be concluded

that improvement of experimental class was higher than control class.

B. Discussion

The researcher has found the problem of students were difficult in

understood grammar especially in simple prese nttense. The student s could

not be made a sentence correctly and the students felt bored when they learn

English in the classroom. It was the reason from the rese archer to conduct

the research. At the begi nning of the rese arch, the pre-test was administered

to know the students by the rese archer.Based on the result of the rese arch above, it has shown that board game influenced students' mastery in simple present tense. From the result, it can be seen that the students' post-test was higher than pre-test.

The researcher did pre-test of experimental and control classes. In pre-test, researcher has divided the test in experi ment al class and control class. After that, the researcher has checked the answer and count ed the students' score. On the other hand, the result can be showed that the mean score for pre-test experimental class was 46.13 and the mean score of pre-test in control class was 45.07. Afterward, the researcher was done taught the students by using board game. The material is simple present tense .

In the treatment process in experi ment al class, the student s felt nervous to learn simple present tense by using board game because student s were afraid if students felt grammar was difficult for them. Many students did not understand about simple present tense especially to make good sentence by using formula. After the researcher has explained how to use board game when learn simple present tense, the students' was excited and fun to use board game. The students can played board game with other and the students felt such have competition. Also, the students can more active and more understanding.

The researcher was done post-test of experimental and control classes. In post-test, researcher has divided the test in experimental class and control class. After that, the rese archer has checked the answer and

counted the students' score. In post-test, the researcher has known the result of the students' after the students' learn with board game. On the other hand, the result can be showed that the mean score for post-test experimental class was 74.27 and the mean score of post-test in control class was 68.80. This was the result after the researcher taught the students by using board game.

Handoko states that the students' simple present tense mastery can be increased by applying board game in learning process. It means that board game can increase the students' activeness.[1] The first is Taba states that using board game is effective in teaching simple present tense. The title of the research is the effectiveness of using board game in teaching grammar. The result of the data indicated that there was a significant difference of mean score in pre-test and post-test. In experimental class, the mean score of pre-test (52.03) and the mean score of post-test (87.50). While in control class, the mean score of pre-test was 51.25 (poor) and the mean score of post-test was 72.18 (good). Based on the findings and discussion of this research, the researcher was able to conclude that using Board Game is effective in teaching simple present tense and past tense at the second grade students of MTs. Muhammadiyah Mamajang Makassar.[2]

The second is Namri about teaching fourth basic tenses by using board tenses game. The students score had significant different between

---

[1]Handoko, "Board Game: Teaching English In Simple Present Tense."
[2]Taba, "The Effectiveness of Using Board Game in Teaching Grammar to the Eighth Grade Students of MTs. Muhammadiyah Mamajang Makassar."

before and after giving treatment. The result of t-test was 13.660 and the result of t-table was 2,457. In addition, most of students were interested in learning tense, especially fourth basic tenses by using board game it could be seen from the students response during teaching and learning process.[3]

The third is Ariani about the influence of using board games towards students' ability in using degrees of comparison. After giving the test , the researcher analyzed the data by using SPSS to compute independent sample t-test. H_0 is rejected and H_a is accepted. It can be concluded that there was influence of board game towards students' degree of comparison mastery at the first semester of the eighth grade of SMP Negeri 1 Purbolinggo in the academic year 2019/2020.[4]

The fourth is Rusli, Endang and Salam about the use of board game in teaching simple present tense. After teaching the simple present tense with a board game, the statistics was 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 (H_1) is accepted an the null hypothesis (H_O) is rejected. Therefore, board game can help kids develop their elementary present tense skills. In relation to the second research question, this study demonstrated that students have a favorable

---

[3]Namri, "Teaching Fourth Basic Tenses by Using Board Tenses Games to the Eleventh Year Students of SMAN 4 Palopo."

[4]Ariani, "The Influence of Using Board Games Towards Students' Ability in Using Degrees of Compariso at First Semester at the Eighth Grade of SMP Negeri 1 Purbolinggo in the Academic Year."

reaction to the use of board games. Board games can be helped the student s develop their structural abilities and produced good lea rning outcomes for the grammar learning process.[5]

The fifth is Ermasari about the effect of board game towards seventh grade students' vocabulary mastery. The data from both pre- and post-test was analyzed using t-test calculation. The result of calculating gained score, generated from the difference between pre- and post-test, revealed that the score of experimental class was significant higher than controlled class. The result of t-test calculation showed that the t_{value} was higher than t_{table} (9.063 > 1.669). This result showed that the use of board game is effective in improving students' vocabulary mastering of the seventh grade stud ents of SMPN 16 Tangsel.[6]

The discussion of findings above can support this research, where they have in common that board game have significant effec t on students' mastering in simple present tense. Therefor e, the rese archer has conduct ed by the researcher or another researcher who was referenced in a referenced in a related findings have been affect ed by usi ng board game.

C. Threats of the Research

There are some factors that may threats this research, including the following:

[5]Susilawati and Salam, "The Use of Board Game in Teaching Simple Present Tense."
[6]Ermasari, "The Eff ect of Using Board Game Towards Students' Vocabulary Mastery."

