

**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



By

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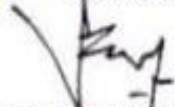
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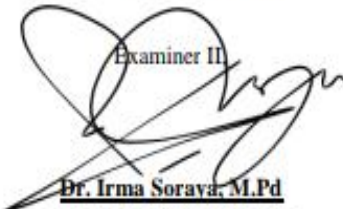
  
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## ABSTRACT

Masrukhah, Ikhamatul. (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, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya.

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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

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

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.<sup>1</sup> 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.

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



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.

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



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:

1. 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:

1. 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 8<sup>th</sup> 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.



### E. Scope and Limitation of the 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 Bedson<sup>3</sup> and how is a procedure to use monopoly game designed by the teacher.

<sup>3</sup> 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.<sup>4</sup> In this research, game is defined as tools that help students understand what material that teacher delivery. In this

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





## 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.<sup>7</sup> Teachers 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,

<sup>7</sup>Theresa Ebieri Dorgu, “Different Teaching Methods: A Panacea for Effective Curriculum Implementation in the Classroom”, *International Journal of Secondary Education*, 2015; 3(6-1): 77-87.



with rules, an intention and detail of fun.<sup>10</sup> Its way the teacher can use a game to make the gaining knowledge of technique grow to be 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 scholars to simply accept the material easily. By using game, the teacher can act the students to interest with material. During the research, the teacher uses monopoly game because the teacher uses strategy to show simple past for the eighth-grade students. The teacher can rise her goal of teaching and may improve the students' ability in collaborating the students and creating the lesson interesting.

## 2. Kind of game

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

<sup>9</sup> Diane L. Freeman, *Technique and Principles in Language Teaching*, 2<sup>nd</sup>Ed,(New York: Oxford University Press, 2000), p. 133.

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

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





g. Word games

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.

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.<sup>13</sup> 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

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- 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.

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.<sup>18</sup> 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

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

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.*<sup>23</sup>

## 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.<sup>24</sup> 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

<sup>22</sup> Pardiyo. *Bahasa Inggris 16 Tenses*. (Ypgyakarta: Andi, 2007)

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

<sup>24</sup> A Jamil, A, *BukuPintar 16 Tenses*. (Yogyakarta: BukuPintar, 2014)



Past verb is not used anymore.

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 attempts a strength, skill or ability of person in order to be done successfully.<sup>25</sup> 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:<sup>26</sup>

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

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







wants to interact the students' enthusiasm in following process. In other side, there are differences between with the previous study. They include this previous study use present tense to combine with a kind of game, but the previous study use simple past tense. Then, this previous study push the students' enthusiasm in speaking skill, but the teacher of this research use that the students' enthusiasm with four skill of English language in monopoly game.

The next previous study is written by Arum Ningsih with the title "The Use of Vocabulary in Improving Vocabulary in English Language Learning". In this

The next previous study is written by Arum N in the title “The Use of Vocabulary in Impro Vocabulary in English Language Learning”. In this

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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 is different with experimental research. It's different with this research. It is caused by the teacher always use game for supporting the English teaching process.

the teacher always use game for supporting the English teaching process.

### 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.<sup>29</sup> 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 will show the interview result in narrative form. It helps 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.

[illegible]

## 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 2<sup>nd</sup> 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.<sup>30</sup> The researcher talks with the English trainer approximately using monopoly game in teaching easy beyond on the 8<sup>th</sup> grade of this school.

#### D. Data and Source of Data

## 1. Data

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





## F. Data Collection Technique

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

<sup>35</sup> C. R. Kothari, *Research Methodology*, (New Delhi: New Age International (p) Ltd. Publisher, 2004), p.97





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.

result.

3. Coding.

The researcher coded the description of data the





## 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 23<sup>rd</sup>, 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

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 minimize 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.

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 minimize 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.





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







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

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:

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:

b. Teacher must manage the time for teaching

During teaching process, the teacher must manage the time. Not only during delivering the teacher also manage the time for such as playing game. As we know that reduction in learning time conducted during pandemic. So, it requires the teacher to manage time well, but the learning objectives can be achieved. In this case the teacher uses a strategy game for teaching time. Teachers can deliver learning of games. In addition to being able to manage

as playing game. As  
tion in learning time c  
emic. So, it requires the  
well, but the learning c

During teaching process, the teach

balanced.









- b. The player 1 rolls the dice and moves forward.
- c. If the player 1 lands on square, they must turn the card over and do 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.

However, the research found there are some different monopoly games that teachers do in teaching simple past tense with monopoly games that are usually done. The teacher modifies the procedure using board game by Gordon Lewis and more

- 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.

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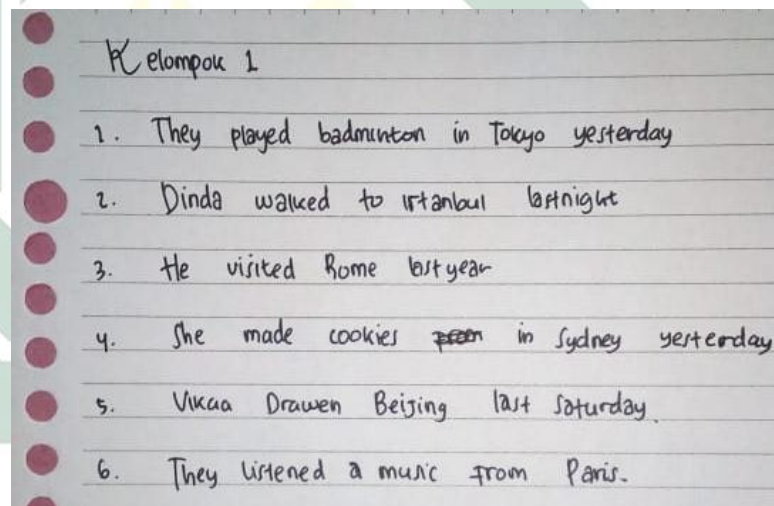




conducive the students during teaching simple past tense and when they play the game.

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)

	Group 2.
1.	Kylaa watched movie from Taipei Lastweek.
2.	Zaraa eated pizza from Barcelona yesterday
3.	Frisky lived in <del>the</del> Istanbul lastyear
4.	They joined dance from Vancouver lastmonth
5.	Marsha 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







## 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:

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

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

### B. Suggestion

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.



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