THE USE OF MONOPOLY GAME IN TEACHING SIMPLE PAST TENSE AT THE EIGHTH GRADE OF SMPT AL-CHODIDJAH JOMBANG

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana

Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Masrukhah, Ikhmatul. (2021), **The Use of Monopoly Game in Teaching Simple Past Tense at the Eighth Grade of SMPT Al-Chodidjah Jombang**, a thesis, English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University Surabaya.

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Keyword: *Teaching simple past tense, Monopoly game, Teacher Challenges*. This study describe about how teacher use monopoly game in teach simple past tense at the eighth grade of SMPT Al-Chodidjah Jombang. This study aimed at describing the different stage on using monopoly game and possible challenges that faced by the teacher in teaching simple past tense using monopoly game. The subject in this study is the English teacher in eighth grade. This teacher also taught in all level in that school. This study applied descriptive method. The research method used by researcher is interviewing the teacher and observing the teaching process. The interview conduct was on observation and at home of the teacher. This study found that the students have difficulties when they should make a sentence in form of simple past tense. The teacher re-designs monopoly game to help the students practicing for make a lot of sentences. Therefore the researcher finds out challenges that faced by the teacher and investigate to handle it. In the conclusion of this study, teacher can re-design a monopoly game to help the students practicing to make a lot of simple past tense.

ABSTRAK

Masrukhah, Ikhmatul. (2021), **Penggunaan Permainan Monopoli didalam Pengajaran Simple Past Tense pada Kelas Delapan SMPT Al- Chodidjah Jombang,** Skripsi, Jurusan Pendidikan Bahasa Inggris,
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Kata Kunci: Pengajaran simple past tense, Permainan monopoly, Tantangan guru. Penelitian ini mendeskripsikan tentang bagaimana guru menggunakan permainan monopoli dalam mengajar simple past tense di kelas VIII SMPT Al-Chodidjah Jombang. Penelitian ini bertujuan untuk mendeskripsikan tahapan yang berbeda dalam menggunakan permainan monopoli dan kemungkinan tantangan yang dihadapi oleh guru dalam mengajar simple past tense menggunakan permainan monopoli. Subjek dalam penelitian ini adalah guru bahasa inggris di kelas VIII. Guru ini mengajar bahasa Inggris di semua tingkatan di sekolah itu. Penelitian ini menggunakan metode deskriptif. Metode penelitian yang digunakan peneliti adalah mewawancarai guru dan mengamati proses pembelajaran. Wawancara dilakukan pada observasi dan di rumah guru. Penelitian ini menemukan bahwa siswa mengalami kesulitan ketika harus membuat kalimat dalam bentuk simple past tense. Guru mendesain ulang permainan monopoli untuk membantu siswa berlatih membuat kalimat yang banyak. Oleh karena itu peneliti mencari tahu tantangan yang dihadapi guru dan menyelidiki untuk mengatasinya. Sebagai kesimpulan dari penelitian ini, guru dapat mendesain ulang permainan monopoli untuk membantu siswa berlatih membuat banyak simple past tense.

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CHAPTER I

INTRODUCTION

This research looked into the use of monopoly game in teaching simple past tense at the eighth grade of SMPT Al – Chodidjah Jombang. In this chapter, the researcher addresses the research's context, research issue, and purpose, as well as the research's importance, scope and limitations, and meanings of key words.

A. Background of the Study

The importance of language in society cannot be overstated. Without the use of a language, it is impossible to communicate and understand others. There is a language that is spoken in a specific location, such as Sudanese in West Java, Betawian in Jakarta, Minang in Padang, and so on. Because each group has its own language that they utilize in their daily lives, language knowledge is essential for effective communication; two or more languages are recommended. However, mastering the English language is necessary for worldwide communication.

In Indonesian government, English is taken into consideration because the first foreign language and the obligatory issue to learn in secondary schools. The purpose of teaching English is allowing the students to practice English in spoken and written form. There are some elements of language component that can be target language in improving fluency such as pronunciation, vocabulary, and grammar. However, to

fluent the language skill is consist of listening, speaking, reading and writing. Moreover, students' learning language target is the purpose of English teaching primarily based totally at the contemporary School-Based Curriculum.

Unfortunately, English grammar often makes Indonesian students pressured due to the fact it's far unique from the grammar in their mother tongue, in order that the potential of the Indonesian's students in grammar nevertheless low. Grammar is the guideline that says how phrases are combined, organized and modified to reveal unique which means. We can consider grammar as being crucial a part of language which relates which means. Which means of a message conveyed via way of means of language must be transformed into phrases prepare consistent with grammatical rules.

Actually, grammar includes many factors inclusive of a part of speech (noun, pronoun, verb, adverb, adjective, preposition, conjunction and interjection), tenses, modal auxiliaries, degree of comparison, etc. In this study, the researcher specializes in verbs those regular and irregular verbs. It is called as simple past tense. In teaching simple past tense, the teacher should know how to introduce regular and irregular verb to the students. Especially, Using irregular verb and regular verb in form of verb-2 as known as simple past tense. In fact, some students still confused about

¹ Michael Swan. *Practical English Usage*. 2 nd Ed. (Oxford: Oxford University Press, 1996)

verb 2, specially in irregular verb, so then they still difficult to make a sentence in form of simple past tense.

This phenomenon also happen in SMPT Al-chodidjah Jombang. SMPT Al-Chodidjah is one of Junior high school which is all the students lived at the boarding school that provided by the School. The researcher chose SMPT Al-Chodidjah Jombang because from that school the researcher found out some problems related to the study. The problem knowing from the results of interviews with English language teacher. There are several factors that cause students unable to simple past tense. In this school, the students come from many cities, not only from Jombang itself. Some of them come from outside the island, this condition make them have different background of knowledge when they taught English class in elementary school. Some of them already taught English language from beginner, but there are also they who taught English language in fourth grade. This different stage make they have different background of knowledge make some of them don't understand about irregular verb in simple past tense. In another hand, the teacher mostly use lecturer method in all their teaching process. That's make the students easily to feel bored.

To solve that problem that happens during teaching learning process, the teacher can use variety of teaching strategy for example using game to reduce the bored. According to Richard and Rodger said that a kind of game, role plays, simulation, and task based communication activities have been organized to support communicative language

teaching classes.² From the explanation above, lots of game is one interesting technique for making good and appropriate communication in the class. Through the game, students can move around doing things rather than just listening or reading text in the classroom. For instance, the students may involve in game playing that needs them to use language such as make a new sentences. Teacher should decide the purpose of game and choose an appropriate game with the material

In addition, because of the students have different language background, the researcher also found that there are some students who have a good ability in understanding the material. But, there are also some students who have bad ability in understanding material. Based on those characters, it can be the teaching challenges for the teaching in teaching process. So, the researcher interest with this concern through English teaching strategy that is used in this junior high school of boarding school.

In this case, the teacher use monopoly game to help the student practicing to make a sentence in form simple past tense. Usually monopoly games played as best-selling commercial board game in the world. But in this case the teacher modified the game in teaching learning English. So then they can implemented this game and get the lesson that already set in the goal of subject.

² Jack C. Richards and Theodore S. Rodgers, *Approach and Method in languageTeaching*, (The United State of America: Cambridge University Press, 1986), p. 80.