1. The researcher did not know how seriousl y the student s were taking the test.

2. Due to the researcher gave students additional time to complete the test

3. There were few student s that have the same answerswhen the students did the test.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. Before using board game, the mean score of Pre-test in experiment al class was 46.13.

2. After using board game, the mean score of experimental class was higher than before usi ng board game. The mean score of Post-test for the experimental class was 74.27. It means there is the different before and after usi ng board game.

3. The research found the result that t_{count} was higher than t_{table}. T_{count} was 1.925 and t_{table} was 1.672 (1.925>1.672). It means that H_a was accepted and H_o was rejected. So, there is significant Effect of Using Board Game in Mastering Simple Present Tense at Grade VIII Student s (at 2022/2023) in Mts Robi'ul Islam Pasar Latong Padang Lawas.

B. Suggestion

After completing the research, the researcher has learned a lot about how to teach and learn English. The researcher has concluded that some things required proof as a result form the experience. One of information is better for the teacher to use method in teaching learning process.

It prompts the researcher offering the following suggestions:

1. For the headmaster of Mts Robi'ul Islam Pasar Latong to encourage the English teacher to use the board game as much as possible when teaching grammar especially in simple present tense, because this method can help students more active to do process learning.

2. For the English teacher, it hoped to use board game to teaching grammar in simple present tense, because to make the students' learning process more active and fun.

3. For the students, board game can be useful to improve knowledge more about grammar in simple present tense.

4. The researcher suggests to another researcher to use this method in solving other problems and find other factors that face by students' in learning English process.

REFERENCES

Ariani, Dwi Puspita. "The Influence of Using Board Games Towards Students' Ability in Using Degrees of Compariso at First Semester at the Eighth Grade of SMP Negeri 1 Purbolinggo in the Academic Year," 2019, 93. http://repository.radenintan.ac.id/8773/1/A Thesisi Dwi Puspita Ariani.pdf.

Azar, Betty Schrampher. *Understanding And Using English Grammar*. Third. Longman, 2002. https://aytacyavasblog.files.wordpress.com/2013/05/betty-azar-understanding-and-using-english-grammar.pdf.

Booth, Paul. *Board Game as Media*. First. USA: Bloomdbury Academic, 2021. https://www.bloomsbury.com/us/board-games-as-media-9781501357183/.

Comrie, Bernard. *Tense*. *Tense*. Cambridge University Press, 1985. https://www.9h05.com/wa_files/Tense_20Comrie.pdf.

Ermasari, Elin. "The Effect of Using Board Game Towards Students' Vocabulary Mastery." *Intensive Journal*, 2018. https://doi.org/10.31602/intensive.v1i1.1240.

Fitria, Tira Nur. "Errors in Students' Writing Composition in Simple Present Tense 'My Daily Activity'" 2, no. 1 (2019): 47–62. https://journal.uinmataram.ac.id/index.php/edulangue/article/view/318.

Hadfield, Jill. *Intermediate Communication Games*. England: Addison Wesley Longman, 1990. https://www.ingilizcecin.com/wp-content/uploads/2017/01.

Handoko, Muhamad Dini. "Board Game: Teaching English In Simple Present Tense" VI (2018): 200–215. file:///C:/Users/ACER/Downloads/89-1-236-1-10-20190124 (1).pdf.

Hawkinson, Eric. *Board Game Design and Implementation for Specific Language Learning Goals Eric Hawkinson*. iafor, 2013. https://www.academia.edu/7295897/Board_Game_Design_and_Implementation_for_Specific_Learning_Goals.

Keck, Casey, and Youljin Kim. *Pedagogical Grammar. Language Teaching*. Amsterdam: Jhon Benjamins Publishing Company, 2014. https://doi.org/10.1017/S0261444800005498.

Maulana, Riko Ade. "The Use of Board Game for Improving Students' English Speaking Ability," 2019. http://repository.iainbengkulu.ac.id/2699/1/THESIS RIKO ADE MAULANA.pdf.

Metom, Lilly, Amelia Alfred Tom, and Saira Joe. "Mind Your Grammar ! - Learning English Grammar the Fun Way" 3, no. 7 (2013): 402–7. https://doi.org/10.5901/jesr.2013.v3n7p402.

Namri, Syahrul. "Teaching Fourth Basic Tenses by Using Board Tenses Games to the Eleventh Year Students of SMAN 4 Palopo," 2018, 81. http://repository.iainpalopo.ac.id/id/eprint/1055/1/SYAHRUL NAMRI 2018.pdf.

Nursalim, Rizqi Claudia Wardani, and Agnesia Ultha Irianti Karraske. "The Effectiveness of Using Tic Tac Toe Games in Students Understanding on Simple Present Tense at the First Grade of SMP 1 Kabupaten Sorong." *Journal Pendidikan Bahasa* 5, no. 2 (2018): 80–90. https://unimuda.e-journal.id/jurnalinteraction/article/view/184.

