AN EXPLORATION ON THE EFFECTIVENESS OF USING

GAME IN TEACHING TENSES

THESIS

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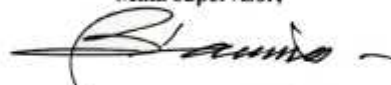
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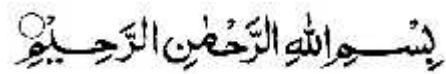
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Finally, I believed that this thesis is far from perfect and need to becriticized in order to be useful especially for Department of English LanguageEducation of UIN Ar-Raniry.

Banda Aceh, January11th, 2018

Samsidar

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggungjawab saya. Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 1 Januari 2018

Saya yang membuat pernyataan

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ABSTRACT

English language is one of the subjects that must be mastered by English foreign language students especially for students in junior high schools. The students need to consider toward the rule in the items of English such as the rule of grammar in creating sentences. Most of junior high school students encounter the difficulties in using the appropriate sentences based on the rule or principle of grammar. Sometimes the students also get bored in learning English in the aspects of grammar. This research is to investigate the teachers' perception on the use of game in teaching tenses. Thus, this research is entitled "An exploration on the Effectiveness of Using Game in Teaching Tenses". The aim of this study is to find out how the teachers' perception toward the use of game in teaching English or Tenses whether it is effective or not and to know how the teachers' strategy of applying game in teaching tenses or grammar. In order to obtain the data, I interviewed nine English teachers from four different junior high schools. Semi structure interview was applied to gain the deep information from the participants. After completing the data, the teachers' perception to use game in teaching tenses was positive and it is effective to use game in teaching tenses in the classroom.

Key words: *Game in language learning, grammar*

CHAPTER 1

INTRODUCTION

A. Background of Study

Today, English is used for international communication. Moreover, it is also used in many aspects of today's life or activities such as in business, politic, economic, and also in education. So, it can be said that English is very important in global world. Learning English is not just a challenge for many people but also for students. There are many rules that students need to understand to be proficient in English language. One of the rules is studying the systematic rules in English such as grammar.

Grammar is mostly seen as an essential part of a language. According to Kubra Sik (2014,p.1) defines "teaching grammar is an indispensable part of language teaching". Therefore, teaching grammar is necessary for students. In terms of teaching grammar, there are some elements in part of grammar. One of elements of grammar is tenses. Tenses are divided into three general group, they are; the present tenses, the past tenses, and the future tenses.

Based on my experience of teaching practical (PPL) atSMAS Islam AL-Falah, the grammar seem difficult for students, especially in tenses. Sometime, they still make mistakes in creating sentences related to the time. Actually, the tenses have been thought since junior high school. Unfortunately, most of them still made mistakes of creating a general statement or sentence. It might be caused by the rule or patterns in the elements of grammar. That is why some of the

students as the young English learners find some difficulties in memorizing the patterns. On the other hand, tenses are important to be taught in learning language. It consists of how to create some sentences related to the time.

In terms of teaching English language, there are many ways, techniques and media to teach grammar. One of the techniques or media is game. Game can be employed as a technique or media in teaching English in the classroom. There are many advantages to employ a game in the learning process either for teacher or students. Deriving motivation is one of the advantages from the game which help the teachers in teaching (Yolagaldili &Arikan,2011). Using game in teaching grammar will motivate students to learn grammar. When the students have motivation in learning English, they will interest to learn English or learning grammar. Supported by Ahmad (2009),claims that games will produce students' interestto learn English or grammar. It is essential in learning process for teachers and students when the learners have motivation and interest to learn English.

Another point to include a game in learning process is to reduce students' anxiety. It is supported by Mubaslat (2012) that there is a lot of stress in classroom activity due to the students need to face the difficult grammatical structures, word, text, etc. At this point, the students will not be comfortable or not interested in learning grammar. To figure it out the game is needed to decrease students' anxiety in the learning process. Tuan and Duan (2010,p.220) confirm that "another advantage associated with games is that students' anxiety towards language learning decreases as games are employed".

The next advantageis to make the students learn the language without realize that they are learning.When the students are engaging with the activity of game, at the same time they are learning the grammar unconsciously. This condition is beneficial for students which the lessons will be received unconsciously.According to Wright, Betteridge and Buckby (1984) "games help the teacher to create the contexts which the language is useful and meaningful" (p.69). So,the teachers need help to use game as a media to make the conditions where the students acquiring the lessons unconsciously.

In addition, the activity of game encourages students to be active in the learning process. They will involve in the process of learning English as well as learning grammar. As Yolagaldili and Arikan (2011) claim"games are student-focused activities requiring active involvement of learners" (p.220).This condition stimulate them to be enthusiastic when the teachers deliver the lessons during the process of learning in the classroom.

To sum up, games have a great pedagogical value for learners and it is beneficial either for teacher or learner. However, teachers might have the different media and method to teach English especially in teaching tenses which known as part of grammar. Each teacher has different media. Different teachers also have different perception to choose media in teaching English especially in teaching tenses.

According to the above discussions, in this research, Ifocus on the teachers' perception toward using game as a media in teaching tenses, whether it is effective or not. Iinvestigate the teachers' belief about the using of game in

teaching grammar or tenses. As a result, the teachers are the participants of this study. They are interviewed with several questions base on theirbelief toward the use of game in the learning process.

B. Research questions:

Based on the background of study the researcher state two research questions:

1. How do English teachers perceive the use of game in teaching tenses?
2. How do teachers use game in teaching tenses ?

C. Aims of the study

The aims of this study are:

1. To investigate the teachers' perception on the use of game in teaching tenses.
2. To find out how the teachers use game in teaching tenses

D. Terminology

To avoid the misunderstanding in this research, I provide the explanation of the terminology of this research below:

1. Effectiveness of Using Game

   Masruri(2014) defines that effectiveness means how well something was done and how far someone produced the output based on the expectation. It means that if something was done very well and achieve successful result, then it can be called as effective. In this research, effectiveness of using game means that the game is suitable to include in

teaching materials (according) and it can be used as media to include in teaching tenses to achieve the goal.

2. Teaching Tenses

Tenses is any of the forms of a verb that may be used to show the time of the action or state expressed by the verb. Tense is a grammatical category, typically marked on the verb that refers to the time of the event in relation to some other temporal reference point. There are three general simple tenses; simple present tense, simple past tense, and simple future tense. Thus, teaching tenses means a teacher teaches the materials of simple present tense, simple past tense, and simple future tense.