There are some previous studies that related with this research. A research entitled The Effectiveness of Snakes and Ladders Game to Improve Students' Mastery of Simple Past Tense in Constructing Recount Texts (A Quasi-Experimental Research of the Eight Grade Students of SMP N 2 Demak in the Academic Year of 2013/2014) was conducted by Albab in 2014. This study show the result to analyze whether or not the chosen games was effective to be used for enhancing students' mastery of the simple past tense specifically to make a recount texts. There had been 30 students in each group, that was experimental group and the control group. The findings confirmed that Snakes and Ladders Game changed into such a effective medium to enhance students' mastery of the simple past tense. There were significant differences from the result of both groups. The differences between this previous study and my research are about the subject and the media. In my research I just focus on the teacher use monopoly games to help the student easily to make a sentence.

The next previous study is conducted by Chalim in 2010 entitled Using Tic Tac Toe Game to Improve Students' Understanding on Simple Past Tense at The Eighth Grade Students of Mts Nahjtus Sholihin Kragan Rembang in the Academic Year of 2010/2011. There were thirty four students at school VIII C. The findings showed that the use of game employment of game referred to as vellication tac toe game in teaching the straightforward tense through 3 cycles with success improved students' mastery of the simple past tense. It had been established by the advance of

students' average score in every cycle. This type of game was able to encourage students to be additional active in constructing sentences consistent with the sentence patterns of the simple past tense.

Based on the explanation above, the researcher concludes that the teacher needs a new way to help the students easier to mastery the lesson, especially in simple past tense. Different stage of the students might be challenges to teacher to arrange a good teaching learning process. So, in this study, the researcher interests to conduct and choose SMPT Al-Chodidjah Jombang as location of the reasearch. The researcher interest to find out how the teacher use monopoly game in teaching simple past tense and how the teacher handle the challenges when the use monopoly game in teaching simple past tense. Therefore, in this case the teacher use monopoly game in teaching simple past tense and see whether it will help the students or not.

B. Research Questions

Based on the background above, the research will be formulated as these following questions:

- How does the English teacher use monopoly game in teaching simple
 past tense material for the eighth grade students of SMPT Al –
 Chodidjah?
- 2. What are the teacher's challenges in using monopoly game during teaching simple past tense at SMPT Al Chodidjah?

C. Objective of the Study

Based on the problem of the research above, the objectives of the research are:

- To describe in detail the difference stage on procedure when the English teacher use monopoly game in teaching simple past tense material for the eighth grade students of SMPT Al – Chodidjah.
- 2. To know the teacher's challenges that is faced by the English teacher during using monopoly game in teaching simple past tense to the students and find out how the way the English teacher handle it whether the teacher can solve it or not.

D. Significance of the Study

The researcher expects that the result of this research can be shared to give advantage and contribution the English teacher and the further researcher in education.

For the English teacher especially in 8th grade that found the similar problems. The result of this study can be used as resources of information on how to use kind of board game and redesign it for teaching grammar also to handle the challenges that followed in teaching and learning process. By identifying the monopoly game, the teacher will know how the teacher uses this kind of strategy in teaching simple past tense to the students. This strategy is one the teacher's strategy to manage how well the students can get their participation during teaching process.

For the future researcher, this research is expected to be able to give a reference for other researchers who are interested in investigating students' skill and students' responses through identifying the English teaching strategy through another game. This future researcher also can compare this research material with the other game or the other aspect of teaching. So, the future researcher can be motivated to make something new from this research.

E. Scope and Limitation of the Study

a. Scope of this Study

The scope of this research has two scopes. This research describes more about how the English teaching's strategy that is used at SMPT Al Chodidjah. It is a monopoly game. The teacher use this kind of game to teach the students about simple past material. In this first scope introducing the difference between how is a procedure to use board game by Gordon Lewis and Gunther Bedson³ and how is a procedure to use monopoly game designed by the teacher.

The second scope, the researcher also identifies the teacher's challenges during using monopoly game as the teacher strategy in delivering simple past tense material. In this stage introducing, teacher challenges only during the teacher using monopoly game in teaching learning process. This challenges discover on disadvantage using board

³ Gordon Lewis and Gunther Bedson, *Games for Children*. (Oxford: Oxford University Press, 2008), p.16-18. p. 44-45

game by Regina H.M and challenges using board game by M. Spiegelman. (See on chapter 2)

b. Limitation of This Study

This study was done by interviewing the English teacher in SMPT Al-Chodidjah Jombang. She is English teacher in all of grade of SMPT Al Chodidjah. But in this research, researcher only focuses on eighth grade when the teacher teaches about simple past tense by using monopoly game. Then, the research question is categorized by English teaching learning strategy such as how to use monopoly game until some possible challenges for the teacher that will face during using this English teaching learning strategy. This research is focus on teaching learning process from eight grade in academic year 2020/2021.

F. Definition of Key term

There are some definitions of key terms are used in the title of the research:

1. Game

Wright, David, and Michael outline game as a fun activity that is difficult and entertaining for learning and keeps strategy in human action between players.⁴ In this research, game is defined as tools that help students understand what material that teacher delivery. In this

1

⁴ Wright, A, David, B and Michael, B. *Games for Language Learning*. (New York: Cambridge University Press, 2006).

research teach the students with monopoly game. It is used to increase the students' participation activeness during English teaching process.

2. Teaching simple past tense

Teaching simple past is an English teaching process that delivers form which indicates an activity that happened in the past.⁵ Teaching simple past tense is one of difficult material that English teacher's delivery. It is caused of the teacher must be delivered about regular and irregular verb. However, this teaching material needs some strategy that will help the students to accept the material easily.

3. Monopoly games

In general monopoly games in the world, monopoly game might serve the purpose of an economics, real estate, or finance professor. It have a board, picture, cue card, dice, pawn and money. In monopoly games the players have to collect as much as money to win the game. But in this study, the researcher define monopoly game as a board game that redesign by the teacher to help the students easier to understanding simple past tense material, especially to make the right sentence.

4. Teacher challenges

Challenge is something difficult which is requires great effort and determination in order to be done successfully, and attemps a strength, skill or ability of person.⁶ In this study, challenge is teacher's

⁵ A. Jamil, *BukuPintar 16 Tenses*, (Yogyakarta: BukuPintar, 2014).

⁶ Toynbee, J. Arnold, "A Study of History" (London: Oxford University Press, 1987), 125

difficulties in using monopoly game to teach simple past tense on the eighth grade of SMPT Al-chodidjah Jombang.



CHAPTER II

REVIEW OF RELATED LITERATURE

Several hypotheses and previous studies related to the thesis are included in this chapter. The theories cover topics such as the English teaching, game in teaching English, teaching grammar, and challenges during implementing game. The last sub-chapter describes a study of previous research.

A. The Definition of English Teaching

Teaching can be defined as a reflective action that is effectively launched to create a positive change in learners for good education. The chartest are guided by specific educational and learning standards that have a significant impact on the educational process. The role of an educator is critical to the successful delivery of an educational program. The teachers here, among other things, need to know the basic standards of education in order to enable him to be competent and successful in fulfilling his duties. The teacher challenges the three cognitive, emotional and psychological dimensions of students. The teacher's execution is not complete until it is evaluated to determine if the set goals have been achieved.

In this research, the researcher will know about how the teacher teaches an English subject. There are possibilities that happen through the teaching process, in specific for teaching students. For example,

⁷Theresa Ebiere Dorgu, "Different Teaching Methods: A Panacea for Effective Curriculum Implementation in the Classroom", *International Journal of Secondary Education*, 2015; 3(6-1): 77-87.

the teacher will face to the students, who have various characteristics and learning needed during English teaching process. In teaching process here, the teacher teaches about simple past tense and delivers it with monopoly game. It is used to help the students to interact with the material. In teaching English, the teacher also may get a lot of experiences and challenges when teaching them. So, the researcher here wants to analyze how the teacher uses this monopoly game to teach the students about simple past tense material.

