

**IMPROVING STUDENTS' UNDERSTANDING ON
SIMPLE PRESENT TENSE THROUGH
AUCTION GRAMMAR GAME
(A Classroom Action Research with the Eighth B Grade Students
of MTs Ma'arif Jumo Temanggung in the Academic Year of
2015/2016)**

THESIS

Submitted in Partial Fulfillment of the Requirement for Bachelor
Degree of English Language Education



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RATIFICATION

Thesis with the following identity:

Title : **IMPROVING STUDENTS' UNDERSTANDING ON
SIMPLE PRESENT TENSE THROUGH AUCTION
GRAMMAR GAME (A Classroom Action Research
with the Eighth B Grade Students of MTs. Ma'arif
Jumo Temanggung in the Academic Year of
2015/2016)**

Name of student : Rouf

Student number : 113411119

Field of study : English Department

has been ratified by the board of examiner of Education and Teacher Training
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any requirement for gaining the Bachelor Degree in English Language
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Assalamu 'alaikum Wr .Wb.

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Title : **IMPROVING STUDENTS' UNDERSTANDING ON SIMPLE PRESENT TENSE THROUGH AUCTION GRAMMAR GAME (A Classroom Action Research with the Eighth Grade B Students of MTs. Ma'arif Jumo Temanggung in the Academic Year of 2015/2016)**

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ABSTRACT

Title : **IMPROVING STUDENTS' UNDERSTANDING ON SIMPLE PRESENT TENSE THROUGH AUCTION GRAMMAR GAME (A Classroom Action Research with the Eighth B Grade Students of MTs. Ma'arif Jumo Temanggung in the Academic Year of 2015/2016)**

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This study is a classroom action research. The research is aimed at improving students' understanding on simple present tense. This undergraduate thesis is arranged through descriptive quantitative method. The sources of data are taken from a book under title "Grammar Game" by Mario Reinvoluturi, internet, as well as by reading on some relevant previous research as the reference.

Grammar is one of basic aspects which must be mastered by students to produce correct English sentences. Therefore, teachers may need a good method to enable the students to have better grammar understanding since it is much regarded as difficult lesson material to learn. Hence, Auction Grammar Game is offered to solve the problem. The descriptions are given as follows:

1. How is the improvement of students' understanding on simple present tense after the implementation of Auction Grammar Game with the eighth B grade students of MTs Ma'arif Jumo Temanggung in the academic year of 2015/2016.
2. How is the improvement of students' participation in the learning process through Auction Grammar Game with the eighth B grade students of MTs Ma'arif Jumo Temanggung in the academic year of 2015/2016.

The research was conducted at MTs Ma'arif Jumo Temanggung for about September up to October in the academic year of 2015/2016, where students of classroom 8B were as subjects of the research. Objectives of the research were to identify the aspect of students' participation between the pre and the post of the implementation of Auction Grammar Game.

The both aspects were described by calculating the average of students' scores and giving the percentage of students' participation.

This research was done through two cycles, in which each of the cycles consists of planning, acting, observing and reflecting. The data were gathered through test, documentation and observation and then the findings of the research were stated as the result of the research.

Based on the result, researcher concludes that Auction Grammar Game can improve the students' understanding on simple present tense with the eighth B grade students of MTs Ma'arif Jumo Temanggung in the academic year 2015/2016.

MOTTO

- 1. MAN PROPOSES, GOD DISPOSES**
- 2. SOMEONE WHO DESERVES YOUR TEARS WON'T
MAKE YOU CRY**

DEDICATION

This final project is dedicated with affection, love and gratitude to:

- ✓ My beloved Mother
- ✓ My dear Family
- ✓ All my good friends

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Alhamdulillah Rabbil Alamiin

Praise and thank to Alloh the Almighty God and the Lord of the universe. Only because of His blessing and His help, I can finish this final project after a long way and exhausted times. Without Him, nothing would be possible.

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Semarang, November 19th ,2015



Rizki

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CHAPTER I

INTRODUCTION

A. Background of the Research

Basically, language is a means to convey idea, thought, opinion and feeling. In Indonesia, English is the first foreign language regarded important for the aim of absorbing and developing science, technology, and culture, as well as to develop relationship with other nations around the world.¹

In accordance with the importance of the English role, Indonesian students need to be able to communicate in English if they are to participate effectively in many areas of the national economy, social and political life. Thus, they need a plenty of opportunities to practice communication in interesting and useful situations.

Communication involves the four skills, among other things are listening, speaking, reading and writing. Students need to be familiar with the lexical (vocabulary) and grammatical systems of English if they are to communicate successfully. The more effort students invest in discovering meaning and rules of English, the more likely they are to remember. Hence, the use of a discovery approach to lexis and grammar.²

¹ Djunaedi, *English 1*, (Jakarta : Balai Pustaka, 1995), h. 5

² Heasley and Maskur, *English In Use*, (Jakarta : Erlangga, 1995)

Allah has ever said in His holly Qur'an:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ
فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ (٣١)

Means:

“And He taught Adam all the names (of everything) then He showed them to angels and said, “tell me the names of these if you are truthful.” (QS. Al-Baqarah: 31)

The verse above shows us about Islamic teaching process, as Allah taught to Prophet Adam by informing and teaching the names of things. It is surely useful to apply the educational system among the students at school to directly contact to physical objects as well as the lessons which manipulates things and verbal materials. As the teaching process is successfully done, the students will have capability to get the data and information to learn (verbal learning).³

Mario Rinvoluceri in his Grammar Game book states that Grammar is perhaps so serious and central in learning another language that always should be searched for with will focus students' energy on the task of mastering and internalizing it.⁴

Thus, grammar is urgent to be taught to the students as it is one of the basic aspects which must be mastered to produce and arrange words into correct sentences as well as to encourage

³ Mujib and Mudzakir, *Ilmu Pendidikan Islam*, (Jakarta: Kencana, 2008), h.126.

⁴ Rinvoluceri, *Grammar Games*, (United Kingdom: Cambridge University Press, 1984), p. 1.

the students to understand English sentences in learning activity through the four skills used in communication.

In order to carry out the study of grammar runs smoothly and successfully, English teachers of schools need to set a suitable method as grammar is much regarded difficult for the students to understand.

There are some methods of the study, which commonly used in the educational world, they are: lecturing method, asking and answering method, discussion method, experiment method, demonstration method, giving task and recitation method, role playing method, exercise method, work in group method, project method, problem solving method, team teaching method, field-trip method, resource person method, survey and simulation method.⁵ All the methods are good and suitable to be applied in school educational system. Therefore, teachers choose one of the methods to teach their students in accordance with the material of the lesson to convey.

Based on the information from English teacher of MTs. Ma'arif Jumo Temanggung, he uses lecturing method to teach his students on grammar. He thinks that lecturing method is the effective one to transform knowledge on a certain kind of English structure. However, he also realizes that it is not always good when the method is always used as the process of teaching and learning activity because it enables to make the students being

⁵ Ismail, SM., *Strategi Pembelajaran Agama Islam Berbasis Paikem*, (Semarang: Rasail Media Group, 2011) p. 19-24

bored and losing their interest in following the teaching and learning process. The students are sometimes sleepy and look reluctant to listen the teacher's explanation or even they talk to one another although some of the students join to study the lesson seriously. As the result, most of them are left of information on a certain kind of structure to understand. So, what the teacher does is useless and it is a waste of activity.

Realizing to the problems which may happen, the English teacher of MTs Ma'arif Jumo agrees with the importance to create a new atmosphere. For the sake of improving students' understanding on grammar, especially on simple present tense, researcher offers Auction Grammar Game as a means of solving all the problems in learning grammar.

Mario Rinvulcri states in his Auction Grammar Game book:

1. One way of focusing the students' energy is through the release offered by games
2. Teenagers are delighted to be asked to do something that feels like an out of class activity and in which they control what is going on in the classroom, they become subject.
3. The fun generates energy for the achievement of serious goal
4. Grammar Auction is effective for reviewing grammar⁶

⁶ Rinvulcri, Grammar Games, (United Kingdom: Cambridge University Press, 1984).

From the background described above, the researcher is interested in investigating “Improving Students’ Understanding on Simple Present Tense through Auction Grammar Game. (A Classroom Action Research with the Eighth B Grade Students of MTs. Ma’arif Jumo Temanggung in the Academic Year of 2015/2016)”

B. Research Questions

Based on the above consideration, there are some problems, they are:

1. How is the implementation of Auction Grammar Game to improve students’ understanding on simple present tense?
2. How can Auction Grammar Game improve the students’ understanding on simple present tense?

C. Objectives and Significances of the Research

Considering the problems above, the objectives and the significances of this research are as follows:

1. To know the process of teaching simple present tense by using Auction Grammar Game.
2. To describe the improvement of students’ understanding on simple present tense by using Auction Grammar Game.
3. The research will give contribution to English teacher that teaching simple present tense through Auction Grammar Game is more interesting. The technique may improve the students’ understanding on simple present tense.

4. The students will be able to understand tenses easily, especially on simple present tense because Auction Grammar Game is an interesting medium and students will enjoy the process of teaching and learning.
5. The researcher will get new knowledge and experience as a teacher in the future, especially in teaching simple present tense using Auction Grammar Game.
6. This thesis is intended to fulfill the requirement for gaining the degree of Bachelor of English language education.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Teaching Grammar

Grammar is one of the basic aspects which must be mastered by students to produce and arrange words into correct sentences especially when they speak or write sentences in English. In the study related to grammar, researcher tries to apply a technical teaching through game to stimulate the students' interest in learning grammar. Auction Grammar Game is one of some choices which can be used to deepen the students' understanding in all kinds of English structures. The scope of grammar is so broad to talk. Therefore, the researcher will only take simple present tense as the focus on conducting the classroom action research.

a. Definition of Grammar

In linguistics, grammar is the set of structural rules governing the composition of clauses, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics.¹

¹See at : <http://www.en.wikipedia.org/wiki/grammar>, accessed on March 10,2015

According to Geoffrey Leech, (1999:3) grammar is “a set of rules which do not allow others; otherwise they would not be able to put words together in a meaningful way”. Linda Gerot and Peter Wignell, (1995:2) explain that grammar is “theory of language, of how language is put together and how it works”. More particularly, it is the study of wording.²

b. Scope of Grammar

Auction Grammar Game can be used as a means to deepen all kinds of structures for the purpose of learning grammar. Scope of grammar which can be played through Auction Grammar Game, among others:

1. Modals
2. Conditionals and “Wish”
3. Passive Voice
4. Reported Speech
5. –Ing and Infinitive
6. Articles and Nouns
7. Pronouns and Determiners
8. Relatives Clauses
9. Adjectives and Adverbs
10. Conjunctions and Prepositions

² Istikhomah, “The Use Of Grammar Monopoly Game To Improve Students’ Mastery Of Simple Past Tense”, Graduating Paper (Salatiga: Stain, 2013), p.13.

11. Tenses³

c. Tenses in English

In grammar, tense is a category that expresses time reference. Tenses are usually manifested by the use of specific forms of verbs, particularly in their conjugation patterns.

Basic tenses found in many languages include the past, present and future. Some languages have only two distinct tenses, such as past and non-past, or future and non-future. There are also tenseless languages, like Chinese, which do not have tense at all. On the other hand, some languages make finer tense distinctions, such as remote vs. recent past, or near vs. remote future.

Tenses generally express time relative to the moment of speaking. In some contexts, however, their meaning may be relative to a point in the past or future, which is established in the discourse (the moment being spoken about). This is called relative (as opposed to absolute) tense. Some languages have different verb forms or constructions which manifest relative tense, such as pluperfect ("past-in-the-past") and "future-in-the-past".

Expressions of tense are often closely connected with expressions of the category of aspect; sometimes

³ Murphy R, *"English Grammar in Use"*, (Cambridge University Press, 1985)

what are traditionally called tenses (in languages such as Latin) may in modern analysis be regarded as combinations of tense with aspect. Verbs are also often conjugated for mood, and since in many cases the three categories are not manifested separately, some languages may be described in terms of a combined tense–aspect–mood (TAM) system.⁴

There are 16 forms of tenses that indicate the certain time of action, they are:

1. Simple present tense

We use the present simple to talk about things in general. We are not thinking only about now. We use it to say that something happens all the time or repeatedly, or that something is true in general. It is not important whether the action is happening at the time of speaking:

- Nurses look after patients in hospitals.
- I usually go away at weekends.
- The earth goes round the sun.

2. Present continuous tense

We use the present continuous tense when we talk about things happening in a period around now (for example, today/this week/ this evening etc.):

⁴www.wikipedia.com/tenses. Accessed on April 15, 2015.

- You're working hard today.

We use the present continuous tense when we talk about changes happening around now:

- The population of the world is rising very fast.

3. Simple past tense

We use the past simple for a finished time in the past. For example:

- Yesterday, last week, from 1985 to 1991.
- It didn't rain last week.
- We waited for an hour.

4. Past continuous tense

We use the past continuous tense to say that somebody was in the middle of doing something at a certain time. The action or situation had already started before this time but had not finished:

- This time last year I was living in Brazil.
- What were you doing at 10 o'clock last night?
- I waved to her but she wasn't looking.

5. Present perfect tense

When we use the present perfect tense there is always a connection with now. The action in the past has a result now:

- 'Where's your key?' 'I don't know. I've lost it.'
- He told me his name but I've forgotten it.

We often use the present perfect to give new information or to announce a recent happening:

- Ow! I've cut my finger.
- The road is closed. There's been an accident.

6. Present perfect continuous tense

We use the present perfect continuous tense for an activity that has recently stopped or just stopped. There is a connection with now:

- You're out of breath. Have you been running?
- I've been talking to Carol about the problem.

7. Past perfect tense

The past perfect simple is had + past participle (gone/seen/finished etc.). Sometimes we talk about something that happened in the past:

- Sarah arrived at the party.

This is the starting point of the story. Then if we want to talk about things that happened before this time, we use the past perfect (had...):

- When Sarah arrived at the party, Paul had already gone home.

