

**THE EFFECT OF REVERSI GAME ON GRAMMAR MASTERY OF
FIRST GRADE STUDENTS THE MA ANNAJAH SESELA ACADEMIC
YEAR 2021/2022**



by

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**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
MATARAM
2022**

**THE EFFECT OF REVERSI GAME ON GRAMMAR MASTERY OF
FIRST GRADE STUDENTS THE MA ANNAJAH SESELA ACADEMIC
YEAR 2021/2022**

A Thesis

**Submitted to State Islamic University of Mataram to fulfill the requirements
for Bachelor Degree**



by

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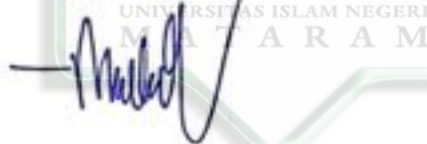
ADVISORS' APPROVAL

Thesis by: Dian Sasmita Dewi, NIM: 170107074 entitled "The Effect of Reversi Game on Grammar Mastery of First Grade Students at MA Annajah Sesela Academic Year 2021/2022" has fulfilled the requirement and has been approved by the thesis advisors to be examined.

Approved on:

22/11/21

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Assalamu'alaikum, Wr. Wb,

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I hereby sincerely state that the thesis entitled "The Effect of Reversi Game on Grammar Mastery of First Grade Students at MA Annajah Sesela Academic Year 2021/2022" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Mataram,

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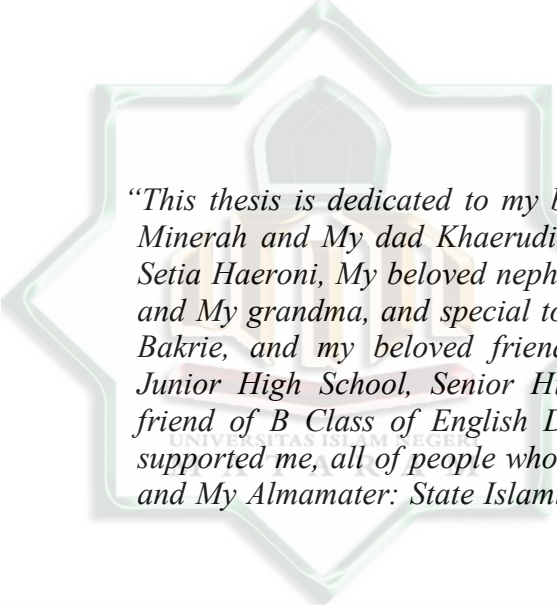
MOTTO

“Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do”.
(QS Al-Mujadilah: 11)

“Allah akan meninggikan orang-orang yang beriman diantaramu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat. Dan Allah Maha Mengetahui apa yang kamu kerjakan”.
(QS Al-Mujadilah: 11)

Perpustakaan UIN Mataram

DEDICATIONS



“This thesis is dedicated to my beloved parents, My mom Minerah and My dad Khaerudin, My beloved sister Ana Setia Haeroni, My beloved nephew Abdul Gofar Altharus, and My grandma, and special to My beloved family of H. Bakrie, and my beloved friend of Elementary School, Junior High School, Senior High School, and my best friend of B Class of English Department and who was supported me, all of people who were always support me, and My Almamater: State Islamic University of Mataram.”

Perpustakaan UIN Mataram

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(Dian Sasmita Dewi)

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ABSTRACT

The objective of this research was to find out the significant effects of Reversi game on grammar mastery. This research used quantitative approach. The research design was pre-experimental design with One-Group Pretest-Posttest. The samples in this research were 20 students. The sample was the first grade students the MA Annajah Sesela. The instrument used by the researcher was test. The research finding showed that the Mean score of pretest before the treatment by using the Reversi game was 58.15, while the Mean score of posttest after the treatment was 78.35. Furthermore, based on the T-test, the result of the Mean score of the posttest was higher than the pretest. It means that there was a difference when the students got treatment before and after. The sig. value of paired sample t-test was 0.000, the value is lower than 0.05 ($0.000 < 0.05$). It concluded that the statistical hypothesis: the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. It means that the Reversi game significantly effects on grammar mastery for students' skill.