B. Game in teaching English

1. The Definition of Game

According to Wright game an interest that's engaging, frequently challenging, and an interest wherein the newcomers play and commonly have interaction with other. It way game is an interest that may make the students can get knowledge of technique. The students talk that they may be playing, both on my own and with their classmates. Playing is functional interest and game is part playing. So, video games are very suitable teaching method with inside the younger learner classroom.

Games are used often in communicative language teaching. The students locate them enjoyable, and if they may be well designed, they

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⁸ Andrew Wright, et.al. *Games for language Learning* (Cambridge:Cambridge University Press, 2006), p. 1.

provide students treasured communicative practice.⁹ It way those games are very beneficial in a category due to the fact they offer a possibility for college students to apply their language in verbal exchange with others. With a game the students can talk with their classmate often. Moreover, Hadfield stated that game is an interest with rules, an intention and detail of fun.¹⁰ Its way the teacher can use a game to make the gaining knowledge of technique grow to be easy, fun, enjoyable, and students can research more effectively.

Based on the reason above, the researcher assumes that teaching English material by mistreatment game can facilitate the scholars to simply accept the material easily. By using game, the teacher can act the students to interest with material. During this research, the teacher uses monopoly game because the teaching strategy to show simple past for the eighth-grade students. So, the teacher can rise her goal of teaching and may improve the students' ability in collaborating the students and creating the lessen interest.

2. Kind of game

According to Hadfield games divides into two types such as competitive games and cooperative game.¹¹ It is emphasized on successful communication rather than on correctness of language.

⁹ Diane L. Freeman, *Technique and Principles in Language Teaching*, 2ndEd,(New York: Oxford University Press, 2000), p. 133.

¹⁰ Jill Hadfield, *Intermediate Vocabulary Games*, (Harlow, Essex: Longman, 1999), p. 4.

¹¹ Jill Hadfield, *Intermediate Vocabulary Games*, (Harlow,Essex: Longman, 1999), p. 4.

Furthermore, there are many different kind of game according to Gordonand Lewis, as follow: 12

a. Movement games

In these games, the youngsters are physically active. Movement games are usually tender and wish to be closely monitored. The example of this game is role play games, guess the activity, etc.

b. Board games

It's game that chiefly involves moving markers on a path. Board games may be created by the children as fun craft activity. The example of this game include of monopoly game, chess, etc.

c. Dice games

Dice games are unbelievably versatile. The dice needn't solely have numbers on the face. This game can be used to act the students' active by shaking the dice.

d. Guessing games

In guessing games, the aim is to guess the solution to an issue of some kind.

e. Role-play games

It's game which will be seen as simple, radio-controlled drama activities. It stirred a child's imagination and is tests of true communication.

f. Team games

¹² Gordon Lewis and Gunther Bedson, *Games for Children*, (Oxford: Oxford UniversityPress, 2008), p.16-18.

Team games can belong to the opposite categories, however conjointly need cooperative team work.

g. Word games

These games utilize children's enjoyment of twiddling with words.

Based on clarification above the researcher concludes all of the lecturers have to recognize sort of language video games earlier than determining which video games are appropriate with the lessons. Those kinds of games will help the teachers in selecting which ones are appropriate games that can be related with the lessons. It means the teacher can be decided the suitable games for their students. Therefore, here the researcher chooses a board game, because it is an interesting strategy to do in the class especially in teaching simple past tense.

3. Monopoly game

Monopoly games is one of board game that have board, picture, cue card, dice, pawn, and money. As Carroll state that monopoly game is a game that apply several economic economic in order to win the game by moving around the board based on the dice. ¹³ In the real game, players have to collect money as much as they can in order to win the game. Monopoly game is one of board game that can play at any level from the beginner until advance learner because this game is a famous game in all over the world. All students may know the basic rule of this game and can play this monopoly game because they

¹³ Carroll, M.K., Fun and Game in Higher Education. Eastern Educational Journal. Vol.40

already familiar with this game. But, to help the students enjoying and easier to understand the material of simple past tense, the teacher redesign monopoly game to use in teaching learning process. This game is not much different from the real monopoly game. the purpose of this game is to gain the student to make a sentence in form of simple past tense.

Basically, the number one method for monopoly game is rolling dice and transferring the range of areas proven at the dice. Based at the rectangular wherein the player's pawn lands, something happens.¹⁴ These are some procedures of board game as follow:¹⁵

- a. The teacher distributes the board squares and the dice to the students.
- b. The player 1 rolls the dice and moves forward.
- c. If the player 1 lands on square, they must turn the space card over anddo whatever is written on the card.
- d. If the answer is correct, the player moves space forward. If the answer is wrong, the student stays still.
- e. The player 2 now rolls the dice.
- f. The first player to reach "finish" is the winner.
- 4. Advantage and disadvantages teaching English by using game

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¹⁴ Brian Mayer and Christopher, *Libraries got games*. (Chichago:American Library Association, 2010), p.3.

¹⁵ Gordon Lewis and Gunther Bedson, *Games for Children*. (Oxford: Oxford University Press, 2008), p.16-18. p. 44-45

In teaching English, the teacher uses various strategy, technique and method to support his teaching process. But, here, the teacher use monopoly game to teach simple past to the students. Monopoly game is categorized as board game. There are some advantages of board game for the language learners, as follow:¹⁶

- a. Board game enhances their motivation as they perceive them as fun adenjoyable.
- b. Board game connects to real life situations.
- c. Board game helps the learner to be creative.
- d. Board game makes relax and de-stress.

Based on rationalization above the researcher concludes that gambling a board game is an exciting method to do with inside the class, specifically in coaching easy beyond demanding. It may be used to enhance the scholars' easy beyond demanding mastery. By the usage of board game can assist the scholars analyze greater without problems due to the fact it may make college students sense exciting and relaxes with inside the getting to know process.

In other side, there are disadvantages of board game for students, as follow:¹⁷

- a. Students feel anxious because the game is in English.
- b. Some students find games childish.

¹⁶ Regina H.M. Rodilla, *Playful Learning in the EFL Class: The Beneficial Use of Board Games and the LEGO Serious Play Method*, (Alcala de Henares: Universidad de Alcala. 2012), p. 13.

Regina H.M. Rodilla, Playful Learning in the EFL Class: The Beneficial Use of Board Games and the LEGO Serious Play Method, (Alcala de Henares: Universidad de Alcala. 2012), p. 13.

- c. Sometimes students do not know where to start from.
- d. Students must have a large group.
- e. Students learn the game takes too long.

Besides, board games also have some disadvantages for the teachers when they bring board games into their class, such as; The English teacher wishes to apply their creativeness to lay out a board game which suitable for his or her students, trainer additionally wishes greater time, energy, money, and instruction than the usually teaching. It is due to the fact the English teacher wishes to put together the board, dice, and playing cards with a view to make sure that the pastime runs well. And alas someday while making use of function sport with inside the class, the English teacher can't manipulate the class.

