

## CHAPTER II

### IMPROVING STUDENTS' MASTERY ON SIMPLE PRESENT TENSE THROUGH TOOTHPICK GAME

#### A. Teaching and Learning Framework

Teaching and learning is an important activity in educational process. Nowadays, many theories that developed in learning process by new educational paradigms. Indonesia Government has a rule which stated in Chapter IV, Section 19 verse (1) Number 19 in the year of 2005 about Standart National of Education that cited by Abuddin Nata:

Learning process is carried out interactively, inspiratively, fun, challenging, can motivate students to be active participants. Beside that it can give enough space to their work, creativity, and independence based on students' talent, interest and their developments, and psychology.<sup>1</sup>

Based on the description above, teachers have crucial roles in class. They are as creative models who help students to be active and creative in teaching and learning process. Meanwhile, not only students, but also teachers must be creative and inovative to move and develop their learning educational methodology such as learning strategy in order that students get the best way in enjoyable learning.

Learning Strategies is defined as series of activities designed to achieve a particular educational goal. Hamruni classified learning

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<sup>1</sup> Nata, Abuddin. *Perspektif Islam tentang Strategi Pembelajaran*. (Jakarta: Kencana, 2011). Ed.1. Cet.2. p.23

strategy into five types. They are direct, indirect, interactive, independent, and empirical learning. They explained as the following.<sup>2</sup>

- a. Direct learning is aimed to consider information or develop skill step by step. It conducts deductively. In this learning, teachers has an important role to guide the class briefly. This strategy is easy to planned and used. But it needs more critical thinking, interpersonal communication and learning in group to develop students' competence.
- b. Inquiry, inductive, problem based learning, and discovery learning is included in indirect learning. This learning needs students to be active learners and teacher to be a facilitator in the class. The advantages of indirect learning are motivates students' curiosity, creates the alternative solutions, develops students' creativity and interpersonal skill, makes better competence, and express the competence well. On the other side, indirect learning needs longer time. The outcomes are unpredictable.
- c. Interactive Learning emphasizes on discussion and sharing ideas among the students. It gives students opportunities to share their ideas as much as possible to build the thought alternatively. Interactive learning has possitive sides that students are able to learn in groups, to create social skill around their friends, and to organize best thought and rational ideas. The negative side is it

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<sup>2</sup> Hamruni. *Strategi dan Model-Model Pembelajaran Aktif Menyenangkan*. (Yogyakarta: Fakultas Tarbiyah UIN Sunan Kalijaga, 2009). p.8-9

depends on the teacher's competence in designing and developing group dynamics.

- d. Independent learning is aimed to create individual initiative, independent, and improving self. Students not only need teacher's guidance to work independently, but also need to work in pairs. To create independent and responsible students is the aim of this learning. The weakness is inappropriate to implemented for the young learners because they are not be able to learn independently yet.
- e. Empirical learning oriented on the inductive activity. It is based on the activities which centred on the students. The advantages of this learning are increase students' participation, students' critics, and students' analyzing. It has disadvantages that it emphasizes on the learning process, does not emphasize on the students' achievement, safety, financial, and time.

Without mastery on those methodological learning, to increase educational quality as the aim of learning is never do. Those learning process is ever stated by Ki Hadjar Dewantara that:

The educational method for Indonesian learners exactly is without the forcefulness. They are citizen who learn traditional values oriented on love, peace, tolerance, brotherhood, honest, good in

speaking and action, and respect on diversity. Those values are taught to the young learners by the teachers.<sup>3</sup>

Related to the values, Ki Hadjar Dewantara implemented three famous educational catchwords which are as special characteristics of Indonesia. First, *Ing Ngarsa Sung Tuladha*, means teacher as a model of learning who stands in front. Teacher is as a leader who gives students example of how to do an action in order to be allowed by them. Second, *Ing Madya Mangun Karsa*, means teacher always takes around the students and motivate them to work, to build their aims and spirit, and to develop ideas productively. Third, *Tut Wuri Handayani*, means teacher always supports students to give their best work for society.<sup>4</sup>

The main point of learning concept as described above is freedom and independent. Teacher guides and gives knowledge so that students is free how to explore their insight and how to express their ideas independently. This concept can be analogized as light up the fire. The fire produces light which diffuse in the whole space as a light characteristic.