CHAPTER II

LITERATURE REVIEW

This chapter presents the concept and theory in this study. It provides the definition of grammar and some elements within it, teaching grammar instruction, and game in language learning. The explanation is discussed below.

A. GRAMMAR

1. Nature of grammar

There are some expert define the definition of grammar. Grammar is defined by Ur (1991) as "the way language manipulates and combines words (or bits of words) in order to form longer units of meaning" (p.4). This definition is quite close to the common understanding of what grammar is. The main difference is that it tells us how the rules of language actually work – they arrange and shape words. Nevertheless, knowing what these rules do is not a very motivating factor alone. Crystal (2004) says:

> Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. Additionally, it can help everyone, not only teachers of English, but teachers of anything for all teaching grammar is ultimately a matter of getting to grips with meaning(p.7).

Maugham (1938) adds that recognize the grammar is important as well as write the grammar well. Nonetheless, we need to consider that grammar is common speech formulated.

As it can be seen from the above definitions, grammar is not an unimportant set of rules that can beignored without consequences. It is a very complex phenomenon and even though learners may find it adifficult thing to master, the time devoted to that is certainly not wasted. Making students realize it, however, is only the first step in teaching grammar, and the following activities can take many differentforms, based on a selected approach and method.

Brown (2001) defines grammar as "the system of rules governing the conventional arrangement and relationship of words in a sentence" (p.362). Kubra Sik (2014) defines the game as "grammar is defined as a linguistic function related to word formation" (p.22). Furthermore, Rivers (1968) believes grammar is the rule of a language set out in a terminology, which is hard to remember, with many exceptions appended to each role.

Devi (2015) defines the grammar as "a system consisting of Phonology (i.e.sounds of English vowels, and consonants represented by alphabet), Morphology (word form – beauty, beautify, beautiful, beautifully), Semantics (meaning and meaning relationships in language) and Syntax (word relationships, order and sequence)" (p.45.). Furthermore, Widodo (206) says "grammar is thought to furnish the basis for a set of language skills: listening, speaking, reading and writing"(p.122).

From all of the above definitions, it can be concluded that grammar has various definitions which the meaning related to similar functions. Grammar is a system and rules consist of linguistic components to deliver the certain meaning.

2. The importance of grammar

Grammar is important to be mastered either for students or teachers. In this global world, the educated people need to concern the important of grammar because grammar involve in the systematic rule of English language which acquire in the some aspects of life.

It is supported bySik(2014) utilizes "the function of grammar is to convey messages in a correct way" (p.8). The meaning of a sentence cannot be understood if it is delivered ambiguously. In simple word, incorrect sentences will not give the clear understanding or meaning of the sentences.

Another reason to teach grammar based on Azhar (2007) is its capacity to make learners understandthe existence of language, which intends to make linguistic production morepractical. Grammar teaching has various effects and functions. Grammar,the function of which is seen as a skill, needs to be considered in three ways as Savage(2010) mentions "grammaras an enabling skill, grammar as motivator, and grammar as a means to self-efficacy" (p.17).

In terms of enabling skills, learning correct structures in grammar helpsthe learners develop reading, writing, communication, and other skills. Without understanding correct grammatical structures, people are unable to

communicate, convey meaning or understand through the pieces that they write, read, speak or listen(Savage, 2010).

Learning the grammatical structures of a specific language may beacknowledged as a motivator and key to speaking and understanding that language.When grammar is taught as a method of achieving self-efficacy, it isobviously seen that grammar instruction may make learners aware of structures andnotice the differences in those structures as learning takes place over time (Fotos, 2001).By means of repeated activities within the learning process, learners mayinternalize processes and monitor their own development in language learning (Savage,2010). Thus, learners acquire self-efficacy through self- correction (Savage, 2010).

In addition to these ideas, Rutherford (1987) states that teaching grammar hasbeen understood same as foreign language teaching and he demonstrates theeffectiveness of grammar in language learning. This priority is re-emphasized byRadilova (1997) who notes that knowledge of grammar is the central area of thelanguage system around which the other areas resolve; however important the othercomponents of language may be in themselves, they are connected to each other throughgrammar. According to Ellis (2006),"grammar teaching involves any instructionaltechnique that draws learners' attention to some specific grammatical form in such away that it helps them either to understand it metalinguistically and / or process it incomprehension and / or production so that they can internalize it" (p.56). Therefore, in a way,grammar teaching helps learners understand structures better and communicate in the target language effectively.

Celce-Murcia (1991) argues that although it was notconsidered very important for the last twenty years, grammar teaching has a criticalimportance and now it has started to re-gain popularity. Also, Nassaji and Fotos (2004)argue that grammar is a necessary part of language instruction for four reasons:

1. Learners should notice the target forms in input; otherwise input isprocessed for input only, not for specific forms, so they are not acquired by learners.

2. Some morpheme studies prove that learners pass through developmental stages.

3. Several studies show that teaching approaches that focus only oncommunication not on grammar are inadequate.

4. Positive effects of grammar instruction in the second language classroom are so clear.

There havebeen a number of studies that attach importance to grammar instruction (Nassaji&Fotos,2004).Grammar teaching is very essential interms of noticing the structures of that target language. Schmidt (2001) figures out thatconsciously attending to language skills and conscious attention is essential for learninga language and that grammar teaching is a conscious-raising factor in languageteaching. On the other hand, Skehanand Tomasello (1998) show that learnerscannot have further progress in language learning in the aspects of both meaning andform at the same time. Therefore, noticing target forms in input is requisite for learners.

Furthermore, there is additional research on the beliefs of language teachersabout grammar teaching in English. For example, Burgess and Etherington (2002) mainly aim to get information about the beliefs of EFL teachers in Iran about the role of grammar in English language teaching. Responses from English language teachers from both public and private school settings indicate that the teachers mostly appreciate thevalue of grammar and its role in language teaching. In addition, Long (1983)emphasizes the idea that grammar instruction is a part of language teaching. Heindicates that instruction is effective in fostering the acquisition of a second languageand there are different types of instructions categorized according to their effectivenessin language teaching. According to Long (1983), instruction in a second language isessential to get permanent results in language teaching.

All in all, grammar instruction has an important effect on language teaching inmaking learners more proficient and academically successful, according to the previousresearch.