8. Past perfect continuous tense

Had been –ing is the past perfect continuous :

I/we/you/they/he/s he/it	Had	(=I'd etc.) (= he'd etc.)	been	Doing Working Playing etc.
-----------------------------	-----	------------------------------	------	----------------------------------

You can say that something had been happening for a period of time before something else happened :

- Ken gave up smoking two years ago. He'd been smoking for 30 years.⁵

9. Simple future tense is used to express : predictions about the future

(you think that something will happen)
you decide to do something spontaneously at the
time of speaking main clause in type I of the
Conditional sentences.

10. Future progressive tense is used to express: an action will be in progress at a certain time in the future. This action has begun before the certain time. Something happens because it normally happens.

11. Future perfect tense is used to express : something will already have happened before a certain time in the future.

⁵ Murphy R, *English grammar in use*, Cambridge University Press
1985.p.4-32

12. Future perfect progressive tense is used to express :
something will already have happened before a
certain time in the future.

Emphasis : length of time of an action.⁶

13. Simple past future tense is used to express :

- I would work
- I wouldn't work
- Would I work?

14. Past future continuous tense

- I would be working
- I wouldn't be working
- Would I be working

15. Past future perfect tense is used to express :

- I would have worked
- I wouldn't have worked
- Would I have worked

16. Past future perfect continuous tense is used to express:

- I would have been working
- I wouldn't have been working
- Would I have been working

⁶ Englisch-hilfen.de *Learning English Online*

2. The Identifying Feature of Simple Present Tense

a. Definition of Simple Present Tense

The simple present tense indicates an action in the present time which is not finished. This can be a habitual action (something done regularly such as brushing your teeth every day) or a general truth.⁷

A form of the verb that is represented in English by either the third-person singular -s inflection (for example, "She laughs") or the base form ("I/You/We/They laugh"). Also called the non-past. Contrast with the past tense or preterit.

The present tense may refer to an action or event that is ongoing or that takes place at the present moment. However, because the present tense in English can also be used to express a range of other meanings (including references to past and future events, depending on the context), it is sometimes described as being "unmarked for time."⁸

⁷ <http://english.abcingles.net/present.php> accessed on September 18, 2014

⁸ <http://grammar.about.com/od/pq/g/prestenseterm.htm> accessed on September 18, accessed on September 18, 2014

b. General Concept of Simple Present Tense

The simple present expresses daily habit or usual activities, as in (a) and (b), and expresses general statement of fact as in (c), (d), and (e).

Example:

- a) John eats medicine every day.
- b) They usually work in the field.
- c) The earth revolves around the sun.
- d) A square has four equal sides.
- e) The boy is very handsome.

We use the simple present Tense for a present state, e. g a feeling, an opinion, or the fact that something belongs to someone. We also use simple present Tense for the repeated action such as routines, habits, jobs, hobbies, and things that always happen. Simple present tense uses verb 1 to show the action in verbal sentence and to be (is, are, am) in nominal sentence. The patterns of simple sentences are:

i. Verbal sentence

Positive	: S + Verb 1(-s/-es) +O
Negative	: S +Do/does +no t+ Verb 1+O
Interrogative	: Do/does + S + Verb 1+O
Negative question	: Do/does + not + S + Verb 1+O

ii. Nominal sentence

Positive	: S + to be + non verb
----------	------------------------

Negative	: S + to be + not + non verb
Interrogative	: to be + S + non Verb
Negative question	: to be + not + S + non Verb

In English, simple present tense verbs after of third personal pronoun subject will have an addition of s/es.

Typical time expressions with the simple present are always, often, usually, sometimes, ever/never, every day, every week, once, twice, on Friday, in the morning, at ten o'clock, etc.⁹

3. Games in Teaching Grammar

There are some kinds of games in teaching grammar. They can be differed into 5 sections, they are:

1) Section I Competitive Games

a. Headless Sentences

Grammar	: present simple passive
Level	: upper-intermediate
Time	: 15 minutes
Materials	: one copy per three students of both the sentence bodies and sentence heads.

⁹John Eastwood, *Oxford Learner's Pocket Grammar*, (New York: New York University Press, 2008), p.53.

b. Naught and Crosses

Grammar : determiners: some, any, much,
many, etc.

Level : post-beginner to lower –intermediate

Time : 15 minutes

Materials : none

c. The Dice and Grid Game

Grammar : irregular verb parts

Level : post-beginner to lower –intermediate

Time : 30 minutes

Materials : one copy per two students of the
verb grid, one die per student

d. Auction Grammar Game

Grammar : mixed structures

Level : lower-intermediate

Time : 50 minutes

Material : one mallet or hammer, one auction
sheet per two students

e. Snap

Grammar : questions tags

Level : lower-intermediate

Time : 20-40 minutes

Materials : one set of 72 cards per three
students, which can be made by the
students the first time you play.

f. Snakes and Ladders

Grammar	:	present perfect + for/since
Level	:	intermediate
Time	:	30-40 minutes
Materials	:	one board per four students, one die per four students

g. Double or Quits

Grammar	:	usage problems with like, pay, can, listen, want, be, born, die, etc.
Level	:	intermediate
Time	:	20 minutes
Materials	:	a bag of coins: kopeks, dimes, centimes, yen, pennies or whatever is handy. One quiz sheet (for your use only)

h. Find Who

Grammar	:	past simple active/passive
Level	:	lower-intermediate
Time	:	20 minutes
Materials	:	one completion sheet per student

i. Grammar Tennis

Grammar	:	parts of irregular verbs
Level	:	post-beginner
Time	:	10 minutes
Materials	:	none

j. The Best Sentence

Grammar : phrasal verbs
Level : upper-intermediate to advance
Time : 30-40 minutes
Materials : none

k. Dominoes

Grammar : word-building: prefixes and suffixes
Level : intermediate
Time : 15-20 minutes
Materials : one set of 56 dominoes per three to six students

l. The Money Game

Grammar : peer correction of spontaneous speech
Level : post-beginner to advance
Time : 15-30 minutes
Materials : 80-120 coins (10 each for one group of 8-12 students). One sheet of paper marked 'The speaker is right' and 'The challenger is right'.

m. Grammar Monopoly

Grammar : past simple, interrogative, conditionals, present tenses, present perfect
Level : intermediate

Time : 30-40 minutes
Materials : one board per four students, one die per four students, one hotelier grammar sheet per student (there are four grammar sheets).

n. Grammar Draughts

Grammar : present simple, pronoun agreement
Level : post-beginner
Time : 30-40 minutes
Materials : one draughts board per two students, one pronoun/noun sheet per two students (white), one verb sheet per two students (black).

2) Section II Collaborative Sentence-Making Games

a. Rub Out and Replace

Grammar : 'first' and 'second' conditionals
Level : lower-intermediate
Time : 5-15 minutes
Materials : none

b. Silent Sentence

Grammar : past simple
Level : elementary to intermediate
Time : 20 minutes
Materials : none

- c. The Marienbad Game
- Grammar : present simple, 'first' conditional
- Level : post-beginner to lower-intermediate
- Time : 10-15 minutes
- Materials : none
- d. Expand
- Grammar : word order
- Level : beginners
- Time : 5-30 minutes
- Materials : none
- e. Contract and Expand
- Grammar : 'first' conditional
- Level : intermediate
- Time : 10-20 minutes
- Materials : none
- f. Sentence Collage
- Grammar : let/have something done
- Level : lower-intermediate
- Time : 5-15 minutes
- Materials : strips of paper and blue-tack
- g. Your Words-My Grammar
- Grammar : present perfect continuous
- Level : lower-intermediate
- Time : 15-20 minutes
- Materials : none

h. Give A Meaning

Grammar : varied structures
Level : lower-intermediate
Time : 5-15 minutes
Materials : none

i. My Sentences-Your Paragraph

Grammar : linking words
Level : intermediate
Time : 20-30 minutes
Materials : none

j. Complete Cloze

Grammar : could be, must be, and might equally
well be
Level : intermediate
Time : 20 minutes
Materials : a large piece of cardboard or an
overhead transparency, masking
cards, one copy of the picture per
two students.

k. Cloze Doctorless

Grammar : present simple/past simple
Level : intermediate
Time : 20 minutes
Materials : one copy of the poem per student,
one verbs in the poem per two

students, one nouns and pronouns
in the poem per two students, one
other words in the poem per two
students

l. Present Perfect Poem

Grammar : present perfect simple
Level : elementary to intermediate
Time : 20-30 minutes
Materials : none

m. From Pattern Sentence to Poem

Grammar : revision of structures recently learnt
Level : all levels except beginner
Time : 30 minutes
Materials : none

n. With Your Back to the Class

Grammar : interrogatives: present simple, past
simple, past continuous
Level : elementary to intermediate
Time : 20 minutes
Materials : none

o. Correcting Homework

Grammar : mistakes from homework
Level : all levels above beginners
Time : 30-40 minutes

Materials : one team A worksheet per two or three students, one team B worksheet per two or three students, a large piece of card per six to eight students

p. Mistakes Dictation

Grammar : mistaken from homework
Level : intermediate
Time : 30 minutes
Materials : one copy of the correct version of all sentences dictated for each pair of students

q. Memorizing Structures

Grammar : 'mixed' conditionals
Level : intermediate
Time : 15 minutes
Materials : none

r. Defining Birds and Brothers

Grammar : indefinite article, present simple third person singular and plural
Level : post-beginner
Time : 30 minutes in first class and 30 minutes in second class
Materials : one copy of the bird page per pair of students

s. Rating Wrongness

Grammar : mistakes in written book
Level : post-beginner and beyond
Time : 30-40 minutes
Materials : a sheet of mistakes drawn from the students' uncorrected homework;
one sheet per two students

t. Right that Seems Wrong and Wrong that Seems Right

Grammar : patterns proposed by the students
Level : post-beginner and beyond
Time : 20 minutes
Materials : none

3) Section III Awareness Activities

a. Times of Day

Grammar : present continuous to express habitual action
Level : intermediate
Time : 30 minutes
Materials : one time grid per four students, one die per four students

b. Animal Habits

Grammar : present simple to express habitual action
Level : post-beginner to lower-intermediate
Time : 30-40 minutes

Materials : one completion sheet for each student

c. My View of You

Grammar : when, as soon as, just before, just after, the moment, etc., whenever + present simple

Level : elementary

Time : 30 minutes

Materials : one sentence stem sheet per student

d. Brain Storming Structures

Grammar : present perfect, let/make (in variation 1, future, present simple, conditional) (in variation 2, modals)

Level : elementary to intermediate

Time : 30-40 minutes

Materials : none

e. From Puzzle to Punishment

Grammar : past perfect, past simple passive

Level : intermediate

Time : 45-60 minutes

Materials : none

f. Time

Grammar : verbs that don't take the present continuous

Level : elementary to intermediate

Time : 30-45 minutes

Materials : none

g. Exchanging Routines

Grammar : habitual use of the present simple

Level : elementary

Time : 30 minutes

Materials : none

h. It Reminds Me of ...

Grammar : it reminds me of + noun/gerund, I remember + noun/gerund, it makes me think of...

Level : elementary to lower-intermediate

Time : 15 minutes

Materials : a very large collection of snapshots, preferably family ones, in which you yourself don't appear. If you have a class of 30, you need over 100 snapshots. The snapshots need to be loose, so they can be spread on a table

i. Things I Wish I'd Known at 18

Grammar : I do wish I'd ..., If only I'd... , I wish I'd ...

Level : intermediate

Time : 15-20 minutes

Materials : none

j. Gripes Auction

Grammar : I wish + present or timeless verb

Level : intermediate

Time : 30-40 minutes

Materials : none

k. Our Lives

Grammar : past simple

Level : post-beginner

Time : 30-40 minutes

Materials : ten small sticky labels per student,
one die per three students, one large
sheet of paper per three students

4) Section IV Grammar through Drama

a. The Shout in the Circle

Grammar : present simple, third person singular

Level : beginner to elementary

Time : 10 minutes

Materials : none

b. Same and Different

Grammar : I'd like you to + infinitive,
comparatives: as ... as ..., .. er than ...,
more ... than ..., less ... than ..., the
same as, different from ..., similar
to ..., we both ...

Level : elementary to intermediate

Time : 25 minutes

Materials : none

c. From Word to Story

Grammar : I want you to, past simple

Level : post-beginner

Time : 20-30 minutes

Materials : a full set of word cards per ten students, one pin per student

d. Back-Writing

Grammar : irregular plurals

Level : intermediate

Time : 10 minutes

Materials : cards with irregular singulars and plurals on them

e. Experiences

Grammar : present perfect interrogative, they used as unisex singular pronoun

Level : elementary

Time : 15 minutes

Materials : none

5) Section V Miscellany

a. Verb search

Grammar : irregular verbs

Level : post-beginner

Time : 10-20 minutes
Materials : one verb search sheet per two students

b. Translation ‘Call My Bluff’

Grammar : mixed structures
Level : intermediate
Time : 15-30 minutes
Materials : one translation sheet per two students

c. Verbs to Story

Grammar : regular and irregular past simple
Level : post-beginner
Time : 30-40 minutes
Materials : none

d. We are Furniture

Grammar : past and present simple passive,
spatial prepositions
Level : intermediate
Time : 30-40 minutes
Materials : furniture cards

e. Memory Tricks

Grammar : past simple
Level : lower-intermediate
Time : 30 minutes
Materials : story (for your use only)

f. Exchanging Socks

Grammar	:	so as to, to, in order to, although, because,
Level	:	intermediate
Time	:	20 minutes
Materials	:	none ¹⁰

4. Auction Grammar Game

1) Definition and Teaching Grammar through Auction Grammar Game

The author reevaluates an old ESL activity which provides a useful review of grammar points for junior high school students. Ellis (1995) states that explicit knowledge indirectly facilitates implicit knowledge. It helps learners notice grammatical forms and use bottom-up processing. Hence, there is a need for some grammar instruction in language teaching. I teach Oral Communication (OC) to junior high school students. I thought that my students might be better served if some of my instruction could be used to reinforce the grammar lessons they receive from their Japanese teachers. A week before their mid-term exams, I decided to use my OC class as a test review for the second year junior high grammar classes. I didn't want

¹⁰ Rinvolucris, *Grammar Games*, (United Kingdom: Cambridge University Press, 1984) p.9-137

to give them grammar exercises or quizzes. I wanted to find a fun activity.

There was one activity that I had come across several times on various ESL websites. However, for a long time, I never took it upon myself to try it in the classroom. My initial impression of the activity was that it couldn't be much fun. I was wrong. The activity is called Grammar Auction. I tried it and my students loved it.