Educational methods influence the successfulness in teaching and learning process. It can be known by the students' achievement at the last of activity. Implementing the appropriate ways can determine the

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<sup>3</sup> Samho, Bartolomeus. *Visi Pendidikan Ki Hadjar Dewantara: Tantangan dan Relevansi*. (Yogyakarta: Kanisius, 2013). p.77

<sup>4</sup> Samho, Bartolomeus. *Visi Pendidikan Ki Hadjar Dewantara: Tantangan dan Relevansi*. ... p.78

successfulness of teaching and learning that showed by improving students' achievement in cognitive, affective, and psychomotor aspects.

## **B. Improving Students' Achievement**

Students' achievement is the students' reward after being done teaching and learning process that can be given by the students' number score. According to Fathurrohman and Sulistyorini explained the students who get low achievement did not mean that they are stupid or have low IQ but there are two factors influence the students' low achievement both internal and external factors.<sup>5</sup>

In general, as stated Muhibbin Syah the factors that influence the students' achievement can be divided into three as the following.<sup>6</sup>

1. Internal factors include students' physiology and psychology aspects such as human senses, intelligence, attitude, interest, talent, and motivation.
2. External factors include students' social and nonsocial environment such as family condition, school condition, and society.
3. Approaches to learning factors include strategy and method of learning.

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<sup>5</sup> Fathurrohman, Muhammad & Sulistyorini. *Belajar dan Pembelajaran Membantu Meningkatkan Mutu Pembelajaran sesuai Standar Nasional*. (Yogyakarta: Teras, 2012). p.117

<sup>6</sup> Gunawan, Heri. *Kurikulum dan Pembelajaran PAI*. (Bandung: Alfabeta, 2013). p.157

Students who have low achievement can be repaired and checked for those factors above. Students may have good intelligence but they do not have good interest for the certain subject. Not interesting strategy or method in teaching and learning can influence students' achievement. So that teacher must be creative and innovative to combine and manage the class well.

## C. Grammar Concept

### 1. Definition of Grammar

Grammar is how words and their component parts combine to form sentences. Geoffrey, et.al. describe grammar is as a set of rules which allow us to put words together in certain ways. It refers to the mechanism by which language works when we communicate with other people.<sup>7</sup> Good sentences are arranged to communicate each other will be understandable. It can be explained by An-Nisa verse 63:

أُولَٰئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي  
أَنفُسِهِمْ قَوْلًا بَلِيغًا<sup>8</sup>

They (hypocrites) are those of whom Allah knows what is in their hearts; so turn aside from them (do not punish them) but admonish, and speak to them an effective word (i.e. to believe

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<sup>7</sup> Leech, Geoffrey. et.al. *Grammar for Today Second Edition*. (UK: Palgrave Macmillan, 2006). p.3

<sup>8</sup> Departemen Agama Republik Indonesia. *Al-Qur'an dan Terjemahnya*. ... p.116

in Allah, worship Him, obey Him, and be afraid of Him) to reach their innerselves.<sup>9</sup>

Based on the verse above, having good communication is started by conveying messages in arrangement of good sentences. In a language, grammar as being a central part which relates sounds and meaning. It means that by language, people will be able to convey the meaning of any message has to be converted into words put together according to grammatical rules then conveyed by sound.<sup>10</sup>

On the other hand, it is defined as a way that accounts for both the structure of the target language and its communicative use.<sup>11</sup> Communication needs acceptable language certainly. That is why it needs good structural sentences by using good grammar in language. Burton's statement tells that grammar is not a collection of hard-and-fast rules. It is more flexible (and, therefore, more useful) than that. It is possible to communicate in speech and writing without a knowledge of grammar.<sup>12</sup> Therefore it can not only be applied in writing skill but also in communication.

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<sup>9</sup> Al-Hilali, Muhammad Taqi-ud-Din. *The Noble Quran*. at [www.noblequran.com/translation/](http://www.noblequran.com/translation/) accessed on November 25<sup>th</sup>, 2015.