B. TYPES OF GRAMMAR INSTRUCTION

1. Deductive and Inductive instruction

1.1 Deductive instruction

Baleghizadeh and Mohazeb (2011) assert that when utilizing the deductive approach, a rule is explicitly introduced by the teacher and the students should practice it through different examples.

Widodo (2014) explain that the deductive grammar instruction as "a more teacher-centered approach as compared to inductive instruction"(p.33). This

means that the teachers take full action in the classroom. The teacher introduces the students with a new concept, explains it, and then has the students practice using the concept. For example, when teaching a new grammar concept, the teacher will set forth the concept, explain the rules related to its use, and finally the students will practice using the concept in a variety of different ways.

On the paper written by Widodo (2014), he mentions that some researchers found that the deductive method is often criticized because:

a. It teaches grammar in an isolated way

b. Little attention is paid to meaning

c. Practice is often mechanical.For some of the researchers, this method might be anapplicable option in certain situations; for example, when dealing with highly motivatedstudents, teaching especially a difficult concept for native speakers of a specific language, or for preparing students for written exams.

The deductive approach is explained as a process that starts with the presentation of a rule by a teacher who then provides examples in which the target structure is applied (Erlam, 2003). In addition, Nunan(1991) states that deductive reasoning occurs only when the learners are taught rules consciously and given specific information about a language.

According to him, a clear explanation must be presented and the students must practice it.

Allahyar (2011) defines that deductive teaching of grammar has lately received quite a lot of negative attention. Next, students engage in language

practices in the process of applying a general rule to specific examples (Gollin, 1998).

Staatsen (2009) states that the deductive approach may not be used practically because the inductive approach usually has the most desired learning outcomes. On the other hand, in her study comparing the deductive and inductive approach in teaching foreign languages, Shaffer (1989) concludes that there is not a clear distinction between the effectiveness of both approaches: "this offers strong evidence against the notion that an inductive approach should not be used for difficult structures."

Dekeyser (1994) delivers that "deductive means that the rules are given before any examples are seen; inductive means that the rules are inferred from examples presented first. Implicit means that no rules are formulated; explicit means that rules are formulated (either by the teacher or the students, either before or after examples/practice" (p.3.4).

According to Brown(1987), inevitably, deductive and inductive reasoning are polarized. In deductive reasoning, learners are moved from a general to definiteinstances, which means specific frameworks are inferred or deduced from a generalprinciple. Whereas I xnductive reasoning refers to the fact that a learner stores a numberof specific instances and induces a general law or rule or conclusion with the help ofthese instances.

In addition, Nunan(1991) states that deductive reasoning occurs only when the learners are taught rules consciously and given specific information about a language. Selinger(1975) also mentions that explicitly giving grammar rules at the

beginning of a course allows learners to practice the rules consciously in the example step of the course and allows learners to apply the rule during the practice segment of the lesson rather than spending time confirming hypotheses as when a deductive method is used.

Eisenstein (1987) suggests that with the deductive approach, the control of the teacher over learners increases and so learners may have less fear to produce incorrect structures related to how the target language is functioning.

To sum up, a deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied. The grammar rule is presented and the learner engages with it through the study and manipulation of examples.

1.2 Inductive Instruction

In inductive instruction, new grammatical frameworks or rules are presented to students in an authentic language context (Goner, Phillips, &Walters, 1995). "Noticing" is a good factor in inductive instruction. Instead of explaining a given concept and providing the learners with examples, the teacher provides students with many examples to show how the concept is used. The aim of the instruction is for students to "notice," by way of the examples, how the concept works.

Scrivener (1994, cited by Adrian Tennant, 2005) suggested "discovery technique" as an inductive way of teaching grammar. The main aim of the "discovery technique" is to engage students in discovering a generalized grammar rule or pattern.The idea is that students will "discover" the grammar through a

series of steps and willdeduce both the form and the meaning with the help of these steps.

In the inductive approach, a converse process of deductive approach is applied. As Thombury (1999) asserts that the inductive approach starts with subjecting students to examples of language use, engaging them to use target language, and then encouraging students to generalize the rules. It involves the process of getting particular examples and discovering the general frameworks.

In fact, there have been various studies on the effectiveness of inductive and deductive methods of grammar teaching. The results of these different studies are mixed, however some conclude that the inductive approach may be more advantageous than the deductive approach (Herron &Tomasello, 1992), while other studies written by Robinson (1996) and Seliger (1975)argue that the deductive approach is more successful.

The inductive approach stems from inductive reasoning, in which reasoning improvement proceeds from special situations like observations or measurements to more general concepts such as rules, laws or theories (Felder &Henriques, 1995).In short, when learners use induction, they observe a number of specific instances and they infer a general principle or concept from these particulars. Widodo (2016) adds "In inductive grammar teaching, teachers should make students 'notice' the targeted structure with the help of different methods of language teaching" (p.33).

Baleghizadeh and Mohazeb (2011) explain in the inductive approach, the teacher first presents different examples of the target language form and the

students should discover the itrules themselves. The learning process is almost hidden as students are reading the text which includes the grammar form to be learnt but their attention is focused on the text or activity and not on the grammar.

As a conclusion, it is inferred that in inductive grammar teaching means that the students have no previous knowledge of a rule and they learn it by studying examples of it. Inductive teaching means that a teacher helps a student to learn and practice the language but does not emphasise the grammar.

C. GAME IN LANGUAGE INSTRUCTION

1. Definition of Game

Authors and expert defines the definitions of game variously. Salen and Zimmerman (2003) say "game is a system in which players engage in artificial conflict, defined by rules, that results in a quantifiable outcome"(p.17).According to Haldfield (1999) that "a game is an activity with rules, a goal and an element of fun… Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or forthe end of the term" (p.67).

This definition highly evaluates the importance of games in teaching. It adds to teachers' techniques inteaching that games serve not only as an amusement, but as a technique to carry out tasks to learnersamusingly as well. Haldfield further emphasizes the effective use of games. Students are always lazy to do the tasks.Therefore, games are used suitably in the way in which learners are led to participate in the games so thatlearners can have a chance to practice or use the new language items they have just learnt eagerly andwillingly instead of

forcing them to do the tasks unwillingly. It is more effective in a way that students canplay and learn at the same time.

Another author is Lee (1991) defines "games in the stick sense, which have a definite beginning and end, are governed by rule." (p.3). Similarly, Hadfield (1990) defines games as an activity with rules, a goal and an element of fun. Games are not carried in chaos. Games have the rules, and for it is necessary players to digest these rules before the start so that they can play the games smoothly without committing them.