Ott, R Lyman, Project Editor, Laurel Jackson, Production Service, Helen Walden, Manuscript Editors, and Pam Rockwell. *An Introduction to Statistical Methods and Data Analysis*. Edited by Laurel Jackson. Fifth. United States of America: Duxbury Thomson Leraning, 2001. https://eclass.uoa.gr/modules/document/file.php/ECD363/Βιβλιογραφία/Statistical Methods and Data Analysis 5Ed.pdf.

Pauzan, H. *The Book of Complete English Grammar*. Edited by Yuche Yahya Sukaca. First. jakarta selatan: PT. Cipta Gadhing Artha, 2021. http://repository.uinmataram.ac.id/839/.

Saputra, Ari. "Teaching English Using Board Game Trategy: Its Effect on Students' Speaking Ability at MA Darel Hikmah Pekanbaru," 2020, 1–130. https://repository.uin-suska.ac.id/25902/2/ARI SAPUTRA.pdf.

Seaton, Anne, and Y. H. Mew. *Basic English Grammar for English Language Learners*. First. Singapore: Saddleback Educational Publishing, 2007. https://books.google.co.id/books/about/Basic_English_Grammar.html?id=KXTxbmBbOk0C&redir_esc=y.

Susilawati, Endang, and Urai Salam. "The Use of Board Game in Teaching Simple Present Tense" 11, no. November (2022): 2715–23. https://doi.org/10.26418/jppk.v11i11.59630.

Taba, Harwita Indah Fuadah. "The Effectiveness of Using Board Game in Teaching Grammar to the Eighth Grade Students of MTs. Muhammadiyah Mamajang Makassar," no. 20400113127 (2018): 1–88. https://repositori.uin-alauddin.ac.id/13619/1/The Effectiveness of Using Board Game in Teaching Grammer to the Eighth Grade Students of MTs. Muhammadiyah Mamajang Makassar.pdf.

Thomson, A. J., and A. V. Martinet. *A Practical English Grammar*. Fourth. Oxford University Press, 1986. https://elt.oup.com/catalogue/items/global/grammar_vocabulary/a_practical_english_grammar/?cc=id&selLanguage=id.

Thornbury, Scott. *How to Teach Grammar*. Edited by Jeremy Harmer. First. England: Pearson Educational Limited, 1999.

Wright, Andrew, David Betteridge, and Michael Buckby. *Games for Language Learning*. New Editio. New York: Cambridge University Press, 1983. https://www.academia.edu/44454323/Games_for_Language_Learning_Third _Edition_by_Andrew_Wright_David_Betteridge_Michael_Buckby.

Zulkifli, *Cash English! The Easy Pathway to Speak English with Breakthrough 2/3 Method*. (Bogor: In Media, 2016).

AFFENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN

(EXPERIMENTAL CLASS)

Satuan Pendidikan   : MTs. Robi'ul Islam Pasar Latong

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/1

Tema/Subtema   : Simple Present Tense

Alokasi Waktu   : 2x40 menit

A. Kompotensi Inti

KI 1   : Menghargai dan mengamalkan ajaran agama yang dianutnya.

KI 2   : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3   : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4   : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompotensi Dasar

3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk teks deskriptif (simple present tense), yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat dan yang di lakukan oleh pelaku sesuai dengan konteks penggunaannya.

4.5 Menyusun teks khusus dalam bentuk simple present tense, sangat pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait denga sifat dan pekerjaan yang di di lakukan sesuai denga konteks penggunaan fungsi sosial, struktur teks, dan unsur kebahasaannya.

C. Tujuan Pembelajaran
   1. Peserta didik dapat membuat kalimat simple present tense sesuai dengan konteks penggunaannya.
   2. Peserta didik dapat menguraikan kalimat daam bentuk simple present tense.
   3. Melalui media yang digunakan, peserta didik dapat mengerti dan mampu membuat kalimat simple present tense sesuai dengan konteksnya.
D. Materi Pembelajaran
   1. The definition of simple present tense: simple present tense is used to express habitual or everyday activity.
   2. Form of simple present tense:
      a) Verbal sentence

(+)Subject	Verb 1	Object	Adverb		
(-)Subject	Do/Does	Not	Verb 1	Object	adverb
(?)Do/Does	Subject	Verb 1	Object	Adverb	

Example:

They study English in class every Saturday (+)

They do not study English in class every Saturday (-)

Do they study English in class every Saturday? (?)

      b) Nominal sentence

(+) Subject	Be (is, am, are)	Adjective/Noun	
(-) Subject	Be (is, am, are)	Not	Adjective/Noun
(?)Be (is, am, are)	Subject	Adjective/Noun	

Example:

My friends are happy (+)

My friends are not happy (-)

Are my friends happy? (?)