Keywords: Reversi Game, Grammar Mastery

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh signifikan dari permainan Reversi dalam penguasaan tata bahasa. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kuantitatif. Peneliti menggunakan desain penelitian pre-experimen dalam bentuk satu grup pretest dan posttest. Sampel dalam penelitian ini berjumlah 20 siswa. Sampel dalam penelitian adalah siswa kelas 1 MA Annajah Sesela. Instrumen yang digunakan oleh peneliti adalah test. Hasil penelitian menunjukkan bahwa nilai rata-rata pretest sebelum perlakuan dengan menggunakan permainan Reversi adalah 58,15, sedangkan nilai rata-rata posttest setelah perlakuan adalah 78,35. Selanjutnya, berdasarkan uji-t, hasil nilai rata-rata posttest lebih tinggi dari pada pretest. Artinya, ada perbedaan ketika siswa mendapat perlakuan sebelum dan sesudah. Tandanya, nilai uji-t sampel berpasangan adalah 0,000, nilai tersebut lebih rendah dari 0,05 ($0,000 < 0,05$). Dan dapat disimpulkan bahwa hipotesis statistik: hipotesis alternatif (H_a) diterima dan hipotesis null (H_0) ditolak. Artinya, permainan Reversi berpengaruh signifikan dalam penguasaan tata bahasa terhadap keterampilan siswa.

Kata kunci: Permainan Reversi, Tata bahasa

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نبذة مختصرة

كان الغرض من هذه الدراسة هو تحديد التأثير المعنوي للعبة ريفيرسي على إتقان القواعد. النهج المستخدم في هذا البحث هو نهج كمي. استخدمت الباحثة تصميم بحث قبل اختبائي على شكل اختبار قبلي وبعدي للمجموعة الواحدة. وبلغت عينة الدراسة 20 طالب وطالبة. العينة في هذه الدراسة كانت طالبة في الصف الأول ماجستير في النجاة سيسيليا. الأداة التي استخدمها الباحث هي اختبار. أظهرت النتائج أن متوسط قيمة الاختبار القبلي قبل العلاج باستخدام لعبة ريفيرسي كان 58.15 ، بينما كان متوسط قيمة الاختبار البعدي بعد العلاج 78.35. علاوة على ذلك ، بناءً على اختبار t ، فإن متوسط درجات الاختبار البعدي أعلى من الاختبار القبلي. أي أن هناك فرقاً عندما يتلقى الطلاب العلاج قبله وبعده. الإشارة. كانت قيمة اختبار t للعينة المزدوجة 0.000 ، وكانت القيمة أقل من 0.05 (0.000 > 0.05). وخلصت إلى أن الفرضية الإحصائية: قبول الفرضية البديلة (H_a) ورفض الفرضية الصفرية (H_0). أي أن لعبة ريفيرسي لها تأثير كبير على إتقان القواعد النحوية على مهارات الطلاب

القواعد ريفيرسي لعبة: الرئيسية الكلمات

CHAPTER I

INTRODUCTION

A. Background of Research

Grammar is a consolidation of words, phrases and clauses that become a sentence to describe the structure of language correctly. The experts Huddleston point out that “Grammar deals with the form of sentences and smaller units such as clauses, phrases, and words”.¹ Furthermore, “a word” is the basic unit of language, “a clause” consists of a subject followed by a predicate and “a phrase” as containing more than one word.

In learning grammar, the students should be mastered on how the language that has a rule and principle. According to Richards, grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences.² Grammar is a set of rules or principle of the working of a language, its system or structure.³ Then, Cobbett in Rohani said that grammar as constituting rules and principles that help a person to make use of words or manipulate and combine words to give meaning in a proper manner.⁴

In fact, most of the students find difficulties in learning grammar. By reason of students are usually confused of rules and the use of tenses. The

¹ Huddleston, R. & Pullum, G. K. *A Student's Introduction to English Grammar*, (New York: Cambridge Press, 2010), p. 1

² Richards, J. C & Schmidt, R. 2010. Longman dictionary of language teaching and applied

³ Brinton, J. L. 2000. *The Structure of Modern English: a linguistic introduction*. The Netherland: John Benjamin Publishing Co.