Next, According to Greenall (1990) "the term 'game' is used whenever there is an element of competition between individual students or teams in a language activity"(p.6). When appears 'an element of competition', all above rules are most needed. Besides, games are, in thiscase, emphasized to encourage students' solidarity in teamwork in which they have to try their best to do thetasks or maybe to code any requirements given in the games for their team spirit.Therefore, games comprise many factors such as rules, competition, relaxation, and learning. The main focus of using game in class is not only to help students to learn more effectively but also to have fun.

Beside of giving the fun activity for language learners, the teachers also should aware about the pedagogical value within the game. Savignon (1992) states, "language game is one of activities that not only encourages but also requires spontaneous language use in the classroom" (p.5). Gower and Walters (1985) also add, "language game is usually designed to give either creative practice opportunities for predicated language areas, or general communicative

practice" (p.133). Language game is expected to be effective teaching which the learners not only having a fun but also receive the lesson at the same time.

Language game seems nearly important to involve in the language teaching. Besides, language game is a fun activity it also has the value to help the learners receive the lesson within the activity of game. As Glasser (1982) considers that language game must be involved in the process of language study.

2. The Advantages of Using Game

Game as a media or technique to incluse in the learning process can give the benefit for both teachers and students. Some the benefits are stated below:

2.1 Stimulate Motivation

Motivation is very important to support the process of learning. When the students have the motivation of learning English special in learning grammar, it can support the effective teaching-learning in the classroom. Game can influence the learners to be motivated. Some authors in doing research mention motivation in learning is very necessary.

McCallum (1980) suggests to involve game in learning process because it can excite students' interest. He explains that game can be the priority technique in teaching English. When the students are interested in learning English it can increase the effective teaching. It can be the beneficial for the teachers to deliver the material or lessons. This behavior should be in the students.

Another expert, Harmer (1998) asserts that "the motivation students bring to class is the biggest factor affecting theirsuccess.Finding an effective way to

motivate learners is always the interest of teachers,researchers and linguists"(p.3). As Hansen (1994) statesgames are highly motivating and entertaining, and they can give shy learners more opportunity to express their opinions and feelings.

It can be inferred that games stimulate students' interest in classroom activities and as a result, students become motivated and willing to learn. In other words, games spur motivation and it can be absorbed in the classroom.

2.2 Decrease students' anxiety

Game is benefit to reduce students' anxiety. Yolagaldili and Arikan (2011) emphasize that using game can lower students' anxiety in learning process. Some researcher found that many conditions can appear in the classroom, such as stressful, anxious and afraid of making mistake. As Yolagaldili and Arikan (2011) say "learners become too anxious about being criticized and punished by their teachers when they make a mistake" (p.220). At this condition games can be useful to decrease students anxiety, increase positive feeling and improve self-confidence instead being afraid of punishment or criticism while practicing the target language freely.

2.3 Promote learners' interaction

According to Jacobs and Kline Liu (1996) as cited in Tuan and Duan (2010) express, "many games can be played in pairs or in small groups, there by providing a venue for students to develop their skills in working with others such as the skill of disagreeing politely and the skill of asking for help" (p.71). In most games, learners have to play in groups in which everyone has a turn, encouraging

everyone to take a turn, rather than letting others do all the talking and other actions, and discouraging one or two people from shutting out others. At this point the students involve in the process of learning while the games is played.

The games also can attract the learners to learn the materials or lessons unconsciously. As Tuan and Duan argue "apart for having fun, students learn at the same time"(p.71). Vijayalakhsmi (2017) emphasizes "Interaction comprises the nature of classroom pedagogy and classroom behaviour" (p.2).

2.4 Increase learners' achievement

The basic language skills such as writing, reading, listening and writing can be achieved from the games. It is supported by Zdybiewska(1994)

Games are a good way of practicing language, for they provide a model of what learners will use the language for in real life in the future exercises that practice and utilize the new language have been completed, games can then be introduced as yet another means for enabling greater comprehension. (p.6)

Games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game (Lee, 1995).Riedel (2008) emphasizes the advantage of games in improving learners' achievement, "we are teaching a new generation of students, which requires unconventional teaching strategies be put into practice in the classroom. And when schools use the games, the student benefits speak for themselves--a greater desire to learn and higher test scores."

2.5 Create content/atmosphere

The relaxed atmosphere will be engaged when the game is employed. This condition will effect on the students understanding. Sultanova (2011) agrees that students will remember the lessons faster and better by using game the relaxing atmosphere engaged in the learning process.

It is clear that in the easy, relaxed atmosphere which is created by using games, students remember things faster and better (Wierus, 1994: 218).

2.6 Improve learners' language acquisition

Games can stimulate and encourage students to participate in the activity since naturally they want to beat the other teams.Apart from having fun, students learn at the same time. They acquire new language. Students begin to realize that they have to use the language if they want others to understand what they are saying (Schultz & Fisher, 1988).

Furthermore, Richard-Amato (1988) emphasize, "games can lower anxiety, thus making the acquisition of input more likely" (147). It is clear that in the easy, relaxed atmosphere which is created by using games, students remember things faster and better. As Wierus (1994) also claims that with the relaxed and comfortable atmosphere students acquire the lessons faster.

According to Duong (2008), ninety percent of his students confided that they could remember new words faster and better due to the relaxed atmosphere created by playing games. This is doubly reinforced by the same sentiment of Nguyen and Khuat (2003) students tend to learn better, when it is applied in a relaxed environment like playing games.In fact it has been proved that an

interested and involved class, learning through several fun-filled English language games takes in 100% of the lesson and retains 80% of it.

The meaning of the language students listen to, read, speak and write will be more clearly experienced in a game and, therefore, then they will better remember the language they will learn.

As strongly emphasized above, games can motivate learners, promote learners' interaction, and improve learners' acquisition. As a result, games can increase learners' achievement, which means that learners' test scores, ability of communication, some skills, knowledge of vocabulary, or other language skills can improve. It can be concluded that game has pedagogical value in language teaching and learning.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The purpose of this research is to investigate the teachers' perception on the use of game in teaching tenses. In order to investigate it, then this research uses qualitative research. Mason (cited in Mackey and Gass 2005,p.162) says that "qualitative research certainly does not represent a unified set of techniques or philosophies, and indeed has grown out of a wide range of intellectual and disciplinary traditions". Mackey and Gass (2005) add the definition of qualitative research as a descriptive data without using statistic procedure. To gain the data and information this study used interview in the technique of data collection to find out the answers of research questions.

