TEACHING THE PRESENT PERFECT TENSE BY USING GAME
(FIND SOMEONE WHO)

(A Classroom action research at VIII grade students of MTs Soebono Mantofani Jombang Ciputat)

“SKRIPSI”
Presented to the Faculty of Tarbiya and Teachers Training
In partial fulfillment of the requirement
For the degree of S. Pd (Bachelor of Arts) in
English Language Education

Compiled by:

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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYA AND TEACHERS TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
1432 H/ 2011
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ABSTRACT

Hayat, Eka Nurul. 2011. *Teaching the present perfect tense by using the game (find someone who)*, Skripsi, Department of English Education, the Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta.

Advisor: Dra. Farida Hamid, M.Pd

Key words: The Present Perfect Tense, The Game (Find Someone Who)

This study is aimed at improving students’ comprehensions of the present perfect tense at 8.2 Class of MTs Soebono Mantofani Jombang Ciputat, academic year 2009/2010 as the subject of the study. This research was conducted for two weeks.

This research is categorized as a classroom action research. The writer worked collaboratively with the English teacher in the class. The CAR was done based on Kurt Lewins’ design. The writer did two cycles in which each cycle consists of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the field notes, the result of interview. Then, quantitative data were obtained from the students’ score of pretest and posttest, observation sheet and questionnaire.

The finding of this research showed that there was improvement on the students’ comprehension of the present perfect tense: It can be seen from the mean score of pretest was 32.4. Then, the mean score of posttest cycle 1 was 64.3 and the mean score of posttest cycle 2 was 71.8. In addition, there were 2 students (6.9 %) who passed KKM in the pre test. Meanwhile, in the cycle 1, there were 21 students (72.4%) who passed KKM whereas, in the cycle 2 there were 29 students (93.5%) who passed criterion minimal completeness score (KKM), so the criteria of success was achieved. Then, from the result of questionnaire, it was showed that there was improvement of positive responses in the teaching-learning process of the present perfect tense by using the game (find someone who). The mean of post questionnaire of cycle 1 was 80.6 %. Then, the mean of post questionnaire of cycle 2 was 82.6%. Furthermore, the results of observation sheet showed that the students were motivated in the teaching-learning process after the implementation of the game (find someone who). Besides, their difficulties in learning the present perfect tense was overcome by using the game (find someone who). Related to the results of the gained data, it can be concluded that the students’ comprehension of the present perfect tense has improved satisfied and also the students’ were motivated in learning present perfect tense.
ABSTRAK

Hayat, Eka Nurul. 2010. *Teaching the Present Perfect Tense by Using the Game (find someone who)*, Skripsi, Department of English Education, the Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta. 
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Kata Kunci: The Present Perfect Tense, The Game (Find Someone Who)


Hasil penelitian menunjukkan bahwa ada peningkatan pemahaman siswa tentang present perfect tense. Hal ini dapat dilihat dari hasil tes siswa. Hasil pretest menunjukkan bahwa skor mean pretes adalah 32.4. Sedangkan skor mean postes siklus 1 adalah 64.3 dan skor mean postes siklus 2 adalah 71.8. Selanjutnya, hasil pre tes menunjukkan hanya ada 2 siswa atau 6.9 % yang mencapai nilai KKM sedangkan dalam postes siklus 1 ada 21 siswa atau 72.4% siswa mencapai nilai KKM dan 29 siswa atau 93.5% telah mencapai nilai KKM pada posttest siklus 2. Dari data hasil kuosioner diketahui bahwa 80.6% siswa memberikan respon positif dalam penerapan game find some who. Selain itu, dari hasil observasi dan interview diketahui bahwa ada peningkatan pemahaman siswa tentang present perfect tense dan siswa lebih termotivasi dan tertarik dalam belajar present perfect tense. Dari semua hasil data yang telah didapat, dapat disimpulkan bahwa pemahaman siswa meningkat setelah diterapkannya game find who.
ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim.

All praises be to Allah, the Lord of the worlds Who has bestowed upon the writer in finishing this ‘Skripsi’ paper. Peace and blessing may always be upon our final prophet in the world Muhammad SAW, his family, relatives, and all of his followers till the day after.

First of all, the writer would like to express her greatest thanks to her advisor Dra. Farida Hamid, M.Pd, for her guidance and suggestions in completing this ‘skripsi’. Without her help this skripsi will mean nothing.

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Finally, the writer realized that this ‘Skripsi’ is far from being perfect. Therefore, the writer hoped that there are many constructive critiques and suggestions for the writer to make this ‘Skripsi’ better. Hopefully, this ‘Skripsi’ can give contribution to the development of English Teaching and Learning and there will be any further research of it.

Jakarta, February 2nd, 2011

The Writer
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CHAPTER I

INTRODUCTION

A. Background of Research

Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning.¹ In other words, grammar can be defined as the way how the words are combined together to make meaningful and understandable utterances either spoken or written. For example, in English, the verb be (is) is used for the third person (she, he, it), so, when (is) is combined with the subject (you, I,) the result is unacceptable or ungrammatical, such as in the sentence; you is a teacher in this school. Therefore, grammar takes important role in English.

From this fact, it can be concluded, that mastering of grammar is essential for language learners besides mastering the four skills in English Language. As Penny Ur said, “There is no doubt that knowledge implicit or explicit of

grammatical rules is essential for the mastery of language; you cannot use word unless you know how they should put together.”

The way of how grammatical rules should be taught might be one of the controversial issues among the linguists and the experts of language teaching. The issues centered in such questions, whether grammatical rules are best taught inductively or deductively? Or whether grammatical rules are best taught traditionally or communicatively? This fact made grammar teaching is dynamic. Marianne Celce-Murcia said “Over the centuries, second language educators have alternated between favoring teaching approaches which focus on having students analyze language in order to learn it and those which encourage students’ using language in order to acquire it, earlier this century, this distinctive pattern was observable in the shift from the analytic grammar translation approach to the use-oriented direct method.”

Despite that opinion, in recent days, grammar teaching is still playing in the circle of teacher-centered, teaching grammar means giving and explaining grammatical rules and their usage from one source “teacher”, and learning grammar means analyzing the forms and structure of the sentences. Grammar learning is seen simply as studying the forms, and applying them in the sentence. The goal of teaching and learning grammar is to master the rules in order to produce the correct sentences both written and spoken. Moreover, Students are expected to fill in the questions of grammatical rules correctly, no matter whether they will use the forms in their communication or not.

Grammar can be said consists of various elements. One of them is Tense. According to Richard Veit, “Tense is frequently described as the property that


relates to the time a verb’s action is performed.” ⁴The Tense which is taught in the second year of Junior High School is present perfect tense. As Betty Azar said, ”Present Perfect Tense expresses the idea that something happened (or never happened) before now, at an unspecified time in the past. The exact time it happened is not important.” ⁵

Present Perfect Tense is taught in the second grade of Junior High School as one of the Gammatical rules of English Lesson. Although English Lesson is taught since elementary level, there are many students (junior high school especially the second grader) who consider that English is the difficult subject to be learnt especially Grammatical rules including present perfect tense.

Based on writer’s experience when she observed the process of language teaching and learning of the present perfect tense in second grade of MTs. Soebono Mantofani, the writer found that students faced many difficulties in learning present perfect tense. First, there were many students who did not use past participle form of irregular and regular verb when they wrote or spoke about present perfect events. This problem may appear because they did not memorize the past participle form of irregular and regular verbs. Second, the writer found that the teacher of English Lesson didn’t lead students into the real situations when teaching present perfect tense, so it couldn’t attract students’ interest. Third, the writer saw that teacher of English lesson used monotonous technique in teaching present perfect, he explained the rules and the use and asked students to memorize the rules, after that he asked them to do exercise in the textbook or to make sentences using present perfect tense. Therefore, students did not know how the present perfect is used in the real situation and real communication. Then, the process of teaching and learning is not meaningful. Furthermore, This teaching strategy cannot help the students to use language as tool of communication.


This strategy influences the teaching of grammar which causes many problems. First, it relates to the condition of students who just memorized the rule of the present perfect tense in the classroom and forgot it outside the class. Because the strategy did not support the students to memorize it in a long term memory. Second, most of students are unable to apply the rule in the real communication, for instance when students are asked to speak using present perfect tense in real communication outside the classroom, they couldn’t apply it, Because it was not taught in the real context.

Furthermore, students are not interested in speaking English communicatively, because when they want to speak English, certainly they have to apply grammatical rules including present perfect tense in their speech, while it is the difficult problem for them.

From those facts above, it can be concluded that teaching grammar by using that strategy does not facilitate meaningful communication and interaction among students.

In line with this problem, the writer tries to give a solution for the teacher to implement an English teaching strategy which can make language teaching and learning more communicative, and provide an enjoyable atmosphere, and also can invite students to the real condition of present perfect tense.

In fact, the techniques in teaching grammatical rules might various, such as demonstration, illustration, TPR activities, role plays, and problem solving activities. But in this paper, the writer would like to propose the Game (find someone who…) as an alternative way to solve the problems that arise in learning present perfect tense.

Games are activities carried out by cooperating or competing decision makers, seeking to achieve within a set of rules, their own objectives. By using games, the students can learn grammatical rules in interesting and enjoyable atmosphere; they wouldn’t bore in completing the task because they feel fun and happy. As Mariah Toth said in her book that games help to create a context in

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which children’s attention is focused on the completion task without necessarily realizing that language items are being practiced. As a result, language learning takes place in a context that children can directly relate to.”  

To apply this strategy in teaching the present perfect tense, action research is used as a research methodology. This research is carried out in 8.2 class of MTS. Soebono Mantofani, Jombang Ciputat.

**B. Problem of the study**

To make the study clearly understood the writer the problem of the study as follows:

1. Can the game (Find Someone Who) overcome students’ difficulties in learning the present perfect tense at 8.2 class of Mts Soebono Mantofani?
2. Can the game (Find Someone Who) improve students’ comprehension and achievements of the present perfect tense at 8.2 class of Mts Soebono Mantofani?
3. How does the game (Find Someone Who) improve students’ comprehension and achievement of the present perfect tense at 8.2 class of Mts Soebono Mantofani?

**C. Objective of research**

In line with the problem of the research above, this research is aimed at:

1. Knowing whether how the game (find someone who) can overcome students’ difficulties in learning the present perfect tense at 8.2 class of MTs. Soebono Mantofani.
2. Knowing whether the game (find someone who) can improve students’ comprehension and achievements of the present perfect tense at 8.2 class of MTs Soebono Mantofani.

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3. Describing how the implementation of the game (Find Someone Who) in improving students’ comprehension of the present perfect tense at 8.2 class of MTs Soebono Mantofani.

D. Significance of Study

The result of this research is expected to give contributions for three important people, they are: 1) for the English teachers, 2) for students, 3) and for the headmaster.

1. For the English teachers, the result of this research will give them the input or new information about alternative strategy or technique in teaching grammatical rules especially the present perfect tense.

2. For the students, the result of this research will help them to solve their problem in learning grammatical rules especially the present perfect tense, and provide them an enjoyable atmosphere in learning grammar.