⁴ Rohani, S. (2007). *Teaching of Grammar: Teachers' Beliefs, Instructional Contexts and Practices*. PhD Thesis, Malaysia

students sometimes get bored with the teaching-learning process that is employed by the teacher in teaching grammar. Then, according to Aaronson “we now know that many natural learning problems, as examples, inferring the rules of a regular or context free language from random examples of grammatical sentence are computationally intractable”.⁵

Based on the researcher’s observation of first grade students of MA Annajah Sesela, The researcher took place of research at MA Annajah Sesela of first grade, which is located in Sesela, Gunungsari streets - Patimura of West Lombok. The researcher found that many students had difficulties in learning English especially in the grammar. It was proved by the result of the students’ pretest score. The mean score of pretest was 58.15 in class average. Meanwhile, in KTSP (School Based Curriculum of Indonesia), the KKM (passing grade) of English was 70. The result indicates that the students’ English achievement is still low.

However, the teacher showed that grammar is the most important aspect to communicate with other people, because grammar gives the meaning in communication so that other people can understand the message. According to Ly, grammar has played an important role in English language teaching with a wide variety of supportive evidence to prove the benefits of grammar teaching.⁶

⁵ Aaronson, S. (2009). *Why Philosophers Should Care About Computational Complexity*. P. 28

⁶ Ly, C. K. (2015). *The Importance of Grammar in Language Teaching and Learning. Workshop on innovation in language teaching and learning-* ISBN: 978-1-71674-888-2

Furthermore, the process to gain how to build the classroom comfy in learning grammar to work up students' enthusiasm to understand the subject that using games. Game is one of the best ways to teach grammar because using game can work together and also it brings the classroom more comfort. Using games on grammar mastery is a technique to see how far the students' understanding the material and to make students' faster to solving where students abashed the subjects. It is helping students' to be motivated and enthusiastic to learn the material. According to Lee, games promote more interaction and group work not only among students, but also between the teacher and students.⁷

Then, based on the problem that is faced by students above, the researcher will use Reversi game as a media to find out the effect of that game on grammar mastery. Reversi is a piece-placing game, meaning that moves are made by placing a new piece on the board rather than by moving existing piece around as in games such as Chess and Checkers.⁸ The strengths of the Reversi game (Board game) are adds variation to a lesson and increase motivation by providing a plausible incentive to use the target language, motivate pupils to want to learn English by using interesting and enjoyable learning activities and create warm and happy atmosphere where teacher and

⁷ Lee, W. R. (1995). *Language Teaching Games and Contexts*. London: Oxford University Press

⁸ Benbassat, A., & Sipper, M. (2012). *Evolving Both Search and Strategy for Reversi Players using Genetic Programming*.

pupil enjoy working together.⁹ Meanwhile, the weaknesses of this game are non-standard color scheme, cheaters and no times games.¹⁰

Based on the exposure above, the researcher wants to conduct research headings: “The Effect of Reversi Game on Grammar Mastery of First Grade Students the MA Annajah Sesela Academic Year 2020/2021”.

B. The Statement of Problem and Research Limitation

Based on the background of research above, research question of this research as follow, “does Reversi game significantly effect on grammar mastery of First grade students the MA Annajah Sesela?”

C. Objective and Significance of Research

Based on the statement problem research above, the objective of this research is “to find out the significantly effects of Reversi game on grammar mastery of First grade students the MA Annajah Sesela”.

In this research there are two significances of research, such as:

1. Theoretical Significance

- a. The result of this research will be helped the researcher to see what problem that students effect to Using Reversi Game on Grammar Mastery.
- b. The result of this research will be helped the students to increase the student’ ability in Grammar Mastery through Reversi Game

⁹ Buckby, Michael. 1994. Games for Language Learning. Australia: Cambridge University Press.

