CHAPTER II

STUDENTS' INTEREST, DICE GAME AND TEACHING SIMPLE PAST TENSE

2.1. Students' Interest

2.1.1. Definition of Students' Interest

Interest is a special attention towards a certain matter that is created willing and depending from talent and the environment. Interest can be said as strong push for somebody to do everything in realize aim achievement and aim that be the willing.[1]

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

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

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

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[1] See at http://qym7882.blogspot.com/2009/03/pengertian-minat.html, 7 march 2009

[2] Qym, *Pengertian Minat* at: http://qym7882.blogspot.com/2009/03/pengertian-minat.html, accesed on 9 March 21, 2009

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

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

1. Individual Interest

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

2. Situational Interest

Different with individual interest that has a stable feature inside of the person; situational interest is more influenced from external factors. Because this interest itself is defined as an emotional situation brought by a situation stimuli (Schiefele, 1998).[6] This interest sometimes appear in the attitude of a person

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

[5] *Ibid.,* p.4

[6] *Ibid.,* p.5

when he/she is responding a specific idea, object or event as a visual form expressed from internal locus of the individual interest. This interest is disposed shorter and superficial than individual interest, and sometimes it's pushed with the specific features of an activity or task/text.

2.1.2. **Factors that Influence Students' Interest**

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

1. Teacher/Instructor

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

2. The Room (Physical Environment)

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

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

3. Course Topic

Different with the classroom, course topic together with the instructor and course execution is one of the main factors that may be involved more in this research. It is happened, because the research will focus on the game (that is part of topic course and the execution), as a teaching-media to influence students interest. Only required courses were included in the study. They covered topics about which students had a range of interests, from not being interested at all to the course topic being introductory to a major. The researchers point out that if the subject matter of a course influences how students relate to a course, then their level of interest ought to be acknowledged as a contributing factor on course evaluations.

4. Course Execution

In a follow-up analysis that explored some of the factors related to course execution (which these researchers defined as overall design and conduct of the course), there was confirmation for some facts about participation many of us have observed in our individual classrooms. "Students in classes where participation was expected and graded were significantly more likely to prepare for class, attend class, and commit to excellence. Students in those classes where participation was emphasized were also significantly more likely to value the contributions that other students make to their learning experiences.

2.1.3. Indicators of Interest.

In order to know how far is the students' interest will be improved, it's better to identify the indicator of interest itself. Students' interest can be observed from students' attitudes/behaviors in follow

learning process in the class.[8] If the students are interested in a course given from the teacher, they will show good/appropriate attitude as their responses to express what they feel. For example, listening to the teacher explanation seriously, follow teacher instructions and rules appropriately, rising hand to express his/her ideas, or other attitudes that supporting the class situation to conducive. Then researcher includes these as *Positive Responses*. While, if the students aren't interested with the class, they will show inappropriate attitude (*Negative Responses*).

These are some troublesome students' behaviors which teacher often finds in the class:

a. Talking and inattention

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

c. Lateness and in attendance

d. Disturbing other students

e. Sleeping, or other careless forms of the class conductivity

Those negative attitudes can be caused by some factors, such as *The Contingent on Individual Student Situation* and *The Structural of the Course*.[9]

1. Contingent on individual student situation

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

2. Structural to the course

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[8] Zakridatul Agusmaniar Rane, *Factors that Influence Students' Learning Achievement*, A Paper of an English Education Subject, in FKIP-UNHALU. 1996

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

Some of the unwanted students' behaviors can be caused by the teacher's policies or course structure. If we want *our* students act the appropriate attitudes, it's important for us as the teacher to act more appropriate than them. It's the better way to give examples of good attitudes according to our each positions/capacity. The teachers must practice the active learning methods and make the class more fun to be followed, so that our students never feel boredom.

2.2. Grammar

Grammar is one important element, as a part of language, and there is no language without structure. To know what structure is, some definitions of structures are put forward here. Structure is, of course, a unifying relation. The parts of a sentence or a clause obviously 'cohere' with each other, by virtue of the structure. Hence they also display texture; the elements of any structure have, by definition, an internal unity which ensures that they all express part of a text. [10] Furthermore, he states that in general, any unit, which is structured hangs together to form text. All grammatical units' sentences, clauses groups, words are internally 'cohesive' simple because they are structured. The same applies to the phonological units, the tone groups, foot and syllable. Structure is one means of expressing texture.