3. For the head masters, the result of this research will give them useful information about English teaching strategy, so that they can provide the teachers and motivate them to develop the strategy and technique in teaching English.
CHAPTER II
THEORETICAL FRAMEWORK

A. Definition of Grammar

When someone learns another language besides his or her mother tongue or first language, he or she needs to learn the rules about that language. Also when someone wants to learn or to teach English language, he or she should learn or teach the rules of English that is Grammar. As a result, mastering grammatical rules is urgent for language learners besides mastering the four skills (Listening, speaking, Reading, and writing). For this case Penny Ur said in her book _Grammar Practice Activities_, “There is no doubt that knowledge – implicit or explicit – of grammatical rules is essential for the mastery of a language: you cannot use words unless you know how they should be put together.” 8 So what is grammar?

There are many definitions of grammar, Penny Ur stated that Grammar may be roughly defined as the way a language manipulates and combines words

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(or bits of words) in order to form longer units of meaning. In addition, Richard Veit points out:

A grammar is a person’s subconscious language knowledge. You use your English Grammar whenever you speak or write English or understand someone else’s speech or writing. A grammar consists of principles or rules that allow you to create an infinite number of possible sentences out of a finite number of words.

Moreover, Jim Scrivener said in his book Learning Teaching:

When thinking of “grammar”, many people probably first picture a book full of explanations and rules that tell them which verbs have what endings, how to use adverbs, how to make superlative, etc.

From those definitions above, it can be concluded that grammar is knowledge about the rules of language. It explains how to combine words or a little bit of words in order to make something understanding or meaningful sentences both written and spoken. For example, to explain about something occurred in the past, the verb of past tense form is used, thus, a sentence likes: Joe (was) sick yesterday is acceptable because it is grammatical. In contrast, if the sentence is like: Joe will be sick yesterday is unacceptable because it is ungrammatical.

B. Organization of Teaching Grammar

The teaching procedures of teaching grammar mainly play in the three or four stages, they are: presentation, explanation, practice, and test. In line with this teaching procedure, Penny Ur suggested four stages:

a) Presentation, the aim of the presentation is to get the learners to perceive the structure – its form and meaning- in both speech and writing and to take it into short-term memory

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9 Penny Ur, Grammar Practice Activities: A practical guide for teachers, (Cambridge: Cambridge University Press, 1988) p. 4


b) **Isolation and Explanation**, the objective is that the learners should understand these various aspects of the structure. In more academic classes, or where structure is particularly difficult for students to grasp, this stage may be take sometime.

c) **Practice**, the practice stage consist of a series of exercise done both in the classroom and for home assignment, whose aim is to cause learners to absorb the structure thoroughly; or to put it another way, to transfer what they know from short-term to long-term memory.

d) **Test**, learners do test in order to demonstrate – to themselves and to the teacher – how well they have mastered the material they have been learning. The main objective of test within a taught course is to provide feedback. ¹²

Meanwhile, Marianne Celce-Murcia and Sharon Hilles mention four stages too about the organization of teaching grammar procedures, there are:

a) **Presentation**, in this stages teachers introduce the grammar structure either inductively or deductively

b) **Focused practice**, in which the learner manipulates the structure in question while all other variables are held constant. The purpose of this step is to allow the learner to gain control of the form without the added pressure and distraction of trying to use the form for communication.

c) **Communicative practice**, in which the learner engages in communicative activities to practices the structure being learned.

d) **Teacher feedback and correction**. Although this is usually considered a final step, it must take place throughout the lesson. ¹³

**C. The Present Perfect Tense**

Grammatical rules have parts of speech. One of them is called verb (main verb and auxiliary verb). Verb is the most complex part of speech. Like many other parts of speech, verb also has grammatical properties, and one of those

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grammatical properties is *Tense*. According to Marcella Frank, *Tense* is special verb endings or accompanying auxiliary verbs signal *time* an event takes place.\(^\text{14}\)

Based on Marcella Frank in her book *Modern English* Actually, English has two kinds of *tense-system*, Six-tense system and two-tense formal system. But the one most commonly found in English textbooks for non-native speakers and most familiar to them is the six-tense system. It includes past tense, present tense, future tense and plus three perfect tense ; present perfect, past perfect and future perfect.\(^\text{15}\) or it usually known as sixteen tenses.

In accordance with Betty S. Azar, the present prefect tense expresses the idea that something happened (or never happened) *before now, at an unspecified time in the past*. The exact time it happened is not important. The example situation of this, as follows:

Joe is looking for his motorcycle key. He can’t find it.

**He has lost** his motorcycle key.

‘**He has lost** his motorcycle key’ means that he lost it a short time ago, *before now, at an unspecified time in the past*.

In addition, Marcella Frank said that the present perfect tense expresses *indefinite* time that begins in the past and extends to the present. It is a special kind of past time that *ends with the moment of speaking*. An event may continue beyond the present moment of speaking, but the statement is not concerned with this segment of time.\(^\text{16}\)


1. The Form of Present Perfect Tense

According to A.J. Thomson and A.V. Martinet the present perfect tense is formed with the present tense of *have + the past participle*. And for negative is formed by adding *not* to the auxiliary. The interrogative is formed by inverting the auxiliary and subject.\(^{17}\)

Basically, to make an affirmative statement, negative statement and interrogative statement, the formulas are as follows:

<table>
<thead>
<tr>
<th>a) Affirmative</th>
<th>Subject+have/has+verb 3 form</th>
</tr>
</thead>
<tbody>
<tr>
<td>- (They-We-I-You) have watched the movie</td>
<td></td>
</tr>
<tr>
<td>- (He–She–it-Ali) has studied English &amp; Math</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b) Negative</th>
<th>Subject+have/has+not+verb 3 form</th>
</tr>
</thead>
<tbody>
<tr>
<td>- (They-We-I-You) have not watched the movie</td>
<td></td>
</tr>
<tr>
<td>- (He–She–it–Ali) has not eaten rice</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c) Interrogative</th>
<th>Have/has+subject+verb 3 form</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Have (They-We-I-You) visited to Bali?</td>
<td></td>
</tr>
<tr>
<td>- Has (He–She–it–Ali) gone to Kalimantan?</td>
<td></td>
</tr>
</tbody>
</table>

Meanwhile, to make an affirmative, negative, and interrogative statement for the *verb be*, the formulas are as follow:

<table>
<thead>
<tr>
<th>a) Affirmative</th>
</tr>
</thead>
</table>

**S + Have/has + been + substantive (adjective/adverb of place) + ( ……….)**

- (They-We-I-You) have been at home since 5 o’clock
- (He – She – It) has been cold for the last three days

**b) Negative**

S + have/has + not + been + substantive (adjective/adverb of place) + ( ……….)

- (They-We-I-You) have not been at School this day
- (He – She – It) has not been angry

**c) Interrogative**

Have/has + S + been + substantive (adjective/adverb of place) + (………)

- Have (They-We-I-You) been at home?
- Has (He – She – it ) been in this city since Sunday?

Note: **Have** and **Has** (when used as auxiliary verbs, not as main verbs) are usually contracted with personal pronouns in both speaking and informal writing. **Have** and **has** are often contracted with nouns and other words in informal speaking, but not usually in writing. ¹⁸

For examples: **You have been there**

**You’ve been there**

**Mary has never been at school**

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Mary’s never been at school

2. The use of the present perfect tense

According to Raymond Murphy in his book Grammar In Use, “The present perfect tense is used when we talk about a period of time that continuous up to the present.”^19^ for example Andi and Anto are talking about the period between a short time ago and now, so Andi says to Anto: have you known about the news?

Furthermore Raymond Murphy listed some usages for the present perfect tense as following, he said:

a. We often use the present perfect to give new information or to announce a recent happening. For example: I’ve lost my book, can you help me?

b. You can use the present perfect with just (= a short time ago). For example:

‘Would you like something to eat?’ ‘No. Thanks, I have just had lunch’

c. You can use the present perfect with already to say that something has happened sooner than expected. For example:

‘Don’t forget to post the letter, will you’ ‘I have already posted it’

d. Use the present perfect tense to say that you have never done something or that you haven’t done something during the period of time which continuous up to the present:

- I have never smoked
- He hasn’t smoked for three years

e. We often use the present perfect with yet. Yet shows that the speaker is expecting something to happen. Use yet only in questions and negative sentences:

- Has it stopped raining yet?

f. We use the present perfect with this morning/ this evening/ today/ this week/ this term/ this semester etc. (when these periods are not finished at the time of speaking):

- I haven’t seen Tom this morning, have you?^20^

The present perfect tense also, when used with for and since, expresses a situation that begins in the past and continuous to the present. In the example, notice the difference between since and for. Since is used for a particular time and for is used to duration of time. For Example:

- She has been there since seven o’clock.

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^20^ Raymond Murphy, English Grammar In Use, (Cambridge: Cambridge University Press, 1985), p. 28
- _She has lived_ there for three years. Moreover, the present perfect also expresses _the repetition of an activity before now_. The exact time of each repetition is not important. Example:
- _I have written_ my wife a letter _every other day for the last two weeks_.

3. **The expressions of time which are used in Present Perfect tense**

The actual time represented by the present perfect usually involves _duration of a single act_ that ends with the moment of speaking or shortly before it. The psychological time connoted by the present perfect tense often involves possible _repetition_ within the past – to - present period. The expressions of time that mark a past – to – present event are indicated below:

a. **Duration of an event that ends with the moment of speaking (actual speaking)**
   1) Prepositions indicating duration; _during, in, over, since, for._
      - He has remained calm _during_ the whole crisis
      - I have lived in United States since 1968
   2) Adverbial expressions meaning past – to – present time: _so far, up to now, until now, up to the present._
      - We have finished this chapter _so far_
      - _Up to now, we have not found the kind of paint we need for job_

b. **Frequency within the extended past- to – present period (psychological time)**

The present perfect tense is used with frequency adverbs that involve repetition; _always, often, twice, sometimes_

- He has always lived in the United States
- We have sometimes gone to the beach, but we have never enjoyed the trip

b. **Recency of an event (actual time)**

1) _Just (now), already (or yet with negatives and questions), finally, still (negatives only)_
   - The money has _finally_ arrived
   - I haven’t seen the movie _yet_.
2) _Recently, lately, of late, in recent years, etc._
   - He has _recently_ come out of the hospital
   - Lately, the news about the war has not been good
3) _Time expressions containing this; this week, this month, this morning._
   - He has been quite ill _this year_
   - They have gone shopping _this morning_.

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From the explanations above, the writer can conclude that the present perfect tense is used:
1) To refer to an action or event that began some time in the past and still continuing
2) To refer to an action that took place at some time in the past but has an effect on the present situation
3) To express the activities which were repeated several times in the past. But the exact time is unspecified.

D. Games for language Teaching

1. Definition of Game

Everyone likes to play a game, boy and girl, no matter child or adult. Game is a fun activity to plays that acceptable for children and adult people. As stated by Andrew Wright, “………. it is generally accepted that young learners and adults are very willing to play game.”

There are many definitions about game, one of them is stated by Sandra Savignon in her book *Initiatives in Language Teaching*, she said that game defined as activities carried out by cooperating or competing decision makers, seeking to achieve within a set of rules, their own objectives.

Based on Savignon definition about the word “game”, the writer concludes that game is a competitive or cooperative play with a set of rules. The objective of these rules is to avoid the player from the deceit and also to provide the player in order can achieve the goal of the game.