¹⁰ Fang, R. (2003). Othello: From Beginner to Master- simple endgame Advise

2. Practical Significance

- a. For teachers, the result of this research can assist the teacher to use the Reversi Game on Grammar Mastery for increasing students' ability.
- b. For students, the result of this research can be motivated students' understand learning Grammar by using game and students enjoyed to learn the grammar.

D. Definition of Key Terms

The following related of Key Terms are defining:

1. Grammar

Grammar is study of language and has a protocol to start the language. Gerot and Wignel stated that grammar is the theory of language, of how language is put together and how it work.¹¹ Also, according to Hirai, grammar is a way to organize the sentence and create a good language.¹²

2. Reversi game

According to Davis, Reversi Game is a brilliant learning tool as students are constantly being offered a chance to learn and then test themselves.¹³ It has similar of this game that is called Othello or Board game. Then, students that divided become two groups there are black and white groups. Then, the processing of Reversi games is substituted with

¹¹ Gerot, L & Wignell, P. (1995). *Making Sense of Functional Grammar: An introductory Workbook*, Cammeray, NSW: Antipodean Educational Enterprises

¹² Hirai, D. L. (2010). *Academic Language/Literacy Strategies for Adolescents*, New

¹³ Davis, P. (1995). *More Grammar Games*. Cognitive, Affective and Movement Activities for EFL Students

their groups whose wrong answers get out from that game.¹⁴ So, teachers may control and check who did not understand the material in the classroom.

3. Mastery

According to Hornby, mastery is complete control or knowledge.¹⁵



¹⁴ Chong, S. Y., Tan, M., & White, J., (2005). Observing the evolution of neural networks learning to play the game of Othello. *IEEE Transactions on Evolutionary Computation*, Vol.9(3), pp. 245

¹⁵ Hornby. (1974). *Oxford Advance Learners Dictionary of Current English*. London: Oxford University Press.

CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

The main points of the review of related literature consist of review of previous research, theoretical bases and research hypothesis.

A. Review of previous research

There are some of the reviews of previous research to compare with the researchers, such as:

1. A study carried out by Dyah Saraswati (2015) from English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga, the review related to this research entitled, "The Use of Board Game to Improve Students' Grammar Mastery."¹⁶ This research aims to improve the students' grammar mastery through Board games. This research is using Classroom Action Research (CAR) that enforceable in SMPN 1 Bergas in academic year of 2014/2015, Jl. Ngobo Karangjati, Bergas 50552. There are 33 students of the eighth-grade of SMPN 1 Bergas. Then, the researcher used three cycles such as Cycle I, Cycle II, and Cycle III to measure how far the students' ability. Then, the T-calculation results shows that T-calculation of cycle I is 5, 1, cycle II is 8, 3, and cycle III is 6, 5. Finally, the result of this research is using board games can improve students' grammar mastery.

From the study above, the researcher finds the similarities and differences of this research carried out by Dyah Saraswati. The objectives

¹⁶ Saraswati, D. "The Use of Board Game to Improve Students' Grammar Mastery on the Eight Grade of SMP N 1 Bergas", (*thesis*, Faculty of English Education state Institute for Islamic Studies, IAIN Salatiga, 2015), p. 1-120

of research by Dyah Saraswati are, (1) to describe the procedure of implementation of board game to improve students' grammar mastery of the eight grade students of SMPN 1 Bergas in academic year of 2014/2015, (2) to find out whether the implementation of board game improve students' grammar mastery of the eight grade students of SMPN 1 Bergas in academic year of 2014/2015, and (3) in order to find out the effectiveness of using board game to improve students' grammar mastery of the eight grade students of SMPN 1 Bergas in academic year of 2014/2015. Then, the researcher objectives are, "to find out the significantly effects of Reversi game on grammar mastery of First grade students the MA Annajah Sesela".

Then, the similarities, both of the researchers are using grammar mastery as a variable independent. Forward, the differences between the two researchers' are the first research used Board game by method Classroom Action Research (CAR). While the second researcher uses the Reversi game by the method of Quantitative Research.