E. Metode Pembelajaran
   1. Cooperative learning
   2. Ceramah, diskusi kelompok
F. Media Pembelajaran
   1. Media: Board game, lembar kertas siswa
   2. Alat/bahan: spidol, papan tulis
G. Sumber Belajar
   1. Buku bahasa Inggris kelas 8
H.   Langkah-langkah Pembelajaran
1) Kegiatan Awal
   a. Researcher comes to the class, open the class by salam. Then pray together.
   b. Warming up
   c. Check attendance
2) Kegiatan Inti
   a. The researcher explain about simple present tense and make example.
   b. 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.
   c. Divide the students into small groups which consist of 4-5 students each group
   d. Tell the students about the objective of learning English using Board Game
   e. Share the sets of Board game to the groups, one set each group
   f. Ask one student from each group to shuffle the dice together. Then, to direction appropriate the number of dice is turn up
   g. Ask each group to discuss of sentence that according form of simple present tense

h.   Teacher and students to analyzed the sentence according form of simple present tense together. And the teacher gives the score to the correct sentence.

i.   Teacher divide paper of multiple choice to students

j.   Teacher and students check the paper together

3) Kegiatan Penutup

a.   The researcher make a conclusion from the lesson

b.   The researcher closes the class by Alhamdulillah and salam

I.   Penilaian

Bentuk: test tertulis

Teknik: siswa ditugaskan untuk memilih jawaban yang benar

Rubric penilaian

a.   Jumlah soal: 25

b.   Nilai per nomor: 4

c.   Total nilai 4x25: 100

d.   Nilai maksimal: 100

AFFENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN

(CONTROL CLASS)

Satuan Pendidikan : MTs. Robi'ul Islam Pasar Latong

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Tema/Subtema : Simple Present Tense

Alokasi Waktu : 2x40 menit

A. Kompotensi Inti

KI 1 : Menghargai dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompotensi Dasar

3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk teks deskriptif (simple present tense), yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat dan yang di lakukan oleh pelaku sesuai dengan konteks penggunaannya.

4.5 Menyusun teks khusus dalam bentuk simple present tense, sangat pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait denga sifat dan pekerjaan yang di di lakukan sesuai denga konteks penggunaan fungsi sosial, struktur teks, dan unsur kebahasaannya.

C. Tujuan Pembelajaran
   1. Peserta didik dapat membuat kalimat simple present tense sesuai dengan konteks penggunaannya.
   2. Peserta didik dapat menguraikan kalimat daam bentuk simple present tense.
   3. Melalui media yang digunakan, peserta didik dapat mengerti dan mampu membuat kalimat simple present tense sesuai dengan konteksnya.
D. Materi Pembelajaran
   1. The definition of simple present tense: simple present tense is used to express habitual or everyday activity.
   2. Form of simple present tense:
      a) Verbal sentence

(+)Subject	Verb 1	Object	Adverb		
(-)Subject	Do/Does	Not	Verb 1	Object	adverb
(?)Do/Does	Subject	Verb 1	Object	Adverb	

Example:

They study English in class every Saturday (+)

They do not study English in class every Saturday (-)

Do they study English in class every Saturday? (?)

      b) Nominal sentence

(+) Subject	Be (is, am, are)	Adjective/Noun	
(-) Subject	Be (is, am, are)	Not	Adjective/Noun
(?)Be (is, am, are)	Subject	Adjective/Noun	

Example:

My friends are happy (+)

My friends are not happy (-)

Are my friends happy? (?)

E.   Metode Pembelajaran
  1. Lecturing method
  2. Ceramah, tanya jawab dan pemberian tugas

F. Media Pembelajaran
  1. Media: lembar kertas soal siswa
  2. Alat/bahan: spidol, papan tulis

G. Sumber Belajar
  1. Buku bahasa Inggris kelas 8

H.   Langkah-langkah Pembelajaran
  1. Kegiatan Awal
     a) Researcher comes to the class, open the class by salam. Then pray together
     b) Warming up
     c) Check attendance
  2. Kegiatan Inti
     a) The researcher explains about simple present tense and make example.
     b) Teacher divide paper of multiple choice to students
     c) Teacher and students check the paper together
  3. Kegiatan Penutup
     a) The researcher make a conclusion from the lesson
     b) The researcher closes the class by Alhamdulillah and salam

I. Penilaian

Bentuk: test tertulis

Teknik: siswa ditugaskan untuk memilih jawaban yang benar

Rubric penilaian

a. Jumlah soal: 25

b. Nilai per nomor: 4

c. Total nilai 4x25: 100

d. Nilai maksimal: 100

AFFENDIX 3

PRE-TEST

Instruction: choose the correct answer by crossing (X) a, b, c, d.

1. My teacher …… beautiful.
   a) Are
   b) Is
   c) Am
   d) All correct
2. We ….. English book every Monday.
   a) Studied
   b) Studies
   c) Study
   d) Are study
3. She ….. sad girl.
   a) Is not
   b) Are not
   c) Am not
   d) All correct
4. My friends ….. badminton in class.
   a) Play
   b) Plays
   c) Played
   d) Playes
5. Siska ….. banana cake every Sunday.
   a) Do not cooks
   b) Does not cooking
   c) Do not cooked
   d) Does not cook
6. Her book …… blue colour.
   a) Are not
   b) Is not
   c) Am not
   d) All correct
7. we happy today?
   a) Am
   b) Are
   c) Is
   d) Do