<sup>10</sup> Leech, Geoffrey. et.al. *Grammar for Today Second Edition*. ... p.4

<sup>11</sup> Celce, Mariane. et.al. *The Grammar Book an ESL/EFL Teacher's Course Second Edition*. (United State: Heinle & Heinle Publisers, 1999). p.2

<sup>12</sup> Burton, S.H. *Mastering English Language*. (Hongkong: The Macmillan press, 1982). p.128

In English, grammar is the essential component of language. It includes the part of sentence pattern such as parts of speech, auxiliary verbs, gerund, prepositions, conjunction, articles, tenses, etc. They are integrated well to be good sentences and understandable messages. Good language has good structural sentences. The learners are able to learn in arranging good sentences well. Moreover as a foreign language, English must be learnt by Indonesian learners included grammar doubtlessly. Grammar is taught for young learners should be never given in some formulas, sentence patterns, or memorable structures.

Young learners are students in 6-12 years. They are classified into two groups, younger group (6-8 years) and older group (9-12 years). The Indonesian seventh students of Junior High School included as the older group of young learners. Most of them in 12 years old. According to Jean Piaget, they are in formal stage. Their thought develop step by step based on their development of knowledge and intellectual skill which going to logical and formal thought. Therefore teacher can monitor and allow the students' development of cognitive phase.<sup>13</sup>

Teaching and learning grammar can be organized by English teachers attractively. To create the attractive teaching and learning,

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<sup>13</sup> Suyanto, K. E. Kasihani. *English for Young Learners: Melejitkan Potensi Anak melalui English Class yang Fun, Asyik, dan Menarik*. (Jakarta: Bumi Aksara, 2008). Ed.1. Cet.2. p.7



teacher must be creative and inovative to renew the method of teaching. It can be integrated in affirmative sentences with new vocabularies. In the fact, grammar and vocabulary are not separated components in teaching and learning. Arranging sentences is needed vocabularies to make centextual meaning. Suyanto gives suggestions in teaching and learning grammar for young learners which is seen as below.<sup>14</sup>

- a. Using simple language rules. Such as kinds of simple tenses of simple present tense, present continuous, simple past tense. Use singular and plural patterns, subject pronouns, sentence patterns (*subject+verb+object*).
- b. Serving the simplest patterns from the easiest to the difficulties. For example recognizing yes/no questions before wh-questions.
- c. Giving contextual grammar which used daily life. Using wh-questions such as *what is your name?*, *where do you live?*.
- d. Giving students an occasion to practice using those patterns in pair or in group.
- e. Drilling to make sure that students understand for the material. Substitution drill is emphasized in developing vocabularies. For example, changing the subject, verb, or object.
- f. Using pictures or flashcards.

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<sup>14</sup> Suyanto, K. E. Kasihani. *English for Young Learners: Melejitkan Potensi Anak melalui English Class yang Fun, Asyik, dan Menarik.* ... p.45

Using certain grammar patterns, students are able to practice orally by making conversation in pair. In written, students are able to practice more by completing sentences either multiple choice or answer questions.

## 2. Tenses

Tenses are derived from Latin *Tempus* that has meaning as time. In English, it is form of verb that is showed as time and state of being in a situation. Mathematically, it is considered as a function of verb and auxiliary.<sup>15</sup> Verbs can be suffering a transformation by the time. The verbs get the influence based on the difference of time exactly. So that the readers can know when the event happens.<sup>16</sup>

Thornbury states that English has only two tenses: present (I work) and past (I worked).<sup>17</sup> Basically, verb form changes in order to situate the event in a different time frame that is divided into three main kinds, they are present (is used for general statements of fact and express habitual or everyday activity), past (indicates an activity or situation began and ended at a particular time in the past), and future (is used to express future time). To express the event already done, it can use the form of perfect tense. Beside that, the form of

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<sup>15</sup> Setiabudhi, Sukma. *Complete Grammar of the English Language*. (Bandung: Alfabeta, 2013). p.93

<sup>16</sup> Hariyono, Rudy. *English Grammar for Children*. (Surabaya: Gitamedia Press, 2004). p.71

<sup>17</sup> Thornbury, Scott. *About Language*. (UK: Cambridge University Press, 1997). p.202

continuous or progressive is used in expressing the continuous event.<sup>18</sup>