Grammar Auction is a game where sentences are presented on the blackboard. Students placed in groups, bid upon each sentence based on whether the sentences are grammatically correct or not. To start, draw a picture of a framed painting and explain that the painting is for sale. Ask them how much they are willing to bid for this valuable painting. In a fast staccato voice start to call out prices with the numbers going higher. "Do I hear \$500 for this painting?" "Do I hear \$600? ... Etc.". Students will laugh because they now understand the meaning of the word bid. Place the students into groups of three or four and hand each group a sheet. Groups begin the game with a \$600 jackpot. For each sentence, they can bid \$0.00, \$100, \$200, or \$300. The teacher writes the first sentence on the board and asks the groups to take one minute to write their bid for that sentence under the heading *Bid*. After a minute, the teacher calls out that all bidding is

closed and asks the class if the sentence is correct. If the sentence is not correct, ask one of the groups to explain what is wrong with the sentence. There should only be one word that needs correcting. You will know when a group guesses a sentence correctly because they usually burst out in cheers. It was amazing to see how well this worked with my second year junior high students. On the sheet, each group will add or deduct the amount they bid depending on whether they were right or not. Each group is responsible for keeping track of how much money they have under the heading Amount. At the end, student will record the final amount left. Prizes or bonus points can be given to the groups with the most money at the end.

Initially, the activity takes about ten minutes to explain and set up. It takes about twenty minutes for students to bid on ten questions. You should present only one sentence on the board at any one time. This will give students the opportunity to focus on only one sentence structure at a time. An important trick to keep in mind is this: there needs to be a good ratio of right sentences to wrong sentences. A majority of the sentences need to be correct. For a game with ten questions, you should have no more than three sentences that are incorrect. The reason for this is that winning creates sensations of pleasure in the brain. Studies (Chun, Lee & Vickery 2011) show that

winning not only stimulates the dopamine network but all parts of the brain. Students will enjoy correctly guessing that a sentence is wrong but there is no additional gain to the jackpot. What they enjoy more is guessing correctly and winning money, even imaginary money. When they see their jackpot getting larger, they get very excited.¹¹

2) Procedure of Auction Grammar Game

1. Ask students if any of them have been to an auction. Ask question of those who have. Introduce necessary words like to bid, auctioneer, a bid, what am I bid? Hammer, going, going, gone!
2. Pair the students off and give each pair an auction sheet. Tell them that some of the sentences on the sheet are correct and incorrect. They are to read through and decide which sentences are correct and which incorrect. In the auction that is followed they are going to have to bid for sentences, the aim being to buy only correct sentences. Tell them each pair has \$ 5,000. for buying sentences and ask them to note down in the budget column of their auction sheets how much they are willing to bid for a given sentence. They may not spend more than \$ 5,000. In the auction. The

¹¹Vickery, T., Chun, M., &Lee, D. (2011). Ubiquity and specificity of reinforcement signals throughout the human brain. *Neuron* 72, 1, Retrieved March 27th, 2015 from <http://www.sciencedirect.com/science/article/pii/S089662731100732X>

winners of the auction are the pair with the most correct sentences and the most money left.

As the students work on the sentences and discuss their budgeting in pairs, deny them all language help. It is up to them to take responsibility for what they think they know.

- a. Before starting the auction tell them you will not accept bids of less than \$ 200h

Start the auction:

- Read out the first sentence in a lively, persuasive way, even if it happens to be wrong, and then ask for bids.
- Keep the bidding moving fast, keep up a fast patter to convey the excitement of an auction room?
- When you come to the “going, going, gone” stage, be ready to accept last minutes bids. When a sentences has been auctioned off, make sure students keep a note of the buyer and the amount in their bought columns.
- After each sale tell the group if the sentence is correct or not and in the latter case give the correct version. Do this fast, so as not to break the ‘auction’ mood! Postpone explanation of the grammar involved until after the game.

- Start the auction with the first sentence but then auction the rest of the sentences in random order-this heightens the feeling of expectancy.
- b. Follow up the grammar points the students did not understand during the auction.¹²

3) Advantages and Disadvantages of Auction Grammar Game

a. Advantages of Auction Grammar Game

Auction Grammar Game is a competitive game. All students involved in this game are to compete one another to win the game. Auction Grammar Game bears some advantages to be used as a medium to improve students' understanding on any kind of grammatical structures. The advantages, among others:

- a) Generate students' thought and energy to work maximally on solving grammatical structure problems. The students will raise discussion or even be busy with opening notebooks or textbooks to determine correct answers of wrong sentences.

¹² Rinvolutri, grammar games, (united kingdom : Cambridge University Press, 1984) p.18-19

Automatically, such an activity leads the students themselves to understand grammatical structures.

- b) Lighten the teacher's duty working in the classroom. He or she only acts as an audience and watches the students' activity without being the focus of their attention.
- c) Create welcoming atmosphere and prevent the students' boredom as the students are used to being taught with only lecture method.

b. Disadvantages of Auction Grammar Game

To teach grammar through auction grammar game, a teacher needs plenty of preparations, especially related to the materials that will be tested. The teacher must arrange some correct and wrong sentences to examine the student's understanding on certain structure. In this case, he or she is demanded to be able to express his or her own creativity as well as he or she needs to spend a lot of time to make enough preparation before the classroom activity.

B. Previous Research

As reference, researcher tried to look for any previous thesis under title Auction Grammar Game but so far, he hasn't found it yet. So he takes some relevant thesis among others:

1. Thesis under title, Teaching Simple Present Tense to the Seventh Grade Students of MTs Negeri Kudus in the

Academic Year 2011/2012 Taught by Using iFlash Media. By Sholihah, Fir' atus. 2012, thesis of English Education Department, Teacher Training and Education Faculty, Muria Kudus University.¹³ She conducted Experimental research at the Seventh Grade Students of MTs Negeri Kudus in the Academic Year 2011/2012.

2. Thesis under title, The Effectiveness Of Teaching Simple Present Tense Using Card Game (An Experimental Research At The First Grade of MTs Darul Ulum Purwogondo Kalinyamatan Jepara In The Academic Year Of 2009/2010). By Nur Qomariyah (3105184). Thesis of bachelor program of English Language Education of Institute for Islamic Studies Walisongo Semarang.¹⁴ She conducted Experimental research at First Grade of MTs Darul Ulum Purwogondo Kalinyamatan Jepara to know the effectiveness of Using Card Game to teach Simple Present Tense.
3. Thesis under title, Improving Students' Understanding on Simple Present by Using Teams Games Tournaments (TGT)

¹³Sholihah, Fir' atus, *Teaching Simple Present Tense to the Seventh Grade Students of MTs Negeri Kudus in the Academic Year 2011/2012 Taught by Using iFlash Media*. (Kudus: Muria Kudus University, 2013), unpublished thesis.

¹⁴ By Nur Qomariyah (3105184), *The Effectiveness Of Teaching Simple Present Tense Using Card Game (An Experimental Research At The First Grade Of Mts Darul Ulum Purwogondo Kalinyamatan Jepara In The Academic Year Of 2009/2010)*, (Semarang: IAIN Walisongo, 2010), unpublished thesis

(A Classroom Action Research With 8tha Grade Students of SMP Islam Al-Khoiriyah Pemalang in the Academic Year of 2010/2011). By Umaroh Hasan Izza (063411015), thesis of bachelor program of English Language Education of Institute for Islamic Studies Walisongo Semarang.¹⁵ She conducted classroom action research at VIII A grade of SMP Islam Al-Khoiriyah Pemalang using TGT to improve students' Simple Present Tense.

C. Hypothesis of the Research

Auction Grammar Game is one of satisfying media to learn a serious lesson used by a teacher to convey his or her lesson material in the classroom. Students who are involved in studying through this game feel as if they are not studying but playing since they are the subjects of an activity and not the object of an activity. The students are free to express their creativity without being forced as they are eager to win the game.

Generally, teachers convey their lesson material using lecturing method. The use of Auction Grammar Game as a medium to study in the classroom will bring a new atmosphere. Automatically, the new atmosphere will avoid the students from

¹⁵By Umaroh Hasan Izza (063411015), *Improving Students' Understanding On Simple Present By Using Teams Games Tournaments (TGT) (A Classroom Action Research With 8tha Grade Students Of SMP Islam Al-Khoiriyah Pemalang In The Academic Year Of 2010/2011)* (Semarang: IAIN Walisongo, 2013), unpublished thesis

being bored to study. Or in another word, the new atmosphere is able to create fun study.

Mario Rinvoluceri states; “Teenagers are delighted to be asked to do something that feel like an out of class activity and in which they control what is going on in the classroom – they become subjects, while for a lot of the 15,000 hours they spend in school between 6 and 16 they are the objects of teaching”. He also states, “A game could be fun and serious at the same time. The point is that the fun generates energy for the achievement of the serious goal”¹⁶

Based on the description above, the researcher proposes the hypothesis is that using Auction Grammar Game can improve students’ understanding in simple present tense at the eighth grade students of classroom 8B of MTs. Ma’arif Jumo Temanggung in the academic year of 2015/2016.

¹⁶ By Mario Rinvoluceri, Grammar Games ,*page three*

CHAPTER III

METHOD OF INVESTIGATION

A. Research Design

This research is a classroom action research with the eighth B grade students of MTs.Ma'arif Jumo in the academic year of 2015/2016. Classroom action research is a number of procedures that are used to improve teaching and learning process in the classroom. Harmer states that action research is the name given to a series of procedures, teachers can engage in, either because they want to improve aspects of their teaching or because they want to evaluate the success and or appropriation of certain activities and procedures. Based on the statement above, researcher would like to conduct his research through two stages to get the data. The data collected are taken from cycle of the research. However, before conducting the cycle, researcher takes some steps among others:

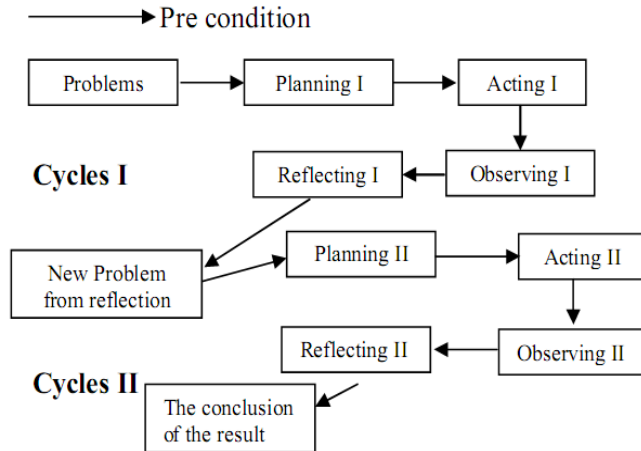
1. Collecting data, such as documentation includes the number of students, students name list, and pre test.
2. Conducting pre-test. It proposed to know the students condition before the treatment of Auction Grammar Game.
3. The researcher accesses the result of students test in pre-cycle.

The steps above are taken to know the students' weaknesses and to determine the effective method used in teaching the students. In this research, there are two cycles in

which each of the cycle consists of four steps, among other things: planning, acting, observing, reflecting.

Cycles in this research are diagramed as follows:

The Cycles Diagram of Action Research¹



The researcher will conduct two cycles in this study. According to Suharsimi, there are four components in one cycle for doing action research, they are:

a. Planning

Planning is a plan to conduct treatment before or after making sure about the problem of the research. It explains to what, why, when, and where a researcher does the research. In this activity the researcher formulates some procedural acts how to improve student's understanding on simple past tense.

¹ Muhammad Asrori, *Penelitian Tindakan Kelas*. (Bandung: CV Wacana Prima. 2007), P. 103

The procedures are put in a lesson plan. They are formulated through observation and reflection note of the previous teaching and learning process.

b. Acting

In this step, the researcher tries to implement some techniques or procedural acts that have been formulated at planning.

c. Observing

The researcher implements some techniques or procedural acts in improving students' understanding on simple present tense, as well as observes the teaching and learning process. In this step, the researcher identifies and analyzes the data collected during the treatment. The data taken are quantitative data. They are taken from test.

d. Reflecting

Reflecting is the activity of evaluating critically about the progress or change of the students, class, and also teacher. Prof. Dr. Suharsimi Arikunto in his action and research book explains that classroom action research is minimally conducted in two cycles. Nevertheless, he also explains in reflective stage's explanation that both teacher and students must take reflection on the past event when the action was going on or when the cycle I was being conducted. The very important case to show by researcher in the classroom action research is that all students must be involved in the reflection. They are demanded to

remember the past event when the action happened. How they felt, happy or not, then asked their opinion and suggestion about the improvement of the next cycle. The implementation of the cycle II must be clearly explained based on the result of the cycle I.² It means that researcher plans to conduct cycle II, only if there are some problems during the implementation of cycle I.

B. Time and Setting of the Research

This research is conducted in the first semester in the academic year of 2015/2016 for about September up to October 2015 at MTs. Ma'arif Jumo Temanggung.

MTs. Ma'arif Jumo Temanggung is a private school located in Jumo Temanggung with 530 students in their total number. The researcher chooses this setting because most of the students' input to this school ranges from the medium level of intelligence to the poor one since they were admitted to this school regardless of their academic achievement from their previous school or they were admitted without passing through a selection of minimum score criterion.

C. Subject of the Research

Subjects of the research are the students of eighth grade. In the academic year of 2015 /2016, the school has 185 students of eighth grade. They are placed into 5 classrooms, id. est. classroom

² Suharsimi Arikunto, *Penelitian Tindakan untuk Kepala Sekolah dan Pengawas*.

8A, 8B, 8C, 8D, and 8E. The English teacher of the eighth grade students tells that classroom 8B has the noisiest students. The students are passive to study and they like chatting better than studying. Therefore, researcher decides to choose students of classroom 8B as the subjects of the research. The classroom 8B has 36 students consists of 20 male and 16 female students.

D. Collaborator of the Research

Collaborator in this classroom action research is a person who helps the researcher to collect the data. The collaborator is an English teacher who teaches the eighth grade students of MTs. Ma'arif Jumo Temanggung. He is Mr. Jadi, S.Pd.