8. …… Sheila English teacher in this school?
    a) Are
    b) Am
    c) Is
    d) Does
9. Aldo and Mila …… a song in the class.
    a) Are not
    b) Does not sing
    c) Do not sing
    d) Is not
10. you meet our teacher today?
    a) Does
    b) Does not
    c) Do
    d) Are
11.   Apakah temanku meminum air?
    a) Does my friend drink water?
    b) Does my friend drink?
    c) Do my friend drink water?
    d) My friend does drink water
12. Their hobby …… good.
    a) Are
    b) Is
    c) Am
    d) All correct
13. My teacher .... to the class at 7.30 pm.
    a) Come
    b) Comes
    c) Came
    d) Cames
14. We …… learn Arabic today.
    a) Does not
    b) Do not
    c) Are not
    d) Is not
15. We ...... our experience today.
    a) Write
    b) Writes
    c) Wrote
    d) Wroted

16. She ….. the class today
    a) Cleaned
    b) Cleans
    c) Cleaning
    d) Clean
17. Do they …. Football this morning?
    a) Played
    b) Play
    c) Plays
    d) Not play
18. Apakah dia murid cantik?
    a) Is she a beautiful student?
    b) She is a beautiful student
    c) Is you a beautiful student?
    d) She beautiful
19. Apakah kamu seorang murid?
    a) Are you a student?
    b) Is you a student?
    c) You are student
    d) Student
20. My students ….. a view.
    a) Paint
    b) Painted
    c) Painting
    d) Paints
21. …… you like a flower?
    a) Does
    b) Is
    c) Do
    d) Am
22. Mereka tidak latihan hari ini
    a) They practice today
    b) They do not practice today
    c) They does not practice today
    d) They practice
23. Saya tidak memakai seragam
    a) Uniform
    b) I wear uniform
    c) I do not wear uniform
    d) I does not uniform

24. Kakak ku tidak membeli sepatu ku.
    a) My sister does not buy my shoes
    b) My sister buy my shoes
    c) My sister buy
    d) My sister do not buy my shoes
25. The school …… dirty.
    a) Is not
    b) Are not
    c) Do not
    d) Am not

AFFENDIX 4

POST-TEST

Instruction: choose the correct answer by crossing (X) a, b, c, d.

1. She ….. my classmate.
   a) Are
   b) Is
   c) Am
   d) All correct
2. We ….. Al-Qur'an every Friday.
   a) Read
   b) Ready
   c) Are
   d) Is
3. We …… lazy.
   a) Is not
   b) Are not
   c) Am not
   d) All correct
4. Melisa….with her friends.
   a) Play
   b) Plays
   c) Played
   d) Playes
5. Salsa…..brownies.
   a) Do not cooks
   b) Does not cooking
   c) Do not cooked
   d) Does not cook
6. Her bag…..black colour.
   a) Are not
   b) Is not
   c) Am not
   d) All correct
7. you bored today?
   a) Am
   b) Are
   c) Is
   d) Do

8. ...... Tika students in this school?
   a) Are
   b) Am
   c) Is
   d) Does
9. They ...... for performance.
   a) Are not
   b) Does not practice
   c) Do not practice
   d) Is not
10. you study English today?
   a) Does
   b) Does not
   c) Do
   d) Are
11. Do you ...... music or podcast?
   a) Listen
   b) Sing
   c) Listened
   d) Listening
12. My hobby.... Football.
   a) Are
   b) Is
   c) Am
   d) All correct
13. My friend... .to school at 8.00 am.
   a) Come
   b) Comes
   c) Came
   d) Cames
14. Jio... ..eat seblak.
   a) Does not
   b) Do not
   c) Are not
   d) Is not
15. We...... a letter to our teacher.
   a) Write
   b) Writes
   c) Wrote
   d) Writing

16. She ….. in the class.
    a) Sleep
    b) Sleepy
    c) Sleeping
    d) Sleeps
17. Does Rio ….basketball this morning?
    a) Played
    b) Play
    c) Plays
    d) Not play
18. …… Hasanah good students in this class?
    a) Is
    b) Are
    c) Do
    d) Am
19. …… they pray together?
    a) Are
    b) Do
    c) Does
    d) Is
20. My classmate…. cilok.
    a) Buys
    b) Buyes
    c) Buy
    d) buying
21. …… you like an ice cream?
    a) Does
    b) Is
    c) Do
    d) Am
22. Mila……English.
    a) Do not Speaking
    b) Does not Speaks
    c) Does not Speak
    d) Do not speak
23. Our school…..green colour.
    a) Is not
    b) Are not
    c) Am not
    d) Does not

24. My sister…… teacher in this school.
    a) Are not
    b) Is not
    c) Am not
    d) Does not
25. The school …….have library.
    a) Is not
    b) Are not
    c) Do not
    d) Does not

Key Answer of Pre-test

1. B
2. C
3. A
4. A
5. D
6. B
7. B
8. C
9. C
10. C
11. A
12. A
13. B
14. B
15. A
16. D
17. B
18. A
19. A
20. A
21. C
22. B
23. C
24. A
25. A