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2. Games for language teaching

According to Andrew Wright, a game for language teaching means a game as an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. This means that games for language teaching and learning should be the activities that provide students to interact and communicate with others during the activities. It is also should give the challenge to them but not bored them.

There might be many games that can be used in teaching and learning the language, but there are some limitations which are the teacher should do. In selecting the games, the teacher should minimize the competition and maximize the challenge to avoid making learners anxious. In line with this problem, Andrew Wright has pointed it out:

In selecting and describing our games we have tried to minimize competition, with winners and losers, and to maximize challenge, where everyone feels inspired to ‘have a go’ and do their best. Competition may be stimulating for some, but it can also be destructive, making players anxious, with losers categorizing themselves as ‘no good’ and the winners categorizing themselves as ‘very good’. Neither of these things may be true, and neither helps learning.

3. Types of games for language teaching

The types of games for language teaching and learning may various. But it is not easy to classify them into categories. As described by Shelagh Rixon in his paper entitled *Using Games in Language Teaching* in the book *How to use Games in language Teaching*:

Classifying games into categories can be difficult, because categories often overlap. Hadfield (1999) explains two ways of

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classifying language games. First, she divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.27

In other words, the writer can say that commonly games for language teaching can be divided into two types, linguistic games and communicative games. But in the next explanation, Shelagh Rixon described many types of games of language teaching according to Hadfield taxonomy of classifying language games. As the following:

The second taxonomy that Hadfield uses to classify language games has many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type.

1. **Sorting, ordering, or arranging games.** For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.

2. **Information gap games.** In such games, one or more people have information that other people need to complete a task.

3. **Guessing games.** These are a variation on information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

4. **Search games.** These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmates complete theirs.

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5. **Matching games.** As the name implies, participants need to find a match for a word, picture, or card.

6. **Labeling games.** These are a form of matching, in that participants match labels and pictures.

7. **Exchanging games.** In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games.

8. **Board games.** Scrabble is one of the most popular board games that specifically highlight language.

9. **Role play games.** Role play can involve students playing roles that they do not play in real life, such as dentist, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant.\(^{28}\)

4. **The principles of choosing and using the games for language teaching and learning**

   The games for language teaching are different from the games as play in common. It is required some principles to choose games activities in order to achieve language teaching goals. In this case, Andrew Wright (1982) has suggested five essential criteria of language games. They are:

   1) The games should be easy to prepare
   2) The games should be easy to organize
   3) The games should provide intrinsic language
   4) Density of language
   5) The games should be interesting for the learners.\(^{29}\)

   Furthermore, Emilio G. Cortez suggests some principles to choose the games activity for language teaching learning as follows:

   1) The game should reinforce a particular point of language that the students lack
   2) The game should offer practice for items previously taught

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3) The game should involve many members of the class and not just a few
4) The context should appropriate for the language items to be incorporated in the game.
5) The game should contain element of surprise or competition
6) The game should provide sufficient motion to heighten and sustain interest
7) The game should suitable to the maturity and age levels of the students
8) The game should conduct in an enough space of the classroom.30

In other word, the writer can say, that there are some principles required to choose and use the game for language teaching and learning, there are:

1) The game should interesting and fun
2) The game should provide students to communicate each other by using target language
3) The game should engaging and challenging
4) The game should suitable for all age levels of the students
5) The game should involve all students in the classroom

5. The Advantages of Using Games in language teaching

Although there may be many techniques and strategies for language teaching, especially for teaching grammatical rules, many experts agree that the games can motivate students to learn language. As Karen Kellaher said in her book Kids Can’t Resist! "Children are no exception. When subject matter is part of the game or puzzle, students are more motivated to learn, to remember, and to apply the material."31

31 Karen Kellaher, Kids can’t Resist!: 40 super-cool crossword, codes, mazes and more that teach the essential rules of grammar, (New York: Scholastic inc, 2000) p. 6
Besides, since grammar is viewed as learning the rules, there are many students who consider that when they learn grammar they should be serious. So that the games can help students to study grammar with fun and serious at the same time. In accordance with this case, Mario Rinvolucri said:

Grammar is perhaps so serious and central in learning another language that always should be searched for which will focus students energy on the task of mastering and internalizing it. One way of focusing this energy is through the release offered by games. The Belgian businessman who came out to coffee after a grammar game saying “Ce n’est pas bête du tout”, was expressing his surprise that a game could be fun and serious at the same time. The point is that the fun generates energy for the achievement of the serious goal.\footnote{Mario Rinvolucri, \textit{Grammar Games; cognitive, affective, and drama activities for EFL students}, (New York: Cambridge University Press, 1984) p. 3}

Moreover, Andrew Wright mentions some advantages and reasons why the games are useful for teaching and learning. Here are the following:

1) Games help and encourage many learners to sustain their interest and work
2) Games also help the teacher to create contexts in which the language is useful and meaningful
3) Games provide one way of helping the learners to experience language rather than merely study it.
4) Games provide the key features of ‘drill’ with the added opportunity to sense the working of language as living communication.
5) Games involve emotions, and meaning of the language is thus more vividly experienced.
6) Games can provide intense and meaningful practice of language, and then they must be regarded as central to a language teacher’s repertoire and not merely a way of passing the time.\footnote{Mario Rinvolucri, \textit{Grammar Games; cognitive, affective, and drama activities for EFL students}, (New York: Cambridge University Press, 1984) p. 3}
E. Teaching The Present Perfect Tense By Using the Game (find someone who)

Although in the previous pages has been discussed about the organization or the procedure of teaching grammar which involves four stages; presentation, explanation, practice and test. It is not guaranteed that the teaching process will be successful and can achieve the goal of language teaching. So that, the teacher needs the strategy or technique which can combine those four stages actively and communicatively.

One of the teaching language strategies that can involve those four stages is ‘Game’. In line with this case, Christ Weckert said, “……… games are fun. Require little or no equipment, and are designed to consolidate grammar learning. They can be played as an integral part of a lesson to focus or review student learning. They can also act as useful lesson breaks and transitions. At the same time, many of games present opportunities for further exploration of the English language and how it works.  

In this research, the writer proposed the game (Find Someone Who) in teaching the present perfect tense. The material and the procedure are as follows:

1. Materials:

A set of cards or slips of paper, each of which has a task on it beginning ‘find someone who’ plus the present perfect. For example:

- Find someone who has gone to Monas

NAME :

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34 Christ Weckert, *Games on the go; Grammar 8-10*, (Macmillan Teacher resources, 2005) p. 6
- Find someone who has watched ‘Laskar Pelangi’ movie

NAME:

There should be about ten different tasks; each one duplicated three or four times.

2. Procedure

- Describe a task similar to those on the cards for example:

  ‘Find someone who has gone to Monas’

  and ask the students round the class to ask to their friends:

  ‘Have you ever gone to Monas?’

  Until they find someone who has gone to Monas. Or until it is apparent that nobody has. Then, the teacher writes up on the board, for example:

  *Deva has gone to Monas* or

  *No one in the class has ever gone to Monas*

- Next, tell them to take a card each, and try to find someone in the class who has done the action indicated on it, by going round asking each others questions beginning ‘*have you ever .......?’* they should then note down the result in a full sentence, like one the teacher wrote on the board, and take a new card. How many answers can they find out and write down? This is a competition, so they are not to give away the answer to each others as they find out!

- After that, the teacher check the answers at the end, by asking publicly for an answer to each task:
‘Has anyone ever …...?’

Participants get one point for each acceptable answer. Anyone who writes for any item that nobody has ever done it, when in fact there is some body in the class who has, loses a point. 

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A. Method of research

The method that was used in this research is classroom action research (CAR) method. According to Geoffrey E. Milles action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn. It means that classroom action research (CAR) is the research methodology used by the people who work in educational field or teaching/learning environment in finding the information about the problems occurring in the process of teaching and learning and how to solve those problems.

In addition, Arikunto states that CAR is viewed as a device to improve the quality of teaching learning ability in the physical classroom. Beside of solving diagnosed problems in conditional classroom activity, CAR helps the teacher through any new methods and skills and helps to build self-awareness especially through pair-teaching regarding as collaborative study between the researcher and the teacher. In this sense, classroom action research is used to diagnose the problems that arise in the classroom activities and to solve those problems in one time by using new methodologies or techniques or strategies.

B. Subject and object of the research

B.1 Subject

The subject of the research is 8th grade students of MTs Soebono Mantofani Jombang Ciputat. For this case, the researcher will conduct the classroom action research at morning class 8.2 which consists of 32 students.

B.2 Object

The object of this research is to improve students comprehension of the present perfect tense through the game (find someone who).

C. The writer’s role in the research

In this research, the writer’s role is not only as an observer but also as a teacher researcher; she takes action by making lesson plan and giving assessment or test both before CAR (pre-test) and after CAR (post-test). Moreover, the writer also collects and analyzes data then reports the result of the research.

D. Time and Place of Research

This research is conducted for two months started from December 2010 until January 2011. The place of this research was at 8.2 class of MTs Soebono Mantofani Jombang Ciputat. Academic year 2010/2011.

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E. **Data and the data sources**

The data that was used in this classroom action research was divided into two; qualitative data and quantitative data. The qualitative data consists of the result of the field notes both before CAR and after CAR. On the other side, the quantitative data was took from the result of pre-test and post test, the result of questioners, also the result of observation sheet that will be analyzed by the researcher.

Meanwhile, the data sources of this research were divided into two; event and informant. The event is the teaching and learning process of the present perfect tense by using the game (find someone who), and the informants were the English teacher of class VIII Mts Soebono Mantofani, and also 8\textsuperscript{th} grade students of Mts Soebono Mantofani.

F. **Research Design**

In conducting the classroom action research, the writer used Kurt Lewin’s model of CAR. It consists of four components, they are; 1) *planning*, 2) *acting*, 3) *observing* and 4) *reflecting*. The relationship between these four components is viewed as one cycle as described below:
Figure 3.1 Kurt Lewin’s model of CAR cycle

In this classroom action research, the writer conducted two cycles. It means when the writer finished conducting the first cycle, and the result of study has not been improved yet, or there were any problems that have not been solved, then the writer continued to conduct the second cycle. Both the first cycle and the second cycle use the same step which consists of planning, acting, observing, and reflecting.

G. Action Procedure

Cycle 1

1. Planning step

In this planning step, the researcher prepared the action plan as follow:

a. The researcher prepared the lesson plan as the source to implement the action in the process of teaching and learning. The lesson plan was prepared for every meeting which has been agreed by the English Teacher and the headmaster.

b. The researcher prepared the observation sheet to take note about the students’ activities during the process of teaching and learning.

c. The researcher prepared the interview guideline for students and English teacher both pre-CAR and for every cycle.

d. The researcher prepared the questioner for students both before-CAR and after implementing the action to know how far the game (find someone who) influenced their process of learning.

e. The researcher prepared the test before CAR (pre-test) and test after CAR (post-test) to measure how far the action or the game (find someone who) can improve students’ achievement of
learning the present perfect tense. This test is given to the students once before CAR and once after implementing CAR.

f. The researcher prepared the materials for game (find someone who) ; a set of cards or slips of paper, each of which has a task on it beginning ‘find someone who’ plus the present perfect tense.

g. The researcher sets the classroom as wide as possible. Because this game need enough wide place. So, the chairs and the tables are arranged in the side of wall in order students can walk around the class freely when they play the game.

h. The researcher prepared the camera to take the photograph of students while they play the game. This photograph is used for documentation.