E. Variables

Suharsimi states variable is “the object of research of something that becomes the concern of research”.³ Variables can be defined as any aspects of a theory that can vary or change part of the interaction within the theory. In other words, variables are everything which can effect or change the results of a research. Every research has variables as these are needed know differences.

1. Independent variable

Suharsimi states independent variable is “a variable that influences or causes of change or emergence of the

3.Suharsimi Arikunto, *Prosedur Penelitian Suatu Penelitian Praktik*, (Jakarta: PT Rineka Cipta, 2006), 6th revised, p. 118

dependent variable”.⁴ Independent variable in this research is improving students’ understanding in simple present tense through Auction Grammar Game with the following indicators:

- a) Teacher explains a structure on simple present tense.
- b) Teacher invites the students to play Auction Grammar Game.
- c) Teacher lets the students to write result of their discussion on the board.
- d) Teacher asks the students to write the result of their discussion on the board.
- e) Teacher determines the correct and the incorrect sentences.
- f) Teacher informs the winner of the game.

2. Dependent variable

It is an affected variable because of the existence of the independent variable.⁵ Dependent variable in this research is the students’ improvement in understanding simple present tense with the indicator that the students are able to understand and write correct English sentences in the form of simple present tense.

⁴ Suharsimi, Arikunto, *Prosedur Penelitian Suatu Penelitian Praktik*, p. 119

⁵ Muchammad Fauzi, *Metode Penelitian Kuantitatif*, (Semarang: Walisongo Press, 2009), p. 150.

F. Procedure of the Research

Cycles of research are stages taken by researcher to collect data. Detail of the collected data will serve as basis for the research action. In this classroom action research, researcher has conducted 2 cycles, they are cycle I and cycle II. In cycle I, researcher precedes his research from pre-test to post test. Both are held as the step to compare students' achievement between before and after the treatment of the implementation of Auction Grammar Game shown by the result of the students' pre-test scores and their post test scores. In this case, the post test score must reach the fulfilment of minimum score criterion stated by school.

In this research, researcher holds cycles II since there are some problems with the students' achievement. The problems are that the student's scores haven't fulfilled the level of minimum score criterion.

Therefore, cycle II is held in the frame of improving the students' mastery on simple present tense shown by result of post test score. In conducting each of the cycles, researcher takes some steps, they are planning, acting, observing and reflecting.

a. Preliminary research

Preliminary research is done in order to get data of previous students' mastery in simple present tense before the post-test of cycle I and cycle II conducted. In this research action, researcher gives pre-test after the students get teaching

method from their teacher. The English teacher of MTs. Ma'arif Jumo uses lecturing method in teaching and learning process. Result of students' test will be compared with the result of their test after they get treatment of the implementation of Auction Grammar Game.

b. Cycle I

Cycle I is the first stage in research action. In this stage, researcher has owned the collected data from students' preliminary test. Then researcher begins to implement the teaching activity using his method.

The method is intended to improve the students' understanding on simple present tense.

Procedures done by researcher in cycle I are as follow:

1. Planning

Researcher makes a lesson plan and prepares the materials needed during the implementation of Auction Grammar Game.

2. Acting

Researcher's activity in the classroom:

- Researcher opens the meeting by greeting students and then checks their attendance.
- Researcher explains the detail to lesson material on simple present tense.
- Researcher applies the implementation of Auction Grammar Game. Researcher auctions 15 sentences

consist of 9 incorrect sentences and 6 correct sentences.

- Researcher tests the students' understanding on simple present tense after the treatment of Auction Grammar Game. The test serves as the post-test.
- Researcher closes the meeting.

3. Observing

Researcher calculates the students' scores and encodes the result of the students' work in the students' score list.

4. Reflecting

Researcher analyzes the result of the students' work. The result of the students' work will determine whether cycles II needs to be conducted or not.

c. Cycle II

This cycle is held after the researcher having finished conducting cycle I. Researcher comes through this stage since most of the students' post test scores are still under the minimum score criterion (KKM) stated by the school.

In cycle II, researcher uses the students' post test scores as the pre-test.

Procedures done by researcher in cycles II are as follow:

1) Planning

Researcher makes a lesson plan and prepares the materials needed during the implementation of Auction Grammar Game.

2) Acting

Researcher's activity in the classroom:

- Researcher opens the meeting by greeting students and then checks their attendance.
- Researcher reviews the lesson material on simple present tense.
- Researcher conducts the implementation of Auction Grammar Game. He uses 9 incorrect words and 6 correct words in a reading text to be auctioned.
- Researcher tests the students' understanding on simple present tense using multiple choice test.
- Researcher closes the meeting.

3) Observing

Researcher calculates the students' score and encodes them in the students' score list.

4) Reflecting

Researcher analyzes the result of the students' work.

G. Technique of Data Collection

In this Classroom Action research, the researcher uses three kinds of instrument in gathering data. They are observation field notes, observation sheet, and documentation.

1. Field Notes

Field Notes are notes during the act qualitative field work to remember and record the student behaviors, activities, events and other features of an observation and test.

2. Observation

Observation is the activity of giving total concern to research object of the sense. The purpose of the observation is to explain the situation in class activities, individual involvement in some activities and the relation between situation, activity and individu. In conducting the observation, the researcher will use the observation scheme to make it more systematic, containing list of activity or event which may happen. In this research, the observation is used to know how the students can improve their understanding in Simple Present Tense through Auction Grammar Game.

Table I
Form of Observation Check List

INDICATORS	YES	NO
Paying Attention		
Asking Question		
Responding to question		
Accomplishing task		
Being enthusiastic an English game		

Table of observation check list will be used to record the students' activity linked to their behavior and attitude during the implementation of Auction Grammar Game. This observation check list will be used in pre-cycle, cycle I and cycle II where a collaborator will help researcher to record the students' activity.

3. Documentation

Documentation is a term with many meanings, the most common of which are: A set of documents provided on paper, or online, or on digital.⁶ *Groups of verbal data in written form* is the definition of document in a simple meaning. Meanwhile in extensive meaning concludes monuments, artifacts, photos, tapes, etc.⁷

⁶ <http://en.wikipedia.org/wiki/Documentation>. (Retrieved on 10 November 2012)

⁷ Koentjaraningrat, *Metode-Metode Penelitian Masyarakat*, (Jakarta: PT. Gramedia, 1989), P. 46

Documentation method is to get the data linked to research object to be elaborated in this research. This method is used to collect data dealing with geographical location, profile, documentation of teaching and learning process in English subject.

H. Data Analysis

There are some data analyzed in this research:

1. The data of students participation

This researcher use the instrument of observation to know the student's participation. The instrument consist of aspects of observation. The criterion of scoring is:

Tabel 2
Observation checklist sheet

N o	Nam e	Des cr 1	Des cr 2	Des cr 3	Des cr 4	Σ %	Catego ry

Description:

- a. Students give attention to teacher's explanation.
- b. Students respond or answer to teacher's question.
- c. Students show activeness and enthusiasm in joining the game.
- d. Students discipline in doing the task.

Criterion:

1. Score 4, if the student's condition is exactly the same as criteria.
2. Score 3, if the student's condition is close the same as criteria.
3. Score 2, if the student's condition is far from the same as criteria.
4. Score 1, if the student's condition is totally different as criteria.

$$\text{score} = \frac{\text{total score}}{\text{maximal score}} \times 100 \%$$

Note:

None	: 0%
Few students	: 20%
Half students	: 20-49%
Many students	: 50-69%
Majority	: >70%

2. The data of students' understanding

The researcher will score the students' ability in simple present tense, count the cumulative scores and the total average or the mean of students' score in each cycle.

a. Measuring the students' individual ability

In every cycle, after giving a treatment the researcher will give test to the students. The result of the

test will be analyzed by using percentage scoring as following formula:

$$score = \frac{\sum right\ answer}{\sum items} \times 100$$

S = score

R = total number of the correct answer

N = total number of items

b. Measuring the Mean

After calculating the percentage of students' score, the researcher will calculate the mean to measure the improvement of students' score in every cycle. The mean is the arithmetical average that is obtained by adding the sum offset score and dividing the number of the students.

The measurement of the students' achievement stated by Brown (2004:289-294) is interpreted as follow:

Tabel 3

Test scores	Letter grades	Level of achievement
81-100	A	Excellent
61-80	B	Good
41-60	C	Fair
21-40	D	Less
0-20	E	Poor

Having finished giving students' scores, researcher calculates the mean of the students' score. The formula is as follows:

$$X = \frac{\sum f}{n}$$

X= the mean

f = the sum offset score

n = the number of the students.

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter discusses about the collected data. In this chapter, researcher explains the detail to the findings of the collected data from beginning up to the end of the research. The findings are taken from the results of cycle I and cycle II in which each of the cycles consists of planning, acting, observing and reflecting. However, before the results of cycle I and cycle II being reported, the researcher would like to present the result of pre-test. Pre-test is a test done before research action of cycle I conducted. It is needed to indicate the comparison of students' mastery in lesson between before and after the treatment of the implementation of Auction Grammar Game.

A. Description of the Data

This research focuses on analyzing the collected data. In this research, researcher plan to conduct 2 stages, they are cycle I and cycle II. In conducting each of the cycles, researcher takes a preliminary test as material to compare the students' understanding after they get the treatment of the implementation of Auction Grammar Game. The preliminary test is taken in pre-cycle, id est. the activity done before researcher conducting cycle I or cycle II.

1. Pre-cycle

On Tuesday, September 8th, 2015, researcher with all his instruments to collect the data, came into teacher's office to meet collaborator. The aim was to ask the collaborator for a help giving the students a preliminary test before the implementation of Auction Grammar Game in cycle I the day after. then we walked together to visit a classroom. The classroom was 8B. After we were in the classroom, the researcher greeted the students and asked the students' condition and also checked their attendance. Then he informed the students that he would test them the lesson material on simple present tense. After that, the collaborator conveyed a little explanation to material of simple present tense that he had discussed together with the students the day before. He told the students that they had to do the test given seriously as he would like to know their understanding in simple present tense. Then, he sat on the chair in front of the classroom accompanying the researcher doing his activity. After that the researcher began to distribute the test paper to the students and told them to put their names on the test paper. The students looked seriously doing the test. The test lasted only for about 20 minutes and all the students had already completed it. Before the researcher came out of the classroom, he gave the students the answer key. Most of them looked disappointed to know the correct answer, so the researcher

promised them to give better understanding on simple present tense through the implementation of Auction Grammar Game the day after. At last, the researcher closed the meeting and left the classroom.

Table 1
The result of observation checklist from Preliminary Cycle

INDICATORS	Total of Students			
	YES	%	NO	%
Paying Attention	15	41.67%	21	58.33%
Asking Question	1	2.78%	35	97.22%
Responding to question	1	2.78%	35	97.22%
Accomplishing task	33	91.67%	3	8.33%
Being enthusiastic an English game	0	0.00%	0	0.00%

Table 3 shows us that there are 15 students paying attention to the teacher's explanation, only 1 student asking question and 1 student responding to question. It means that most of students are perhaps less interested in the lesson.

Furthermore, researcher presents the result of students' test

Table 2
Students' Score in Preliminary Cycle

No.	Students Code	Score	Percentage	Letter Score	Category
1	A – 1	3.5	35%	E	Poor
2	A – 2	0	0%	E	Poor
3	A – 3	4	40%	E	Poor
4	A – 4	2	20%	E	Poor

5	A – 5	5	50%	D	Less
6	A – 6	0	0%	E	Poor
7	A – 7	3.5	35%	E	Poor
8	A – 8	3.5	35%	E	Poor
9	A – 9	3	30%	E	Poor
10	A – 10	3.5	35%	E	Poor
11	A – 11	4	40%	E	Poor
12	A – 12	5.5	55%	D	Less
13	A – 13	3	30%	E	Poor
14	A – 14	4	40%	E	Poor
15	A – 15	3.5	35%	E	Poor
16	A – 16	4.5	45%	E	Poor
17	A – 17	3	30%	E	Poor
18	A – 18	4.5	45%	E	Poor
19	A – 19	2	20%	E	Poor
20	A – 20	3.5	35%	E	Poor
21	A – 21	5	50%	D	Less
22	A – 22	0	0%	E	Poor
23	A – 23	4	40%	E	Poor
24	A – 24	3.5	35%	E	Poor
25	A – 25	3.5	35%	E	Poor
26	A – 26	4.5	45%	E	Poor
27	A – 27	5.5	55%	D	Less
28	A – 28	3	30%	E	Poor
29	A – 29	3	30%	E	Poor
30	A – 30	2.5	25%	E	Poor
31	A – 31	4	40%	E	Poor
32	A – 32	4	40%	E	Poor
33	A – 33	3.5	35%	E	Poor
34	A – 34	4	40%	E	Poor
35	A – 35	2	20%	E	Poor
36	A – 36	3	30%	E	Poor
Total Score		120.5			
Mean		3.35	33%	E	Poor

Based on the table, the students' scores are far from satisfying since the mean of the students' score is only 3.55. Meanwhile, according to school data of MTs Ma'arif Jumo, the English KKM in the school is 70. The lowest score is 0 and the highest score is 5.5. From the analyzing above, it can be concluded that the students' understanding in simple present tense can be categorized as poor. The category of students' ability and their percentage can be seen in the table below:

Table 3

The category of student's ability and their percentage

No.	Interval	<i>F</i>	Percentage	Category
1	90% - 100%	0	0.0%	Excellent
2	70% - 89%	0	0.0%	Good
3	60% - 69%	0	0.0%	Fair
4	50% - 59%	4	11.1%	Less
5	0% - 49%	32	88.9%	Poor
		36	100%	

Table 5 shows that result of students' pre-cycle test can be analyzed that 88.9% or 32 students get under 50. They are categorized as poor mark and 11.1% or 4 students get under 60. They are categorized as less mark. None of the students' achievement has fair mark, good mark, and excellent mark.

Furthermore, researcher would like to calculate the mean of students' pre-test scores using formula below.

The formula is as follows:

$$X = \frac{f}{n} \times 100$$

X = the mean

f = the sum of the score

n = the number of the students

$$X = \frac{120.5}{36} \times 100 \%$$

$$X = 3.35 \%$$

$$\text{Mean} = 3.35$$

According to the calculation above, the mean of students' score is 3.35. From the data, researcher analyzes and concludes that the previous method used in teaching and learning activity hasn't been able to be categorized as successful yet.