C. Grammar

According to Gerot and Wignel, grammar is a principle of language, of the way languages is prepared and the way it works. Scott Thornbury said that grammar is defined as an define of the rules for forming sentences, consisting of an account of the meanings that the ones bureaucracies convey. However, tense is going to be the maximum fundamental of English Grammar. In studying English, one in every of the overall and base issues which might be typically

¹⁸ Thornbury Scott. *How to Teach Grammar*, (England: Pearson Education Limited, 1999).

confronted is tenses problem. Most of college students do now no longer recognize what's spoken in tenses problem. ¹⁹

According to Pardiyono, A tense is a variant of the verb form of transaction, which includes the full verb, be, and auxiliary. It can usually be used as a predicate in a sentence and must be compatible with various expressions of time.²⁰ The phrase tense represents a verb form or a collection of verb forms used in a specific temporal relationship. Time can also imply whether the action, hobby, or country is present, past, or future.²¹

Many English teachers discover that tenses are a long way extra tough to educate than: say, vocabulary; even though making plans a lesson round a tense material is manifestly easier, simply teaching it could be a one of a kind matter. Despite their first-rate efforts, the students continuously misuse, misunderstand and misapply tenses. Therefore, thinking about the important function of tenses, English teacher must remember what type of approach is accurately utilized in teaching tenses. There are many forms of tenses include of simple present tense, simple past tense, simple past continuous tense. However, on this case, the author simply need to provide an explanation them. According to Pardiyono, in case you recognize the policies approximately the alternate of verb shape and additionally

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¹⁹ Pardiyono. *Bahasa Inggris 16 Tenses*. (Yogyakarta: Andi, 2007)

²⁰ Pardiyono. *Bahasa Inggris 16 Tenses*. (Yogyakarta: Andi, 2007)

²¹ Hornby. 1974. *Oxford Advance Learners Dictionary Of Current English*. London: Oxford University Press.

recognize approximately the grouping of time expression, you haven't gotten problems in the use of tenses.²²

Wren and Martin state that simple past is a form that indicates an activity that happened in the past, for example: *I studied English last night*. ²³

1. Simple past tense in various sentences

Simple past tense is divided into three part include of positive form, negative form, and interrogative form. Jamil also explains that this kind of sentence can be transformed into various forms. ²⁴ It can be explained as follow:

a. Positive form

Subject + verb 2 + object/adverb

For example:

- 1) We ate sandwich yesterday
- 2) They *talked* to my Mom last month

Example (1) is a positive sentence using simple past tense. In this example of simple past tense show that this sentence use irregular verb. It show when the put the word "ate" into the sentence. It is different with the first form "eat". But in the example number 2

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²² Pardiyono. *Bahasa Inggris 16 Tenses*. (Ypgyakarta: Andi, 2007)

²³ Wren and Martin. 1993. *English Grammar and Composition*. New Delhi: S. Chand and Company LTD.

²⁴ A Jamil, A, *BukuPintar 16 Tenses*. (Yogyakarta: BukuPintar, 2014)

the writer use regular verb in this sentence.

The writer just adds "ed" in the end of word
for changing simple past tense form.

b. Negative form

For example:

- 1) I did not *listen* your sound
- 2) He did not drink a cup of coffee

The sentences above is the example of simple past tense in negative form. Based on the example (1), *I* is having position as subject. For the negative form sign, the writher put auxiliary verb did and *not*. Then for using verb, it just need apply verb base into the sentence in negative form. It is absolute used in the second example.

c. Interrogative sentence

For example:

Did you go to your mother's house?

The example of sentence above is the example of simple past tense in interrogative form. In interrogative sentence, an auxiliary

did is used in the beginning of the sentence.

Past verb is not used anymore.

D. Teacher's challenging in using game

Teacher can using games as an introduction to a unit or activity increases student's engagement and also leads to more positive participation within the classroom. Based on observation, teacher state that the background knowledge of the students when they in elementary school was very difference. So the teacher needs more effort to teach them in same way but different background of knowledge. the As Toynbee state that Challenge is something difficult which is requires great effort, determination and attemps a strength, skill or ability of person in order to be done successfully.²⁵ It also happen when the teacher use monopoly game in teaching simple past tense. Spiegelman and Glass discuss about challenging toward using game in teaching. These include the following:²⁶

1. Games take time to research and layout properly

When prepared the game in teaching learning process teacher also need more time for preparing the game until the implementation of the game. So then it is possible when teachers trying to use games in the classroom they will not have enough time to teach the rules and play the game. Teacher need to explain the lesson also the goal of the game include the rule of the game and some other information. In other

²⁵ Toynbee, J. Arnold, "A Study of History" (London: Oxford University Press, 1987), 125

²⁶M Spiegelman, R Glass, "Gaming and Learning: Winning Information Literacy Collaboration", *College & Research Libraries News*, 2008,vol 69 No. 9.

hand, they limited by the time that provided by school also teacher need to make sure the rest of the curriculum is covered while using these games in the classroom. So teacher need to prepare it well before and during implement the game. As Katrina Schwartz state that time is biggest barrier when teacher teach using game in classroom.²⁷

2. Wasted efforts may be the best administrative fear.

Teacher cannot use just any game. Teacher should consider the game that suitable with the material and curriculum from the school. So then, they can reach the objective of the study while implementing the games in teaching learning process.

Preparing game sometimes also need a lot of material for gaming.

Such as when teachers implement a board game, they need prepare a board game that suitable with their material. They can adapt a board game or customize by themselves. In another side, Mackenzie Hoffman when he taught in seventh grade in English class, he said that "The hardest of these issues to work around is the money aspect". He have 30-35 students in a class, so he need 7-8 copied of games. In this

4. Pedagogical and technical supports is probably utilized in teaching process

part, money can be possible challenges that faced by teacher.

²⁸ Mackenzie Hoffman. "Three Challenges of Using Board Games in the Classroom" *The Meeple Street* (https://themeeplestreet.com, Accessed on July 14, 2021)

²⁷ Katrina Schwartz. "Some Struggles Teachers Face Using Games in the Classroom" *KQED* (https://www.kqed.org, accessed on July 14, 2021)

It includes situations and conditions in the classroom. It is about how the teacher manages the class before playing until the game. It is about how teacher choose a game that suitable in small class or big class. There are some things that the teacher can't change and can't force to use certain games. So then creativity of the teacher is prioritized in managing pedagogical and technical supports when applying game.

E. Review of Previous Study

There are some studies that have related topics with this research were conducted by other researchers. For the first is the study from Fadila Taslim with the title "Improving Students' Mastery on Simple Present Tense through Climbing Grammar Mountain Game". In this take a look at, the researcher desires to decide whether or not using Climbing Grammar Mountain Game gave tremendous development on college students in mastering simple present tense. It is achieved at SMPN 1 Luak 50. From this previous study, the researcher has discovered that there has been greater than standards of the students' needed rating which have been decided on this take a look at and it became tremendous as it proved that the students enthusiasm to take a look at simple present tense material, it suggest that the students preferred and have been now no longer bored once more so this become a motivation for them to greater listen to take a look at simple present tense material and they may use it in each day

lifestyles for communication. They apprehend that simple present tense material is critical in mastering English due to the fact its miles utilized in each day lifestyles, both in writing and spoken language.

The similarity with this research is the researcher also uses kind of game in teaching English material. The teacher at the previous study wants to interact the students' enthusiasm in following the teaching process. In other side, there are differences between these researches with the previous study. They include this previous study use simple present tense to combine with a kind of game, but this research use simple past tense. Then, this previous study push the students' enthusiasm in speaking skill, but the teacher of this research will show that the students' enthusiasm with four skill of English during using monopoly game.