### 3. Simple Present Tense

#### a. Definition of Simple Present Tense

Simple present tense is defined by Marianne, et.al. the natural division between tenses which relates to time and aspect which has to do with the internal structure of the action occurring at any time. The simple present remains in its base form (write, walk) with one exception, the third person singular form, which is made by adding an –s to the verb (writes, walks).<sup>19</sup> Hirtle also explains that simple aspect refers to events that are conceptualized as complete wholes. The events are not be presented as allowing for further development.<sup>20</sup>

Simple present tense has some usages as stated by Patricia that simple present tense used to talk about facts, opinions, and habits or schedules.<sup>21</sup> In general, Azar stated the simple present expresses events or situations that exist always, usually, habitually. They exist now, have existed in the past, and probably

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<sup>18</sup> Setiabudhi, Sukma. *Complete Grammar of the English Language*. ... p.94

<sup>19</sup> Celce, Mariane. et.al. *The Grammar Book an ESL/EFL Teacher's Course Second Edition*. ... p.110

<sup>20</sup> Celce, Mariane. et.al. *The Grammar Book an ESL/EFL Teacher's Course Second Edition*. ...p.112

<sup>21</sup> Werner, Patricia K. et.al. *Interactions Access Grammar 4<sup>th</sup> Edition*. (New York: McGraw-Hill, 2002). p.58

will exist in the future.<sup>22</sup> The usages of simple present tense can be described as the following:

- 1) The simple present says that something was true in the past, is true in the present, and will be true in the future. It is used for general statements of fact. For example:
  - a) Water **consists** of hydrogen and oxygen.
  - b) The world **is** round.
- 2) It is used to express habitual activity. It can be seen from the following examples:
  - a) I **study** for two hours every night.
  - b) He always **eats** a sandwich for lunch.<sup>23</sup>

#### **b. The Patterns of Simple Present Tense**

Simple present tense has three forms which are divided into positive, negative, and interrogative forms. They are conducted on two types of sentences, both verbal and nominal sentences. They can be seen as follows.

##### 1) Verbal sentence

The three forms of verbal sentences of simple present tense are:<sup>24</sup>

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<sup>22</sup> Azar, Betty Schramper. *Understanding and Using Grammar*. (US: Prentice Hall, 1989). p.2

<sup>23</sup> Azar, Betty Schramper. *Understanding and Using Grammar*. ... p.11

<sup>24</sup> Hariyono, Rudy. *English Grammar for Children*. ... p.72-74

a) positive form (+)

I/You/They/We + <b>V1</b> + O
He/She/It + <b>V1</b> + <b>s/es</b> + O

For example:

They <b>play</b> football
She <b>goes</b> to school everyday
Mr. Antoni <b>reads</b> a newspaper

b) negative form (-)

I/You/They/We + <b>do not</b> + <b>V1</b> + O
He/She/It + <b>does not</b> + <b>V1</b> + O

For example:

They <b>do not play</b> football
She <b>does not go</b> to school everyday
Mr. Antoni <b>does not read</b> a newspaper

c) interrogative form (?)

<b>Do</b> + I/You/They/We + <b>V1</b> + O?
<b>Does</b> + He/She/It + <b>V1</b> + O?

For example:

<b>Do</b> they <b>play</b> football?
<b>Does</b> she <b>go</b> to school everyday?
<b>Does</b> Mr. Antoni read a newspaper?

In verbal sentence of simple present tense, there are rules of the use of suffix *-s* and *-es* to the stem of verbs.<sup>25</sup>

1) They are ended by **ch, sh, ss, x,** and **o** add **-es**, i.e: **watches, finishes, passes, fixes, goes.**

2) They ended by **y** after a consonant, the **y** changes into **ie** then added by **-s**, i.e: **carries, studies, cries.**

3) They ended by **y** after a vowel, **y** does not change then **-s** is added to the stem, i.e: **plays, buys.**

## 2) Nominal sentence

The three forms of nominal sentence of simple present tense which are divided into:<sup>26</sup>

a) positive form (+)

S <b>+is/am/are</b> +adjective/noun/adverb
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For example:

She **is** happy.

I **am** a student.

They **are** at home.

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<sup>25</sup> Riyanto, Slamet. *Essentials of English Grammar for Fluent English*. (Yogyakarta: Pustaka Pelajar, 2010). p. 10

<sup>26</sup> Hariyono, Rudy. *English Grammar for Children*. ... p.76-77

b) negative form (-)

**S +is/am/are+not+adjective/noun/adverb**

For example:

She **is not** happy.