Based on the analysis above, researcher gives some considerations concerning to the students' test failure, among others are:

- Students are weak at understanding the subjects of a sentence. There are some subjects which must be followed by "verb-s" and some subjects which must be followed by "verb".
- Students have poor vocabularies, especially on personal pronoun and impersonal pronoun.

- Students are reluctant to learn the lesson material seriously.

Referring to the students' weaknesses above, researcher is interested to improve the students' understanding in simple present tense through Auction Grammar Game.

2. Cycle I

a. Planning

Before the research was conducted, researcher had prepared some instruments of the research as follows:

1. Lesson Plan

Lesson plan was used to control the teaching and learning process as guidance for the researcher implementing his activities in the classroom.

2. Materials

In the first cycle, researcher used pictures, note sheet on auctioned sentences, note sheet on simple present tense, note sheet on marker and whiteboard.

- Pictures were used to give students an example of the description of real event of an auction.
- Note sheet on auctioned sentences was used to ease the students to choose and determine the sentence to buy. The auctioned sentences consisted of correct and incorrect sentences.
- Sheet for note on simple present tense was used

by the students for the reference to determine correct or incorrect sentence they had bought. This note was also useful to make the students raise discussion among the members of their group.

- Marker and whiteboard were used to show the result of students' discussion in determining the sentence or sentences they had bought were correct or wrong.

3. Sheet for classroom observation

There were two kinds of sheet for classroom observation they are;

- Sheet for checklist and sheet for test paper.
- Sheet for checklist was used to note the students' activity. This sheet was handled by the collaborator to note the students' behavior and students' attitude during Auction Grammar Game was going on.
- Sheet for test paper was used to measure the students' understanding after getting the treatment of the implementation of Auction Grammar Game. The test paper was multiple choice.

b. Acting

The Implementation of Auction Grammar Game was conducted on Tuesday, October 13th, 2015.

Researcher accompanied by collaborator came into classroom 8B. It was the second meeting after the pre-test. First of all, researcher opened the meeting by greeting and asking students' condition. Then he checked the students' attendance. There were 33 students joining in the classroom and 3 students were absent at that day. In the meeting the researcher acted as an English teacher, while the collaborator was only an audience watching the process of teaching and learning through Auction Grammar Game. Before the implementation of Auction Grammar Game, the researcher gave a sheet of checklist paper to the collaborator. His duty was to give a tick in the column of checklist linked to the students' behavior and attitude during the treatment of Auction Grammar Game was conducted. Suddenly a girl student sitting at the corner of the classroom screamed: "be quick Sir, let's play Auction Grammar Game!"

Before beginning the game, the researcher introduced some words related to the Auction Grammar Game by asking students: "Have you ever been to an auction?" There was no answer from the students as they didn't know the meaning of auction. Then the researcher wrote some words on the whiteboard, they are auction, auctioneer, bid, auction block, and customer. The researcher explained that students had to understand all

the words written on the whiteboard as they were linked to Auction Grammar Game. Then the researcher took some pictures to display the process of real event of an auction. The researcher told the students that the pictures were to auction. He took one picture and asked a student to give a bid. Researcher asked; “if you like it, how much money would you spend for this picture? The students answered Rp.500. The researcher said: “Do I hear five hundred rupiah?” He mimed putting his hand on ear, and then some students laughed at it. Then the researcher pointed to another student to give a bid upon the same picture. The student answered Rp.200. “Do I hear two hundred rupiah?” said the researcher and again, using the same picture researcher pointed to another student, she bid Rp.1000. At last, the researcher told the students that he would give the picture to the student who had the highest bid. At that time, the students began to guess the meaning of auction. And again, the researcher took another picture to be auctioned and asked all students to give a bid upon the picture and it would be given to the student with the highest bid. Finally the students began to understand the meaning of auction as well as the researcher explained the other words related to auction. And they also understood the process of an auction event.

It was time for researcher conducting Auction Grammar Game.

First, researcher told the students that he would auction some sentences in the form of simple present tense. The sentences consisted of correct and incorrect sentences of simple present tense. The aim was to buy the correct sentence. If they bought the incorrect one, they had to discuss to make its correction. In the end of the game, the students would write the sentences on the whiteboard and researcher would determine the winner of the game. The winner of the game was a group with the most correct sentences and the most money left. Then the researcher also told the students that he would give budget Rp.1000 for bidding the sentences to each group. They had to use the budget as efficiently as possible mainly for buying the incorrect sentence.

After the students understand the rule of Auction Grammar Game, the researcher gave a little explanation on simple present tense. He explained to part of structure needed to play Auction Grammar Game. After that researcher walked around the classroom to group the students into some groups consisted of 4 students for each, and to distribute note sheet on sentences to auction and note sheet on simple present tense to each of the groups. Then the researcher told the students that in the

game he was an auctioneer and would read the sentences one by one. After that he would let the students to bid upon the sentence which had been read. At that time, researcher had 15 sentences to auction. The event was as follow: Researcher read aloud a sentence by a sentence persuasively. When a sentence had just been finished being read, at the same time, nearly all groups, represented by a student held up their hands fighting for bidding upon the sentence with their highest bid. When there were two or more highest bid, researcher gave the sentence to the group with first bid. And so on the auction lasting up to the last sentence. All the sentence were auctioned off at about 15 minutes. After the auction activity had been finished, the researcher let the students to work on their sentence in group. At about 5 minutes the discussion had finished and the students began to come in front of the classroom to write the result of their discussion on the whiteboard. Then researcher observed all the written sentences to determine the correct and incorrect ones and also to encode them in the students' work sheet one by one. Finally, researcher counted the result of students' work and announced the winner of the game.

All members of the group who won the game clapped hands cheerfully and they screamed proudly of

being the winner of the game. Then the researcher announced that the game was over. The researcher let the students to ask about the sentences they had written on the whiteboard. At that time, some students asked about the incorrect sentences written on the board. After explaining all the sentences asked by the students, researcher distributed test paper to the students to examine the students' understanding in simple present tense after they had got the treatment of Auction Grammar Game. The test paper was in the form of multiple choice test, just the same as the students had done in their pre-test the day before.

Table 4
Auction Sheet

Number	Name of Groups	Budget	Bought	Correct/ incorrect Sentence	Money Left
1	Group 4	1.000	300	Correct	700
2	Group 6	1.000	300	Correct	700
3	Group 8	1.000	300	Incorrect	700
4	Group 3	1.000	300	Incorrect	700
5	Group 3	700	400	Correct	300
6	Group 8	700	300	Incorrect	400
7	Group 1	1.000	300	Incorrect	700
8	Group 2	1.000	300	Incorrect	700
9	Group 8	400	400	Incorrect	200
10	Group 2	700	500	Correct	200
11	Group 9	1.000	300	Incorrect	700
12	Group 5	1.000	300	Incorrect	700
13	Group 7	1.000	300	Incorrect	700
14	Group 4	700	300	Incorrect	400
15	Group 9	700	500	Incorrect	200

Table 5
Result of Auction Grammar Game List

Group	Sentence bought	Correct	Money Left
1	1	-	700
2	2	1	200
3	2	1	200
4	2	1	400
5	1	-	700
6	1	1	700
7	1	-	700
8	3	-	0
9	2	-	200

Table 7 shows that the winner of the game is group 6 as they have 1 correct sentence and seven hundred rupiahs money left.

c. Observing

Table 6
Observation Checklist of First Cycle:

INDICATORS	Total Of Students			
	YES	%	NO	%
Paying Attention	30	83.33%	6	16.67%
Asking Question	7	19.44%	29	80.56%
Responding to question	10	27.78%	26	72.22%
Accomplishing task	33	91.67%	3	8.33%
Being enthusiastic in English game	33	91.67%	3	8.33%

Shows that a large number of students enjoy with their classroom activity, since there are 30 students indicated to paying attention and 33 students are indicated to accomplishing task and being enthusiastic in English game. If we look over students' activity enclosed in observation checklist of pre-cycle, observation checklist above indicates to a significant improvement over the students' activity. So, researcher analyzed that Auction Grammar Game is perhaps able to make students to study in satisfying atmosphere. The students are involved in a serious study but they feel as if they are playing a game.

Furthermore, researcher would like to analyze students' score enclosed in the table below.

Table 7
Student Score in Post-test of Cycle I

No.	Students Code	Score	Percentage	Letter Score	Category
1	A – 1	6	60%	C	Fair
2	A – 2	0	0%	E	Poor
3	A – 3	5	50%	D	Less
4	A – 4	6	60%	C	Fair
5	A – 5	6.5	65%	C	Fair
6	A – 6	5.5	55%	D	Less
7	A – 7	5.5	55%	D	Less
8	A – 8	7.5	75%	B	Good
9	A – 9	7	70%	B	Good
10	A – 10	8	80%	B	Good
11	A – 11	8	80%	B	Good
12	A – 12	5	50%	D	Less

13	A – 13	5.5	55%	D	Less
14	A – 14	5.5	55%	D	Less
15	A – 15	6	60%	C	Fair
16	A – 16	5.5	55%	D	Less
17	A – 17	5.5	55%	D	Less
18	A – 18	5.5	55%	D	Less
19	A – 19	6.5	65%	C	Fair
20	A – 20	5.5	55%	D	Less
21	A – 21	7	70%	B	Good
22	A – 22	6	60%	C	Fair
23	A – 23	6.5	65%	C	Fair
24	A – 24	6.5	65%	C	Fair
25	A – 25	6	60%	C	Fair
26	A – 26	6.5	65%	C	Fair
27	A – 27	6.5	65%	C	Fair
28	A – 28	6.5	65%	C	Fair
29	A – 29	6	60%	C	Fair
30	A – 30	5.5	55%	D	Less
31	A – 31	0	0%	E	Poor
32	A – 32	5	50%	D	Less
33	A – 33	6.5	65%	C	Fair
34	A – 34	0	0%	E	Poor
35	A – 35	6.5	65%	C	Fair
36	A – 36	6	60%	C	Fair
Total Score		203			
Mean		5.64	56%	D	Less

Based on table 10, researcher analyzes that 3 students get 8 as the highest scores, and 3 students get 0 as the lowest scores. Scores 0 were achieved by the students since they were absent at the day of the treatment. However, researcher serves their scores to be

in calculation. As the result, mean of the students' scores is 5.64.

Next, researcher also presents also presents category of students score and their percentage enclosed in the table below.

Table 8
The category of the students score and their percentage:

No.	Interval	<i>f</i>	Percentage	Category
1	90% - 100%	0	0.0%	Excellent
2	70% - 89%	5	13.9%	Good
3	60% - 69%	16	44.4%	Fair
4	50% - 59%	12	33.3%	Less
5	0% - 49%	3	8.3%	Poor
		36	100%	

Table 11 shows that 13.9% or 5 students are categorized having good mark, 44.4% or 16 students having fair mark, 33.3% or 12 students having less mark, and only 8.3% or 3 students having poor mark. None of the students has excellent mark.

Next, researcher would like to calculate the mean of students' post-test scores using formula below.

$$X = \frac{f}{n} \times 100$$

X = the mean

f = the sum of the score

n = the number of the students

$$X = \frac{203}{36} \times 100 \%$$

$$X = 5.64 \%$$

$$\text{Mean} = 5.64$$

d. Reflecting

In this step of researcher action, researcher discusses students' achievement and their progress before and after they get treatment of the implementation of Auction Grammar Game. Therefore, researcher would like to discuss the topic begin from comparing between the students' achievement in pre-test and in post-test. The comparison is between their pre-test scores and their post test scores.

3. Cycle II

a. Planning

Before the research was conducted, researcher had prepared some instruments of the research as follows:

1. Lesson Plan

Researcher made lesson plan to control the teaching and learning process. It was used as guidance for the researcher implementing his activities in the classroom.

2. Materials

In the second cycle, researcher used only note sheet on auctioned sentences, marker and whiteboard.

3. Sheet for classroom observation

There were two kinds of sheet for classroom observation they are sheet for checklist and sheet for test paper.

b. Acting

On Wednesday, October 21st, 2015 researcher and collaborator entered classroom 8B. The English teacher who acted as collaborator at on chair behind desk. There, he would monitor students' activity during the class activity was going on. He sat in a relaxed atmosphere with a piece of checklist paper on the desk in front of him. He would encode the students' behavior and attitude in checklist paper. Meanwhile, the researcher who acted as a teacher, stood in front of the classroom conduction his research action.

First of all, the researcher opened the meeting by greeting students and asking their condition and then he checked their attendance. After that he informed the scores of the students' second test (the post-test scores of cycle I). Researcher said that he had not been satisfied with the students' achievement since most of their scores were still under KKM. There were only 3 students who had got score 8 and 2 students had got score 7. It meant that there were only 5 students who achieved the fulfilment of KKM, while the other 31 students' scores

were under KKM. Researcher also said that it was the reason why he came into the classroom for the third meeting. Then, researcher explained that he would hold Auction Grammar Game for the second opportunity in order to give better understanding in simple present tense.

It was time for researcher conducting Auction Grammar Game. At first, he grouped the students into some groups consisting of 4 students for each. Then, he gave each of the groups a piece of paper containing a reading text. The reading text had 9 correct words and 6 incorrect words typed in brackets being auctioned. As all students had already known the rule how to play Auction Grammar Game, researcher didn't need to explain for the second. Nevertheless, before Auction Grammar Game being conducted, researcher discussed about parts of the structure which most of the students had not understood yet. In this case, the researcher had already observed the students' weaknesses through post-test scores of cycle I before.

Having finished explaining to English structure, especially on simple present tense, researcher invited students to play Auction Grammar Game. Researcher began to read the reading text sentence by sentence. When the sentence had a word to be auctioned, almost all groups, represented by a student, held up their hands to

fight for bidding upon the word. The researcher stopped reading and sold the word to a group with the highest bid and encode the data in auction sheet and then researcher began to read to next sentence and so on the event lasting until the last word auctioned.

