CHAPTER II

REVIEW OF RELATED LITERATURE

Improving Students' Interest in Simple Past Tense Class through Game

A.   Literature Review

1.   Definition of Interest

According to Oxford dictionary, interest is a noun (n). The meanings of interest are: 1. "Desire to learn or know about some body or some thing (sing, U). 2. Quality that attracts attention or curiosity (U). 3. Activity or subjects with you enjoy doing or learning about."[1]

According to those meaning above, can be concluded that student's interest to acquiring grammar lesson is how much student's desire and curiosity in following English grammar lesson, and is the student feels enjoy enough when he/she is taught the lesson.

Interest is a centralization of attention not intentionally that is born with fully will, interest taste, willing, and delight.[2] Slameto, still from this reference, declares that *interest* is a feeling to like and interested at one particular matter or activity without some body orders. According to him, interest intrinsically is acceptance of relation between someone, him/herself, with something outside him/her self. Stronger or closer those relation, so greater is the interest.[3]

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[1] Oxford University press, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University press, 2004), 3rd Ed., p.226.
n=noun, U=Uncountable, C=countable, pl =plural, Usu=Usually, sing=singular.

[2] Qym, *Pengertian Minat* at: http://qym7882.blogspot.com/2009/03/pengertian-minat.html, accesed on March 21, 2009

[3] Ibid, Qym cites from Slameto, from Tomi Darmawan, 2007.

Then, researcher gets conclusion from several definitions above, that interest is a special attention towards a certain matter that is created fully will and depending from talent and the environment. Interest can be said as strong push for somebody to do everything in realize aim achievement that be the willing.

Interest and motivation theorist said that interest can appear from individual interaction with the environment.[4] According to this reference situation of the environment, is it pleasant or not, has a strong effect to build a person's willing to do an activity. Of course, with the joyful and comfortable environment will able to make some one's interest higher to do an activity than in the contrary. Then, Schiefele (1991) said that interest researches had distinguished with two concepts, individual interest and situational interest.

a. Concepts of Interest

   1) Individual Interest

   Individual interest is defined as an evaluative orientation that relatively stable at the certain areas, or more exactly at the specific classes of an object, event or idea.[5] It's said stable, because this interest has a principal characteristic inside of somebody, or event it's the exclusive interest owned by every body. Individual interest has a personal meaning and sometimes it's associated with the high level of knowledge and value, positive emotion, and increased esteem value. This interest that makes each person instinctively wants to develop and always advance to the highest level achievement of the life. Individual interest appear stable more in the children, although children also

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[4] Peter Aubuson, et.all., "*The IMPACTS Study (Interest, Motivation, Personal Achievement and Classroom Teaching in Science)*), A Journal of IMPACTS Study of Science Teaching, (Sydney, University of Technology, June 2003). p.4

[5] *Ibid.,* p.4

always in the process of consolidating, merging and developing new interests.

2) Situational Interest

Different from individual interest that has a stable feature inside of the person; situational interest is more influenced from external factors. Because this interest itself is defined as an emotional situation brought by a situation stimuli.[6] This interest sometimes appear in the attitude of a person when he/she is responding a specific idea, object or event as a visual form expressed from internal locus of the individual interest. This interest is inclined shorter and shallow than individual interest, and sometimes it's pushed with the specific features of an activity or task/text.

2. Factors that Influence Students' Interest

Curran, J. M. and Rosen, D. E. tested some factors that according to them can influence students' attitude, (which is show students' interest). And they found that there are four factors that have 77 percent attitude variations toward the course. Those are teacher, room, course topic and the execution.[7]

a. Teacher/Instructor

Teacher is the main factor that determines students' interest. Because the teacher is the person who rules the class situation, determines what the course topic is, and regulate how the course execution of the class that he/she will take.

b. The Room (Physical Environment)

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[6] *Ibid.,* p.5

[7] Curran, J. M. and Rosen, D. E. (2006). *Student Attitudes toward College Courses: An Examination of Influences and Intentions*. Journal of Marketing Education, 28 (2), 135-148. at http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/studentatt.htm November, 2010.