I **am not** a student.

They **are not** at home.

c) interrogative form (?)

**Is/Am/Are+S+adjective/noun/adverb?**

For example:

**Is** she happy?

**Am** I a student?

**Are** they at home?

The adverbs are often used with this tense are always, usually, often, frequently, normally, sometimes, occasionally, seldom, rarely, never.<sup>27</sup>

In this study, simple present tense implemented in teaching and learning description both people doing something and particular people or thing.

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<sup>27</sup> Werner, Patricia K. et.al. *Interactions 2 Grammar 4<sup>th</sup> Edition*.... p.7

## D. Teaching and Learning Simple Present Tense

### 1. Definition of Game

Game means activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.<sup>28</sup> Game is identical word which connected in the children world. According to Imam Ghazali, It is an important activity for good growth and progress of children intelligence. Children are forbidden to play game is inappropriate action because it can kill their heart, bother their intelligence development, and damage on their life rhythm.<sup>29</sup> It supports the progression and creativity of children and also gives advantages in long time because they given space to explore what they want to do, to develop their successive characteristics.

A psychologist of Iran, Ali Qalmi gives opinion that while children playing game, the several values of growth happens on them. The beneficial values can be seen as below.<sup>30</sup>

- a. Children practice to live in society and recognize the diversity of people personality.
- b. Game become a source of pleasure and happiness.

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<sup>28</sup> Wright, Andrew, et.al. *Games for Language Learning*. (New York: Cambridge University Press, 1984). p.1

<sup>29</sup> Andrianto, Tuhana Taufiq. *Mengembangkan Karakter Sukses Anak di Era Cyber*. (Jogjakarta: Ar-Ruzz Media, 2011). p.130

<sup>30</sup> Andrianto, Tuhana Taufiq. *Mengembangkan Karakter Sukses Anak di Era Cyber*. ... p.131



- c. Children are able to compare themselves condition with the others.
- d. They develop their capability of opposition in order that with whom they should be socialized and being a friend.
- e. They recognize the principles and the rules of life and they are able to learn the life ways.

In educational context, games are involved in the cooperative learning model. Whereas, the model can be classified as learning strategy. Strategy is a plan, method, or series of activities designs to achieve a particular education goal. Learning strategy is the activities that are done by the teacher to help students reach the goals of the learning.<sup>31</sup> One type of learning strategy is learning by game. This strategy helps the students to explore and develop their knowledge from their friends. Beside that, they can solve the problems in a group both small and big groups in the whole class.<sup>32</sup> Not all games categorized as educative game. According to Andang Ismail as cited by Iva Rifa, there are some functions why game categorized as educative game as the following points.<sup>33</sup>

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<sup>31</sup> Hamruni. *Strategi dan Model-Model Pembelajaran Aktif Menyenangkan*. ... p.1

<sup>32</sup> Al-Tabany, Trianto Ibnu Badar. *Mendesain Model Pembelajaran Inovatif, Progresif, dan Kontekstual*. (Jakarta: Prenadamedia Group, 2014). p.113

<sup>33</sup> Rifa, Iva. *Koleksi Games Educatif di Dalam dan di Luar Sekolah*. ... p.12-

- a. Giving students knowledge through teaching and learning process by game.
- b. Stimulating students' ideas, creativity, and language in order to develop their good attitude, mentality, and ethics.
- c. Creating attractive, fun, and safety space to play.
- d. Increasing students' learning quality.

In teaching and learning process, teacher needs some preparation to deliver the material in front of the students. Not only teacher and students as the components in class, but also methodological practice such as approach, method, strategy, or technique, tools, and media. This strategy, teacher has an important role to motivate students to be active learners in learning and constructing knowledge in order that students are guided to achieve on the goals.<sup>34</sup>

## **2. Kinds of Game in Teaching and Learning Simple Present Tense**

There are some games to teach and to learn simple present tense as stated by Suzanne that can be known as the following.<sup>35</sup>

- a. Short answer. It uses piece of paper to write interrogative sentences of simple present in playing the game. The class divided into pairs or groups of three or four. Each group writes

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<sup>34</sup> Siddiqu, Mohd. Akhtar. *Effective Schooling*. (Delhi: Discovery Publishing House, 2010). p.14

<sup>35</sup> Woodward, Suzanne W. *Fun with Grammar*. (US: Prentice Hall Regents, 1997). p.3-6

five short answers on a piece of paper, then exchanges the paper with another group, and writes questions for the other group's answer appropriately. It can be illustrated as below.