The next previous study is written by Arum Nisma Wulanjani with the title "The Use of Vocabulary in Improving Childrens' Vocabulary in English Language Learning". In this previous study, researchers focused on the differences in these characteristics, it can be concluded that teachers who teach novice learners have challenging tasks to be able to motivate them in the process learning. In this case, teachers should be more creative and keep away from their students from boredom while learning English vocabulary. They have to prepare the material that will be given to the students and also choose the appropriate technique to use. By doing things these, they can make

students have a great interest in learning process. Based on this, it can be concluded that using the game in learning English vocabulary is very effective, because using the game is very fun and suitable with characteristics of children as novice learners.

The similarity with this research is this pervious study also uses game to teach vocabulary for the students. It make the learning is very effective, interesting and suitable for supporting the learning process. In other side this research uses the students at the secondary school for teaching English. So, the teacher compares the material and the game based on the students' needed and characteristic.

For the last previous study entitled The Effect of Using Educational Games at the Students' Achievement in English Language for the Primary Stage. This study have a look at is written with the aid of using Mania Moayat Mubaslat. This study have a look at desires to decide the function of tutorial video games on getting to know an overseas language, and to examine video games with greater conventional practices as powerful getting to know gear at the fundamental instructional degree college students at governmental faculties in Jordan, an experimental studies is carried out the use of 3 businesses out of six randomly. However, the outcomes of the publish take a look at for the experimental organization are so higher than the managed one that display that video games have an excellent impact on enhancing the success for the number one degree and to create an

interactive environment. It is suggested to apply video games due to the fact they're very powerful specially for the number one degrees in coaching a 2nd language and video games are useful for the trainer as a manner for language acquisition..

Similarity this study is the teacher try to make an interactive environment during English teaching process by using game. So, the teacher feels helpful in managing the students through making the students understand with the material. Then, this previous study use experimental research. It's different with this research. It is caused of the teacher always use game for supporting the English teaching process.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the content of the research deals with the procedures of conducting the research regarding with the use of monopoly game. It is used to teach the students through simple past material.

A. Approach and Research Design

This research use qualitative approach through interviewing the English teacher in the SMPT Al – Chodidjah Jombang. Based on Kothari, qualitative studies is worried with qualitative phenomenon, i.e. phenomenon regarding or related to fine or kind.²⁹ It means that this research will identify and explore more about all information that related with the use of monopoly game in teaching simple past at the eighth-grade students of SMPT Al – Chodidjah Jombang. The qualitative will design is appropriate for exploring teachers' teaching strategy in classroom activities as the researcher obtain in-depth information of the topic. The choice design will help provide monopoly game that teacher used in teaching simple past. The researcher to describe the procedure or the way the teacher use monopoly game in teaching simple past. Then, the researcher continue with the challenges that teacher meet during English teaching process.

²⁹ C. R. Kothari, *Research Methodology*, (New Delhi: New Age International (p) Ltd. Publisher, 2004), 3.

B. Research Location

The research will take place at SMPT Al Chodidjah Jombang which located in Jatirejo Tebuireng St.Masjid I, Cukir, Diwek, Jombang, East Java. This school is chosen as the research location because it is a new school that implemented some strategies such as gamifitation strategy in teaching process.

This research goes to behavior on 2nd semester in educational 2020/2021. So, the researcher do interview at the date which have been agreed among the researcher and the studies subject.

C. Research Subject

The research subjects of this research are an English teacher who teaches in second grade in SMPT Al—Chodidjah Jombang. In the complete qualitative research process, the researcher preserve a focal point on studying the which means that the player keep approximately the hassle or issue, now no longer which means that the researchers convey to the research or writers specific with inside the literature.³⁰ The researcher talks with the English trainer approximately using monopoly game in teaching easy beyond on the 8th grade of this school.

D. Data and Source of Data

1. Data

³⁰John W. Creswell, *Research Design*, (USA: SAGE Publications, 2009), 175.

There are some data is used in qualitative method, such as observation, interviews, document (journal, lesson plan or letter). ³¹ Lawrence also state that we will acquire qualitative statistics via way of means of documenting actual events, recording what real human beings say (with words, gesture and tone), staring at particular behaviors, analyzing written document, and reading visible image. ³² In this research, data will get from the interview result of the teachers' explanation about English teaching strategy that include of the procedure of using monopoly game in teaching simple past and what the challenges that teacher faced. Then, for additional information that used to complete the finding result is getting from the interview process.

2. Source of Data

The researcher decides that the sources of the data that are some field note during interview toward the English teachers. The researcher who was taken as source of the data is the English teachers at SMPT Al – Chodidjah Jombang.

E. Research Instrument

The researcher uses interview to reply the complete of research questions. The researcher uses this technique to explain the usage of monopoly game in teaching easy beyond. In this kind of interview, the

³¹John W. Creswell, *Research Design*, (USA: SAGE Publications, 2009), 180.

W. Lawrence Neuman, Social Research Methods: Qualitative and Quantitative Approaches (seventh edition), (USA: Pearson Education Limited, 2014), 177

researcher desires to realize unique and deep facts³³. In this research, the researcher asks the English teacher with 22 questions that related with the theory and the research questions. They include of 4 general question that tell about general information of education condition in that school, then 6 question that helped the researcher to collect the information about the procedure of use monopoly game in teaching simple past tense. The last part of interview contains of 12 questions that tell about English teacher's challenges during using monopoly game in teaching simple past tense. The researcher also use field note in this section to write important information from both. (*See Appendix*)

F. Data Collection Technique

The challenge of statistics series will start after a studies hassle has been described and studies design/plan chalked out. In statistics series method in qualitative studies, offers with interview, observation, documentation, and triangulation.³⁴ Therefore, researcher mentions a few statistics series strategies of this research greater element of interview process.

According to Kothari, interview of accumulating statistics entails presentation of oral-verbal stimuli and respond in phrases of oral-verbal responses.³⁵ There are two type of interview technique that can do in research. The first is personal interview. It calls for someone

³³ Catherine Dawson, "Metode Penelitian Praktis", (Yogyakarta: PustakaPelajar, 2010), 31

³⁴Suryana, "Metodologi Penelitian", (UniversitasPendidikan Indonesia, 2010)
 ³⁵ C. R. Kothari, Research Methodology, (New Delhi: New Age International (p) Ltd. Publisher, 2004), p.97

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referred to as the interviewer asking questions typically in a face-toface touch to the opposite individual or persons. It extensively utilized for extensive research for the item of the research to get the responses. The researcher typically statistics the end result of interview the use of recorder or video. The questions of interview are dependent from a few theories or situation of the studies' item. The second kind is phone interview. This technique of accumulating facts is composed in contacting respondents on smartphone itself. It isn't always a totally broadly used technique, however performs critical element in business surveys, especially in advanced regions. In this studies, the researcher use non-public interview. It is used to reply all of studies query. It is to explain how the instructor uses monopoly game for teaching easy beyond. The researcher will also gather the facts that comprise of the demanding situations that English teacher has confronted in the course of teaching process. The researcher takes this interview's facts with the aid of using the use of video or recording. The researcher will also position a few subject notes for the extra statistics to finish the studies finding.³⁶

In this research, the researcher use personal interview. It is used to answer all of research question. It is to describe how the teacher uses monopoly game for teaching simple past. The researcher also will collect the information that contain of the challenges that teacher has

³⁶C. R. Kothari, *Research Methodology*, (New Delhi: New Age International (p) Ltd. Publisher, 2004), 100

faced during teaching process. The researcher takes this interview's information by using video or recording. The researcher also will put some field notes for the additional data to complete the research finding.