But the teacher/instructor is not the only factor that influences the students' interest and/or attitude in the class. There are some significant factors in addition to the instructor, also determining students' interest in the class that he/she may take. One of them is the class (room) situation, or called as the physical environment. Of course, students will feel more comfortable put in the clean, neat and not a stuffy room. Even, it doesn't close the possibility to take the class in open-air nature to create a fresh class, if it's needed. But this is not the main factor that will be involved in this research.

c. Course Topic

Different with the classroom, course topic together with the instructor and course execution is one of the main factors that may be involved more in this research. It is happened, because the research will focus on the game (that is part of topic course and the execution), as a teaching-media to influence students interest. Only required course is included in the study. That is past tense grammar course. Researcher covers topics about which students will have a range of interests, from not being interested at all to the course topic being introductory to a major. The researcher points out that is the subject matter of a course influences students' interest relate to a course, then their level of interest must be acknowledged as a contributing factor on course evaluations.

d. Course Execution

Course execution is the very important factor to improve students' interest in our lesson we teach. This factor is can't separated from teacher/instructor factor, because teacher/instructor is the person who execute the course, and who determine the success of the course. The teachers have to plan their teaching strategy very well, and ascertain that

there is no technical mistakes will happen. Lesson planning is very important to make our course execution work successfully. It is better for teacher to use some creative teaching methods to make students always interested in our lesson.

3. **Indicator of Interest.**

In order to know how far is the students' interest will be improved, it's better to identify the indicator of interest itself. Students' interest can be observed from students' attitudes/behaviors in follow learning process in the class.[8] If the students are interested in a course given from the teacher, they will show good/appropriate attitude as their responses to express what they feel. For example, listening to the teacher explanation seriously, follow teacher instructions and rules appropriately, rising hand to express his/her ideas, or other attitudes that supporting the class situation to conducive. Then researcher includes these as *Positive Responses*. While, if the students aren't interested with the class, they will show inappropriate attitude (*Negative Responses*).

There are some indicators of students' interest in learning a course as follows:

a. Learning Experience

It is about experiences students have in a course we means. It can be a students' learning prestations relating to the course.

b. Having high emotional attitude.

A student who is interested in learning a course has high emotional attitude. For example; he is favorable to follow the lesson, always do his home work well.

c. Topic of Conversation

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[8] Zakridatul Agusmaniar Rane, *Factors that Influence Students' Learning Achievement*, A Paper of an English Education Subject, in FKIP-UNHALU.

What is a student talking about (discussing about) with adult or the same age people able give clues about his interest how strong is the iinterest. It means in the certain topic of discussion a student will show his interest and enthusiastic.

d. Reading Book

Generaly if a student is given delideracy to choose certain reading books, the student will chhose an interesting reading book according to his talent and interest.

e. Asking for Questions

When in the teaching-learning process going on a student always active in asking for questions, and the questions are related to the course materials have been teaching, it shows that the student has a high interest on the course/lesson.[9]

While according to Slameto, students who are interested in learning a course have characteristics as follow:

a. Having a stable tendency to paying attention and memorizing object of study they have learned continuously.

b. Having glad feeling on something they are interested in.

c. Getting a satisfaction and credit to on something they are interested in.

d. Attracting on the activities they are interested in.

e. Prefer on something they are interested in than the other things.

f. Something that they are interested in will be manifested in activities and/or actions.[10]

Those characteristics above are talking about the reason why students are interested in the lesson. But, in the other side researcher think that it's needed also to investigate students' bad feeling when they are

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[9]. See at: http://sobatbaru.blogspot.com/2008/10/tinjauan-tentang-minat-belajar-siswa.html, accessed on March 31, 2011.

[10] See at: http://www.informasiku.com/2010/12/minat-belajar-untuk-meningkatkan.html, accessed on March 31, 2011.

facing the course, that might be will be showed from their attitudes or behaviors in the class. These are some troublesome students' behaviors which teacher often finds in the class that shows they are not interested in the lesson has been teaching:

a. Talking and inattention

b. Unpreparedness, missed deadlines and tests, and fraudulent excuse making

c. Lateness and inattendance

d. Disturbing other students

e. Sleeping or other careless forms of the class conductivity

Those negative attitudes can be caused by some factors, such as *The Contingent on Individual Student Situation* and *The Structural of the Course*.[11]

1) Contingent on individual student situation

Students can use some problematic attitudes in the class because of any situational issues, such as, *health problem*, *personal or family problems*, *adjustment or developmental issues* (sg; immaturity or self-esteem issues), or *general academic difficulties*.

2) Structural to the course

Some of the unwanted students' behaviors can be caused by the teacher's policies or course structure. If we want *our* students act the appropriate attitudes, it's important for us as the teacher to acts more appropriate than them. It's the better way to

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[11] See at: http://www.cmu.edu/teaching/designteach/teach/problemstudent.html, February 17 2011

give examples of good attitudes according to our each positions/capacity. The teachers must practice the active learning methods and make the class more fun to be followed, so that our students never feel boredom.