The auction lasted fluently. For about 10 minutes all the words were auctioned off. After all groups had their own words, they discussed to determine the correct ones. The discussion only took a little minute and then some students came in front of the classroom to write the correct forms of the words they had bought on the board. The result was excellent since all the words were correct. At last, researcher determined the winner of Auction Grammar Game. It was a group with the most money left and had the most correct words.

c. Observing

Table 9
Auction Sheet

Number	Name of Groups	Budget	Bought	Correct/incorrect Sentence	Money Left
1	Group 2	1.000	600	Correct	400
2	Group 6	1.000	400	Correct	600
3	Group 4	1.000	600	Correct	400
4	Group 3	1.000	500	Correct	500
5	Group 7	1000	500	Correct	500
6	Group 5	1000	600	Correct	400
7	Group 1	1.000	500	Correct	500
8	Group 9	1.000	400	Correct	600

9	Group 8	1000	400	Correct	600
10	Group 6	600	400	Correct	200
11	Group 9	600	600	Correct	0
12	Group 1	500	400	Correct	100
13	Group 7	500	400	Correct	100
14	Group 8	600	500	Correct	100
15	Group 3	500	500	Correct	0

Table 10
Result of Auction Grammar Game

Group	Sentence bought	Correct	Money Left
1	2	2	100
2	1	1	400
3	2	2	0
4	1	1	400
5	1	1	400
6	2	2	200
7	2	2	100
8	2	2	100
9	2	2	0

Table 11
The result of observation checklist from Cycle – two

INDICATORS	Total Of Students			
	YES	%	NO	%
Paying Attention	32	88.89%	4	11.11%
Asking Question	25	69.44%	11	30.56%
Responding to question	30	83.33%	6	16.67%
Accomplishing task	32	88.89%	4	11.11%
Being enthusiastic an English game	32	88.89%	4	11.11%

The table shows us that the students are still consistent in their interest to do classroom activity. In this case, they are still interested in joining to play Auction Grammar Game.

Then researcher would like to present students' post-test score as enclosed in the table below.

Table 12

The Result of Cycle –two

No.	Students Code	Score	Percentage	Letter Score	Category
1	A – 1	10	100%	A	Excellent
2	A – 2	0	0%	E	Poor
3	A – 3	10	100%	A	Excellent
4	A – 4	0	0%	E	Poor
5	A – 5	9.5	95%	A	Excellent
6	A – 6	9.5	95%	A	Excellent
7	A – 7	10	100%	A	Excellent
8	A – 8	10	100%	A	Excellent
9	A – 9	9	90%	A	Excellent
10	A – 10	10	100%	A	Excellent
11	A – 11	10	100%	A	Excellent
12	A – 12	10	100%	A	Excellent
13	A – 13	8.5	85%	B	Good
14	A – 14	9.5	95%	A	Excellent
15	A – 15	9	90%	A	Excellent
16	A – 16	10	100%	A	Excellent
17	A – 17	9.5	95%	A	Excellent
18	A – 18	8.5	85%	B	Good
19	A – 19	8	80%	B	Good
20	A – 20	9.5	95%	A	Excellent
21	A – 21	8	80%	B	Good
22	A – 22	9.5	95%	A	Excellent
23	A – 23	9	90%	A	Excellent

24	A – 24	9.5	95%	A	Excellent
25	A – 25	9.5	95%	A	Excellent
26	A – 26	9.5	95%	A	Excellent
27	A – 27	0	0%	E	Poor
28	A – 28	9	90%	A	Excellent
29	A – 29	9	90%	A	Excellent
30	A – 30	8	80%	B	Good
31	A – 31	9	90%	A	Excellent
32	A – 32	9	90%	A	Excellent
33	A – 33	9.5	95%	A	Excellent
34	A – 34	0	0%	E	Poor
35	A – 35	7.5	75%	B	Good
36	A – 36	8.5	85%	B	Good
Total Score		295			
Mean		8.19	82%	B	Good

Researcher would also like to calculate the average of the students' scores as follow.

$$X = \frac{f}{n} \times 100$$

X = the mean

f = the sum of the score

n = the number of the students

$$X = \frac{120.5}{36} \times 100 \%$$

$$X = 8.19 \%$$

$$\text{Mean} = 8.19$$

Table 13
The Category of the Students' Score and Their
Percentage:

No.	Interval	F	Percentage	Category
1	90% - 100%	25	69.4%	Excellent
2	70% - 89%	7	19.4%	Good
3	60% - 69%	0	0.0%	Fair
4	50% - 59%	0	0.0%	Less
5	0% - 49%	4	11.1%	Poor
		36	100%	

From the table above, the result of student score increased significantly. There were 25 or 69.4 % of 36 students got excellent mark, 7 or 19.4 % of 36 students got good mark. Even though, there were 4 or 11.1 % got poor mark because they were absent.

d. Reflecting

In this step, researcher would like to analyze all the findings of the research begin from pre-cycle up to the end of cycle II as the reflection toward result of the research. Based on the collected data, the implementation of Auction Grammar Game as a means to improve the students' understanding in simple present tense, indicates to the category of success. The success that is included in this research, comes from 2 aspects, they are aspect of students' participation and aspect of students' understanding. Aspect of students' participation can be analyzed from table of observation checklist, while aspect of students'

understanding can be analyzed from table of students score. Both tables show us that there are better achievement from one stage to the other stage. By the fact, researcher considers that Auction Grammar Game is one of teaching and learning methods which can be used by all teachers to improve the students' understanding in all kinds of English structures, especially in simple present tense. Hopefully this research will make a contribution to all English teacher, especially to the researcher himself, to increase the quality of education in the future.

B. Data Analysis of the Cycle

After the implementation of Auction Grammar Game, the collected data will be analyzed to know the improvement of each cycle. The results of this classroom action research are as follow:

1. Analysis of Cycle I

In this discussion, the analysis will be based on the comparison between the findings before and after the implementation of Auction Grammar Game, regarded from the aspects of students' participation and students' understanding.

Based on observation checklist of preliminary cycle, there are 15 students indicated to paying attention, and is only 1 student indicated to asking question and responding to question. While observation checklist of first cycle shows that there are 30 students indicated to paying attention, 20 students

indicated to asking question and 25 students indicated to responding to question. On the other hand, based on table of students score, the average of students' pre-test score is only 3.35, while the average of students' post-test score is 5.64.

The analysis of both aspects are that Auction Grammar Game brings better influences to the students' participation and understanding.

2. Analysis of Cycle II

Checklist of

Based on the observation checklist of Cycle II the students' participation is just nearly the same as it is in observation checklist of Cycle I. It means that students still show their interest in joining the classroom activity.

In Cycle II, the students' post-test scores are regarded as their pre-test. However, the result of students' post-test of Cycle II gets significant rising. As the mean of students' scores is 5.64 (for their pre-test) rises to be 8.19 (for their post-test).

The score has reached above the standard of minimum score criterion.

C. The Analysis of the Whole Meeting

The Whole meeting can be categorized as success since the findings of the research show significant rising from one stage to the other one. The findings include aspect of students' participation and aspect of students' understanding and aspect of students' participation. The comparison among the result of preliminary, cycle I and cycle II test, as well as the students' participation will be included in tables below.

1. The result of test

The results of the test begin from the pre-cycle up to cycle II will be show by a table below:

Table 14
Result of Students' Cycles

No.	Code	Preliminary Cycle	Cycle I	Cycle II
1	A – 1	3.5	6	10
2	A – 2	0	0	0
3	A – 3	4	5	10
4	A – 4	2	6	0
5	A – 5	5	6.5	9.5
6	A – 6	0	5.5	9.5
7	A – 7	3.5	5.5	10
8	A – 8	3.5	7.5	10
9	A – 9	3	7	9
10	A – 10	3.5	8	10
11	A – 11	4	8	10
12	A – 12	5.5	5	10
13	A – 13	3	5.5	8.5
14	A – 14	4	5.5	9.5
15	A – 15	3.5	6	9

16	A – 16	4.5	5.5	10
17	A – 17	3	5.5	9.5
18	A – 18	4.5	5.5	8.5
19	A – 19	2	6.5	8
20	A – 20	3.5	5.5	9.5
21	A – 21	5	7	8
22	A – 22	0	6	9.5
23	A – 23	4	6.5	9
24	A – 24	3.5	6.5	9.5
25	A – 25	3.5	6	9.5
26	A – 26	4.5	6.5	9.5
27	A – 27	5.5	6.5	0
28	A – 28	3	6.5	9
29	A – 29	3	6	9
30	A – 30	2.5	5.5	8
31	A – 31	4	0	9
32	A – 32	4	5	9
33	A – 33	3.5	6.5	9.5
34	A – 34	4	0	0
35	A – 35	2	6.5	7.5
36	A – 36	3	6	8.5
Total Score		120.5	203	295
Mean		3.35	5.64	8.19

The table above shows us that students' understanding in simple present tense indicates significant improvement begin from one stage to the other stage. The Improvement shown by the mean of students' score which rises more and more from pre-test up to cycle II has proved that the use of Auction Grammar Game as means to improve the students' understanding on simple present tense is really successful.

2. The Result of the observation

The Result of the observation will be shown by the table below :

Table 15

The result of observation checklist from pre cycle until cycle II as follow:

Indicators	Total Of Students		
	Pre - Cycle	Cycle I	Cycle II
Paying Attention	15	30	32
Asking Question	1	7	25
Responding to question	1	10	30
Accomplishing task	33	33	32
Being enthusiastic an English game	0	33	32

The data above shows the number of students who are enthusiastic in joining the classroom activity before and after the implementation of Auction Grammar Game. Then researcher calculates the percentage of students' participation as included in the table below :

Table 16

Indicators	Pre - Cycle	Cycle I	Cycle II
Paying Attention	41.67%	83.33%	88.89%
Asking Question	2.78%	19.44%	69.44%
Responding to question	2.78%	27.78%	83.33%
Accomplishing task	91.67%	91.67%	88.89%
Being enthusiastic an English game	0 %	91.67%	88.89%

The table above shows that students' are more enthusiastic in joining the classroom activity after the implementation of Auction Grammar Game.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Nowadays, English plays an important role for the aim of absorbing and developing science, technology, and culture, as well as to develop relationship with other nations around the world, so students need to be able to communicate in English. There are some aspects needed in communication. Grammar is one of the basic aspects which must be mastered by students to produce and arrange words into correct sentences, especially when they speak or write sentences in English. To stimulate the students' interest in learning grammar, Auction Grammar Game is one of some choices which can be used to deepen the students' understanding in all kinds of English structures. Therefore, researcher has chosen Auction Grammar Game as a means of teaching and learning method which is used in conducting his research action at MTs Ma'arif Jumo Temanggung, in the academic year of 2015/2016, where students of eighth grade, especially in classroom 8B are as the subjects of the research. In this research he focuses on improving students' understanding on simple present tense. He has conducted 2 cycles in which each cycle consists of planning, acting, observing, and reflecting. In gathering data, he uses three kinds of instrument, among others; observation field notes, observation sheet, and documentation. There are two data analyzed: The data of students' participation and the data of students' understanding.

The main purpose of the study is to get the findings of the collected data from students' participation and students' understanding of cycle I and cycle II. Based on the collected data of cycle I and cycle II, researcher would like to report as follows:

1. Data of cycle I

- a. Pre-cycle

In pre cycle, data of students' scores shows that students still have low understanding on simple present tense since the mean of students' scores is only 3.35 and data of students' participation, cited in data of observation checklist, also shows that the students have low motivation in joining classroom activity. It is indicated by fewer number of students who are interested in paying attention to the lesson material.

- b. Post cycle

In post cycle, either data of students' understanding or students' participation show the improvements of achievement and motivation. Data of students' scores shows the mean of scores rises from 3.35 to 5.64 while number of students who are motivated rise from 15 to 30 students paying attention to the lesson material. It means that the students have high motivation to join the classroom activity.

2. Data of cycle II

a. Pre- cycle

Data of pre- cycle in cycle II is based on the result of the students' achievement and motivation of post cycle of cycle I. So, mean of scores 5.64 is stated as the students, achievement in pre- cycle of cycle II.

b. Post Cycle

Data of observation checklist show that after the implementation of Auction Grammar Game, the students are still interested in joining classroom activity, while data of students' understanding show significant scores. Mean of students' pre-test scores rises from 5.64 to 8.19.

Based on the data above, researcher has given a conclusion that the implementation of Auction Grammar Game is very good to be applied as teaching learning method in the classroom.

B. Suggestions

After all the discussions, eventually researcher would like to give some suggestions:

1. To English teachers.

- a. There are some methods which always used in teaching and learning process. So far, most English teachers have been using conventional/ lecturing method to teach their students in the classroom since it is much regarded as the most appropriate choice to explain the topic of the lesson

material. However, when the method is repeatedly practiced, the fact is that it will make students feel bored or the lesson will be less interesting. To avoid such kind of condition from happening, the use of Auction Grammar Game may be one alternative for classroom activity. So please use Auction Grammar Game as part of teaching and learning method to deepen the students' understanding in grammar since the game can create a new atmosphere for classroom activity as well as make students enjoying fun study. Key of success in teaching and learning activity is how to make the students themselves being interested in the lesson material.

- b. There are some aspects which may give direct influence to the students' English competence. Aspect of vocabularies and grammar can be the basic ones for students to speak and to write English. Students will be able to understand and or arrange sentences well if they master the mentioned both aspects. Often happens that students can't translate an English sentence although he/she knows the meaning of each word in the sentence. It happens as the result of the students' low grammar mastery. On the contrary, a student is often difficult to produce English sentence as the result of the student's poor vocabularies. In this case, aspect of English culture is involved in it since English has its own way to express

or say something. Therefore, English teachers should teach grammar and vocabulary in balance in order to make the students being able to speak or write English sentences well.

2. To English Learners

Besides paying attention to some aspects mentioned above students should practice to speak and to write English regularly and be never afraid of taking the wrong doing.

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Nomor : In.06.3/DI/TL.00./4249/2015
Lamp :
Hal : Mohon Izin Riset
A.n. : ROUF
NIM : 113411119

Semarang, 1 Oktober 2015

Kepada Yth.
Kepala MTs Ma'arif Jumo
Di Temanggung

Assalamu 'alaikum wr. wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:

Nama : ROUF
NIM : 113411119
Alamat : Dsn Kauman, Ngadirejo, Ngadirejo, Temanggung
Judul Skripsi : Improving Students' Understanding In Simple Present Tense
Through Auction Grammar Game
Pembimbing : Lulut Widyaningrum, M.Pd

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu kami mohon diberi ijin riset selama 18 hari, pada tanggal 5 Oktober sampai dengan tanggal 23 Oktober 2015.