Key Answer of Post-test

1. B
2. A
3. B
4. B
5. D
6. B
7. B
8. C
9. C
10. C
11. A

12. B
13. B
14. A
15. A
16. D
17. B
18. A
19. B
20. A
21. C
22. C
23. A
24. B
25. C

APPENDIX 5

DOCUMENTATION

1. **Documentation of Pre-test (Control Class)**

2. **Documentation of Pre-test (Experimental Class)**

3. Treatment in Control Class by Using Teacher's Method

4. Treatment in Experimental Class by Using Board Game

5. Documentation of Post-test (Control Class)

6. Documentation of Post-test (Experimental Class)

APPENDIX 6

SCORE IN EXPERIMENTAL CLASS

1. The Score of Pre-test in Experimental Class

No	Name	Score
1	CA	40
2	IR	48
3	IN	60
4	IH	32
5	A	28
6	P	36
7	ASD	44
8	WH	56
9	SM	48
10	WHH	24
11	RM	68
12	UK	32
13	MIA	36
14	SMH	52
15	NAP	56
16	AR	56
17	AP	44
18	AHH	52
19	AA	56
20	HE	24
21	AF	64
22	BK	44
23	M	60
24	AS	32
25	RMS	40
26	MS	64
27	F	64
28	AR	28
29	MS	36
30	AD	60

2. The Score of Post-test in Experimental Class

No	Name	Score
1	CA	72
2	IR	72
3	IN	80
4	IH	60
5	A	56
6	P	64
7	ASD	78
8	WH	88
9	SM	76
10	WHH	58
11	RM	92
12	UK	80
13	MIA	80
14	SMH	84
15	NAP	84
16	AR	80
17	AP	64
18	AHH	68
19	AA	76
20	HE	56
21	AF	84
22	BK	80
23	M	80
24	AS	68
25	RMS	72
26	MS	88
27	F	88
28	AR	56
29	MS	60
30	AD	84

SCORE IN CONTROL CLASS

1. The Score of Pre-test in Control Class

No	Name	Score
1	RA	64
2	SH	64
3	AJ	40
4	UL	40
5	YH	32
6	H	60
7	KP	28
8	RN	48
9	TR	52
10	M	28
11	JA	48
12	SS	72
13	RS	36
14	M	44
15	MA	60
16	IG	36
17	RS	28
18	AM	32
19	AH	36
20	NJ	44
21	SA	60
22	AR	44
23	NR	28
24	B	64
25	MIY	32
26	DR	44
27	NK	44
28	AS	36
29	HS	56
30	JM	52

2. The Score of Post-test in Control Class

No	Name	Score
1	RA	80
2	SH	80
3	AJ	72
4	UL	68
5	YH	64
6	H	64
7	KP	56
8	RN	68
9	TR	76
10	M	52
11	JA	76
12	SS	92
13	RS	60
14	M	60
15	MA	76
16	IG	56
17	RS	56
18	AM	52
19	AH	60
20	NJ	68
21	SA	80
22	AR	60
23	NR	84
24	B	88
25	MIY	60
26	DR	64
27	NK	84
28	AS	60
29	HS	76
30	JM	72

STUDENTS' SCORE OF PRE-TEST AND POST-TEST
IN EXPERIMENTAL CLASS

No	Name	Pre-test	Post-test
1	CA	40	72
2	IR	48	72
3	IN	60	80
4	IH	32	60
5	A	28	56
6	P	36	64
7	ASD	44	78
8	WH	56	88
9	SM	48	76
10	WHH	24	58
11	RM	68	92
12	UK	32	80
13	MIA	36	80
14	SMH	52	84
15	NAP	56	84
16	AR	56	80
17	AP	44	64
18	AHH	52	68
19	AA	56	76
20	HE	24	56
21	AF	64	84
22	BK	44	80
23	M	60	80
24	AS	32	68
25	RMS	40	72
26	MS	64	88
27	F	64	88
28	AR	28	56
29	MS	36	60
30	AD	60	84

APPENDIX 9
STUDENTS' SCORE OF PRE-TEST AND POST TEST
IN CONTROL CLASS

No	Name	Pre-test	Post-test
1	RA	64	80
2	SH	64	80
3	AJ	40	72
4	UL	40	68
5	YH	32	64
6	H	60	64
7	KP	28	56
8	RN	48	68
9	TR	52	76
10	M	28	52
11	JA	48	76
12	SS	72	92
13	RS	36	60
14	M	44	60
15	MA	60	76
16	IG	36	56
17	RS	28	56
18	AM	32	52
19	AH	36	60
20	NJ	44	68
21	SA	60	80
22	AR	44	60
23	NR	28	84
24	B	64	88
25	MIY	32	60
26	DR	44	64
27	NK	44	84
28	AS	36	60
29	HS	56	76
30	JM	52	72

APPENDIX 10
The Result of Pre-test in Experimental Class

Statistics		
pretest		
N	Valid	30
	Missing	0
Mean		46.13
Median		46.00
Mode		56
Std. Deviation		13.276
Range		44
Minimum		24
Maximum		68
Sum		1384

High score: 68
Low score: 24
Range: 68-24= 44

Total of class: 1+3.3(log. n)
$\qquad$ 1+3.3(log. 30)
$\qquad$ 1+3.3(1.4)
$\qquad$ 1+4.62=5.62
$\qquad\qquad$ =6
Length of class: $\frac{R}{K} = \frac{44}{6}$
$\qquad$ =7.33=8