Those criterions are form of various students' interest indicators in acquiring the course. From those theories researcher concludes indicator of students' interest in grammar class are as follows:

a. Does the student get good mark (score) in English (grammar) examinations? If yes, how often?

b. Is the student enthusiastic to follow English grammar classes? If yes, how often he/she is?

c. Student's curiosity in learning grammar course. This point can be applied by the student to do activities that make his/her English grammar skills developed. For example making use to read articles in magazine about English grammar, practicing his/her English grammar skills in his/her daily activities, watching English programs on TV, etc.

d. Student's responsibility in the class. This point can be seen from his/her attitudes when he/she is taught in the class. Does he/she always attending class, paying attention, active to asking questions to the teacher when he/she doesn't know the material, active in discussion, informing his/her knowledge about English grammar materials to his/her friends, doing home work, etc.

e. Student's intensity to show his/her troublesome behaviors in grammar class. When the student is not interested in the course, he/she will show troublesome behaviors/attitudes in the class more often than other students who are interested in the course.

Then those indicators will be the key for researcher to make the observation check list framework and also to determining steps to developing and preparing expressions and/or questions to measure students' interest in this research. Researcher uses observation checklist to investigate students' attitude that can be seen visually in the class. While questionnaire is used by researcher to investigates students' personally feeling as their reaction toward the course. Researcher divides those detail into two dimensions in questionnaire framework; *verbal* and *non verbal* indicator. So, from both of those two dimension, formula of students' interest indicators can be determined as follow.

Indicators of Students' Interest

VARIABLE	DIMENSION	INDICATOR	EXPRESSION	OPTIONAL ANSWER				
				Nev	Sel	Som	Oft	Alw
Students' interest in learning English grammar course expressed in verbal and non verbal	Verbal	Information	I inform my friends everything about English grammar when I have a chance					
		Asking for Question	I ask the English teacher about anything relating to the grammar course					
		Telling	I tell English story					
		Discussing	I like to discuss English (grammar) topics.					
		Other response.	………………					
	Nonverbal	Reading	I make use of myself to read articles/written texts in magazines relating to the English grammar.					
		Listening	I listen to information about English grammar on the radio.					
		Watching	I watch English program/s to know anything about English grammar on TV.					

		Attendance	I attend English grammar course.					
		Attention	I pay attention to English (grammar) lesson					
		Doing Homework	I do my English (grammar) homework					
		Learning	I learn English (grammar) at home					
		Mark of the course	I get good mark in English (grammar) class					
		Other Response						

Nev   = Never   Oft   = Often
Sel   = Seldom   Alw   = Always
Som   = Sometimes[12]

Then the students' troublesome attitudes will be investigated by observation together with students' positive attitudes (responses) as the comparison. Those students' troublesome attitudes that may be appearing in the class will be included as the students' negative responses. Researcher can detect them from research observation design. Then researcher will calculate percentage of those attitudes compared with the positive responses. This observation of students' attitudes in the class will help researcher to know how much students are interested in the course.

4. English Grammar Learning.

As one of the international communication language, English has very important role to be learned by various society layers, begin from student in the schools until general society. Almost in many association aspects, English is always we meet, either through written also spoken. The uses to study English are 2, theoretically and practically.

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[12] http://data.tp.ac.id/dokumen/penilaian%20hasil%20belajar, March 31 2011

a. The use theoretically, that is the use to study English so that sentence arrangement as according to operative English grammar with based on existing theory.

b. The use practically, that is the use to study English so that what we say and write easy or clear, also understandable for another person practically.[13]

Such as the other language, that if we want to master English, of course necessary to study English grammar. Even though we use English theoretically or practically, we have to use grammar properly, so the sentences or messages we want to transfer to some body else are clear and understandable. While the use theoretically, grammar is absolutely needed to produce the correct English sentences.

a. Definition of English grammar

English grammar is a science that teaches about manner to speaks, read and write and make with composed English sentence truly and good. According to Stanley J. Cook (1980), "grammar is a written description of the rules of language". [14] There are many grammar in the world, such us grammar of Spanish (*Grammtica De Lengua Espanola*), grammar of Zulu, Nahwu and Shorof of Arabic etc. some of them are longer, but much are shorter. But all of them have the same goals, to teach written description of the language rules. In Arabic, we also find that a sentence must be arranged truly (grammatical), so it has a meaning. Such as mentioned in this statement: "[15] ألكلام هو لفظ المركب المفيد بالوضع".