Group 1:

Yes, I do.

No, he isn't.

No, you aren't.

Yes, they do.

No, she doesn't.

Group 2:

**Do** you walk to school?

**Is** John sleepy?

**Am** I from Korea?

**Do** they write questions?

**Does** Keyla lend you her pen?

- b. Human Bingo. In this activity students ask their classmates questions indicated by the prompts of the bingo card. If a student answer *yes*, they write that student's name after the prompt. If they answer *no*, they continue to find out the next students who answer *yes*. The first students who gets five names in a row, or who fills in the four corners, or who completes the board, or who makes a cross will become the winner.
- c. Twenty Questions. Beginning this game, students have to choose a category such as famous people, foods, occupations, or animals. Then choose a student to answer the rest of the class and show a piece of paper with a word telling what he or she is. The student sits in front of the class and may answer yes and no for any questions. The class may ask twenty questions to discover the identity of the student. If they guess the student's identity before

twenty questions, the class wins. If they do not guess correctly until the twentieth questions, the student wins.

## E. Toothpick Game

### 1. Definition of Toothpick Game

Toothpick game is one of the learning strategy that is covered in a game that use toothpick as a medium. In Oxford dictionary, toothpick is a short pointed piece of wood or plastic used for removing bits of food from between the teeth.<sup>36</sup> Moreover, the researcher thinks that toothpick has another function, not only to remove bits of food but also to point the specific area on a picture. It is used in teaching simple present tense.

Having some functions of things in this world, it is explained in the chapter of Ad-Dukhan verse 38:

وَمَا خَلَقْنَا السَّمَوَاتِ وَالْأَرْضَ وَمَا بَيْنَهُمَا لَاعِبِينَ<sup>37</sup>

And We created not the heavens and the earth, and all that is between them, for mere play.<sup>38</sup>

Learning English grammar needs to make easier different impressions for the learners. Teachers need to change, modify, and implement diverse strategy in teaching and learning grammar. In

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<sup>36</sup> Hornby, A S. *Oxford Advanced Learners Dictionary*. (UK: Oxford University Press, 2010). p.1575

<sup>37</sup> Departemen Agama Republik Indonesia. *Al-Qur'an dan Terjemahnya*. ... p.719

<sup>38</sup> Al-Hilali, Muhammad Taqi-ud-Din, *The Noble Quran*, at [www.noblequran.com/translation/](http://www.noblequran.com/translation/) accessed on December 5<sup>th</sup>, 2015

addition, the seventh graders of junior high school should have fun activities to understand the material easier. For example in describing what are people doing or things, students have to use simple present tense. As a cooperative learning, toothpick makes students work in group collaboratively to finish the game that helped students to make easier in describing something by sticking the certain point.

## **2. Advantages and Disadvantages of Toothpick Game**

There are several advantages and disadvantages of using toothpick game. Firstly, the advantages of toothpick game can be described as follow:

- a. it is easy to found and used.
- b. it is an attractive activity to motivate students in learning simple present tense.
- c. it enhances the students' imagination to convey ideas.
- d. it help students in making sentences by sticking a certain point.<sup>39</sup>
- e. it is able to improve students' social value by interacting and working together because of it is included in cooperative learning.

Secondly, toothpick game also has disadvantages such as it is easy to be broken and some people feel disgusting to use the medium.

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<sup>39</sup> Yolanda, Gita. Teaching Writing Descriptive Text Using Toothpick Game to Junior High School Students. English Department of Languages and Arts Faculty of Padang State University. (JELT Vol.3 no.1 Serie A, September/2014). p.56

### 3. Procedure of Toothpick Game

Describing picture needs to focus on the grammatical use of simple present tense. Toothpick can be applied as the following steps.