No.	Interval	Mid-point	Frequency	Percentage
1.	24-31	27.5	4	13.3%
2.	32-40	36	8	26.7%
3.	41-48	44.5	5	16.7%
4.	49-56	52.5	6	20%
5.	57-64	60.5	6	20%
6.	65-72	68.5	1	3.3%
	i=6		30	100%

APPENDIX 11

The Result of Post-test in Experimental Class

Statistics		
Posttest		
N	Valid	30
	Missing	0
Mean		74.27
Median		77.00
Mode		80
Std. Deviation		10.913
Range		36
Minimum		56
Maximum		92
Sum		2228

High score: 92
Low score: 56

Range: 92-56= 36

Total of class: 1+3.3(log. n)

$\qquad$ 1+3.3(log. 30)

$\qquad$ 1+3.3(1.4)

$\qquad$ 1+4.62=5.62
$\qquad\qquad$ =6

Length of class: $\frac{R}{K} = \frac{36}{6}$

$\qquad$ =6

No.	Interval	Mid-point	Frequency	Percentage
1.	56-61	58.5	6	20%
2.	62-67	64.5	2	6.7%
3.	68-73	70.5	5	16.7%
4.	74-79	76.5	3	10%
5.	80-85	82.5	10	33.3%
6.	86-91	88.5	4	13.3%
	i=6		30	100%

APPENDIX 12

The Result of Pre-test in Control Class

Statistics		
Pretest		
N	Valid	30
	Missing	0
Mean		45.07
Median		44.00
Mode		44
Std. Deviation		12.820
Range		44
Minimum		28
Maximum		72
Sum		1352

High score: 72
Low score: 28

Range: 72-28= 44

Total of class: 1+3.3(log. n)

$\qquad$ 1+3.3(log. 30)

$\qquad$ 1+3.3(1.4)

$\qquad$ 1+4.62=5.62
$\qquad\qquad$ =6

Length of class: $\frac{R}{K} = \frac{44}{6}$

$\qquad$ =7.33=8

No.	Interval	Mid-point	Frequency	Percentage
1.	28-35	31.5	7	23.3%
2.	36-43	39.5	6	20%
3.	44-51	47.5	7	23.4%
4.	52-59	55.5	3	10%
5.	60-67	63.5	6	20%
6.	68-75	71.5	1	3.3%
	i=6		30	100%

APPENDIX 13

The Result of Post-test in Control Class

Statistics		
Posttest		
N	Valid	30
	Missing	0
Mean		68.80
Median		68.00
Mode		60
Std. Deviation		11.087
Range		40
Minimum		52
Maximum		92
Sum		2064

High score: 92
Low score: 52

Range: 92-52= 40

Total of class: 1+3.3(log. n)

$\qquad$ 1+3.3(log. 30)

$\qquad$ 1+3.3(1.4)

$\qquad$ 1+4.62=5.62
$\qquad\qquad$ =6

Length of class: $\frac{R}{K} = \frac{40}{6}$

$\qquad$ =6.66=7

No.	Interval	Mid-point	Frequency	Percentage
1.	52-58	55	5	16.7%
2.	59-65	62	9	30%
3.	66-72	69	5	16.7%
4.	73-79	76	4	13.3%
5.	80-86	83	5	16.7%
6.	87-93	90	2	6.6%
	i=6		30	100%

APPENDIX 14

CALCULATION OF GAIN SCORE

	Pre-test	Post-test	Enhancement	Gain Score
Experimental Class	46.13	74.27	28.14	4.41
Control Class	45.07	68.80	23.73	

CALCULATION OF NORMALITY

One-Sample Kolmogorov-Smirnov Test

		Score
N		30
Normal Parameters[a,b]	Mean	74.27
	Std. Deviation	10.913
Most Extreme Differences	Absolute	.167
	Positive	.104
	Negative	-.167
Test Statistic		.167
Asymp. Sig. (2-tailed)		.032[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

APPENDIX 16

CALCULATION OF HOMOGENEITY

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.010	1	58	.921
	Based on Median	.028	1	58	.867
	Based on Median and with adjusted df	.028	1	57.300	.867
	Based on trimmed mean	.007	1	58	.934

APPENDIX 17

CALCULATION OF HYPOTHESIS TEST

Independent Sample Test

		Levene's test for equality of variances		t-test for equality of means					95% confidence interval of the difference	
		F	Sig.	t	df	Sig (2-tailed)	Mean Difference	Std. Error Difference	lower	upper
Result score	Equal variances assumed	.010	.921	1.925	58	.059	5.467	2.840	-219	11.152
	Equal variances not assumed			1.925	57.986	.059	5.467	2.840	-219	11.152

CURRICULUM VITAE

A. Identity

1. Name   : Marlina Pohan
2. Reg.No.   19 203 00063
3. Place/Birth : Pasar Latong, 16 November 2000
4. Gender   : Female
5. Religion   : Islam
6. Adress   : Pagaran Jae Batu, Kec. Lubuk Barumun, Padang Lawas

B. Parents

1. Father's Name   : Gong Tua Pohan
2. Mother's Name   : Sari Alum Hasibuan

C. Educational Backgrounds

1. Elementary School : SD N 0507 Pasar Latong
2. Junior High School : MTs. Robi'ul Islam Pasar Latong
3. Senior High School : MA Robi'ul Islam Pasar Latong
4. Institude   : UIN Syekh Ali Hasan Ahmad Addary

Nomor : B-2619 /Un.28/E.4a/TL.00/06/2023   16 Juni 2023

Lampiran :-

Hal : **Izin Penelitian**
Penyelesaian Skripsi.