B. Participants

The participants in this study were 9 English teachers from 4 different junior high schools; MTS Al Manar, MTS Darul Ihsan, SMPS Babul Maghfirah, and SMPS Islam Al Falah in Aceh Besar. They were 1 English teacher of SMPS Babul Maghfirah, 2 English teachers of MTS Darul Ihsan, 3 English teachers of SMPS Islam Al-Falah and 3 English teachers of MTS Al-Manar Boarding School. Those 9 English teachers were determined from the purposive sampling technique. Purposive sampling is employed due to only English teachers were the respondents of this study.

C. Method of Data Collection

As a qualitative research, I used interview as the instrument of this study which gave the depth information about the teachers' perception on the use of game in teaching tenses. The experts claim "interviews are often associated with survey-based research, as well as being a technique used by many qualitative researcher" (Mackey & Gass, 2005, p.173). I interviewed 9 English teachers who were the objects of this research's. Furthermore, the questions also include about the teachers' experience in teaching tenses. To gather the more and depth information I used semi structure interview as the instrument of this study.

Semi structure interview is also known as in-dept interview. According to Sugiyono (2013), semi structure interview tends to be more free than structure interview and its aim to find the further information about the ideas and opinion. In the process of the interview, the interviewer does not follow strictly the list of questions. Its aim is to get the depth information from respondents to find out the answer of the research. Thus, the interview composed of 15 main questions about the teachers' perception on the use of game in teaching grammar specially in teaching tenses. The unlisted questions would appear according to the answer of participants as semi structure interview employed.

D. Method of Data Analysis

This is a qualitative research. Data analysis is an essential part of this study to generate the valid data. "data analysis is the process of searching and arranging systematically data obtained from interviews, field notes, and other

materials, so it can be easily understood, and findings can be informed to others"
(Bogdan cited in Sugiyono, 2013, p.244) . As interview is used to gather the
information, I analyzed the data of interview descriptively.The process of
analyzing the data, I used four steps to achieve the points of the interview. Those
steps were record, transcribe, code the data in to theme, and generalize from the
theme.

The first step was recording the data/interview. To avoid the important
points from the answer of participants I recorded the participants' answer during
the process of interview by using smart-phone. I also noted the necessary points of
participants' answer. It aimed to keep the data if something problem with the
smart-phone/audiotape. The duration of interview was about 10-15 minutes.

After recording the interview, I transcribed the data into a word processing
package. The transcription was necessary part to get the answer of the research.
All of the participants' answer was written in a transcription. Next, the
transcription is coded into theme. This process was looking for similar words or
phrases mentioned by the interviewees. Once I had these phrases, I put them into
categories/themes. The category was related to the answer of the two research
questions about the teachers' perception on the use of game in teaching
tenses/grammar, and the teachers' strategy of using game in teaching
grammar/tenses.

Finally, I generalized the theme from the process of coding. I put them into the answer or points. This is how I got the answer or result from the data of interview.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the research findings on the investigation towards teachers' perception on the effectiveness of using game in teaching tenses. The presentation is line with the result of the teachers' interview from different schools related to the teachers perception on the use of game in teaching tenses, and their experience how they use the media or technique in teaching tenses.

A. Research Finding

This research is a qualitative research. Thus, I analyzed and described the result the result qualitatively. To gather the answer of research questions I used semi structure interview to obtain deeper and wider information. The respondents in my research were9 English teachers from 4 different schools: MTS Al Manar, MTS Darul Ihsan, SMPS Babul Maghfirah, and SMPS Al Falah in Aceh Besar. They are, ZK, AB, DQ, AF, MF, ER, SW, SF, and JL. The interview was done from July until September 2017.

The result of interview was described qualitatively. Based on the result of interviews, I categorized the main point from research questions as: the teachers' perception on the use of game in teaching tenses, and how teachers use game in teaching tenses or grammar. The description was described below:

A.1 teachers' perception of using game

I used several questions related to the answer of the first research question. There were various answers about the teachers' perception on the use of game in teaching tenses. The result finding is described below:

A.1.1 Create students' motivation

All teachers agreed that game could create students motivation. All teachers were asked about the advantages of using game in teaching grammar especially in tenses. ER, AB, AF, ZK stated that motivation is one of the values from the game.One of the teachers named AF gave the answer about the advantages of using game in teaching as he said that "students are motivated, students are interested in learning grammar". In additions, ER stated that "ya, students are interested, maybe because we include game. Actually if we deliver the material generally, some understand and some other not".

ER and AF stated the similar value from game. They believed that games can make the students interested to learn English. From the value of students' interested, motivation to learn grammar may appear. Furthermore, AB and ZK added the advantages of using game in teaching grammar when he was asked about the advantages of game in teaching, as AB said:

First, students are more motivated and more focus. If we use very simple technique such as explaining a lot, or divided them into some groups and each group presents the material about tenses, it is not too focus, and

makes the students bored. But when we include the game, the students are happier while they are learning.

AB explained that using game would create students' motivation about the material of grammar. When he said "I divided into some groups and each group presents the material about tenses, it is not too focus, and makes the students bored", means that it was not effective to use in the classroom because the students are not focus to learn and they may bored in the classroom. Further, he said that by giving the long explanation could make students bored. And ZK said that "the students, of course, interested with the game, to more interested I think it is good".

His statement was the answer about his perception on the use of game in teaching grammar. The word "it" refers to game. It means that game is good and interesting to employ in teaching. He also added "there is advantage of using game such as when we teach that we make the class not bored because the students more,they have to move". From this statement, it could be inferred that using game will not make the students bored in the classroom.

The five other teachers, SW, SF, MF, DQ, JL also agreed that employing game in teaching can create students' motivation. SW states that game could create students' motivation in learning grammar specially in learning tenses. He added that while the students are motivated to learn they would explore the materials and it made them have the knowledge about tenses.

A.1.2. Increase students' grammar ability

Furthermore, the other participants have other views. Four teachers believed that using game in language learning would make the students more understand about the material of tenses. In other words, it increases students' knowledge of grammar especially the material of tenses.