Richards et al (1985:125) grammar is a description of the structure of language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meaning and functions these sentences have in the overall system of the language. It may or may not include the description of the sounds a language (phonology, phonemics also morphology, semantic and syntax). In generative transformational theory, grammar is of rules and lexicon, which describes the knowledge (competence) which a speaker has of his or her language.

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[10] Halliday, M.A.K,. *An Introduction to Functional Grammar*. London: *Edw*, 1994. P. 6

2.2.1. Past tenses

A verb tense used to express an action or a condition that occurred in or during the past. For example, in *While she was sewing, he read aloud,* (*was sewing* and *read* are in the past tense).[11]

According to Faidal Rahman, past tense is one of tenses that show events in the last time, activity act, the change and/or activity that is done at the last time in the simple form, and also known the time of event or the activity happened.[12]

2.2.2.1.Kinds of past tenses[13]

1. Simple past is formed for <u>regular verbs</u> by adding *-d* or *– ed* to the root of a word. Examples: *He walked to the store*, or *They danced all night.* A negation is produced by adding *did not* and the verb in its infinitive form. Example: *He did not walk to the store*. Question sentences are started with *did* as in *Did he walk to the store?* Simple past is used for describing acts that have already been concluded and whose exact time of occurrence is known. Furthermore, simple past is used for retelling successive events. That is why it is commonly used in storytelling.

2. Past progressive is formed by using the adequate form of *to be* and the verb's present participle: *He was going to school*. By inserting *not* before the main verb a negation is achieved. Example: *He was not going to school*. A question is formed by prefixing the adequate form of *to be* as in *Was he going?*. Past progressive is used for describing events that were in the process of occurring when a new event happened. The already occurring event is presented in past progressive, the new one

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[11] http//www.answer.com/past tenses, February 2011

[12] A. Faidlal Rahman Ali, *Fundamentals of English Grammar a Practical Guide,* Jakarta: Pustaka Widyatama, 2007, p: 270

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

in simple past. Example: *We were sitting in the garden when the thunderstorm started.* Use is similar to other languages' [imperfect](#).

3. Past perfect is formed by combining the simple past form of *to have* with the past participle form of the main verb: *We had shouted.* A negation is achieved by including *not* after *had*: *You had not spoken.* Questions in past perfect always start with *had: Had he laughed?*Past perfect is used for describing secluded events that have occurred before something else followed. The event that is closer to the present is given in simple past tense: *After we had visited our relatives in New York, we flew back to Toronto.*

4. Past perfect progressive is formed by *had*, the [grammatical particle](#) *been* and the [present participle](#) of the main verb: *You had been waiting.* For negation, *not* is included before *been*: *I had not been waiting.* A question sentence is formed by starting with *had*: *Had she been waiting?*

Luckily for us, most verbs in English are regular verbs. This means that we can be confident with the forms of verbs because it follows a predictable pattern. Those verbs that do not follow the basic rules are called irregular verb. This is the explanation of regular and irregular verbs.

2.2.2.2. Regular Verbs

Taken from the book entitle *Dictionary and Language Teaching and Applied Linguistic* mention that regular verb is a verb which has the most typical forms in its language for grammatical categories such as tense or person.[14]

Usually regular verbs are forming *the past tense* (verb II) and *the past participle* (verb III) by adding *–ed* from the *present infinitive* (Verb I).

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[14] Jack. C. Richard and Richard Schmidt, *Op. Cit,* p. 453.

There are characteristics of regular verbs; it is divides into six parts of regular verbs. The explanation of the parts of regular verbs is such as below:

1) (infinitive).

Example:

Verb I	Verb II	Verb III	Meaning
Abash	Abashed	Abashed	Memalukan
Ask	Asked	Asked	Bertanya
Open	Opened	Opened	Membuka

2) Verbs are formed by ending –e so the form of *past tense* (Verb II) and *past participle* (Verb III) will be added by –d.