G. Data Analysis Technique

In this research, the researcher examines the statistics with the aid of using the use of descriptive qualitative. All the statistics will acquire with the aid of using the researcher are offered with inside the shape of description. The researcher analyzes the data which is earned from the personal interview. The result interview measure from the chronology situation that explain about the use of monopoly game in teaching simple past and the teacher challenges to face it.

According to Creswell, the data from qualitative research could be analyzed by using descriptive design. So, the researcher did some steps that relating with research's data analysis technique, such as below:³⁷

1. Organize the Data.

After the researcher was given the statistics from interview, the researcher organized to prepare the statistics to be analyzed with inside the subsequent steps. The researcher will interview all of English teacher in SMPT Al – Chodidjah Jombang. Here, the interview result from the teacher becomes the data which

³⁷ John W Cresswell, Research Design 4th edition (USA: Sage publication Inc, 2014), 247

answer the whole of research question. So, the researcher should differentiate that information based on the research question focus. After organizing the data, the second step was to transcribe the data and reading all the data.

2. Transcribed the Data.

The researcher transcribes the statistics into the phrases and an appropriate sentence. Here, all of facts from the members need to be covered absolutely whether or not it become critical or had to solution the studies query or not. Then, the researcher had to study all of the statistics to peer what well known concept had been members saying. The statistics get from the real situation in the course of the research. Then, this step gave well-known facts which have been given from interview end result.

3. Coding.

The researcher coded the description of data then code to theme. In this step, the information from transcription sorted into several facts. The researcher analyzed the fact from the utterances from the participants. Then, the researcher emphasized on appropriate information to focus on answering the research questions. After the data is gathered and coded into several facts, the data are divided into certain theme that was founded from the coding. These themes were the data that

appeared as the major findings in qualitative studies and these themes were often used as headings in the findings sections of study. Here, the facts were collected based on the research questions.

4. Interrelating the data.

In this step, the researcher related the data with some theory to answer and complete the research question. It was applied for interview result. The theory from the expert that matched is about the use of monopoly game, teaching simple past, the teacher challenges during using game in teaching simple past.

5. Interpreting the Finding

The researcher had to interpret the information from study's findings and dialogue in chapter 4. The interpretation may be researcher's private interpretation or it can be a means from assessment of findings with statistics from the theories. It additionally may be inspiration closer to new questions that rose from the information which perhaps do now no longer deliver the clear rationalization with inside the **studies**.

6. Draw the conclusion

After show the result and some discussion in clear explanation, the researcher need to draw the conclusion. It is used to summarize what the data that is analyzed by the researcher. In this part, the researcher used the short and simple explanation to

make the reader understand easily. The conclusion also could be close part of the research discussion.

H. Research Stage

In this research, studies degree is systematic steps that ought to do whilst the researcher might to do the research. There are many ranges so that it will researcher do throughout studies process, protected of:

- First stage is the researcher asks permission to school, which is SMPT Al – Chodidjah Jombang. After researcher get permission from the headmaster, the researcher make appointment with English teachers to do the research.
- 2. Second, researcher interviews to all English teachers to know some information about how the teacher use monopoly game in teaching simple past and what the teacher's challenges during using that game. The next, the researcher ask the teachers' evidence about the teaching model in some photos of media that support of it.
- 3. Third, data is process based on the activities data analyzing technique that explains above. The result of teachers and students' interview is needed to compare some additional data that contain of some field note and other for analyzing.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher affords the studies locating and dialogue of the studies. The locating describes how the English teacher makes use of monopoly game in teaching simple past tense the 8th grade students of SMPT Al Chodidjah, Jombang. This locating of studies additionally describe the studies locating that inform approximately English teacher demanding situations throughout the usage of monopoly game in teaching simple past tense. The dialogue phase elaborates the principle locating of have a look at and relates them to the applicable theories of the have a look at and former studies. The association of the phase primarily based totally at the studies questions. There are studies questions: the teacher's steps in the usage of monopoly game throughout teaching simple past tense to the 8th grade students of SMPT Al – Chodidjah Jombang and the English teacher's demanding situations which can be confronted throughout the usage of monopoly game in teaching simple past tense. The element records of the 2 subjects follows:

A. Research Finding

The research has conducted at June 23rd, 2021 through the method of accumulating records that have been defined with inside the research method. The data collected were aimed to answer the research problems. They include of how the teacher use monopoly game in teaching simple past tense and analyze the teachers' challenges during using monopoly

game in teaching simple past tense. Those research problems were conducted in the eighth grade of SMPT Al – Chodidjah, Jombang. The finding of this research was categorized in accordance to research question:

1. The teacher's use monopoly game in teaching simple past tense

To gain the data of the research problem about how the teacher used monopoly game in teaching simple past tense at the eighth grade of SMPT Al – Chodidjah Jombang, the researcher interviewed an English teacher. The researcher asked six questions that explained about the procedure of using monopoly game in teaching simple past to the students.

As we knew that in this era, the teaching time and process in education nowadays was different. It was caused of Covid – 19 pandemic. So, in this research, the teacher explained that the teaching duration was shorted. It was around 15 minute for each lesson hour. It might be challenged for the teacher to manage her teaching goal for the students. To minimalize the duration teaching process, the teacher used game strategy for helping her teaching process. A game that teacher used during teaching process was monopoly game. This game was familiar with the students. So, the students would easy to play it with their friend.

For the material that teacher used through the game, the researcher has found that the teacher used simple past tense material.

It was caused of the teacher knew that the students get difficult to understand the verb with different form. So, to get the teaching goal, the teacher used this kind of game to help the students in understanding material through simple past tense. Then, the teacher explained the process of using monopoly game in teaching simple past tense to the eighth-grade students of SMPT Al – Chodidjah Jombang. The result would be described as follow:

a. The teacher explained the basic material about simple past tense

In this research the teacher explained that she taught simple past tense material. The teacher used lecturing method for teaching that English material. This was kind of conventional method in teaching. However, the teacher used this method to explain the basic structure and the function of simple past tense. The teacher also gave the students some examples of simple past tense. The teacher explained that not all students got understanding through the teacher's explanation. It was caused of different characteristic that students have. So, the teacher must have the other plan to make the students understand. One of them by putting and implementing game strategy during teaching process. The game which used by the teacher was monopoly game.

b. The teacher mention the goal of this game

Before the students played the game, the teacher stated that she mentioned the goal that must be got by this kind of game. The teacher explained the students that after playing the game, the students must be able to understand about regular and irregular verb, how making a good sentence through simple past tense and how mention a simple past sentence orally. When the teacher delivered what the goal of this game is, the teacher saw any anxiety and confuses expression from the students' face. It was caused this lesson became the students' difficulty material. They still confused to differ the regular and irregular verb based on the teacher short explanation. So, the teacher hopes by using and playing this game in group with their other friends, they could get a point from simple past tense material. They can share information each other, so the teacher also could to raise the goal of teaching process.

c. The teacher mentioned the procedure before playing monopoly game

After the teacher mentioned the goal of this monopoly game, the teacher started to divide the class into several group. One group was consisted of 5 students. The groups were divided by the teacher. Then the teacher grouped the

students with the balance characteristic, such as in one group, there are students who get easy understand the material and the other students who get difficult for understanding the material. It was used to balance the group and the students could help the other students to learn and to understand the material. After the teacher grouped the class, she read several rule of this game, such as:

- 1. The game was same as a usual monopoly game
- 2. In every cottage that students visited, the students must give an example about simple past sentences, then the other one was writing down on the paper.
- 3. The duration game was only 15 minutes
- 4. Each group must collect sentences as much as possible
- After game was over, the other group would check the result of sentences that has been collected.
- 6. The group with the most correct sentences would be a winner for this game.
- d. The teacher asked to the students to find their own group

 After the teacher finished deliver the rules of monopoly

 game, the teacher would read the members of each group.