2. **Acting Step**

In this acting step, the researcher did the actions according to lesson planning that has been compiled before. The detail as follow:

a. The researcher asked the students to arrange the chairs and the tables beside the wall in order the classroom become wide and the students can do the activities freely around the class.

b. The researcher wrote on the blackboard “Find someone who has gone to Monas” and ask the students to around the class to ask their friends who has ever gone to Monas. By asking “have you ever gone to Monas?”

c. After that, the researcher wrote up on the board if there is someone who has gone to Monas for example: “Rahmat has gone to Monas”
or if there is apparent that nobody has not ever gone to Monas.

“no one in the class has ever gone to Monas”

d. Next, the researcher told the students to take a card each, and try to walk around the class to find someone in the class who has done the action indicated on it.
e. Next, the researcher checked the result of students’ finding by asking publicly for an answer to each task on each card.
f. At the end of the process teaching and learning, the researcher explained about the present perfect tense, its sentence formula, and its use in daily activities, also about the irregular and regular verb.
g. At the end of the cycle, the researcher gave the post-test to know the development of the students’ comprehension of the present perfect tense, the post-test was the multiple choice completion. And the result of this post-test will be used as the source to evaluate the action for the next cycle.
h. Besides that, the researcher also gave the post-questioner to know how far the game (find someone who) has influenced the students’ achievement in learning the present perfect tense.

3. Observing step

Observation was done at the time when the action was being implemented. In this observing step, the researcher was collaborative with the observer and also with the English Teacher to observe students’ activities in teaching and learning process.

a. The researcher, the observer and the English teacher are filling in the observation sheet of students’ activities during teaching and learning process in the classroom.
b. The students fill in the questioner was that given by the researcher at the end of cycle. The questioner was used to observe the influence of the game (find someone who) on students’ achievement of studying the present perfect tense

4. Reflecting step

In this reflecting step, the result of the observation sheet and the questioner were discussed and analyzed by the researcher and the English teacher. Then, the researcher wrote down the lack of the first cycle, and the problems that arise in the first cycle. The result of this analysis would be used as an evaluation and input to make the action plan for the next cycle.

Moreover, the result of the post-test (test after CAR) that have been finished by the students in the end of the cycle is analyzed by the researcher. The result of this analysis would be used to measure whether the action of cycle one has success or not, and to compare the students’ achievement after implementing the action in cycle one.

Cycle 2

1. Planning step

After identifying the problems that appeared in the cycle 1, the researcher revised the lesson plan, reselected the topic that more attractive, and modified the game in order students can reach better achievement of the present perfect tense.

2. Acting step

In this acting step, the researcher did the actions according to the lesson plan that has been revised based on the result of the reflecting of cycle 1. The detail as follow:
a. The researcher divided the class into two groups and tells students that the groups will compete in playing the game
b. The researcher asked each groups to vote for the leader of the group
c. The researcher asked the leader of each group to take the card for their members and asked all students to walk around the member of the group to find someone who has done the things indicated to the card.
d. In the end of the game, the researcher checked the answer by asking publicly for an answer to each task: “has anyone ever .......?”

The group gets one point for each acceptable answer and loses a point for each unacceptable answer. For example, anyone who writes for any item that nobody has ever done it, in fact there is somebody in the group who has, so the group will loses the point.

3. Observing step

In this phase, the researcher was collaborative with the observer; they filled in the observation sheet of students’ activities during the teaching and learning process.

For instance, the students filled in the questionnaires that given in the end of cycle 2. The result of these questionnaires would be analyzed by the researcher and would be the source for evaluation and reflection.

4. Reflecting step

As in the cycle 1, in reflecting phase, the researcher analyzed the result of the observation sheet and the result of the questionnaires. For instance, the researcher discussed with the
English teacher about students’ achievement of the present perfect tense.

Besides that, the researcher also analyzes the result of the post test. The result of this analysis will be used to measure whether the action of cycle 2 has success or not. If the action of the cycle 2 is success to improve students achievement of the present perfect tense, then the classroom action research will be ended, but if there is no improvement, the researcher have to conduct cycle 3.

The research design of this classroom action research procedure can be described as follow:

Figure 3.2 the diagram of research design
Observation (Pre-CAR)
1. Interview with English teacher
2. Observing the process teaching and learning

Analyzing the causes of the problem that arise in English Teaching

Planning step
The researcher makes the lesson plan according to reflection of cycle 1

Acting step
The researcher implements the game (find someone who) model 2

Observing step
Observation of students’ activities during CAR cycle 2

Reflecting step
The researcher evaluate the lack of the cycle 2

Is there improvement?
If NO

Planning step
The researcher makes the lesson plan

Acting step
The researcher implements the game (find someone who) on teaching present perfect tense

Observing step
Observation of students’ activities during CAR

Reflecting step
The researcher evaluate the lack of the cycle 1

Making the report of the research

if NO

Cycle 1

Cycle 2

Cycle 3
H. Technique of collecting data

The data of the research was collected by using observation sheet, questionnaires, test, interview and field notes. The completely explanations as follow:

1. **Observation sheet**

In this case, the researcher observes classroom interaction by using observation sheet. It includes students activities during teaching and learning the present perfect tense by using the game (find someone who). The result of the observation sheet will be analyzed by the researcher by using Likert scale and will be presented as the quantitative data.

2. **Questionnaires**

Questionnaires will be given to the students both before and after implementing the actions. The result of these questionnaires will be analyzed by the researcher by using Gutmann scale and will be presented as quantitative data.

3. **Test**

The test used in this research is pre-test and post test. Pre-test is given before implementing the game (find someone who). Meanwhile, the post-test is given after implementing the game (find someone who). The post-test is used to measure the improvement of students’ comprehension of the present perfect tense. The test is in the form of multiple choice completions and is compiled based on the indicators of study. The result of the test will be analyzed statistically and will be presented as the quantitative data.

4. **Interview**

Before implementing the CAR, the researcher did the interview with the English teacher. On this interview, the researcher asked about students’ difficulties in learning grammatical rules especially the tense, and the method that used by the English teacher in teaching English.
5. **Field notes**

During the process teaching and learning, the researcher also acts as the observer who observes classroom interaction. In this case, the researcher used field notes in taping and describing the process of learning during CAR.\(^{38}\)

Besides those four instruments for collecting the data, the researcher also used the photographs\(^ {39}\) as the tool for documenting the activities during cycle 1 and cycle 2.

I. **Data Analysis**

In this classroom action research, the data analysis is divided into two kinds there are quantitative analysis and qualitative analysis.

1. **Quantitative analysis**

Quantitative analysis is done for analyzing the result of pre-test and post test, the result of questioners, and the result of structured observation sheet.

a. **Pre-test and Post-test**

   In analyzing the result of pre-test and post test, the researcher did some steps to know the improvement of students’ achievement of the present perfect tense after using the game (find someone who) as the strategy of teaching.

   First, the researcher tried to get the average of students’ present perfect score per action within one cycle. It is to know how well students’ score as a whole on present perfect achievement. It uses the formula:\(^ {40}\)


\(^{39}\) Anne Burns, *Collaborative Action Research for English Language Teacher*, (New York: Cambridge University Press, 1999). P 101

\(^{40}\) Anas Sudijino, *Pengantar statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008) p. 81
Second, the researcher tried to get the class percentage which passes the KKM 60 (Sixty). It uses the formula:\(^1\)

\[
P = \frac{F}{N} \times 100\% 
\]

where:
- \(P\): The class percentage
- \(F\): Total percentage score
- \(N\): Number of students

Next, the researcher tried to analyze the result of pre-test up to post-test score in cycle 1 and 2 to know whether or not there is the improvement score on students’ achievement of the present perfect tense. In calculating it, the researcher uses the formula based on David E. Meltzer (2008) in Rella Agustina (2010: 36)\(^2\):

\[
P = \frac{\frac{y^1}{y} - \frac{y}{y}}{100\%} 
\]

where:
- \(P\): Percentage of students’ improvement
- \(y\): pre-test result
- \(y^1\): Post-test result

\(^1\) Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008)p. 43

\(^2\) Rella Agustina, *Developing students’ Reading Comprehension of Narrative Text by Using Story Mapping*, (FITK UIN Jakarta, 2010) p. 36 unpublished skripsi
P = \frac{y^2 - y}{y} \times 100\%

P : Percentage of students’ improvement
y : pre-test result
y^2 : Post-test result 2

b. Questionnaires
To analyze the result of questionnaires, the researcher used Gutmann scale by calculating students’ answer of yes and no for each item. Then, she calculated the percentage of it. 43

c. Structured Observation sheet
In analyzing the result of the observation sheet, the researcher used the quantitative analysis by calculating the item of each category that has been marked by the observer.

2. Qualitative analysis
Qualitative analysis is used to describe the data by using non-numerical explanation but in form of narrative explanation. The information that has been taken from the informants will be analyzed in three steps. In this case, the researcher analyzed the result of interview and the result of field notes by using four stages, There are; assembling the data, coding the data, comparing the data, and building the interpretation. 44

Stage 1: Assembling the Data
On this step, the researcher will assemble the data that have collected over the period of research; field notes, interview and so on.

Stage 2: coding the data


44 Anne Burns, Collaborative Action Research for English Language Teacher, (New York: Cambridge University Press, 1999). P 157
After assembling the data, the researcher categorizes the data that have been collected more specifically.

**Stage 3: comparing the data**

Once the data have been categorized in some way, comparisons can be made to see whether themes or patterns are repeated or developed across different data gathering techniques. You may notice hierarchies or sequences the data or identify relationships and connections between different sources of data. On other word, the researcher compares and identifies the data that have been categorized.

**Stage 4: building the interpretations**

The researcher takes and draws the conclusion of the research. In drawing this conclusion, the researcher is helped by the collaborator in order to get the good conclusion.

**J. Validity of data**

Validity is important element in research, it uses in judging whether the measurement instrument of research measures what is supposed to measure. As Wilmar Tinambunan said in his book *Evaluation of Student Achievement* that, “Validity refers to the extent to which the results of an evaluation procedure serve the particular uses for which they are intended. Thus, the validity of a test is the extent to which the test measures what is intended to measure.”

Regarding the validity in action research, the researcher uses three criteria of validity that includes of *outcome validity, process validity, and dialogic validity* that suggested by Anderson.

> “Outcome validity relates to the notion of actions leading to outcomes that are ‘successful’ within the research context”

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45 Anne Burns, *Collaborative Action Research for English Language Teacher*, (New York: Cambridge University Press, 1999). P. 158


47 Anne Burns, *Collaborative Action Research for English Language Teacher*, (New York: Cambridge University Press, 1999). P. 161
Based on that statement, it can be said that outcome validity can be seen from the result of the test. When the result of the test both cycle 1 and cycle 2 is better than the result of pre test, then the actions is successful.