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[13] A. Faidlal Rahman Ali, *Fundamentals of English Grammar* (A Practical Guide), First Edition, Pustaka Widyatama, 2007. p.1

[14] Stanley J. Cook and Richard W. Sutter, *The Scope of Grammaar (A Study of Modern English).*, Mc. Graw-Hill book Company, Printed in United State, America, 1980, p. 2

[15] الشيد أحمد زيني دحلان, *"متن الجرومية (في علم العربية)"* , سورابايا: مكتبة محمد إبن أحمد نبهان وأولاده, ص. 8 .

English, itself, it is recognized there is sentences division based on the time of happening of the events or activity of the sentences, itself. And those divisions are differed with the verb of the sentences. This verb-change (eq: V1 to V2) is the matter that often makes students feel hard to study English, especially its Grammar, while, they did not use this rule in their first language. The simple movement of sentence division is simple past tense, which the verb is changed to verb2 from simple present tense. The researcher uses past tense to represent the material of grammar, as a tool to test the students' interest movement. Because past tense is a simple part of tenses, that has experienced the verb-change.

b. Past Tense

According to Faidal Rahman, past tense is one of tenses that show events in the last time, activity act, the change and/or activity that is done at the last time in the simple form, and also known the time of event or the activity happened.[16] This research is only use past tense as a sample of grammar, because it is representative enough to describe the grammar difficulties for students, considering of its different basic structures with students' first language.

1). Formula of Simple Past Tense

a) Nominal

| Subject (He She, It) + To be (**Was**) + noun/adjective/preposition/adverb |
| Subject (He She, It) + To be (**Were**) + noun/adjective/preposition/adverb |

Eg;   I **was** a student

They **were** in the classroom

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[16] A. Faidlal Rahman, *Op. Cit.*, p.270

b) Verbal

Subject (I, You, We, They, He She, It) + V2

Eg;   I **worked** here with you.

He **taught** English.

c.   Regular and Irregular Verb.

1). Regular verb

Thomson and Martinet (1986: 161) stated that the form of regular verb can be divided by; adding ed, add d only, spelling notes, add change (y) by (i) before adding ed.

Eg; Clean   -   Clean**ed**

Close   -   Close**d**

Admit   -   Admit**ted**

Carry   -   Carr**ied**

2). Irregular verb

Sholihul Hadi cited in his thesis from Frank (1972; 61), that if we want to use irregular verbs of a tense, we must know the "*principal Parts*" of the verb it self. [17] The first principal part of a verb is the simple form of the verb. The second one is the past form. And the third one is the past participle. Sometimes all three principal parts are different, sometimes the second and the third ones are alike, sometimes the first and the third ones are alike, or event sometimes all three principal parts are alike.

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[17] Shoihul Hadi, *A Profile of The Students' Mastery of Simple Past Tense*, a thesis in Art & Language Faculty, Semarang State University, 2002, p.18

Eg;	**1ˢᵗ**	**2ⁿᵈ**	**3ʳᵈ**
	begin	began	begun
	dig	dug	dug
	become	became	become
	cast	cast	cast

5. How to Teach Grammar

Grammar is not the most exciting subject in the world, but it is important. Many job applications and cover letters are passed over because the applicant did not use proper grammar. That is one of the causes, why English is learned, complete with its grammar. Grammar used to be taught using a language book, learning about parts of speech and doing language exercises such as diagramming sentences. Now grammar is usually taught with writing, and it is taught through mini-lessons. Whatever methods applied in grammar teaching, the main goal is we hope our students able to hand the grammar rules and apply these in true context.

While the professional community in general agrees on the importance of form- focused instruction, there are still degrees of opinion on what kind of instruction should be offered to learners. Four primary issues characterize this ongoing professional discussion. Those are:

a. Should grammar be presented inductively or deductively?

b. Should we use grammatical explanations and technical terminology in a CLT classroom?

c. Should grammar be taught in separate "grammar only" classes?

d. Should teachers correct grammatical errors?[18]

   1) Should grammar be presented inductively or deductively?

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[18] H. Douglas Brown, *Teaching by Principles (An Interactive Approach to Language Pedagogy)*, 2ⁿᵈ edition; San Francisco, San Francisco State University, p.365-37

These two approaches are often contrasted with each other when question about grammar teaching arise. But in most contexts, inductive approach is more appropriate.