MF revealed that using game in teaching tenses would make the students more understanding about the materials. It is supported by three other teachers who mentioned the same view. As AF mentioned that "my perception to use game in teaching English especially for tenses can increase ability students' grammar particular". Supported by another participant, JL asserted that "I think yes, when English some of teachers say, some seminars I followed They always said teaching by game make students more easily to understand. Students also happy, more interesting". And then DQ said "game creates understanding, vocabulary, pronunciations".

AF said clearly mentioned that using game could increase students' ability in particular grammar. He also explained that using game created students' interested to learn English specially in learning the complex structure or rule of grammar. Based on his experience, the students were interested to learn English when he applied game in his classroom. And it had his students remember faster about the materials given.

Next, JL and DQ also supported the above point by explaining that the students might get more understanding in acquiring the materials of tenses. Because they learnt unconsciously and they did not realize that they were learning.

A.1.3.Strengthen the material about tenses

There were three English teachers asserted that game is used for substantiating the material. AB stated that using game in teaching tenses is to establish their knowledge about tenses after giving the explanation. As he said that :

> Using game is only to repeat and strengthen the materials, because if we play game before giving the materials, they will not understand. But when we apply the game after explaining the material, they will more understand and can use it related to the time.

Next, ZK said:

> in a week when i have in that class twice a week, i will useone time to use the game.before i have teach thematerial and the second i will evaluateby the game to repeat the material by using the game.

He explained that he used game after he had taught the material about tenses or grammar. He also added that games helped the students to remember the material that they have learnt. From other words, the game helps the students to maintain or strengthen the material that they have learnt.

Furthermore AF, an English teacher shared his experience when teaching grammar with the help of game. He said:

> When i come meet them to next meeting when i ask the lesson about before, they remember becose there is the game. Do you remember it? Yes we remember, we play the game that they stiil remember. Something different when teaching. Ohh "is this game we use teacher? Yes". They remember

Based on his experience he explained that before he gave the game, he had given the material first. His students get more understand when he employed game. And the next meeting, his students still remembered the previous concept or material. With the help of game, the students remembered the concept easily.

A.1.4 Create competitive aspects

Another teacher explained that using game could be beneficial for students and teachers to organize the students well in the classroom. One of the teachers, ER argued that "I think that with the aid of game, the students have something to do by their self, because they are playing the game. the students more organized when studying".

Based on her statement, it can be inferred that the students were organized well when the game was employed. She added that if she only gave the exercise, the students could cheat with other students. But, when she gave the game as a media, every single student involved on the process of game while learning. While playing the game they didn't realize that they were learning.

ER added that the students try harder to learn grammar, because in the process of game the students were trying to win or to beat other teams forthemselves or on the behalf of their team. In this condition, the students tried to have turn to play and to achieve the goal or being the winner. It was benefit for teachers to involve the concept of grammar in the game activity.In other hand, the students learnt the grammar unconsciously.

A.1.5.Game is used for several cases

Beside the game have the positive values in the classroom, there is also a weakness within a game. Base on the interview from respondent, two respondents claimed that using game was not always in teaching. As SF and ZK had the similar perception to apply the game in teaching tenses. As SF said :

I think game is one of the best way to make the students easier to understand the lesson. But game is not always good to be applied in learning process.not every students enjoy thegames, because their intelligence shows who they are. Some of them love reading or writing, they don't like to wasting the time playing games. It is better just sitting alone at the corner than playing games with his/her classmates.

The informants explain that using game is good for several cases but for some students is not good because some other students might not like playing the games. In other words, the characteristic of students learning style are various. Thus, for students who like playing game while learning, then it is suitable, but for other is not. And then ZK says:

To more interesting. I seeit is good, but when i play in my school sometimesdoes not work, because the students sometimes they don't understand how to rule game, becoz they not familiar with game and they don't understand when we teach, so, need more time when we play the game. First we have to make them understand how to play the game, and the second we play the game. So sometimes i use, but because we have the target in teaching, we have to get the material until the finish, finish sylabus, so we have not much time. So i just use usual technique.

Based on the ZK's statement using game needed extra time to use in the classroom. The respondent had to follow syllabus. He thought that he did not have enough time to use game in the classroom. Based on his experiences, the problem within a game was about the time.

A.2 Strategy of using game in teaching tenses

Another point in this research is to find how the teachers use game in teaching tenses. Some questions were asked related to their experience in teaching English especially in choosing the media in teaching grammar or tenses. Furthermore, the questions about how the teachers teach grammar in the classroom were also asked.

As I only interview the participants to obtain the data on the strategy use the game in teaching I relay on depth semi structure interview. Semi structure interview was applied to get more data or information from the participants

related to the teachers' strategy use in teaching grammar or tenses in the classroom. Unlisted questions appeared base on the answer of the participants.

After doing the interview, the participants/teachers had their own way in teaching grammar especially tenses. Based on interview, I found two ways or strategies teachers' use in teaching grammar or tenses; post teaching and in teaching.

A.2.1 Post teaching

According to the result of interview, some teachers used game after giving the materials. It is well known as post teaching. There were four teachers used game in post teaching. As AF stated that "after three meetings, I use the first meeting in lessons I give the explanation and The second meeting I give the exercises and The third meeting I give the game".

It is clear that he gave the explanation first in introducing the material of grammar or tenses. After the students had understood the forms, he included game related to the tenses. And then ZK mentioned that "in a week when i have in that class twice a week, i will useone time to use the game.before i have teach thematerial and the second i will evaluateby teh game to repeat the material by using the game".

ZK added that he actually used game only to make students more understand in using the statement directly by the aid of game. Furthermore, AB said that "I give the material first, if after one or two meetings they understand the materials, so, in the third meetings I use game about previous materials".

He explained that he used game after his students understand the material or rule first. He used game only to establish their knowledge about the rule or form. It is Similar to MF, a teacher who applied the game after giving and explaining the materials for two or three meetings.

MF believed that the students need to be understood with rules. He employed the games sometimes to make students more interesting in learning English especially in learning grammar. Not different from MF, ER and SF also give the explanation first in teaching grammar. They claim that tenses is very complex rules, need more explanation to make the students master the materials.

The teachers added that they used game after giving the explanation or materials was to make the students maintain their knowledge or forms from the concept of grammar. Its function was to get the students more understand about the materials that they have learnt. Beside, game in post teaching was to get the students practice the materials orally as using it in daily life. In other words, the students practice the example of tenses in real.