Next, the process validity, this criterion raises questions about the ‘dependability’ and ‘competency’ of the research. Are events or behaviors viewed from different perspectives and thorough different data sources in order to guard against simplistic or biased interpretations? In this case, the researcher used different data sources which includes interview, questionnaires, field notes and structured observation sheet.

Then, dialogic validity, this criterion parallels the process of peer review. Peer review in action research would mean dialogue with practitioner peers, either through collaborative enquiry or reflective dialogue with ‘critical friends’. In this study, the researcher makes reflective dialogue with the English teacher.

Besides those three criteria, In this case, the researcher uses the formula below to measure the validity of the test that has been given to students. 

\[
r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}
\]

- \(r_{xy}\) : Correlation between item score
- \(\sum xy\) : Sum of multiplication between
- \(x^2\) : Quadrate of x
- \(y^2\) : Quadrate of y

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49 Anne Burns, *Collaborative Action Research for English Language Teacher*, (New York: Cambridge University Press, 1999). P. 162

K. Trustworthiness of Study

1. Item difficulty

The difficulty of item analysis can tell us if an item was too difficult or too easy. The most widely used interpretation of the difficulty of a test item is that it is indicated by the proportion of subject who gets the item right. The formula for computing item difficulty is as follows:

\[ P = \frac{R}{T} \times 100 \]

- \( P \): The percentage who answered the item correctly
- \( R \): The number who answered the item correctly
- \( T \): The total number who tried the item

2. Discriminating power

The discriminating power of a test item is the difference between the number of correct and incorrect discriminations expressed as a percentage of the maximum possible correct discriminations. In other words, the discriminating power of a test item is its ability to differentiate between pupils who have achieved well (the upper group) and those who have achieved poorly (the lower group).

The formula for computing item discriminating power is as follows:

\[ \text{Discriminating power} = \frac{\text{Correct discriminations} - \text{Incorrect discriminations}}{\text{Maximum possible correct discriminations}} \times 100 \]

---

D : The index item discriminating power
U : The number of pupils in the upper group who Answered the item correctly
L : The number of pupils in the lower group who Answered the item correctly
N : Number pupils in each of the groups.

Here is the scale for discriminating power (DP)\(^{54}\): 
-1,00 \quad 0,00 \quad 1,00 
DP is negative \quad DP is low \quad DP is high (positive)

L. Indicator of the Action Success

This classroom action research (CAR) can be called success, if 75 % of students can achieve the target score of KKM 60 (sixty) of the pre-test up to post test in cycle 2. And there would not be continued to the next cycle. Then, the CAR is stopped.

\(^{54}\) Suharsimi Arikunto, Dasar-Dasar Evaluasi Pendidikan, (Jakarta: PT. Bumi Aksara, 2010) p. 211
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Description of research finding
   1. Description of preliminary study

The data of this research finding is taken from the field notes, result of observation, interview, and test and questionnaires sheet. Observation and interview is done before and after implementing CAR.

Based on observation conducted by the researcher before implementing CAR, it was found that students at class 8.2 of Mts Soebono Mantofani were not really interested in learning English. Almost 70 % of students especially male students who didn’t pay attention fully to the teacher explanation. Some of them were seen talked and joked with their friends, and the others were seen read and wrote something but not about English material. Only about eight or nine who paid attention full to the teacher. Besides that, when teacher gave them the task
such as asked them to complete students task sheet (LKS), they did not complete it by themselves but they cheated to their friends because they did not understand the material briefly.

On the other hand, the writer found that teacher of English didn’t lead students into the real situations when teaching English material especially grammar rules, so it couldn’t attract students’ interest. The writer saw that teacher of English lesson used monotonous technique in teaching present perfect, he explained the rules and the usage and asked students to memorize the rules, after that he asked them to do exercise in LKS. Then, students were seen less motivated in learning English.

Furthermore, when the researcher did the interview with students before implementing CAR, it was known that most student were less motivated in learning English because English is viewed as difficult subject for them. Also when they were asked what they know about grammar rules especially about tenses and present perfect tense, most of them did not know and did not understand about the tenses material.

This fact is strengthen by the teacher when the researcher interviewed her, she said that most of students at class 8.2 did not understand the material she explained, it can be seen from the result of daily examination which are poor and didn’t pass the KKM score (minimal criterion score).

In accordance with that data, the researcher discussed with English Teacher to find the way in solving the problem. Then, the researcher chose the game (find some who game) in teaching the present perfect tense. After that, the researcher compiled the procedure of CAR, she planned the lesson plan, compiled the instrument, and planned the action. When all those preparations were ready to apply, the researcher began to implement CAR which was conducted on 19 until 27 January 2011. The researcher conducted two cycles during that time. Every cycle consists of two meetings.

During that time, the researcher also collected the data, she taught and she observed too, she did interview and she gave the questionnaires too. After all
data have been collected, the writer analyzed it with the observer, drawn the interpretation and take the conclusions, she also modified the action of every cycle and every meeting. Here are the data of every cycle that have been implemented by the researcher during the study.

2. **Description of cycle 1**
   
a. **Description of four phases of cycle 1**
   
   Cycle 1 consists of four phases, *planning*, *acting*, *observing* and *reflecting*. To gain the data of those four phases, the researcher used the field notes. Below is the description of each phase.

   **Table 4.1**

   **Description of planning and acting of cycle 1**

<table>
<thead>
<tr>
<th>Planning</th>
<th>Acting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) As the teacher researcher, the writer made the design of teaching and learning activities, prepared the material about present perfect tense, in this case she chose <em>In Hospital</em> as the topic or theme during teaching and learning. She also prepared pre test questions that would be given to students before she began teaching the material on the first meeting.</td>
<td>1) On the first meeting, the writer applied the lesson plan that has been compiled by her. Before she began to teach, she gave the pre test to students, this pre test aimed to measure students’ achievement and knowledge about present perfect tense before the action is being implemented.</td>
</tr>
<tr>
<td>2) The writer also made learning aids that would be used during teaching and learning, in this case she prepared <em>find someone who</em> cards that would be used by students during playing game.</td>
<td>2) After that, she asked students to arrange the chairs and tables to the side of wall to make the classroom wider. Then, she asked students to take the cards of <em>find someone who</em> from</td>
</tr>
</tbody>
</table>
Then, she planned the lesson plan and determined some indicators of teaching and learning that have to be mastered by students. *(the lesson plan is enclosed)*

3) To ease students in learning present perfect tense, the researcher compiled the hand out about present perfect tense teacher’s desk and asked them to go around class to find someone who has ..... based on the card she/he hold.

3) After playing game, teacher distributed hand out about present perfect tense material to students and she explained it inductively. At the end of learning, the teacher asked them to write present perfect tense sentence.

4) On the second meeting, the teacher modified the action. She re planned the lesson plan, on this second meeting the teacher wanted her students to master and memorize common past participle of irregular and regular verb. So she added irregular and regular verb material and also common expression of time of the present perfect tense into lesson plan and made some indicators based on it.

4) As on the first meeting, the teacher asked students to arrange the chairs and tables to the side of the wall and told them that on that second meeting they would playing the game *(find someone who)* again. After that, teacher asked them to stick the cards of *find someone who* to the wall around the classroom.

5) To ease students’ understanding about irregular and regular verb, the researcher made regular and

5) Before they started playing the game, the teacher displayed the card of irregular and regular
irregular cards; these cards were designed attractively and used the bright color orange and light green. Orange color is used for regular verb, while light green is used for irregular verb. Infinitive verb (verb 1) is written on the white side of the card, while the past participle (verb 3) is written on the color side.

6) Besides, the researcher also compiled the hand out about irregular and regular verb and expression of time of the present perfect tense

verb to students. The teacher explained that the green color is irregular verb while the orange is regular verb. Teacher read each card loudly and asked students to follow her to pronounce it loudly too. Teacher repeated it more than three times until most of them can memorize the past participle of each regular and irregular verb.

6) After that, teacher told students that when she said “GO”, they have to take the card that attached on the wall and go around class to find someone who has …. Based on what have been written on the card. When they finished playing the game, the teacher asked students to collect the card and then asked them to write one sentence of the present perfect tense on a piece of paper. And when they finished it, they were asked to make it roll or paper ball and then throw it around the class. Everybody has to take the paper ball near him/her and find out the owner by asking
everyone according to what have been written on the paper by using present perfect tense question.
When all students found the owners of the paper they hold, the teacher asked them to collect the paper to teacher's desk. Then, the teacher closed the lesson.

| 7) | On this first cycle, the researcher compiled the questionnaires and spread it out among students. |
| 8) | Teacher spread the questionnaires out to the students and read the result and then analyzed it. |
| 9) | Teacher also compiled post test questions to measure students’ achievement after implementing the actions on this first cycle. |
| 10) | Teacher gave the post test of cycle 1 at the end of second meeting of the teaching and learning time. And students finished it quietly. |
| 11) | Teacher planned to take note students’ activities during teaching and learning process on field notes. |
| 12) | Teacher took note about students’ activities during teaching and learning process both on first and second meeting. And also she wrote every little improvement gained by the students. |
Table 4.2

Description of observing and reflecting of cycle 1

<table>
<thead>
<tr>
<th>Observing</th>
<th>Reflecting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) When teacher taught in classroom, she observed students’ activities too and took the observation on field notes. So, after implementing the actions, the teacher discussed the result of field notes with the observer. Observer gave some inputs to the teacher about teaching and learning process.</td>
<td></td>
</tr>
<tr>
<td>2) On the first meeting, the teacher saw, that almost 80% of students still confused to play the game. Only two to three students who understood straightly about the rules of the game.</td>
<td></td>
</tr>
<tr>
<td>3) Besides, the teacher saw that most of students have lack of English vocabulary, so that when they want to ask their friend or to find someone who has…. They</td>
<td></td>
</tr>
<tr>
<td>1) Generally, it can be said that teaching and learning process of the first cycle was still to be more improved especially on speaking activities. When teacher asked students to speak up and go around the class to find someone who has ..... according to what was written on the card, most of students seem felt difficulty to speak and to pronounce English word.</td>
<td></td>
</tr>
<tr>
<td>2) When teacher interviewed students why they seem confused to play the game, most of them answered that they did not understand teacher’s command and they haven’t familiar yet to play the game. Besides they did not understand the meaning of sentences that have been written on the card.</td>
<td></td>
</tr>
<tr>
<td>3) Honestly, this is the serious problem for the teacher. How they can play the game and</td>
<td></td>
</tr>
</tbody>
</table>
felt difficulty and then they always asked about the meaning of the sentence written on the card to the teacher.

4) When the researcher checked students writing task, she found there are many students who wrote incorrect sentences. Such as:
- we has written Language English
- Mentari has slept in the classroom
- I have a glass drunk just (juice) mango in the evening
- She has sleeping in the afternoon
- Bibah has slept in the afternoon

4) This problem appeared because most of students did not memorize past participle of irregular and regular verb. So that most of them wrote incorrect past participle. Besides, some of them did not pay attention to teacher explanation, so they wrote incorrect sentences.

5) On the second meeting, teacher gave regular and irregular verb material and also about common expression time of the present perfect tense. Based on the reflection of the first meeting, the teacher then modified the lesson plan and asked their friend around the class if they did not understand what was written on the card. The lack of English vocabulary is the main reason that caused this problem.