2) Should we use grammatical explanations and technical terminology in a CLT classroom?

Sometimes, we are as teacher so enthusiast to explain our students with the detail of Metalinguistic knowledge. But we forget that our students may be so busy just to focus on our grammar lesson that full with the complexity of rules and terms. Grammatical explanation and the terminology must be extended with care. We have to use the correct rules to enhance our grammatical explanations, so it can be received by students.

3) Should grammar be taught in separate "grammar only" classes?

In some certain conditions, such as lesson hours prepared in the curricula, grammar is better to added separately, because intending it's meaningful as a language foundation. It's suitable with intermediate to advanced students.

4) Should teachers correct grammatical errors?

Some little research evidences that grammatical correction by teacher able to improve students' language skill. But, of course it will seize any time. It's better if we engage our students to make their self-correction by our guidance of correction principals.

- Technique of Teaching Grammar

The following techniques are some technique examples for teaching grammar.

1) Charts

Charts and graphs are useful devices for practicing patterns, clarifying grammatical relationships, and even for understanding sociolinguistic and discourse constrains.

2) Objects

Objects brought into the classroom can provide a kinesthetic, hands-on dimension to your teaching, beside liven up the context.

3) Maps and Drawing

Maps are the practical and simple visual aids in a classroom and it is useful for jigsaw, information gap, and other interactive techniques. They can also serve to illustrate certain grammatical structures.

4) Dialogues

Dialogues are an age-old technique for introducing and practicing grammatical points.

5) Written Texts

A text might be used to get at a certain verb tense at the very simple, mechanical level. [19]

Those techniques are very beneficial input for the researcher to developing his game implementation in grammar class. Researcher uses *Written Text* technique to implement *Scrambled Sentences* game in the course. Then he uses *Dialogues* technique to implement the *Card* game. And it's possible for the researcher to uses *Object* technique in some game implementations.

6. **Game in Language Learning.**

a. Definition of Game

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[19] *Ibid*, p. 368-373.

According to Oxford dictionary, the meanings of game are; *n* 1. [C] Form of play or sport with rules… 4. [C] Children activity when they play with toys, pretend to be somebody else, etc.[20]

Games are fun and don't make students tired of them. These are also the welcome change of pace for teacher to make variation of learning activities in the class. So, the games are very useful, because they are best used to review or practice material that has already been introduced. And they are also compatible used in grammar lesson. For example, fill the blanks of verb 2 for past tense material. And maybe the games which are provided in the teaching practice of the action research are card game, snakes and leaders, grammar casino, etc.

Most of students claim that language learning is difficult work. One time they must make an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. While, we have to know that effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest.[21]

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what other are saying or have written, and they must speak or write in order to express their own main point of view or give information.

Enjoyment of games is not restricted by age, some individuals, regardless of age, may be less found of games than others, but so much depends in the appropriateness of the games and the role if the player. It

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[20] *Oxford Learner's Pocket Dictionary*, *op. cit*., p.175.
[21] Andrew Wright, *Games for Language Learning*, New Edition, Cambridge University Press, 1994, p.1.

is generally accepted that young learners and adults are very willing to play games. (This partly depends on the learners' socio-cultural background). It is important to note that the most advanced and dedicated students can enjoy and value games if the content and language used are relevant to them.

It follows from the above that the real questions are not, 'which age group are games for?' or 'which level?' but are more specific:

1). Will the game take you a long time to prepare, compared with the amount of useful work you will get from it?

2). Will it be relatively easy for you to organize in the class room?

3). Is it likely to interest the particular group of learners you have in mind?

4). Is the language or is the language skill you are concerned to teach intrinsic to the activity? Or are you (honestly!) just forcing it into the game?

5). Is the amount of language and the type of use enough to justify the use of the game? Or do you have another good reason for introducing it? [22]

If your answer is 'yes' to each of these questions, then the game you have in mind is highly efficient means of satisfying your learners' needs. From some questions above, researcher concludes that the success of game implementation in the class is not just because how to determining the group of target of game or game level applied to the target, but more to stable preparation for the teacher to applying the game in the class. Those preparations are beginning from the teacher ability and readiness to prepare the game itself, predicting difficulty level (either in the rule of the game or the language) for the students,

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[22] *Ibid.*, p. 3.

skill target of learning achievement that can be realized using the game, and off course the effectiveness of the game itself in the class.