Demikian atas perhatian dan kerjasamanya disampaikan terimakasih.

Wassalamu 'alaikum wr. wb.



A. Dekan
Wakil Dekan I

Drs. H. Wahyudi, M.Pd
NIP. 19680314199503 1 001

Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang



LEMBAGA PENDIDIKAN MA'ARIF NU
MTS MA'ARIF JUMO
TERAKREDITASI A

Alamat : Jln.Ngadirejo KM.4 Padureso Jumo Temanggung ☒ (0293) 591 5061

SURAT - KETERANGAN

NOMOR : 89 / Ts.M/b/X/2015

Yang bertanda tangan di bawah ini Kepala MTs Ma'arif Jumo Menerangkan bahwa :

Nama : ROUF
Nomor Mahasiswa : 113411119
Semester/progdi : IX/ Bahasa Inggris
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah
Perguruan Tinggi : UIN Walisongo Semarang
Alamat : Kauman Ngadirejo, Temanggung

Telah melaksanakan penelitian di MTs Ma'arif Jumo dengan judul “ IMPROVING STUDENTS' UNDERSTANDING IN SIMPLE PRESENT TENSE THROUGH AUCTION GRAMAR GAME” pada 5 Oktober s/d 23 Oktober 2015.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Jumo , 26 Oktober 2015

Kepala Madrasah

PODO MUKHSIN, S.Pd.I

LESSON PLAN

First cycle

School : MTs.Ma'arif Jumo
Subject : English
Material : Simple Present
Skill Focus : Writing
Class/ Semester : 8^B
Time Allotment : 2 x 40 minutes

I. Standard Competence

Expressing the meaning of the simple short functional text specifically to interact with the nearest environment

II. Basic Competence

Expressing the meaning of ideas in the simple short functional text using written language accurately, fluently and acceptably to interact with the nearest environment.

III. Indicators

- Identifying the meaning of short functional text specifically for descriptive text.
- Identifying the language feature of descriptive text.
- Identifying be, verb and object of sentence in order to make simple present tense.

IV. Learning Objectives

By the end of the lesson, students will have been able to understand and write correct English sentences in the form of simple present tense.

V. Teaching Material

Simple present tense

The simple present expresses daily habit or usual activities.

Example:

- a) John eats medicine every day.
- b) They usually work in the field.
- c) The earth revolves around the sun.
- d) A square has four equal sides.
- e) The boy is very handsome.

We use the simple present for a present state, e.g a feeling, an opinion, or the fact that something belongs to someone. We also use simple present for repeated action such a routines, habits, jobs, hobbies, and things that always happen. Simple present tense uses verb 1 to show the action in verbal sentence and to be (is, are, am) in nominal sentence. The pattern of simple sentence are:

a) Verbal sentence

Positive: S+Verb 1(-s/-es)+O

Negative : S+Do/does+not+Verb 1+O

Interrogative : Do/does+S+Verb 1+O

Negative question: Do/does+not+S+Verb 1+O

b) Nominal sentence

Positive: S+to be+non verb

Negative : S+to be+not+non verb

Interrogative : to be+S+non Verb

Negative question: to be+not+S+non Verb

In English, verbs of present tense change to show agreement in the singular form of third person (subjects represented by the pronouns He, She, It) by adding –s/-es.

Typical time expressions with the simple present are always, often, usually, sometimes, ever/never, every day, every week, once, twice, on Friday, in the morning, at ten o'clock, etc.

VI. Teaching- Learning Method

Discussing Method

VII. Learning Activities

1. Pre Activities

- a. Teacher greets the students
- b. Teacher checks students' attendance.
- c. Teacher gives the students stimulating question.
“Have you ever been to the Auction?”

2. Main activities

A. Exploration

- Teacher introduces the lesson material to study.
- Teacher asks about the students' habitual orally.
- Students answer the teacher's question orally.
- Teacher explains the use of simple present tense.
- Teacher distributes note on simple present tense.

B. Elaboration

- Teacher introduces the students some words related to the auction.
- Teacher gives example on how to play auction grammar game by showing some pictures to students.
- Teacher tells the pictures are for sale.
- Teacher invites students to play auction grammar game.
- Teacher lets the students to bargain the pictures.
- Teacher divides the students into some groups consist of 4 students for each.
- Teacher distributes a piece of paper two each group to note a sentence or sentences bought.
- Teacher gives budget Rp. 1000 to each of the groups to buy sentences or sentences by bidding Rp. 100, Rp. 200, Rp. 300.

- Teacher explains that each group is responsible for keeping track of how much money they have to buy the next sentence.
- Teacher reads aloud a sentence by a sentence to sell persuasively
- Teacher tells each group to bid upon the sentence.
- Teacher notes down the sentence sold in auction sheet.
- Teacher calls out that all bidding is closed.
- Teacher asks the groups to discuss the sentence or sentences that they have bought.
- Teacher asks the groups to write their sentences on the board.
- Teacher tells the students the correct and incorrect sentences and note them down in auction sheet.
- Teacher informs the winner of the Auction Grammar Game.

C. Confirmation

- Teacher explains the students' difficulties based on the incorrect sentences.
- Teacher gives opportunity to the students to ask more questions.
- Teacher answers all questions from the students.

3. Post activities

- Teacher asks the students ‘ opinions about auction grammar game whether they are happy to study using auction grammar game or not
- Teacher distributes test paper to the students to examine the students’ understanding in simple present tense after they play auction grammar game
- Teacher closes the meeting

VIII. Sources of Learning and Media

Sources:

Oxford Learner’s Pocket Grammar, John Eastwood, New York University Press, 2008.

Media:

1. Whiteboard
2. Boardmarker
3. Paper
4. Picture

IX. Assessment

Assessment is taken in post cycle I and post cycle II, id. est. The test which is done after researcher conducts Auction Grammar Game. In this case researcher uses multiple choice forms to test students’ understanding.

 Forms: written

- Technique: students do multiple choice test.

- Aspects: grammar understanding especially on simple present tense.
- Scoring guidance :
Teacher examines the students' understanding in simple present tense using multiple choice test after they play Auction Grammar Game.
- Criteria of assessment:

$$\text{Score} = \frac{\text{Total number of correct sentences}}{2}$$

Temanggung, 15 September 2015

Collaborator,



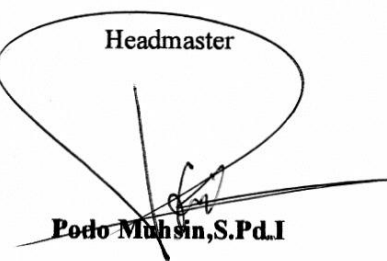
Jadi, S.Pd

The Reseacher,



Rouf

Headmaster



Podo Muhsin, S.Pd.I

**PRE CYCLE OF STUDENTS' UNDERSTANDING
ON SIMPLE PRESENT TENSE**

Name :	School : MTs Ma"arifJumo
Grade : 8.b	Date : September 2015

Choose the correct answer by crossing (X) a,b,c, or d.

1. They oftenfishing andnothing.
a. go-catch c. goes-catches
b. went- catches d. gone –catch.
2. The farmer.....in rice field every morning.
a. Work c. works
b. Worked d. working.
3. They.....at the window every morning.
a. Does not sit
b. Do not sit
c. Is not sit
d. Are not sit
4.theytheir hand?
a. Do-wash
b. Does-wash
c. Does-washes
d. Do-washes
5.the lady generally To the theatre Saturday evening?
a. Do-go
b. Does-goes
c. Does-go
d. Do –goes

6. They.....dinner at eight o'clock every night.

- a. Had
- b. Have
- c. Has
- d. Haves

7. These apples.....very sweet.

- a. Is
- b. Are
- c. Am
- d. Do

8. Therea cat,it.....long soft fur.

- a. Is-have
- b. Are-have
- c. Is-has
- d. Are-has

9. Those chairs.....very comfortable.

- a. Do not
- b. Does not
- c. Are not
- d. Is not.

10.the car in the garage?

- a. Are
- b. Is
- c. Am
- d. Does

11. Ann.....English very well

- a. Speaks
- b. speech
- c. Speaker

d. speak

12. I never..... tea.

- a. Drinks
- b. Drunk
- c. Drinking
- d. Drink

13. The swimming pool.....at 10 o'clock every day.

- a. Open
- b. opens
- c. Opened
- d. opening

14. The post officeevery Sunday.

- a. Close
- b. Closing
- c. Closes
- d. Closed

15. Careless drivermany accidents.

- a. Causes
- b. cause
- c. Caused
- d. Causing

16. My parents.....in a very small flat

- a. Lived
- b. Living
- c. Live
- d. Lives

17. The Olympic game.....place every four year.

- a. Took
- b. Taken

- c. Takes
- d. Take

18. Jane drink milk very often.

- a. Don't
- b. Isn't
- c. Doesn't
- d. Aren't

19. What time.....the sun set?

- a. do
- b. is
- c. does
- d. are

20. What.....you do every weekend?

- a. Is
- b. does
- c. are
- d. do

**THE ANSWER KEY:
PRE CYCLE OF STUDENTS' UNDERSTANDING
ON SIMPLE PRESENT TENSE**

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

**CYCLE ONE OF STUDENTS' UNDERSTANDING
ON SIMPLE PRESENT TENSE**

**Auction Grammar Game
Auction Sheet**

1. I am a student
2. Are you a driver?
3. He are a doctor
4. She is not a nurse
5. Are the teacher very patient?
6. The students is in the classroom
7. The man is not my father
8. Is the women yourneighbours?
9. Mary and I am classmates
10. The mice are mammals
11. The post office is near the police station
12. I always takes a city bus to go to school
13. I don't like to eat durian
14. You needs to study hard to pass the final examination
15. He help the old man to cross the street
16. She cook fried rice
17. The earth go round the sun
18. Does we live in a small village?
19. The children usually wakes up around 5
20. John and Mary does not always visit me
21. Mr. Brown has three children
22. Mr. and Mrs. Smith often give me a help
23. The family never lets me know them
24. The show starts at exactly eight o'clock
25. The boys does not have sport practice every week

List of students' work

ON SIMPLE PRESENT TENSE

Auction Grammar Game

Auction sheet

[illegible]

**POST CYCLE OF STUDENTS' UNDERSTANDING
ON SIMPLE PRESENT TENSE**

Name :	School : MTs Ma"arifJumo
Grade : 8.b	Date : September 2015

a. Choose the correct answer by crossing (X) a,b,c, or d.

1. Ia student.
 - a. Is c. am
 - b. Are d. do
2. There many kinds of sport.
 - a. Do c. Is
 - b. Are d. does
3.the teachervery patient?
 - a. Does c. do
 - b. are d. is
4. ...the women your neighbours?
 - a. Is c. am
 - b. Are d. does
5. Mary and I classmates
 - a. Am c. Is
 - b. Are d.do
6.the post office near the police station?
 - a. Is c. are
 - b. Am d. does

7. I like to eat durian
a. Isn't c. Aren't
b. Do n't d. Doesn't
8. He the old man to cross the street.
a. Helping c. to help
b. Help d. helps
9. Do we in a small village?
a. To live c. living
b. Live d. lives
10. The children..... usually wake up around 5.
a. Doesn't c. Don't
b. Aren't d. Isn't
11. Father.....a car every day.
a. Drove c. Driving
b. Drive d. Drives
12. Mr. Paul alwaysin a hurry to go to the office.
a. Are not c. Is not
b. Am not d. Does not
13.the man your father?
a. Is c. are
b. Am d. do
14. Vegetarian....eat meat every time.
a. are not c. Does not
b. Do not d. Is not

15.she cook fried rice?
- a. Does c. Do
 - b. Is d. Are
16. Mr. Brown ... three children
- a. Have c. Has
 - b. Having d. To have
17. Mr. and Mrs. Smith often me a help
- a. Give c. Gives
 - b. Giving d. To give
18. The family never ... me know them
- a. To let c. Letting
 - b. Lets d. let
19. The show at exactly eight o'clock
- a. To start c. Starting
 - b. Starts d. start
20. The boys have sport practice every week
- a. Does not
 - b. Do not
 - c. Are not
 - d. Is not

**POST CYCLE 2 OF STUDENTS' UNDERSTANDING
ON SIMPLE PRESENT TENSE**

Name :	School : MTs Ma'arif Jumo
Class : 8.b	Date : October 21 st , 2015

1. Mr. and Mrs. Haris not traders
 - a. are c. is
 - b. am d. do

2. the woman a nurse ?
 - a. Are c. Am
 - b. Is d. Do

3. I a carpenter
 - a. are c. am
 - b. is d. does

4. There a book on the desk
 - a. am c. are
 - b. do d. is

5. There not any children in the classroom
 - a. am c. is
 - b. do d. are

6. That my house
 - a. am c. is
 - b. do d. are

7. These some eggs
 - a. is c. am
 - b. are d. do

8. My brother doesn't ... to school today
a. go c. going
b. goes d. to go
9. The child doesn't enough money to buy marbles
a. has c. having
b. have d. to have
10. Does the girl long hair
a. has c. having
b. have d. to have
11. you have a bike?
a. Does c. Are
b. Do d. Is
12. Birds wings to fly
a. has c. have
b. to have d. having
13. The cat beautiful fur
a. have c. has
b. to have d. having
14. I my parents for money every morning
a. asks c. to ask
b. asking d. ask
15. I and my pen-pal stay in the same city
a. do not c. are not
b. does not d. is not

16. People money to cost their life

- a. earns c. to earn
- b. earn d. earning

17. Does the watermelon sweet

- a. to taste c. tasting
- b. taste d. tastes

18. A plant water to grow

- a. need c. to need
- b. needs d. needing

19. A mouse eat grass

- a. Is not c. does not
- b. are not d. do not

20. We should three times a day

- a. eats c. to eat
- b. eating d. eat

POST CYCLE OF STUDENTS' UNDERSTANDING

ON SIMPLE PRESENT TENSE

Name : Amin Susilo	School : MTs Ma'arif Jumo
Grade : 8.b	Date : October 13th, 2015

a. Choose the correct answer by crossing (X) a,b,c, or d.