Generally, irregular and regular verb card can help students to memorize past participle form in a short time because the card is seen interesting for them. Certainly this influenced their writing. On this second meeting, the teacher found that there were
made regular and irregular verb card. She also wrote some difficult vocabularies on the board in order students would not asked teacher again about the meaning of sentences that have been written on the card (find someone who).

6) Although most students seem felt difficulty to speak up in speaking activity, but they did not confuse again to play the game. Most of them understood the rules of the game and knew how to play the game. So that they seem enjoy playing the game and have fun while playing the game.

10 students who wrote incorrect. This is better than the first meeting. There are more than fifteen students wrote incorrect sentences. So that there is little improvement on students writing achievement. on the other hand, students speaking achievement is still low and need to be more improved. Although the teacher has written some difficult vocabularies on the board, almost 60% of students still asked the meaning of the sentences to the teacher while they played the game.

7) Averagely, most of students on this first cycle were more motivated and interested in learning present perfect tense. Although it could not be hidden that there were some students who still got difficulties in learning present perfect tense.

Based on The result of discussion with the observer and English teacher, the researcher determined to repeat the actions and to continue to the next cycle with the better preparation and planning in order to get satisfied result. On the cycle 2, the researcher planned to focus on improving students speaking activity when playing the game.
b. Result of observation sheet of cycle 1

Below is the result of observation sheet of students’ activities and teacher competency that has been filled by the observer while the researcher taught students both on first meeting and second meeting.

Table 4.3

Result of observation sheet of the cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Observation categories</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>First meeting</td>
</tr>
<tr>
<td>1</td>
<td>Students’ interest and motivation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Students seem enthusiastic during teaching and learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Students have high interest in learning English</td>
<td>46 %</td>
</tr>
<tr>
<td></td>
<td>c. Students seem motivated in playing the game (find someone who)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teaching and learning process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Students follow all teacher’s instructions orderly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Students finish the task that instructed by the teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Students are active in playing the game (find someone who)</td>
<td>50 %</td>
</tr>
</tbody>
</table>
Students listen when teacher explains the material.

Students are active in answering teacher’s questions.

Students are brave to speak up in English when playing the game.

<table>
<thead>
<tr>
<th>3. Teacher’s competency</th>
<th>63. 4 %</th>
<th>76. 6 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teacher gives the task and instructions clearly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Teacher gives brainstorming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Teacher explains the material clearly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Teacher gives positive feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Teacher acts as motivator and facilitator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Teacher makes relax and fun learning atmosphere.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Mean | 53.1 | 71.1 |

From the result of that observation sheet, it can be said that on the first meeting of the cycle 1 generally students’ interest and motivation is 46 %. It means that students’ interest and motivation is still low in learning present perfect tense. It is about fourteen to fifteen students who have high interest during teaching and learning.
On the other hand, students’ activities during teaching and learning process gain the average 50%, in other words only half of students’ total number who were active in doing the activities during teaching and learning process. And on the contrary, half of them were not active in doing the activities.

The third category gets the average 63.3% on the first meeting, it means that teacher competencies were needed to be improved.

On the other hand, on the second meeting those three categories generally got the improvement. It can be seen from the average which improves on each category. For the first category, the improvement is very satisfied. It means that students’ interest and motivation on the second meeting were increase much although their activities during teaching and learning were still needed to be improved, because it was increase little (0.66%). From this result it can be said that although students’ motivation and interest to learn present perfect tense is high, but most of them were not very active in doing the activities in the classroom.

c. Result of post questionnaire of cycle 1

In gaining students responses of their interest and motivation in learning present perfect tense by using the game (find someone who), their responses of the teaching and learning process, and their responses of the game (find someone who) that used as the teaching strategy, the researcher used questionnaire to find those data at the end of each cycle. In the first cycle, the questionnaire was delivered to 31 students.

There are three categories the researcher wanted to measure the students’ responses on them. The first category is about students interest and motivation toward teaching and learning by using the game (find someone who). So the researcher used five questions to measure it.
The second category is about teaching and learning process during the CAR, on this category the researcher used three questions to gain the students’ responses of it.

The last category is about the strategy of teaching, in this case is the game (find someone who) that used by the teacher in teaching the present perfect tense, in finding the students’ responses of it the researcher used only two questions.

In the first category about students interest and motivation toward teaching and learning by using the game (find someone who), there were 29 students (93.5%) who were interest learning the present perfect tense by using the game (find someone who). On the contrary, there were only 2 students (6.3%) who were not interested playing the game while learning the present perfect tense. In addition, there were 27 students (87.1%) who were happy learning the present perfect tense by using the game (find someone who). Furthermore, there were 30 students (96.7%) who were more motivated learning the present perfect tense by using the game. Next, there were 23 students (74.2%) who were agreed that the game (find someone who) is suitable for learning the present perfect tense. Then, there were 30 students who were brave asking material they didn’t understand to the teacher.

In the second category about teaching and learning process by using the game (find someone who), there were 24 students who were helped by the Game (find someone who) in increasing their comprehension of the present perfect tense and it is about 77.4% of the total number of students. It means that more than 70% the game (find someone who) have helped students in increasing their comprehensions of the present perfect tense. On the other hand, there were still 20 students or 64.5% of the total number of students who were helped by the game to overcome the difficulties when they studied the present perfect tense. Furthermore, there were 19 students or 61.3% of the students who were easy in finishing the task given by the teacher, so there were 13 students or about 41.9% of them who were still felt difficulty in finishing the task.
The last category is about students’ responses toward the game (find someone who) as the teaching strategy. From the table it can be seen that there were 24 students (77.4%) who stated that their comprehensions of the present perfect tense have increased after the teacher using the game (find someone who) as the teaching strategy. In addition, there were 24 students too who were preferred being taught by using the game (find someone who) rather than usual method.

d. The result of the pre test and post test 1

To measure students’ comprehensions of the present perfect tense before implementing the CAR, the researcher gave the pre test to the students; the pre test was given in the first meeting of cycle 1. From 32 students, there were two students who absent in the first meeting, so there were 29 students who followed the pre test. After the result of pre test has been analyzed, it showed that from 29 students who followed the pre test, only 2 students who derived the score above the criterion of minimum completeness (KKM). Meanwhile, the other 27 students were below that criterion. From that data, it can be concluded that almost of students’ comprehensions of the present perfect tense was still very low.

On the other hand, when the researcher gave the post test of the cycle 1, the result showed that there was improvement on their achievements. There were 21 students who got the score above the criterion of minimum completeness (KKM). The lowest achievement gained score 40, meanwhile the highest achievement gained score 86.7.

2. The Description of the cycle 2
   a. The Description of the four phases

As in first cycle, cycle 2 was consisted of two meetings and it was consisted of four phases too, it was conducted on 25 until 26 January 2011.
Table 4.4
The description planning and acting
Of cycle 2

<table>
<thead>
<tr>
<th>Planning</th>
<th>Acting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. On this cycle 2, the researcher compiled the lesson plan again which designed more interesting. The researcher chose the “famous cities/places” as the topic of teaching and learning. She determined some indicators that have to be mastered by the students. There are:</td>
<td></td>
</tr>
<tr>
<td>- Students were hoped can give responses to his/her friends’ questions in present perfect tense sentences.</td>
<td></td>
</tr>
<tr>
<td>- Students were hoped can ask questions to their friends by using present perfect tense sentences.</td>
<td></td>
</tr>
<tr>
<td>- Students were hoped can write present perfect tense sentences by using the common expression time of the present perfect tense.</td>
<td></td>
</tr>
<tr>
<td>2. On this first meeting of cycle 2, the researcher made 20</td>
<td>1. On this third meeting of cycle 2, the researcher implemented the actions based on the lesson plan that have been prepared. Because there was no empty classroom on that day, the teaching and learning activities was conducted outside classroom, and it was at Pendopo. The students were sit on the floor and made two circles. Male circle and female circle. The teacher began the lesson by greeting them asking their condition, so, the teacher brainstorm them by asking whether they have ever gone to famous cities or no and some students answered yes and some of them answered no.</td>
</tr>
<tr>
<td>2. The teacher distributed</td>
<td></td>
</tr>
</tbody>
</table>
cards of difficult vocabularies for students. This card was used for decrease students’ lack vocabularies when playing the game (find someone who)

3. The teacher made the card (find someone who) again, and the topic that written on it was about the famous cities and places. Such as; *find someone who has visited Bali,* or *find someone who has ever gone to Borobudur temple.*

4. The teacher made the green box for the place of finding card.

5. The teacher compiled the hand out about the expression vocabularies cards to each student and gave instruction to them that when the teacher yelled “START” the students have to read and memorize the vocabulary written on card during 30 seconds and then hand over it to friend beside them.

3. After that, the teacher distributed the card (find someone who) to students. She gave instruction when she yelled “GO AROUND” the students have to go around the class to find someone who has …… based on the card they hold.

4. After they finished the game, the teacher asked students to put the paper of their finding to the green box

5. The teacher explained again about the common
### Time of the Present Perfect Tense

6. The teacher prepared several pictures of the famous places and inductively expressed time of the present perfect tense.

   At the end of the lesson, the teacher then displayed one of the famous places picture to the students and asked them what the picture was. The teacher asked more than three students whether they have ever come/visited that place and students gave the responses.

---

1. On this fourth meeting, the researcher made the lesson plan again with the same topic as on the first meeting. And the material was about the negative and interrogative sentences. So, the indicators that compiled on this second meeting are:

   - Students were hoped can give responses to his/her friends’ questions in present perfect tense sentences.
   - Students were hoped can ask questions to their

   1. The fourth meeting was conducted at the last lesson, and it was at 11.20 A.M until 12.30 A.M. there was little problem occurred before the teaching and learning activities was began. Most students especially male students asked the teacher to use the language laboratory room for studying, they said that they have never studied there. But the teacher refused their request,
friends by using present perfect tense sentences. - Students were hoped can write present perfect tense sentences in form negative and interrogative sentences.

2. On this fourth meeting, the researcher did not make the difficult vocabulary card

3. The teacher used the same card (find someone who) like the first meeting because the topic was same.

4. The teacher prepared the hand out about the negative and interrogative sentences of the present perfect tense.

because it was impossible to play the game in the language laboratory room. Fortunately, the English Teacher helped the researcher in negotiating it with the students and finally they agreed, so the teaching and learning activities was conducted at IPS room.

3. The teacher began the lesson by greeting the students and asked apologies to them because she have refused their request to study at language laboratory, the teacher than told them that they would play the game (find someone who again). Suddenly, one of male students asked the teacher why they always played the game and studied about present perfect tense during these four meetings. The researcher explained that she was doing the Classroom action research to
4. The teacher asked students to stick the card of the game on the wall and when she yelled "GO", the students have to compete with the others to take the card and to find someone who has ……. Based on what was written on the card. After ten minutes left, the teacher yelled that the time for the finding was finish and all students have to collect the finding paper on green box on teacher’s desk. Then, they have to take another card in the red box and go around again.

5. After fifteen minutes left, the teacher yelled that the time for playing the game was finish; all students have to collect the finding paper and go around again.
paper on the blue box. The students were asked to arrange the chairs and tables while the teacher distributed the hand out and she explained it inductively.