b.   The Use of Games in Grammar Class

Beyond the fact that the games are fun and a welcome change of pace, they are also useful. They can serve as a painless review or previously studied material as the competitive aspect of the game is not taken too seriously. In several of the games, group of students have to work together toward a common goal, whether it be solving problem, or building up points or trying to win. in the process of working together, the students necessarily have to interact with each other to help, support, suggest, encourage, share, and event correct and challenge each other. Inevitably, some teasing, joking, cheering, and play pervade the classroom in short, the games give every one, teacher included a chance to play and be playful. In the language classroom, play is useful. Mainly in grammar class specifically, this is a language area that often make students or event the teacher feel hard to endure. But it will be no problem if we use game. We can use many variations of games to make our students enjoy the grammar class, or event they will waiting for a next lesson. Why? Because in grammar class we will find too much challenges. And with a game we will make those challenges and difficulties more funny and interesting. For example in past tense material the students will feel hard to mastering the material, such us memorizing the irregular verbs with the conservative way. But with many variations of games, the material can be enjoyable to be followed. because we find some points in the game that make people interested, such as, competition, challenge, may be a prize there, willing to be a winner or the champion, etc.

Class Organization

Andew Wright (1994): Some scripts on every game suggest which form of class organization is appropriate of the types of grouping, pair and group work are very important if each learner is have sufficient oral practice in the use of language.[23]

a). Class work.

In class work, it is easy to demonstrate that learners say only one or two sentences in a lesson or, indeed, in a week. The greatest 'mistake' (if oral ability is an aim) is for the learner not to speak at all. Although some mistakes of grammar or pronunciation or idiom may be made in pair or group work, the price is worth paying. If the learners are clear about what they have to do and the language is not beyond them, there need be view mistakes.

b). Group work

Some games require for to six players; in this cases group work is essential. Membership of groups should be constant for the shake of good will and efficiency.

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c). Pair work.

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[23] *Ibid.*, p. 5

This is easy and fast to organize. It provides opportunities for intensive listening and speaking practice. Pair work is better than group work if there are discipline problem. Indeed for all these reasons we often prefer to organize games in pair or general class work, rather than in group work.

B. Previous Research

Some researches those have been done until now related with this topic are:

A research by Meizaliana (A4C006004) 2009, Linguistics Faculty, Diponegoro University, with the title*: Teaching Structure Through Games to The Students of Madrasyah Aliyah Negeri 1 Kepahiang, Bengkulu.* This is an experimental research to find out the difference between Teaching English Structure (Grammar) Conventionally and Using Games Technique, with post-test and pre-test procedure. The result is known from T-test be used by Meizaliana, that there is a difference of teaching grammar between both of the methods with the comparison: Teaching grammar using games, X = 41.79. While teaching grammar conventionally, X = 32.95. Then Meizaliana concluded: "It means that teaching Structure through Games is better than Teaching Structure conventionally".[24]

A research by Mohd. Hilmi B. Hamzah & Juliana Emilia Dourado, Education Faculty, Technology University of Malaysia, with the title: *Using Grammar Games in Teaching Grammar: A Case Study in SMK Damai Jaya.* This study examined the effects of games in teaching grammar, particularly in the use of the simple present tense and simple past tense to gain insights on students' and teachers' responses towards the use of games in teaching and learning grammar items. The result of the research is students who practiced

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[24].http://eprints.undip.ac.id/18150/1/MEIZALIANA.pdf, accessed on March 30, 2011.

grammar with games felt more motivated and enthusiastic in what they were doing. Descriptive data gathered implies that teachers were positive of the potential of using games to teach grammar. From the finding the researchers claimed that the use of games in teaching and learning of grammar be actively promoted as a successful way of acquiring grammatical competence.[25]

A research by Barbara B. Meyer & Carol P. Etheridge with the title: *Improving Student Interest in the* Spanish *1 Classroom through Democratic Teaching.* This is an action research which describes the curricular and activity changes in Barbara's classroom when a new curriculum was adopted. This research shows that Interest-orientated classrooms can increase the amount of learning that takes place among students.[26]

In Addition to all those previous research, in this research, researcher will use some different games. Some recently games, such as *Grammar Casino* and new *Card Game* are implemented in some cycles in the teaching learning process of the action research to make students more interested.

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[25]http://eprints.utm.my/10214/2/Juliana_Emilia_Dourado.pdf, accessed on March 30, 2011
[26] http://cscanada.net/index.php/sll/article/viewFile/1553/1774accessed on March 30, 2011