A.2.2 In teaching

The two other teachers namely ER and SF used the game in the process of teaching the grammar. Sometimes, most of students got more understanding when playing the game related to the tenses. They knew how to practice and when to use the kind of tenses such when to use simple present, past and future. In other word, game helped the students to establish and maintain their previous knowledge of tenses, and practiced it easily and directly.

The rest of three teachers did not use any game in teaching tenses because they said that they did not what any game to use in teaching tenses or grammar. So they only used very simple technique by giving the long explanation.

From the above explanations, it can be seen that most of the teachers use the deductive instruction to introduce the material of tenses. They explain the material at the beginning before contributing the media of game at the end.

B. Discussion

This study is exploring the teachers' perception on the effectiveness of using game in teaching tenses. The purpose this study is to investigate the teachers perception whether game is effective to use in the classroom or not. There are two research questions related to this study. To find the answer of research questions, I use interview to collect the data. The first research question is to know how the teachers perceive to use game in teaching tenses, and the second is how teachers use game in teaching grammar or tenses.

Base on the research finding, the answer of the first research question about the teachers' perception on the use of game in teaching tenses is found that the teachers had various perceptions, which stated below:

1. Create students' motivation
2. Increase students' grammar ability
3. Strengthen the material about tenses
4. Create competitive aspects
5. Game is used for several cases

The points of the teachers' perceptions stated above are supported by Mubaslat(2011) that game can be used in the classroom because it can decrease students' stress, create motivation and each students has the opportunity for real communication. Furthermore, Avedon (1971) considers that game is effective when it produces motivation and interesting value to make the students desire to learn more.

Furthermore, the second research question is to find out how the teachers use game in teaching tenses. Base on the data of result about teachers' strategy in teaching grammar, the teachers use two strategies such "post teaching" and "in teaching". Post teaching and in teaching can be classified into deductive instruction and inductive instruction.

Four teachers explained the materials before giving the game activity. They explain the material first to make the students understand clearly. But after that they use the game after they have the knowledge of the rule in tenses. In this case, grammar is introduced first. According to Uibu and Liiver (2015) explaining the grammar first seems not effective, as Uibu and Liiver (2015) assert "Besides, if the lesson is started with grammar it may causea certain unwillingness in pupils, especially in younger ones"(p.73). This statement supported by Allahyar and Ramezanpur (2011) explained that deductive teaching of grammar can create a negative atmosphere.

As it is mentioned before, teachers applied game at the end of meeting or in "post teaching". In other word, they use deductive instruction in teaching grammar. As Widodo (2014) explain that the deductive grammar instruction as "a

more teacher-centered approach as compared to inductive instruction"(p.33.)The teacher introduces the students with a new concept, explains it, and then has the students practice using the concept.

Last, two teachers used game "in teaching" to teach grammar. The strategy in teaching means the teaching applied the game while teaching the materials or concept of grammar. It is similarly to inductive instruction. Where Baleghizadeh and Mohazeb (2011) explain in the inductive approach, the teacher first presents different examples of the target language form and the students should discover the rules themselves. They do not realize that they are learning grammar, because teachers do not emphasize them in learning grammar. In other word, they learn the lessons unconsciously.

All in all, the teachers' strategy in teaching grammar is "post teaching" and "in teaching" which post teaching is categorize to deductive instruction and in teaching is into inductive instruction. Both strategies have the similar advantages for students and teachers in pedagogical value and learning process.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

Based on the explanation of result and discussion, this chapter highlights several points from this research.

1. All of English teachers give positive responses toward using game in teaching grammar or tenses.

2. According to the result of interview, the answer of the first research question is there are some teachers' perception on the use of game in teaching tenses which state that game is good for pedagogical value, such create students' motivation, increase students' grammar ability, strengthen the material about tenses, create competitive aspects and game is used for several cases.

3. The answer of second research question about how teachers' use game in teaching grammar consist of two strategies; post teaching and in teaching. Both strategies involved in the deductive and inductive instructions.

4. Based on the above points, game is effective to use or include in the teaching and learning grammar in the classroom.

B. SUGGESTIONS

After analyzing and explaining the data of interview, discussing the result and stating the conclusion, I would like to offer some suggestion:

1. Teachers should be very careful about choosing games if they want to make them profitable for the learning process. If games are to bring desired results, they must correspond to either the students' level, or age, or the materials that are to be introduced or practiced.

2. Another factor influencing the choice of a game is its length and the time necessary for its completion. There is a teacher who has the problem with the time of a game which supposed wasting the time. The solution suggested is the teacher should aware on consider in choosing the length and time of a game.

3. For the teachers who never include playing activity such as "game" in teaching grammar or tenses should consider about it. Inserting a fun activity in the classroom is necessary to avoid the students' stress, bored and unwillingness of students' to study.

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INSTRUMENT

The questions of semi structure interview:

1. As an English teacher, do you use media in teaching grammar?
2. What media do you usually use in teaching grammar?
3. Do you teach tenses with media?
4. Have you ever used game in teaching grammar?
   If yes, how do you include the game in teaching grammar?
   If no, why you don't include it in the teaching process?
5. As an English teacher, how do you perceive to use game in teaching grammar?
6. Do you think game is an appropriate media in teaching grammar or tenses?
7. Do you get any advantages to employ game in teaching grammar or tenses?
8. Is there any difficulty in teaching tenses?
9. Do you agree that using game in teaching tenses will decrease students' anxiety?
10. In teaching tenses with game, do the students get motivation and interest in learning process?
11. After employing game in teaching tenses, do the students get more understanding?
12. Do the students feel comfortable when the game is employed in the learning process?
13. Does "game" improve students' knowledge about tenses?
14. Is there any significant improvement toward students in teaching tenses with game?
15. What is your expectation in teaching English ?

Nomor : B- 5902 /Un.08/TU-FTK/ TL.00/ 07 / 2017   14 Juli 2017
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Hal   : Mohon Izin Untuk Mengumpulkan Data
        Menyusun Skripsi

        Kepada Yth.

        Di -
                Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini
memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	Samsidar
N I M	:	231 324 286
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	VIII
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	:	Desa Batoh, Kec. Lueng Bata

Untuk mengumpulkan data pada:

SMP Babul Maghfirah, SMP Darul Ihsan, SMP Islam Al-Falah, SMP Al-Manar

Dalam rangka menyusun skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah
dan Keguruan UIN Ar-Raniry yang berjudul:

Effectiveness of Using Lift and Shift Game in Teaching Tenses

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan
terima kasih.