6. At the end of lesson, the teacher distributed the card of the famous places’ names to students and asked them to write interrogative sentences based on the name of the famous city they hold. For example: *have you ever gone to Bali this year?*

Then, each student has to ask the friend beside him/her by using that it, and they have to write their friends’ answers on a piece of paper and collect it to the teacher.

7. The teacher prepared the post test for this cycle 2. The post test is used to measure students’ achievements of the present perfect tense on this cycle 2.

8. The teacher gave the post test 2 to students at the end of the lesson of the fourth meeting. Students were finished the test quietly.
To know students’ responses about the teaching and learning activities by using the game (find someone who) of the cycle 2, the researcher made the questionnaires.

The teacher distributed the questionnaires to the students and asked them to fill in it.

The researcher prepared the observation sheet of the cycle 2.

While the teacher implementing the actions, the observer filled in the observation sheet.

The researcher prepared the field notes for taking notes about all students’ activities occurred while the teaching and learning process.

The researcher took notes about the students’ activities during the teaching and learning process both on third and fourth meeting.

The researcher prepared the camera to take the photograph or the picture of students’ activities during studying.

The researcher took the picture of students’ activities when playing the game (find someone who) both on the third and fourth meeting.

---

**Table 4.5**

**The description of Observing and Reflecting**

**Of cycle 2**

<table>
<thead>
<tr>
<th>Observing</th>
<th>Reflecting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. While the teacher taught the students, she observed the students speaking activities</td>
<td>1. This cycle 2 was focus on students speaking activities</td>
</tr>
</tbody>
</table>
students activities too and wrote the result of observation on field notes. The teacher was helped by the observer in observing the students activities during teaching and learning process and after it they analyzed the result of the observation together.

2. Based on observation of the third meeting, the researcher found that students were not so interesting in playing the game and in learning English. Besides, they were so difficult in doing the instruction. For example when the teacher asked them to make a circle. There were some males and females students who did not want to move and make a circle.

3. Furthermore, there were five male students who tried to finish another subject task, they finished the PKN LKS during playing the game (find someone who). Because according to the reflection of cycle 1, there were many students who still need motivation to speak up by using English when playing the game. And generally, this cycle 2 was successfully enough to make students speak up when they play the game.

2. This problem occurred because the place of study was outside classroom, so the condition of study was not very conducive for playing the game and also for learning English.

3. When the teacher asked why they did that students work sheet, they said because after finishing English subject, they would study PKN subject and they
or PKN student work sheet.

4. When students were asked to read and memorize the difficult vocabularies on the card and they have to hand over it to their friends who sit beside him/her, they were felt confusion for the first time, so the teacher reexplained the rules and asked them to do it again.

5. Also in the time of playing the game, the researcher saw that there were some students who still asked his/her friend by using native language.

6. At the end of the third meeting, there were five male students and two female students who were asked whether they have ever gone to one of the famous have had not finished it yet.

4. Students were confused and did not understand when the teacher gave the rules for the first time, because most of them did not concentrate to the teacher explanation. Besides, the male students made joke among themselves, in addition one of the male students hide the card, so the other students did not get any card.

5. The motivation and the braveness of students were still to be more improved in speaking English. They were still needed to be motivated that speak English was not difficult, besides they were needed to be accustomed to speak English.

6. Although, most of male students were seen not very active in playing the game, even they did another subject task when teacher explaining the lesson, but at the end of lesson, when
places, and they gave good responses, they could answer the questions completely.

| 1. On this fourth meeting, the researcher found that the students felt boring studying the present perfect tense and also playing the game. The male students asked the teacher why they always studied the present perfect tense and playing the game during these two weeks, meanwhile the female students were just quiet and seem not interest to learn. | 1. Feeling bore is natural on this life. Also when most students felt bore in learning the present perfect tense and playing the game. but, the teacher tried to explained that although they felt boring, they would be got more acknowledge and more understood about the present perfect tense, so the teacher told them that their result of post test one were satisfied. They felt happily and were motivated again to learn. |

2. After the teacher gave the motivation about speaking English, the students seem more interest again to learn. It can be seen from their activeness to speak English when playing the game, they asked and answered by using English.

3. When the teacher gave the task to write the interrogative

3. While students speaking activities was increasing on this forth meeting, their
and negative sentences at the end of meeting, most of them did not feel difficulties again. It can be seen from their writing, there were only few of incorrect sentences they wrote.

It can be seen from their writing, there were only few of incorrect sentences they wrote.

4. Generally, from the observation. The researcher found that there were satisfied result and much improvement during this cycle 2. It can be seen from the speaking activities, there were almost students who were active and brave to speak English when playing the game. also when the teacher asked to write present perfect tense whether in positive form, negative form, or interrogative form, almost of the students were not difficult again to write it, and there were few incorrect sentences they wrote.

5. It can be said, that the actions of the cycle 2 was successful to increase students comprehension of the present perfect tense. After the researcher discussed with the English teacher and the observer, the researcher determined to end the CAR.

b. Result of observation sheet of cycle 2

The observation sheet showed the quantitative data about students’ interest and motivation during teaching and learning activities, the process of teaching and learning by using the game (find someone who) during
cycle 2, and also about the teacher competencies during teaching the present perfect tense by using the game.

Table 4.6

Result of observation sheet of the cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>Observation categories</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Third meeting</td>
</tr>
<tr>
<td>1.</td>
<td>Students’ interest and motivation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Students seem enthusiastic during teaching and learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Students have high interest in learning English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Students seem motivated in playing the game (find someone who)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>53.3 %</td>
<td>86.6 %</td>
</tr>
</tbody>
</table>

| 2. | Teaching and learning process |
|    | a. Students follow all teacher’s instructions orderly |
|    | b. Students finish the task that instructed by the teacher |
|    | c. Students are active in playing the game (find someone who) |
|    | d. Students listen when teacher explains the material |
|    | e. Students are active in answering teacher’s questions |
|    | 56.7 % | 63.3 % |
The table above showed that there was much improvement of the first category of cycle 2. For the third meeting of cycle 2 students’ interest and motivation got the percentage 50.3%, it means that although on the second meeting 80% of students were motivated in learning the present perfect tense, but their motivation and interest decreased. And fortunately, on the last meeting their interest and motivation have increased greater than the second meeting (86.65%).

The second category got little improvement between those two meetings of cycle 2. On the third meeting, teaching and learning process was not going fully effective (60%). On the other hand, it was 76.6% the teaching and learning went successfully.
For the teacher competencies category, it was 60% the teacher’s competencies were good, While on the fourth meeting, teacher competencies were good enough (76.6%). Generally, on the other words, teacher’s competencies were got enough improvement on this cycle 2.

c. Result of post questionnaire of the cycle 2

On this cycle 2, the researcher gave the post questionnaires too as on the first cycle. It was aimed at getting students’ responses on the implementation of the actions of cycle 2.

Based on the result of post questionnaire, it can be seen that generally, students’ interest and motivation were high during the cycle 2; there were 28 students (90.3%) who were interest in the process of teaching and learning, in addition there were 27 students (87.1%) were happy while learning the present perfect tense by using the game, moreover there were 25 students (80.6%) were motivated learning by using the game, next, there were 25 students agreed that game (find someone who) is suitable for learning the present perfect tense, and 31 students were brave in asking teacher when they did not understand the material.

On the teaching and learning process, 27 students gave responses that they were helped by the “game” in increasing their comprehensions of the present perfect tense, while they were 24 students who gave responses that their difficulties in learning the present perfect tense decreased after they learnt by using game (find someone who). Whereas, they only 20 students from 31 students (64.5%) who were easy in finishing the task that given by the teacher.

On the last category, almost of students (90.3%) agreed that the strategy of teaching that is the game (find someone who) has increased their comprehension of the present perfect tense, while 21 (67.7%) students of them were comfortable studying the present perfect tense by using the game.
d. The result of post test 2

To measure students’ comprehensions of the present perfect tense after cycle 2, the researcher gave the post test in the last meeting. As on the pre test and post test 1, the questions were in multiple-choice form and it were 15 questions.

Based on the result of the post test 2, the data showed that the mean score of post test 2 was 71.3. There were only two students who did not pass the criterion of minimum completeness score (KKM) on this cycle 2. So that, it could be said that almost of students’ comprehension of the present perfect tense have increased on this cycle 2.

B. DATA ANALYSIS

Analysis began by reading all data that have been collected from several resources during implementing the actions on cycle 1 & cycle 2. There are;

1. Field Notes

In analyzing the data from field notes, the writer divided it into two; data analysis of cycle 1 and data analysis of cycle 2.

a. Data analysis of cycle 1

From the description of cycle 1 above, the researcher analyzed that:

a) On the cycle 1, all of the plans that have been prepared by the researcher have not carried out successfully yet. Besides, There were many problems faced by the researcher such as the lack of students English vocabulary that caused students did not understand what was written on the card of find someone who and also they felt confusion of the game’s rule. Moreover, students were not motivated in speaking English when playing the game; they were shy and were not confident to speak English loudly.

b) The usage of teaching aids, in this case is card of find someone who, has not showed the good result, because most of students were did not understand what was written on the card, so when the teacher
asked them to go around the class to find someone who has ….. based on the card they hold, they just stayed on their chairs.

c) On the first meeting, there were many students who wrote incorrect sentences of the present perfect tense. Most of the incorrectness’s were about past participle form of the regular and irregular verb. This problem appeared because they did not memorize past participle of the regular and irregular verb.

d) On second meeting, students’ problem about past participle of the regular and irregular verb has been overcome by the teacher by using the card of regular and irregular verb that displayed before they began learning. Moreover, their results of writing task were better than the first meeting. This is can be seen from the number of correct sentences of the present perfect tense that have been written by the students.

e) Almost all students asked the teacher about the meaning of the sentences that written on the card when playing the game in the first meeting.

f) The result of the post test of cycle 1 showed the good enough result rather than the result of the pre test.

g) The researcher needed the strategy to improve students English Vocabularies.

h) Both speaking and writing ability was still to be more improved on the next cycle.

b. Data analysis of cycle 2

On the cycle 2, the researcher analyzed that:

a) On the third meeting, students’ vocabularies include regular and irregular verb have increased little. There were many students who have memorized vocabularies that used in playing the game such as; visited, come, gone, temple, beach, seen, etc.

b) On the third meeting, the condition of teaching and learning was not conducive because the place of study was outside the classroom.
(Pendopo). Besides, the teacher found that there were four male students who did the other subject task while studying English.

c) Students were motivated in learning again on the fourth meeting. Although for the first time, most of them said that they felt bored studying about the present perfect tense and playing the game, but when the teacher explained the reason, they understood and they tried to play the game as active as they can.

d) Students’ speaking and writing abilities have increased enough on the fourth meeting. There were three students who wrote incorrect sentences of the present perfect tense. And they were almost 80% of students’ total number who were active in playing the game and speaking English loudly.

e) Moreover, students’ achievements have increased too. It can be seen from the result of post test 2. There were only 2 students who did not derive the score above the criterion of minimum completeness (KKM)

f) Students’ English vocabularies have increased enough on this cycle. It can be seen from the few of students who asked the meaning of the sentences written on the card of find someone who. So that, the card of vocabularies that displayed before the studying began was success to improve students’ English Vocabularies.