Example:

Verb I	Verb II	Verb III	Meaning
Change	Changed	Changed	Merubah
Dance	Danced	Danced	Menari
Use	Used	Used	Menggunakan

3) Verbs are formed by ending –y and the first alphabet is consonant, so in *the past tense* (Verb II) and *past participle* (Verb III) will change be –i and then will be added by –ed.

Example:

Verb I	Verb II	Verb III	Meaning
Cry	Cried	Cried	menangis
Fry	Fried	Fried	Menggoreng
Reply	Replied	Replied	Menjawab

4) Verbs are formed by ending –y and the first alphabet is vowel, so in *the past tense* (Verb II) and *past participle* (Verb III) from the ending –y will be added by –ed.

Example:

Verb I	Verb II	Verb III	Meaning
Destroy	Destroyed	Destroyed	Merusak
Display	Displayed	Displayed	Memamerkan

5) Verbs are formed by consonant in the last alphabet and vowel in the first alphabet, so *the past tense* and *past participle* will be folded then will be added by –*ed*. [15]

Example:

Verb I	Verb II	Verb III	Meaning
Drip	Dripped	Dripped	Menetes
Rob	Robbed	Robbed	Merampok
Stop	Stopped	Stopped	Menghentikan

6) Verbs are formed by ending –*c* and the first alphabet is vowel, so *the past tense* (Verb II) and *past participle* (Verb III) will be added by –*c* then –*k* and –*ed.*

Example:

Verb I	Verb II	Verb III	Meaning
Mimic	Mimicked	Mimicked	Meniru
Picnic	Picnicked	Picnicked	Bertamasya[16]

2.2.2.3. Irregular Verbs

It is different with regular verbs. Irregular verbs are a verb which does not have regular forms for tense, person, etc.[17]

Irregular verbs also has characteristics, it is supported each other. It consists of four characteristics. The explanation of the characteristics such as below:

1) Irregular verb is all of verbs which have similar forms, it means the *present tense* (verb I), *past tense* (verb II), and *past participle* (verb III) are similar.

Example:

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[15] Mun. Fika dan S. Warib, *Op. Cit.* , pp. 14-15.
[16] *Ibid.*
[17] Jack. C. Richard and Richard Schmidt, *Op. Cit,* p. 453.

Verb I	Verb II	Verb III	Meaning
Cost	Cost	Cost	Berharga
Cut	Cut	Cut	Memotong
Hit	Hit	Hit	Menyerang
Hurt	Hurt	Hurt	Melukai
Let	Let	Let	Membiarkan
Put	Put	Put	Meletakkan
Read	Read	Read	Membaca
Rid	Rid	Rid	Membersihkan
Set	Set	Set	Terbenam
Shut	Shut	Shut	Menutup
Spread	Spread	Spread	Membentang
Thrust	Thrust	Thrust	Mendorong
Upset	Upset	Upset	Merobohkan[18]

2)   The following Verbs have two similar forms.

It means that *Past Tense* (verb II) and *Past Participle* (verb III) are similar.

Example:

Verb I	Verb II	Verb III	Meaning
Awake	Awoke	Awoke	Bangun
Bring	Brought	Brought	Membawa
Build	Built	Built	Membangun
Buy	Bought	Bought	Membeli
Catch	Caught	Caught	Menangkap
Dream	Dreamt	Dreamt	Bermimpi
Feel	Felt	Felt	Merasakan
Find	Found	Found	Menemukan
Hold	Held	Held	Memegang
Keep	Kept	Kept	Menjaga
Lead	Led	Led	Memimpin
Learn	Learnt	Learnt	Mempelajari
Lose	Lost	Lost	Kehilangan
Make	Made	Made	Membuat
Mean	Meant	Meant	Bermaksud
Meet	Met	Met	Bertemu
Hear	Heard	Heard	Mendengarkan
Pay	Paid	Paid	Membayar
Say	Said	Said	Mengatakan

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[18] Mun. Fika dan S. Warib, *Loc. Cit.* , pp. 16-17.