Kepada. MTs Robiul Islam Pasar Latong (Padang Lawas)

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama	:	Marlina Pohan
Nim	:	1920300063
Fakultas	:	Tarbiyah Dan Ilmu Keguruan
Program Studi	:	Tadris Bahasa Inggris
Alamat	:	Desa Pagaran Jae, Kec. Lubuk Barumun, Kab. PALAS

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Syahada Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of using Board Game to Simple Present Tense Mastery at The Eighth Grade Students in MTs Robiul Islam Pasar Latong (Padang Lawas)".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n Dekan
Kabag TU FTIK

Hasibuan, S.Ag., M.A.P
NIP 19720829200003 1 001

Pasar Latong, 24 Juli 2023

Nomor   : 75 /MTs.R.I/VII/2023
Perihal   : **Pemberian Izin Penelitian.**

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN SYAHADA
Padangsidimpuan
Di
        Tempat

Dengan Hormat,
Sesuai dengan Surat Bapak dengan nomor B-2619/Un.28/E.4a/TL.00/06/2023
pada tanggal 16 Juni 2023 perihal Izin Penelitian Penyelesaian Skripsi. Atas
nama :

Nama   : Marlina Pohan
NIM   : 1920300063
Program Studi   : Tadris Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan

Dengan judul Skripsi " **The Effect Using Board Game to Simpel Present
Tense Mestery at The Eight Grade Student in MTs Robiul Islam Pasar
Latong Kecamatan Lubuk Barumun Kabupaten Padang Lawas**". Berkenaan
dengan hal tersebut besama ini kami sampaikan bahwa kami **memberikan Izin
Penelitian** dimaksud.

Demikian di sampaikan, dan terima kasih.

Kepala MTs Robiul Islam
Pasar Latong

H. Sangkot Hasibuan, S.Ag
NIP. 19720214 199303 1 003

SURAT KETERANGAN

Nomor : 76 /SK/MTS.RI / VII /2022

Yang bertanda tangan dibawah ini :

Nama   : **H. SANGKOT HASIBUAN, S.Ag**

NIP   : 197202141993031003

Jabatan   : KEPALA MADARASAH

Alamat   : Desa Hutaibus Kecamatan Lubuk Barumun Kabupaten Padang Lawas

Menerangkan dengan sesungguhnya bahwa :

Nama   : **MARLINA POHAN**

NIM   : 1920300063

Fakultas   : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat   : Desa Pagaran Jae Batu Kec.Lubuk Barumun Kab. Padang Lawas

Benar telah melaksanakan Penelitian di MTs.S Robiul Islam Pasar Latong dimulai tanggal 24 Juli 2023 – 29 Juli 2023.

Adapun maksud penelitian dilakukan adalah memperoleh data dan informasi yang diperlukan guna menyusun Skripsi dengan judul : " **The Effect of Using Board Game to Simple Present Tense Mastery at The Eighth Grade Students in MTs Robi'ul Islam Pasar Latong (Padang Lawas)** ".

Demikian surat keterangan ini diberikan untuk dapat dipergunakan seperlunya.

Pasar Latong, 29 Juli 2023

Kepala MTs.S Robi'ul Islam

H. SANGKOT HASIBUAN, S.Ag

NIP. 197202141993 03 1003

Nomor : B-3660/Un.28/E.1/PP.00.9/11/2022   15 November 2022
Lamp : -
Hal : Pengesahan Judul dan Penunjukan
        Pembimbing Skripsi

Rayendriani Fahmei Lubis, M.Ag.   **(Pembimbing I)**
Yusni Sinaga, S.Pd, M.Hum.   **(Pembimbing II)**

Assalamu'alaikum Wr. Wb.
Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa dasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa wah ini sebagai berikut:

Nama   : Marlina Pohan
NIM   : 19 203 00063
Program Studi   : Tadris Bahasa Inggris
Judul Skripsi   : The Effect of Using Board Game to Simple Present Tense
                  Mastery at the Eighth Grade Students in Mts Robi'ul Islam Pasar
                  Latong (Padang Lawas)

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri h Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang angkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa is, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas adi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu n diucapkan terima kasih.

Mengetahui
Dekan
Wakil Dekan Bidang Akademik

Ketua Program Studi
Tadris Bahasa Inggris

Dr. Lis Yulian Syafrida, S.Psi.,M.A
NIP 19801224 200604 2 001

Fitri Rayani Siregar, M.Hum.
NIP 19820731 200912 2 004