2. Observation sheet

Observation sheet is used to measure the percentage of students’ activities during the teaching and learning process, their interest and motivation and also teacher competencies during teaching the material. This observation sheet has been filled by the observer during the fourth meeting. Below is the comparison the mean of the four meetings.

<table>
<thead>
<tr>
<th></th>
<th>First meeting</th>
<th>Second meeting</th>
<th>Third meeting</th>
<th>Fourth meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 4.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The comparison of the result of observation sheet
The chart above showed that there is up down improvement on students’ motivation and interest, teaching and learning process, and teacher competencies during the four meetings. And although there just a little improvement based on that result of observation sheet, mainly from the first meeting until the last meeting, students activities and teacher competencies were improved enough.

3. **Questionnaire**

The third instrument that used by the researcher to collect the data is questionnaire. This questionnaire was aimed at measuring students’ responses on their interest and motivation in learning the present perfect tense by using the game (find someone who), their learning process during the CAR, and their responses toward the strategy of teaching that used by the teacher during the CAR.

The questionnaire is given to the students at the end of cycle 1 and at the end of cycle 2. It consisted of ten questions with

<table>
<thead>
<tr>
<th>Mean</th>
<th>53.1</th>
<th>71.1</th>
<th>56.7</th>
<th>75.5</th>
</tr>
</thead>
</table>

**Chart 4.1**

The improvement of the result observation sheet
two choices answer (YES) and (NO). The result of questionnaires of each cycle has been displayed above. Below is the comparison of the mean of the result of questionnaires between two cycles.

Table 4.8
The comparison of the result of post questionnaire 1 and 2

<table>
<thead>
<tr>
<th></th>
<th>Post questionnaires 1</th>
<th>Post questionnaires 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>80.6</td>
<td>82.6</td>
</tr>
<tr>
<td>Improvement</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>

Based on those comparison above, it can be concluded that from there was improvement of positive responses. It was known from the mean of post questionnaire 1 was 80.6 while the mean of post questionnaire 2 was 82.6, so that, the improvement was 2%. On the other word, it was no significant improvement of positive responses from cycle 1 to cycle 2. It means, the students were gave positive responses toward the game (find someone who) since it was implemented on cycle 1.

4. Result of the pre test, post test 1 and post test 2

The test was given to students three times, first, before implementing the CAR or it called pre test, second after implementing the actions of cycle 1 and it is called post test 1, the last, after implementing the actions on cycle 2 and it is called post test 2. Below is the data of the result of the pre test, post test 1, and post test 2.

Table 4.9
The students’ scores of pre test, post test 1, and post test 2

<table>
<thead>
<tr>
<th>Students’ name</th>
<th>Pre test</th>
<th>Post test of cycle 1</th>
<th>Post test of cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Math</td>
<td>Bahasa Indonesia</td>
<td>Biology</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------</td>
<td>------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Aprilia maharani</td>
<td>33.3</td>
<td>66.7*</td>
<td>66.7*</td>
</tr>
<tr>
<td>Putri Annisa</td>
<td>20</td>
<td>80*</td>
<td>73.3*</td>
</tr>
<tr>
<td>Melisa Cahyani</td>
<td>20</td>
<td>66.7*</td>
<td>73.3*</td>
</tr>
<tr>
<td>Mentari Ramadhania</td>
<td>33.3</td>
<td>60*</td>
<td>66.7*</td>
</tr>
<tr>
<td>Fitri Haryani</td>
<td>26.7</td>
<td>73.3*</td>
<td>60*</td>
</tr>
<tr>
<td>Ahmad Rizaldy</td>
<td>60*</td>
<td>53.3</td>
<td>60*</td>
</tr>
<tr>
<td>Khoirul Huda</td>
<td>66.7*</td>
<td>50.3</td>
<td>86.7*</td>
</tr>
<tr>
<td>M. Ariq Habibi</td>
<td>40</td>
<td></td>
<td>80*</td>
</tr>
<tr>
<td>M. Hilmi</td>
<td>53.3</td>
<td>80*</td>
<td>86.7*</td>
</tr>
<tr>
<td>Bagas Hermansyah</td>
<td>46.7</td>
<td>60*</td>
<td>73.3*</td>
</tr>
<tr>
<td>Indra Cahyo</td>
<td>13.3</td>
<td>60*</td>
<td>86.7*</td>
</tr>
<tr>
<td>Arya Handayana</td>
<td>33.3</td>
<td>40</td>
<td>73.3*</td>
</tr>
<tr>
<td>M. Rizki</td>
<td>20</td>
<td>80*</td>
<td>86.7*</td>
</tr>
<tr>
<td>M. Ridwan</td>
<td>33.3</td>
<td>66.7*</td>
<td>73.3*</td>
</tr>
<tr>
<td>M. Rofi Hidayatullah</td>
<td>40</td>
<td>86.7*</td>
<td>53.3</td>
</tr>
<tr>
<td>M. Zulfikar</td>
<td>33.3</td>
<td>53.3</td>
<td>66.7*</td>
</tr>
<tr>
<td>Hikmah anizah</td>
<td>20</td>
<td>86.7*</td>
<td>53.3</td>
</tr>
<tr>
<td>Zulfa Mahmudah</td>
<td>40</td>
<td>80*</td>
<td>93.3*</td>
</tr>
<tr>
<td>Ayu Lestari</td>
<td>33.3</td>
<td>53.3</td>
<td>66.7*</td>
</tr>
<tr>
<td>Nopianti</td>
<td>40</td>
<td>40</td>
<td>66.7*</td>
</tr>
<tr>
<td>Feninda. P</td>
<td>26.7</td>
<td>80*</td>
<td>60*</td>
</tr>
<tr>
<td>Adisty Grahita</td>
<td>20</td>
<td>73.3*</td>
<td>80*</td>
</tr>
<tr>
<td>Dian Kusuma</td>
<td>53.3</td>
<td>86.7*</td>
<td>60*</td>
</tr>
<tr>
<td>Mira Indriani</td>
<td>33.3</td>
<td>66.7*</td>
<td>73.3*</td>
</tr>
<tr>
<td>Novita Puspa sari</td>
<td>26.7</td>
<td>80*</td>
<td>73.3*</td>
</tr>
<tr>
<td>Nadya</td>
<td>20</td>
<td>53.3</td>
<td>60*</td>
</tr>
<tr>
<td>Rizqa Nur Ikhsan</td>
<td>33.3</td>
<td>80*</td>
<td>80*</td>
</tr>
</tbody>
</table>
In analyzing the numerical data of the result of the test, the researcher compared the result of pre test, post test 1, and post test 2. First, the researcher tried to get the mean of all the result of students’ achievement of pre test, post test 1, and post test 2. And after counting those three tests, it was found the result like these:

- 32.4 (the mean of pre test)
- 64.3 (the mean of post test 1)
- and 71.8 (the mean of post test 2)

Second, the researcher tried to get the class percentage that passed the criterion of minimal completeness score (KKM). And after counting it, the researcher found the result like these:

- 6.9% students who passed the KKM on pre test score
- 72.4% students who passed the KKM in cycle 1
- 93.5% students who passed the KKM on the cycle 2

Next, the researcher tried to analyze the result of pre-test up to post-test score in Cycle 1 and 2 to know whether or not there is the improvement score on students’ achievement of the present perfect tense. After analyzing that, the researcher found the result as follow; 65.5% for the improvement of post test 1 from the pre test, and 86.6% for the improvement of post test 2 from the pre test score. From the data above, it can be concluded that the game (find someone who) has succeed in...
improving students comprehension of the present perfect tense. Because on the last cycle there were more than 75% of students (86.6%) who pass the KKM score.

Table 4.10

The comparison of the result of pre test, post test 1 and post test 2

<table>
<thead>
<tr>
<th></th>
<th>Pre test</th>
<th>Post test 1</th>
<th>Post test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>32.4</td>
<td>64.3</td>
<td>71.8</td>
</tr>
<tr>
<td>Class percentage</td>
<td>6.9%</td>
<td>72.4%</td>
<td>93.5%</td>
</tr>
<tr>
<td>Improvement</td>
<td>65.5%</td>
<td>86.6%</td>
<td></td>
</tr>
</tbody>
</table>
C. Discussion of Research Finding

Games are interesting activities which everyone likes to play it, no matter they are young or adult person. Now days, games are used widely in educational field as the strategy of teaching any subject includes English. Therefore, there are many books about games in teaching English published. And there are many English teaching learning websites too that provide many kinds of games such as vocabulary games, spelling games, structure games, etc.
In accordance with the fact above, the researcher chose the game as the alternative teaching strategy in teaching the present perfect tense. For this case she chose the game (find someone who) because it can create enjoyable atmosphere of learning.

The research finding has showed that the game (find someone who) has created fun learning and made students more motivated in learning.

In addition, Based on the research finding, it can be concluded that the game (find someone who) can improve students’ comprehension of the present perfect tense. It is not surprised, because when the students are happy and enjoy learning, certainly they are more motivated in learning, and if their motivations are high in learning, they will be easy to comprehend the lesson.

Besides, the research finding has showed that the game (find someone who) can overcome students difficulties in learning English especially the present perfect tense. This game is designed not just to make fun learning, but also to invite students to use the grammatical rules in real communication. So that students can comprehend the present perfect tense happily without any pressure.

Finally, From this classroom action research, it can be said that students were motivated in learning by using the game, and because they were highly motivated, they were easy to comprehend the lesson, so that their comprehensions of the present perfect tense have improved after they learnt it by using the game (find someone who). In other words, the game (find someone who) has succeed in improving students’ comprehensions of the present perfect tense.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the CAR at class 8.2 of MTs. Soebono Mantofani academic year 2010/2011, it can be concluded that the game (find someone who) can improve students’ comprehension of the present perfect tense. It can be seen from the following facts;

1. Students’ achievements of the post test 1 and post test 2 were highly improved. It can be seen from the average score got by the students on post test 1 was 64.3, and on post test 2 was 71.8, whereas most of students got the average score on pre test was 32.4.

2. Students gave positive responses toward teaching and learning process by using the game (find someone who) amounted 82.6 % on the last cycle, and 80.6 % on the first cycle. It means student can accept the game (find someone who) as the strategy of teaching the present perfect tense.
3. Students were actively involved in teaching and learning activities such as playing the game (find someone who), writing the sentences of the present perfect tense, going around the class and finding someone who ..., etc. The result of observation sheet has showed the data.

Based on those facts above, generally this classroom action research was successful in improving students’ comprehension of the present perfect tense, besides it was also suitable technique for teaching the present perfect tense, because it can make students happy and more motivated and can invites students to use the rules of the present perfect tense in real communication. So that, this strategy of teaching can be used as an alternative strategy in teaching the tenses especially the present perfect tense.

B. Suggestion

After conducting the research, there are some suggestions for the researcher herself and for the English teacher;

1. The teacher is suggested to modify the game (find someone who) as attractive as she can in order students doesn’t feel bore in learning English.
2. In choosing the topic of teaching and learning, the teacher suggested to choose more interesting topic that can attract students to speak English confidently and bravely.
3. The teacher is hoped can give much motivation to students in order they can improve their speaking ability especially while playing the game (find someone who).
4. The researcher is suggested to implement any further classroom action research.
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