                                                    An. Dekan,
                                                    Kepala Bagian Tata Usaha,

                                                    M. Said Farzah Ali

Kode: 7226

SURAT KETERANGAN TELAH MENELITI
Nomor: Mts. 01.04.23/136/XII/2017

Kepala Madrasah Tsanawiyah Swasta Al-Manar Lampermai Cot Irie, Krueng Barona Jaya, Aceh Besar dengan ini menerangkan bahwa nama yang tersebut di bawah ini:

Nama	: Samsidar
NIM	: 231324286
Prodi	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Fakultas Tarbiyah dan Keguruan
Universitas	: Universitas Islam Negeri Ar-Raniry

Adalah benar yang tersebut namanya diatas telah mengadakan penelitian skripsi pada Madrasah Tsanawiyah Swasta Al-Manar Lampermai Cot Irie Kabupaten Aceh Besar, yang berjudul: " **An Exploration on the Effectiveness of Using Game in Teaching Tenses** " pada tanggal 25 Juli s/d 31 Juli 2017 dalam rangka mengumpulkan data-data untuk menyusun skripsi.

Demikianlah surat keterangan ini kami buat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Lampermai, 14 Desember 2017
Kepala Madrasah

Rajes Akbar, S.Pd.I
NIP: -

PEMERINTAH KABUPATEN ACEH BESAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP SWASTA BABUL MAGHFIRAH

Sekretariat: Pasar Cot Keueng Lam Alue Cut Kuta Baro Aceh Besar Aceh Telp. (0651) 581020 Kode Pos. 23372

SURAT KETERANGAN TELAH MENELITI
NOMOR : 0153/ SMP-BM / YPI / XII / 2017

bertanda tangan dibawa ini kepala SMP Babul Maghfirah, menerangkan bahwa :

Nama	: **Samsidar**
NIM	: 231 324 286
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: VIII
Jenjang	: S.1

Benar yang nama tersebut diatas telah mengadakan penelitian dalam rangka menyusun skripsi dengan judul "An Exploration On The Effectiveness Of Using Game In Teaching Tenses "

Demikian surat ini dikeluarkan agar dapat digunakan seperlunya.

Kuta Baro,14 Desember 2017
Kepala Sekolah

Hidriyadi, MA
Nip.

SURAT KETERANGAN PENELITIAN
Nomor: Mts. 01.045/PP.00.5/ 129/2017

Yang bertanda tangan di bawah ini, Kepala MTsS Darul Ihsan Gampong Siem, Kecamatan Darussalam, Kabupaten Aceh Besar, dengan ini menerangkan bahwa:

Nama	:	Samsidar
NIM	:	231 324 286
Prodi	:	Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas adalah mahasiswa UIN Ar-Raniry Darussalam Banda Aceh yang telah selesai melaksanakan Penelitian dan Pengumpulan Data Skripsi di Madrasah Tsanawiyah Swasta Darul Ihsan dengan judul:

An Exploration On The Effectiveness Of Using Game In Teaching Tenses.

Demikianlah surat keterangan ini dikeluarkan agar dapat dipergunakan sebagaimana mestinya.

Siem, 14 Desember 2017
Kepala,

Rahmawati, S.Pd.I., M.Pd.
Nip. 19800404 200710 2 005

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : 422/1103/XII/2017

Berdasarkan surat Izin Pengumpulan Data dari UIN AR-RANIRY Banda Aceh dengan Nomor : B-5902/Un.08/TU-FTK/TL.00/07/2017 tanggal 14 Juli 2017 , Kepala Sekolah Menengah Pertama (SMP) Swasta Islam Al-Falah Lamjampok Kecamatan Ingin Jaya Aceh Besar dengan ini menerangkan bahwa:

Nama	:	**SAMSIDAR**
NIM	:	231 324 286
Prodi/Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	VIII
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam
Alamat	:	Desa Batoh, Kec. Lueng Bata

Bahwa benar yang namanya tersebut di atas telah melakukan penelitian dan mengumpulkan data pada sekolah kami dalam rangka menyusun skripsi, dengan judul:

" **An Exploration on the Effectiveness of Using Game in Teaching Tenses** ".

Demikian surat keterangan ini kami buat, agar dapat dipergunakan seperlunya.

Lamjampok, 12 Desember 2017
Kepala Sekolah,

Dra. Masy Khah
Nip. 19650614 200212 2 004

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	: a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
	b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	: 1.	Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
	2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
	3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
	4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
	5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
	6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
	7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
	8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
	9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
	10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
	11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 24 Oktober 2013

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Un.08/DT/TL.00/5970/2015 tanggal 28 Maret 2015

Menunjuk Saudara:
1. Drs. Luthfi Aunie, MA   Sebagai Pembimbing Pertama
2. Dr. T. Zulfikar, M.Ed   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	Samsidar
NIM	:	231324286
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	An Exploration on the Effectiveness of Using Game in Teaching Tenses

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
KEEMPAT	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 18 Oktober 2017
An. Rektor
Dekan,

AUTOBIOGRAPHY

1. Name   : Samsidar
2. Place / Date of Birth : Banda Aceh, 17 Desember 1995
3. Religion   : Islam
4. Sex   : Female
5. Nationality / Ethnic : Indonesia / Acehnese
6. Marital Status   : Single
7. Occupation   : Student
8. Address   : Desa Batoh, Kec.Lueng Bata, Kota Banda Aceh.
9. HP/E-mail   : 085372917060/Samsidarfirstdg@gmail.com
10. Parent
    a. Father   : Samsuar
     Occupation : Bricklayer
    b. Mother   : Nurmala
     Occupation : Tailor
11. Education Background
    Formal Education:
    a. Elementary School : MIN Mesjid Raya   (2001-2007)
    b. Junior High School : MTsN 2 Banda Aceh (2007-2010)
    c. Senior High School : MAN 1 Model Banda Aceh (2010-2013)
    d. University : UIN Ar-Raniry   (2013-2018)
12. Organization Background
    a. Gema Man Model (Magazine of Man Model)
    b. REDA(Remaja Dakwah)
    c. Sanggar Seni Seulaweut
    d. PMI (Indonesian Red Cross)
    e. Turun Tangan Aceh Community

Banda Aceh, January1th, 2018

Samsidar