Sell	Sold	Sold	Menjual
Sit	Sat	Sat	Duduk
Sleep	Slept	Slept	Tidur
Spell	Spelt	Spelt	Mengeja
Spend	Spent	Spent	Menghabiskan
Stand	Stood	Stood	Berdiri
Sweep	Swept	Swept	Menyapu
Teach	Taught	Taught	Mengajar
Tell	Told	Told	Menceritakan
Think	Thought	Thought	Memikirkan
Understand	Understood	Understood	Memahami
Win	Won	Won	Menang

3) The following verbs have three different forms.[19]

It means the *present tense* (Verb I), *past tense* (Verb II), and *past participle* (Verb III) are different each other.

Example:

Verb I	Verb II	Verb III	Meaning
Be, am, is	Was	Been	Ada
Break	Broke	Broken	Merusak
Do	Did	Done	Menyelesaikan
Drink	Drank	Drunk	Minum
Drive	Drove	Driven	Mengendarai
Eat	Ate	Eaten	Makan
Fall	Fell	Fallen	Jatuh
Fly	Flew	Flown	Terbang
Get	Got	Gotten	Mendapatkan
Give	Gave	Given	Memberi
Go	Went	Gone	Pergi
Know	Knew	Known	mengetahui
Melt	Melted	Melted	Mencair
Ring	Rang	Rung	Berbunyi
Rise	Rose	Risen	Terbit/ Naik
See	Saw	Seen	Melihat
Show	Showed	Shown	Menunjukkan

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[19] *Ibid.* , pp. 20-22

Speak	Spoke	Spoken	Berbicara
Sing	Sang	Sung	Menyanyi
Swim	Swam	Swum	Berenang
Take	Took	Taken	Mengambil
Tear	Tore	Torn	Menyobek
Wake	Woke	Woken	Bangun
Wear	Wore	Worn	Mengenakan
Write	Wrote	Written	Menulis

4) The following verbs have two similar form (Verb I and Verb III are similar)

Example:

Verb I	Verb II	Verb III	Meaning
Become	Became	Become	Menjadi
Come	Came	Come	Datang
Outrun	Outran	Outrun	Berlari cepat
Run	Ran	Run	Lari[20]

2.2.2. How to Teach Grammar

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

While the professional community in general agrees on the importance of form- focused instruction, there are still degrees of

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[20] *Ibid.*

opinion on what kind of instruction should be offered to learners. Four primary issues characterize this ongoing professional discussion. [21]

a) Should grammar be presented inductively or deductively?

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

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

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

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

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

d) Should teachers correct grammatical errors?

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

2.3. Dice Games

A **die** (plural dice, from Old French *dé*, from Latin *datum* "something given or played"[1]) is a small throwable object with multiple resting attitudes, used for generating random numbers or other symbols. This makes

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

dice suitable as gambling devices, especially for craps or sic bo, or for use in non-gambling tabletop games.[22]

A traditional die is a cube (often with corners slightly rounded), marked on each of its six faces with a different number of circular patches or pits called **pips**. All of these pips have the same appearance within a set of dice, and are sized for ease of recognizing the pattern formed by the pips on a face. The design as a whole is aimed at each die providing one randomly determined integer, in the range from one to six, with each of those values being equally likely.

2.3.1. The Advantages of Using Dice Games

Language learning is hard work. One must make an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.[23]

Using games in language teaching can help students develop their structure and produce the *same* grammar and structure repeatedly. We can also use game as vehicles of the language teaching learning. The followings are some opinions of game advantages proposed by some others experts:

State four major *advantages* of using games in language learning.[24]

1) Dice games help and encourage many students or learners to sustain their interest and work on learning a language.

2) Dice games can help teachers to create contexts in which language is useful and meaningful. Teaching English involves the

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[22] http//www.wikipedia.org/dicegames.html, May 2011

[23] Andrew Wright, *Games for Language Learning*, New Edition, Cambridge University Press, 1994, p.1.

[24] *Ibid.*

teaching of patterns. This pattern can be taught meaningfully through games.

3) Dice Games provide the repeated use of language form or drill. By making the language convey information and opinion, games provide the key feature of drill with the opportunity to the working of language as living communication.

4) Dice games can be found to give practice in all the skills, in all the stages of the teaching learning sequence and for many types of communication.