Then, the teacher asked the students to find out their own group. The teacher used this technique to minimalize the time. If the students chose and found their own member of group, it would waste the time and the member of group was not balance. There was a smartest group, and then the other one could be unlucky group.

e. The teacher gave the students only 15 minutes to play monopoly game

Monopoly game was a kind of teacher's strategy to deliver the material of simple past tense. The teacher used this kind of strategy for helping the students to understand the material, and then the teacher wanted to build the students' interest toward the simple past tense material. Monopoly game was a usual game for the students. They were familiar enough for playing the game. However, to play this game, the students need a lot of time. But, the teacher just takes 15 minutes only. It was caused of the teacher just needed to make the students practice how to make simple past sentence. The next purpose, the teacher also wanted to help the students to understand material by discussing technique. This condition also possibly for the teacher face a challenges to manage the time in order to gain the goal of the game.

- The teacher asked the students to mention a sentence the write down for each place that they would be stayed. In playing monopoly game, the student must have to roll the dice and went to some available places on the game board based on the number of the dice. The difference with the usual monopoly game, students did not have to buy a place or cottage that was on the game board. Rather, they have to make an example of simple past tense sentence related to the board they was stand. Then, one of them wrote the sentence that was spoken earlier on a piece of paper. It should be repeated by the next player alternately for 15 minutes only.
- g. The teacher asked the other group to check the sentences.

After 15 minutes were over, the teacher would stop the game. The teacher gave orders for all students to put down their writing utensils and not did any activities. The teacher instructed that each group to exchange their own papers with other groups. After that representatives from the group would come forward to present and discuss whether the answers from other groups were right or wrong. If the answer was correct, then the group that wrote the sentence on the paper would be got a star sticker. If the answer was wrong, they would not get a star sticker. All discussion

process would be done by the teacher's direction. This game will be won by the group that gets the most star stickers.

2. The teacher's challenges during using monopoly game in teaching simple past tense

Based on the interview result, the researcher has found that the teacher got some challenges during using monopoly game in teaching simple past tense. In this topic, the researcher asked to the teacher about 12 questions that related with the teacher's challenges. From that interview result, the teacher state that the challenges were faced by the students as follow:

a. Teacher must help the students to get their understanding through the material

The goals of playing this game were helping the students to understand toward the material and help them to face their difficulty for making simple past sentences. So, these cases were going to be challenges for the teacher in teaching process. It was proved when the teacher state:

"The students look very happy with this monopoly game, and I think I can help the students to make them about material that I have taught at the first."

Then, the teacher also explains that her challenge during playing monopoly game is help the students to create a good sentence. It was proved when the teacher state:

"students have to create sentences with limited time. Furthermore, teacher should assist students in understanding verb forms".

b. Teacher must manage the time for teaching and playing

During teaching process, the teacher must be cleverer to manage the time. Not only during delivering material, must the teacher also manage the time for supporting activity such as playing game. As we know that there was any reduction in learning time conducted during the Covid 19 pandemic. So, it requires the teacher to manage the learning time well, but the learning objectives can be conveyed. In this case the teacher uses a strategy game to minimize teaching time. Teachers can deliver learning with the help of games. In addition to being able to make active, this strategy can be used to prepare teaching times in order to achieve the teaching goal. During the game, the teacher also give limited time to each group when they have make an example of simple past tense. It's around one minute. So, the time management between teaching and playing were balanced.

c. Teacher need to use technical support for managing the class

In addition to proper time management, teachers certainly needed technical support to manage the condition of the classroom during learning. As we know that classes do not always run quietly. Especially when it comes to the game, then the situation of the class became crowded. Thus, teacher must arrange and instruct students to remain orderly during teaching and learning process. Based on interview result, as beside the teacher explain, the material and give some instruction for the students, she train the students by drilling them with some regular and irregular verb from the first form until the second form. The teacher drills the students randomly. So, the students have some verb that they memorize and ready to practice when their time is begun. Luckily, the students already known about monopoly games so they can play the game quickly.

d. Teacher must solve the students' boredom and anxiety during playing the game

The next challenges that teacher faced during using monopoly game in teaching simple past was the teacher must cover and solve the students' boredom and anxiety during playing the game. It happened when the students felt

the game or the material was so difficult. The students would more did another things than continue the game. To solve this problem, before the game playing, the teacher would drill the students with some regular and irregular verb. The teacher might to ask the students or just point them to answer the question. The teacher also arranged the group based on the students' characteristic. Teacher never groups the clever students with the other clever students. Teacher makes some balance group. So, the students will lose their anxiety and the boredom. The student must help each other. Then, the other students can get their understanding material through the monopoly game.

B. Discussion

Based on the finding above, the researcher has explained about procedure and the teacher's challenges during playing monopoly game in teaching simple past. As we know that grammar is a kind of English material that students mostly get difficult in understanding it. The students need to know and practice what the rule to form the sentences is. As Scott Thornbury stated that grammar is described as an outline of the guidelines for forming sentences, along with an account of the meanings that those

forms convey.³⁸ The teacher also must teach the students clearly, so the students can make the sentences in written or spoken form.

This research engage game strategy to support teaching process through simple past material. Game is used to interact the students more giving their participation. So, they can get their understanding easily toward the material. According to Wright game approach a pastime that's pleasing and engaging, regularly challenging, and a pastime wherein the freshmen play and generally interact with other. So, by using the game strategy, teacher hopes the students can understand simple past material although in limited time only.

In fact, this research is generally an attempt to describe the use of monopoly game in teaching simple past at the eighth grade of SMPT Al Chodidjah Jombang. The first part of this research deal with reviewing and related study on using monopoly game in teaching simple past tense. The second part is an attempt to analyze the teachers' challenges that has been faced during using this kind of game.

1. The teacher's use of monopoly game in teaching simple past tense

Based on the research finding, the researcher has mentioned that there several procedures using monopoly game in teaching simple past tense. Although this kind of game is very familiar for the students. The procedure of playing usual monopoly game

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³⁸ Thornbury Scott. *How to Teach Grammar*, (England: Pearson Education Limited, 1999).

³⁹ Andrew Wright, et.al. *Games for language Learning* (Cambridge: Cambridge University Press, 2006), p. 1.

actually has little different procedure with the monopoly game in teaching simple past tense. There are some procedures from a usual board game, as follow:⁴⁰

- a. The teacher distributes the board squares and the dice to the students.
- b. The player 1 rolls the dice and moves forward.
- c. If the player 1 lands on square, they must turn the space card over and do whatever is written on the card.
- d. If the answer is correct, the player moves space forward. If theanswer is wrong, the student stays still.
- e. The player 2 now rolls the dice.
- f. The first player to reach "finish" is the winner.

However, the research found there are some differences monopoly games that teachers do in teaching simple past tense with monopoly games that are usually done. The teacher modified the procedure using board game by Gordon Lewis and monopoly game in the common game became monopoly game in her teaching process. For example, the students do not have to accept any card from this game. The teacher changes it by asking the students to make a simple past tense sentence in oral and written. Then after the game is end, the other group will give it correction.