- a. Teacher divides the class into groups of five and six.
- b. Teacher distributes each group a set of about 12-15 toothpicks and a picture.
- c. Teacher tells the students that they have to take it in turns to make sentences about the pictures. Teacher as a model gives example how to play the game. Teacher sticks one toothpick on a picture then makes sentence based on the picture.
- d. Here is the fun part. They make a sentence and put a toothpick onto the picture before, so that the point of the toothpick touches the part of the picture have to be described by them. The next students make sentences, following the same procedure.
- e. The students get one point for each toothpick they manage to lay down. The group which places their toothpicks and arranges most sentences correctly is the winner.<sup>40</sup>

### F. Previous Researches

There are some previous researches that are used to support this study that focused on teaching learning simple present tense, as the following.

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<sup>40</sup> E-book: Fiona, Coplan. et.al. *Teaching English Young Learners Activity Book*. ... p.86

Niswah tells that using golf flash animation is an effective medium to teach simple present tense at the seventh grade students of SMP Al-huda Semarang in the academic year of 2012/2013. She used experimental research which was conducted in two classes; the experimental class (VII A) and the control class (VII B). The researcher used test and documentation in collecting data. For the first she gave try-out test to the experimental class to find out validity, reliability, difficulty level, and discriminating power. T-test was used by the researcher to analyze the data. It was found the pre-test average of the experimental class was 62,62 and the control class was 61,62. After conducting the post test, the average of the experimental class was 76,25 and the control class was 67,65.<sup>41</sup> Focusing on simple present tense is the similarity of her research and my research. Meanwhile the research design she used is different from mine.

Mardiyah stated that using grammar draughts can improve students' ability on simple present tense at the seventh grade students of SMP Negeri 1 Winong. She was conducting action research that was done in preliminary research and three cycles. She was using documentation, observation and test as data collection. To analyze the data, descriptive qualitative and quantitative analysis were used. After

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<sup>41</sup> Niswah, Evy Khoirotn (093411025). The Effectiveness of Using Golf Flash Animation to Teach Simple Present Tense (An Experimental Reserch with the Seventh Grade Students of SMP Al-Huda Semarang in the Academic Year 2012/2013. Thesis (Semarang: Education and Teacher Training Faculty Walisongo State Institue for Islamic Studies, 2013)

applying the treatment of using grammar draughts, the researcher got students' average score increased. It was proved from the preliminary research was 70,9, the first cycle was 75,63, the second cycle was 81,25 and the third cycle was 86,13.<sup>42</sup> The similarity of her research and my research is focused on simple present tense and the research design. The kind of learning game is as the difference of her research and my research.

Yolanda argued that toothpick game is an attractive game to help the eighth grade students of Junior High School to write descriptive text.<sup>43</sup> This journal has similarity in learning game but it has different goal in learning.

From the examples above, the researcher analyzed that using appropriate methodological practice is effective to motivate students' enthusiastic to improve their competence that is showed by the improving students' achievement. Related to the examples, using an attractive medium of golf flash animation in teaching and learning simple present tense can be known by comparing the experimental students' score is higher than the control students' score. Increasing students' achievement is also happened when using grammar draughts and the result of each

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<sup>42</sup> Mardliyah, Inayatul (103411056). The Use of Grammar Draughts to Improve Students' Ability on the Simple Present Tense at the First Year of SMP Negeri 1 Winong in the Academic Year 2013/2014. Thesis (Semarang: Education and Teacher Training Faculty Walisongo State Institute for Islamic Studies, 2014).

<sup>43</sup> Yolanda, Gita. Teaching Writing Descriptive Text Using Toothpick Game to Junior High School Students. English Department of Languages and Arts Faculty of Padang State University. (JELT Vol.3 no.1 Serie A, September/2014).



cycle showed the significant improvement. Helping students to write descriptive paragraph using an attractive toothpick game was successful. It reduces students' stress in studying especially in writing so that they are enjoyable in the activity. Therefore the researcher determined using toothpick game in developing teaching and learning simple present tense. The researcher wanted to know how can the students' improvement influenced by using the game. It is hoped the entire students master in simple present tense.

### **G. Hypothesis**

A conjecture or a guess at the solution to a problem or the status of the situation is needed in a study is concluded as hypothesis.<sup>44</sup> Based on the research, toothpick game can improve the students' mastery on simple present tense.

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<sup>44</sup> Wiersma, William. *Research Methods in Education*. (Massachusetts: Simon and Schuster, 1995). p.40