1. I a student.

- a. Is ~~X~~ am
b. Are ~~X~~ d. do

2. There many kinds of sport.

- a. Do ~~X~~ Is
b. Are ~~X~~ d. does

3.the teacher very patient?

- a. Does ~~X~~ do
b. are ~~X~~ d. is

4. ...the women your neighbours ?

- a. Is ~~X~~ c. am
~~X~~ Are d. does

5. Mary and I classmates

- a. Am ~~X~~ c. Is
~~X~~ Are d. do

6.the post office near the police station?

- a. Is ~~X~~ c. are
~~X~~ Am d. does

7. I like to eat durian

- a. Isn't ~~X~~ c. Aren't
~~X~~ Don't d. Doesn't

8. He the old man to cross the street.

- a. Helping ~~X~~ c. to help
b. Help ~~X~~ helps

9. Do we in a small village?

- a. To live ~~X~~ c. living
b. Live ~~X~~ lives

10. The children..... usually wake up around 5.

- a. Doesn't ~~X~~ c. Don't
b. Aren't ~~X~~ Isn't

11. Fathera car every day.

b. Drive ~~X~~ Drives

12. Mr. Paul always in a hurry to go to the office.

- a. Are not ~~X~~ c. Is not
b. Am not ~~X~~ Does not

13.the man your father?

- a. Is ~~X~~ c. are
b. Am ~~X~~ do

14. Vegetarian.....eat meat every time.

- a. are not ~~X~~ c. Does not
b. Do not ~~X~~ Is not

15.she cook fried rice?

- ~~X~~ Does c. Do
b. Is d. Are

16. Mr. Brown ... three children

- ~~X~~ Have c. Has
b. Having d. to have

17. Mr. and Mrs. Smith often me a help

- ~~X~~ Give c. Gives
b. Giving d. to give

18. The family never ... me know them

- a. To let ~~X~~ c. Letting
~~X~~ Lets d. let

19. The show at exactly eight o'clock

- a. To start ~~X~~ c. Starting
~~X~~ Starts d. start

20. The boys have sport practice every week

- a. Does not ~~X~~
~~X~~ Do not

- c. Are not
d. Is not

POST CYCLE OF STUDENTS' UNDERSTANDING

ON SIMPLE PRESENT TENSE

Name : <u>Dafit Setiyoko</u>	School : MTs Ma'arif Jumo
Grade : 8.b	Date : <u>October 13 th, 2015</u>

a. Choose the correct answer by crossing (X) a,b,c, or d.

1. I a student.

a. Is ~~X~~ am

b. Are d. do

2. There many kinds of sport.

a. Do c. Is

~~X~~ Are d. does

3.the teacher very patient?

a. Does ~~X~~ do

b. are d. is

4.the women your neighbours ?

a. Is c. am

~~X~~ Are d. does

5. Mary and I classmates

a. Am c. Is

~~X~~ Are d.do

6.the post office near the police station?

~~X~~ Is c. are

b. Am d. does

7. I like to eat durian

a. Isn't c. Aren't

~~X~~ Don't d. Doesn't

8. He the old man to cross the street.

a. Helping c. to help

b. Help ~~X~~ helps

9. Do we in a small village?

a. To live c. living

~~X~~ Live d. lives

10. The children..... usually wake up around 5.

a. Doesn't ~~X~~ Don't

b. Aren't d. Isn't

11. Fathera car every day.

b. Drive ~~X~~ Drives

12. Mr. Paul always in a hurry to go to the office.

a. Are not c. Is not

b. Am not ~~X~~ Does not

13.the man your father?

a. Is ~~X~~ are

b. Am d. do

14. Vegetarian.....eat meat every time.

a. are not ~~X~~ Does not

b. Do not d. Is not

15.she cook fried rice?

~~X~~ Does c. Do

b. Is d. Are

16. Mr. Brown ... three children

a. Have ~~X~~ Has

b. Having d. To have

17. Mr. and Mrs. Smith often nie a help

~~X~~ Give c. Gives

b. Giving d. To give

18. The family never ... me know them

a. To let c. Letting

b. Lets ~~X~~ let

19. The show at exactly eight o'clock

a. To start c. Starting

~~X~~ Starts d. start

20. The boys have sport practice every week

~~X~~ Does not

b. Do not

c. Are not

d. Is not

	C1494 : 8B
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[illegible]

☐ Day / Date : Wednesday, October 7th, 2015
☐ group : 3 / ■ tiga
☐ members : 1. Dianna Muntaz Aulia
☐ 2. Tia Dwi Agustin
☐ 3. Ana Seriyani
☐ 4. Muslihatun Nisa
☐ class : VIII B

NO	Correct sentence	Budget	Bought
4	Mary and I am classmates	300	< 300 >
5	The Post Office is near the Police Station		< 400 >

sheet of auction list.

List of students' work

CYCLE ONE OF STUDENTS' UNDERSTANDING

ON SIMPLE PRESENT TENSE

Auction Grammar Game

Auction sheet

Test Number	Name of groups	Budget	Bought	Correct Sentence	Money Left
1	Group 4	1000	300	Correct	700
2	Group 6	1000	300	Correct	700
3	Group 8	1000	300	incorrect	700
4	Group 3	1000	300	incorrect	700
5	Group 3	700	400	Correct	300
6	Group 8	700	300	incorrect	400
7	Group 1	1000	300	incorrect	700
8	Group 2	1000	300	incorrect	700
9	Group 8	400	400	incorrect	000
10	Group 2	700	500	Correct	200
11	Group 9	1000	300	incorrect	700
12	Group 5	1000	300	incorrect	700
13	Group 7	1000	300	incorrect	700
14	Group 4	700	300	incorrect	400
15	Group 9	700	500	incorrect	200

Group	Bought sentence	correct	money left
1	1	✓	700
2	2	1	200
3	2	1	200
4	2	1	400
5	1	1	700
6	1	1	700
7	1	1	700

Class : 8B

Date : September 07, 2015

2

Choose the correct answer by crossing (X)
a,b,c, or d.

1. They oftenfishing andnothing.
a. go-catch c. goes-catches
☒ b. went-catches d. gone -catch.
2. The farmer.....in rice field every morning.
☒ a. Work c. works
b. Worked d. working.
3. They.....at the window every morning.
a. Does not sit
b. Do not sit
c. Is not sit
☒ d. Are not sit
4.theytheir hand?
a. Do-wash
b. Does-wash
☒ c. Does-washes
d. Do-washes
5.the lady generally To the theatre Saturday evening?
☒ a. Do-go
b. Does-goes
c. Does-go
d. Do -goes
6. They.....dinner at eight o'clock every night.
a. Had
b. Have
c. Has
☒ d. Haves
7. These apples.....very sweet.
☒ a. Is
b. Are
c. Am
d. Do
8. Therea cat, it.....long soft fur.
a. Is-have
b. Are-have
☒ c. Is-has
d. Are-has
9. Those chairs.....very comfortable.
a. Do not
☒ b. Does not
c. Are not
d. Is not.
10.the car in the garage?
a. Are
☒ b. Is
c. Am
d. Do
- b. speech
c. Speaker
☒ d. speak
12. I never..... tea.
a. Drinks
b. Drunk
c. Drinking
☒ d. Drink
13. The swimming pool.....at 10 o'clock every day.
a. Open
b. opens
☒ c. Opened
d. opening
14. The post officeevery Sunday.
a. Close
b. Closing
c. Closes
☒ d. Closed
15. Careless drivermany accidents.
☒ a. Causes
b. cause
c. Caused
d. Causing
16. My parents.....in a very small flat
a. Lived
b. Living
c. Live
☒ d. Lives
17. The Olympic game.....place every four year.
☒ a. Took
b. Taken
c. Takes
d. Take
18. Jane drink milk very often.
a. Don't
☒ b. Isn't
c. Doesn't
d. Aren't
19. What time.....the sun set?
a. do
☒ b. is
c. does
d. are
20. What.....you do every weekend?
a. Is
b. does

CLASS: 8Bhe

DATE: September 8th 2015

5.5

Choose the correct answer by crossing (X)
a, b, c, or d.

1. They oftenfishing andnothing.
☒ a. go-catch c. goes-catches
b. went- catches d. gone -catch.
2. The farmer.....in rice field every morning.
a. Work c. works
☒ b. Worked d. working.
3. They.....at the window every morning.
a. Does not sit
☒ b. Do not sit
c. Is not sit
d. Are not sit
4.theytheir hand?
☒ a. Do-wash
b. Does-wash
c. Does-washes
d. Do-washes
5.the lady generally To the theatre Saturday evening?
a. Do-go
b. Does-goes
☒ c. Does-go
d. Do -goes
6. They.....dinner at eight o'clock every night.
a. Had
☒ b. Have
c. Has
d. Haves
7. These apples.....very sweet.
☒ a. Is
b. Are
c. Am
d. Do
8. Therea cat, it.....long soft fur.
☒ a. Is-have
b. Are-have
c. Is-has
d. Are-has
9. Those chairs.....very comfortable.
☒ a. Do not
b. Does not
c. Are not
d. Is not.
10.the car in the garage?
☒ a. Are
b. Is
c. Am
- b. speech
c. Speaker
d. speak
12. I never..... tea.
a. Drinks
b. Drunk
c. Drinking
☒ d. Drink
13. The swimming pool.....at 10 o'clock every day.
☒ a. Open
b. opens
c. Opened
d. opening
14. The post officeevery Sunday.
☒ a. Close
b. Closing
c. Closes
d. Closed
15. Careless drivermany accidents.
☒ a. Causes
b. cause
c. Caused
d. Causing
16. My parents.....in a very small flat
a. Lived
b. Living
☒ c. Live
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a. Took
b. Taken
c. Takes
☒ d. Take
18. Jane drink milk very often.
☒ a. Don't
b. Isn't
c. Doesn't
d. Aren't
19. What time.....the sun set?
a. do
b. is
c. does
☒ d. are
20. What.....you do every weekend?
a. Is
b. does

POST CYCLE 2 OF STUDENTS' UNDERSTANDING
ON SIMPLE PRESENT TENSE

Name : <u>Nichmad Suhardiyanto</u>	School : MTs Ma'arif Jumo
Class : 8.b	Date : October 21 st , 2015

1. Mr. and Mrs. Haris not traders
☒ are c. is
☐ am d. do
2. the woman a nurse ?
☐ Are c. Am
☒ Is d. Do
3. I a carpenter
☐ are ☒ am
☐ is d. does
4. There a book on the desk
☐ am c. are
☐ do ☒ is
5. There not any children in the classroom
☐ am c. is
☐ do ☒ are
6. That my house
☐ am ☒ is
☐ do d. are
7. These some eggs
☐ is c. am
☒ are d. do
8. My brother doesn't to school today -
☒ go c. going
☐ goes d. to go
9. The child doesn't enough money to buy marbles
☐ has c. having
☒ have d. to have
10. Does the girl long hair
☐ has c. having
☒ have d. to have
11. you have a bike?
☐ Does c. Are
☒ Do d. Is
12. Birds wings to fly
☐ has ☒ have
☐ to have d. having
13. The cat beautiful fur
☐ have ☒ has
☐ to have d. having
14. I my parents for money every morning
☐ asks c. to ask
☐ asking ☒ ask
15. I and my pen-pal stay in the same city
☒ do not c. are not
☐ does not d. is not
16. People money to cost their life
☐ earns c. to earn
☒ earn d. earning
17. Does the watermelon sweet
☐ to taste c. tasting
☒ taste d. tastes
18. A plant water to grow
☐ need c. to need
☒ needs d. needing
19. A mouse eat grass
☐ Is not ☒ does not
☐ are not d. do not
20. We should three times a day
☐ eats c. to eat
☐ eating ☒ eat

POST CYCLE 2 OF STUDENTS' UNDERSTANDING
ON SIMPLE PRESENT TENSE

7,5

Name : <u>Wuc Atiniklah</u>	School : MTs Ma'arif Jumo
Class : 8.b	Date : October 21 st , 2015

1. Mr. and Mrs. Haris not traders

- a. are c. is
b. am ~~d. do~~

2. the woman a nurse ?

- a. Are c. Am
~~b. Is~~ d. Do

3. I a carpenter

- a. are ~~c. am~~
b. is d. does

4. There a book on the desk

- a. am c. are
b. do ~~d. is~~

5. There not any children in the classroom

- a. am ~~c. is~~
b. do d. are

6. That my house

- a. am ~~c. is~~
b. do d. are

7. These some eggs

- ~~a. is~~ c. am
b. are d. do

8. My brother doesn't to school today

- ~~a. go~~ c. going
b. goes d. to go

9. The child doesn't enough money to buy marbles

- a. has c. having
~~b. have~~ d. to have

10. Does the girl long hair

- a. has c. having
~~b. have~~ d. to have

11. you have a bike?

- a. Does c. Are
~~b. Do~~ d. Is

12. Birds wings to fly

- a. has ~~c. have~~
b. to have d. having

13. The cat beautiful fur

- a. have ~~c. has~~
b. to have d. having

14. I my parents for money every morning

- a. asks c. to ask
b. asking ~~d. ask~~

15. I and my pen-pal stay in the same city

- ~~a. do not~~ c. are not
b. does not d. is not

16. People money to cost their life

- ~~a. earns~~ c. to earn
b. earn d. earning

17. Does the watermelon sweet

- a. to taste c. tasting
~~b. taste~~ d. tastes

18. A plant water to grow

- a. need c. to need
~~b. needs~~ d. needing

19. A mouse eat grass

- a. Is not c. does not
~~b. are not~~ ~~d. do not~~

20. We should three times a day

- a. eats c. to eat
b. eating ~~d. eat~~







CURRICULUM VITAE

I. PERSONAL DETAILS

Name : Rouf
Address : Kauman, RT 02 RW 01, Ngadirejo
Temanggung
Phone number : 081326274888
Place and date of birth : Temanggung, January 27th, 1967
Gender : Male
Religion : Islam
Nationality : Indonesia

II. EDUCATION DETAILS

1. 1974-1981 MI Kauman Ngadirejo
2. 1981-1984 SMP Muhammadiyah Ngadirejo
3. 1984-1987 SMA Negeri Parakan

III. JOB EXPERIENCES

1988 up to now I have been an English teacher at MTs
Ma'arif Jumo Temanggung

Temanggung, November 29th, 2015



ROUF