The *beneficial* of game base on Ayu Rini are:

1. For teacher
   a. To make easy the teacher before gives the material of study by implementing game in the learning process.
   b. To help the teacher gets the class conditions will be life.
   c. To give the teacher in the achievement of teaching and to give active participation in teaching and learning process.

2. For students
   a. Students will be easier to understand the material of study because the material will be presented by using game.
   b. To minimize of feeling bored for students to study.
   c. To help students memorize the material more quickly.
   d. To make students more active in the class.
   e. To grow the solidarity and sported students each other.[25]

The teachers' creativity in teaching simple past tense by using game will increase the probability that students learn more and the knowledge will retain better in mind. One of game to teach grammar is by using dice game.

2.3.2. The Use of Dice Games in Grammar Class

Beyond the fact that the dice games are fun and a welcome

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[25] Ayu Rini, *Excellent English Games*, (Jakarta: Kesaint Blanc, 2009), p. 6.

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

2.3.3. Class Organization

The notes on each game suggest which form of class organization is appropriate of the four types of grouping, pair and group work are very important if each learner is sufficient oral practice in the use of language.[26]

1. Class work.

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[26] *Ibid,* P. 67

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

2. Group work

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

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3. Pair works.

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

2.4. Previous Research

A research by Meizaliana 2009, NIM: A4C006004 Postgraduate Program Diponegoro University Semarang 2009, with the title*: Teaching Structure Through Games to The Students of Madrasyah Aliyah Negeri 1 Kepahiang, Bengkulu.* The similarity with this thesis is an action research to find out the

difference between Teaching English Structure (Grammar) Conventionally and Using Games Technique, with post-test and pre-test procedure. The result is known from T-test be used by Meizaliana, that there is a difference of teaching grammar between both of the methods with the comparison: Teaching grammar using games, X = 41.79. While teaching grammar conventionally, X = 32.95. Then Meizaliana concluded: "It means that teaching Structure through Games is better than Teaching Structure conventionally".

The similarity between her research and the researcher are on the material of study that is about game in teaching grammar, and the data analysis that use writing test. The differences are on the data participants, that the previous researcher observed tenth grade students of senior high school and the researcher observes eighth grade of junior high school. Then research approach, the previous researcher uses experimental research by using game to find the students' interest.

A research by Endah Sri Wulandari NIM : 205063132149, with the title: A Study on Teaching English Using Games to The Eleventh Year Students of SMK Brawijaya Kepung-Pare In 2006-2007 Institute of Teacher Training and Education Budi Utomo Malang Faculty of Social Science and Humanity Education Departement of English Education 2007. The sample research was fifth grade students of that school. The data observation is analyzed from the English teacher, the head master and among fifth-grade students SDN Besowo III Kepung – Kediri.

The subjects of this study were the fifth-grade students, the English teacher and the head master of school. There instruments were used in research interview form, observation and documentation. The interview form was designed to collect further observation and documentation. The interview form was designed to collect further information the English teacher. The English observation was used to find out the technique teaching used by teacher, responses during learning activities and the media used by teacher.

The similarities between his research and the researcher are the

previous classroom action research. Then second similarities are on the. The difference, it is on the data analysis. He analyzed the data by calculating the score, omitting the column, percentage of user, categorizing, finding result and comparing with curriculum. Here, the researcher analyzed the data of student's participation by formula; calculate the pre test, writing test, and the result from achievement of study. The last differences is on the method of collecting data whereas the previous researcher uses questionnaire and the writer uses documentation, observation, interview, and test.

2.5. Action Hypothesis

A hypothesis is the statement or estimation of identifying feature in temporary of research problem which has weak correctness so that it needs empirical experiment. The word of hypotheses is from the word *"hypo"* that has meaning under and *"thesa"* that has meaning correctness.[27]

Based on the description above, the researcher proposes the hypotheses "The use of dice game to improve students' interest in simple past tense at class VIIE of MTs Negeri 02 Semarang in the Academic Year of 2011/2012.

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[27] Iqbal Hasan*, Analisis Data Penelitian Dengan Statistik*, (Jakarta: Bumi Aksara, 2004), p. 31.