⁴⁰ Gordon Lewis and Gunther Bedson, *Games for Children*. (Oxford: Oxford University Press, 2008), p.16-18. p. 44-45

From this activity, the teacher designs the teacher with drilling and discussing technique. It is used to make the material understand easily. By using this kind of game, the students can interact the students' motivation, enthusiasm and participation in learning simple past material. This condition also happens with the previous research from Fadila Taslim (2016). She proved her studies that the scholar's enthusiasm to observe easy simple present tense, it imply that the scholars preferred and had been now no longer bored once more so this become a motivation for them to extra pay attention to observe easy simple present tense and they might use it in day by day lifestyles for communication. So, by interact students' enthusiasm and motivation, the students will more concentrate to study about simple past tense too.

The teacher's challenges during using monopoly game in teaching simple past tense

For the next part is about teacher's challenges that she faced during teaching simple past tense. According to the research finding, the researcher found that there are some teacher challenges as follow:

a. Teacher must help the students to get their understanding through the material.

- b. Teacher must manage the time for teaching and playing.
- c. Teacher need to use technical support for managing the class.
- d. Teacher must solve the students' boredom and anxiety during playing the game.

From those teacher's challenges, the researcher try to match the teacher from the research finding with the teacher's challenges from the theory as follow:⁴¹

- a. Games take time to research and layout properly
- b. Wasted efforts may be the best administrative fear
- c. Involve substances that variety from the less expensive to the costly
- d. Pedagogical and technical supports might be used in teaching process

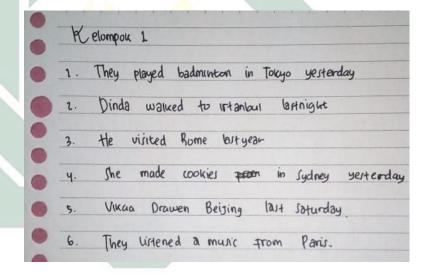
In this research, the teacher states that she gets challenges in managing time during teaching simple past tense and playing the game. It will give effect for the information that students get. The other challenges, the teacher also need to use pedagogical and technical support during teaching simple past and playing monopoly game. By good arrangement in pedagogical and technical support, the teacher must be known how to solve and

⁴¹M Spiegelman, R Glass, "Gaming and Learning: Winning Information Literacy Collaboration", *College & Research Libraries News*, 2008,vol 69 No. 9.

conducive the students during teaching simple past tense and when they play the game.

Beside the teacher's challenges that have proven in the description above, the teacher also get challenges toward students output after they play monopoly game. As we know that during students is playing monopoly game in 15 minutes, they are writing simple past sentences as much as possible. So, here the result of students writing.

Picture 4.1. Students writing result (group 1)



Based on the picture above, the students show their creativeness in writing simple past sentences. In 15 minutes, they can write around 6 sentences only. They also combine their simple past sentences with the city that they stay in monopoly game, for example:

He visited Rome yesterday

S+ Verb 2+ O + Adv (time)

The next discussion is about how the students practice about simple past tense form. According to the picture 4.1., the students practice almost good and correct sentences. We can see at number 5, the students write a wrong sentence. The word "draw" is an irregular verb. It must be "drew" for simple past tense form not "drawed". It going to be a lesson for students in evaluating process.

Picture 4.2. Students' writing result (group 2)

[2]	Kylaa watched movie from Taipes Lastweek.
2.)	Zaraa lated pizzo from Barcelona yesterday
3.	Fristy lived in & Istanbul Cartyear
4	They joined dance from Vancouver lastmonth
(5.)	Marshaa read a book from London yesterday
6.	He saw ocean in Hongkong last Sunday

Same like the previous example, the students from group two practice and make sentence. They also combine the past activity with some countries that they visited during playing monopoly game. They used regular and irregular verb that common use in daily routine, such as "watched", "ate", "lived", "joined", "read", and "saw". They use it, because they are familiar enough with those words. But, same with group 1, the students

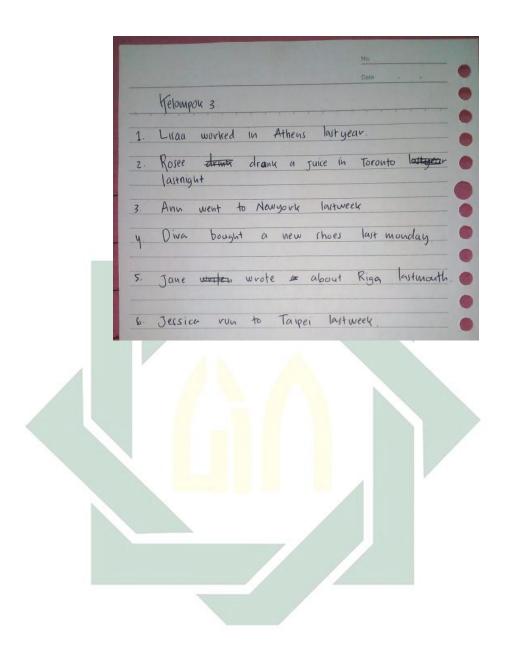
here make a mistake in categorizing word as regular and irregular word. In number 2, the students put "eat" for regular word. In fact, word "eat" is used for irregular word. From this the student can know more about what are regular word and irregular word mean.

Zaraa eated pizza from Barcelona yesterday

$$S + V2 + O + Adv$$
 (Place and Time)

For the last group, the teacher said the students create good team work. It shows with how the students manage the time in practicing, writing and evaluating. In 15 minutes, the students can practice the sentences, write on the paper, and then do evaluation by themselves. There are several marks for rewriting the sentences on the paper before time is up. Many of students who understand about the material let the other friends know what the difficult materials are. So, after time is up, the students can present and explain the result in front of the class. The explanation above that supported in the students' result below

Picture 4.3 Students' writing result (group 3)



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study and provides some suggestions for English teachers, and future researchers. The conclusion will summarize the result of study in brief. The suggestions will present the contribution of the study in teaching and process particularly during using monopoly game in teaching simple past tense.

A. Research's Conclusion

Based on the research finding and discussion, the research concluded the research on this section. In this research, the students show that they get difficulties in their learning process through simple past tense material. So then, the teacher wants support her teaching process with monopoly game, the result mention some procedures during playing and using monopoly game in teaching simple past tense as follow:

- a. The teacher explained the basic material about simple past tense
- b. The teacher mention the goal of this game
- c. The teacher mentioned the procedure before playing monopoly game
- d. The teacher asked to the students to find their own group
- e. The teacher gave the students only 15 minutes to play monopoly game

- f. The teacher asked the students to mention a sentence the write down for each place that they would be stayed
- g. The teacher asked the other group to check the sentences.

For the second research problem, the researcher conclude that the teacher get some challenges during using monopoly game in teaching simple past tense. Although the teacher can complete the goal of teaching process with a limited time, the teacher also feel that this activity can give her some challenges as follow:

- a. Teacher must help the students to get their understanding through the material
- b. Teacher must manage the time for teaching and playing
- c. Teacher need to use technical support for managing the
- d. Teacher must solve the students' boredom and anxiety during playing the game

B. Suggestion

1. For the teacher

In the end of the class, reflection and feedback are needed for the students to more enthusiasm. Then the teacher also can modify the game become a game which make the student more productive. So, the teaching process can get additional advantages during teaching process.

2. For the further researcher

For the further researchers, they can conduct a research that tells about comparative game strategy and the other teaching and learning strategy. The further also can use this monopoly game to manage and to practice the other difficult English material with the existing time.



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