2. The second researcher carried out by Mochammad Haryanto.¹⁷ The aim of this research is to find out whether there is any significant difference between the mastery of understanding grammar at the seventh year students at SMP 2 Nalumsari in academic year 2013/2014 before and after being taught by using inductive approach. The design of this research is quantitative experimental research by using test instrument. The research

¹⁷ Haryanto, M. "Improving the Grammar Mastery of the Seventh Year Students of SMP 2 Nalumsari, Jepara in Academic Year 2013/2014 by Using Inductive Approach", (*thesis*, Faculty of Teacher Training and Education, University of Muria Kudus, 2014). P. 1-17

applied in seventh grade at SMP 2 Nalumsari, Jepara. The researcher used pretest, implementing of teaching grammar by using inductive approach, and posttest. The result of this research after utilizing the inductive approach in teaching grammar is effective to improve the grammar mastery of the students. Then, the result of pretest and posttest as follows: Pretest result of the average of mean is 69.8, median is 68.7, modus is 67.85 and standard deviation is 7.2. Forward, the result before getting treatment by using the inductive approach is sufficient. Meanwhile, on the posttest result the average of mean is 76.05, median is 75.8, modus is 76.25 and standard deviation is 5.85. It means that the result of grammar mastery of the seventh grade students of SMP 2 Nalumsari in academic year 2013/2014 after getting treatment by using inductive approach is significant. The hypothesis confirmed in level of significance 0,05 (5%) is 2.03, and degree of freedom (N-1) is 39 shows that there is a significant difference between the grammar mastery of the seventh grade students of SMP 2 Nalumsari in academic year 2013/2014 before and after getting treatment by using inductive approach. The result of t_0 (10.57) is higher than t-table (2.03). Therefore, the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is confirmed.

From the research above, the researcher finds the similarities and differences of the research carried out by Mochammad Haryanto. The similarities both of the researcher are using grammar mastery as a variable independent and using a quantitative approach as a method. Then, the

differences both of the researcher are variable dependent, the objective and the place of research. Hence, the first researcher entitles “Improving the Grammar Mastery of the Seventh Year Students of SMP 2 Nalumsari, Jepara in Academic Year 2013/2014 by Using Inductive Approach”. Meanwhile, the second researcher entitles “The Effect of Reversi Game on Grammar Mastery of First Grade Students the MA Annajah Sesela in Academic Year 2020/2021”.

3. The third research carried out by Fajar Astanaprima, his research “Using Reversi Game to Improve Student’s Vocabulary Mastery of Fifth Grade Students of SDN Kramat 1 Magelang in the School Year 2012/2013”.¹⁸ The aim of this research is to find guess the word in cards to improve student’s vocabulary mastery. The method used by Fajar is quantitative approach. Then, the result of this research after using Reversi game on vocabulary mastery is significant to improve the students interested to play by using Reversi game. Then, the instrument used of this research was test. The test was used in the pre-test and post-test. The data indicated that, there was a significant difference between the students’ pre-test and post-test in the experimental class and pretest and post-test in the control class. The mean score of the students’ pre-test of experimental group was (2,88) with standard deviation was (0,79) and the mean score on the post-test was (4,21) with standard deviation was (0,94) in the experimental class was higher than mean score of pre-test (3,28) with

¹⁸Astanaprima. F. “Using Reversi Game to Improve Student’s Vocabulary Mastery of Fifth Grade Students of SDN Kramat 1 Magelang in the School Year 2012/2013”, (thesis, Universitas Trunojoyo Madura UTM, 2013),

standard deviation was (0,76) and the mean score of the post-test was (3,47) with standard deviation was (0,48).). From the t-test, the researcher found that, the value of the t-test (4.11) was higher than the t-table (2.021) at the level of significant 0.05 with degree of freedom (df) = 40. The result of the t-test also shown that, the use of Reversi game was effective to improve students' vocabulary mastery because the t-test, 4.11, was higher than t-table, 2.021 (4.11 > 2.021).

From the research above, the researcher finds the similarities and differences between both two researchers. The similarities, both of the researchers are using Reversi game as a variable independent. Then, the researchers are using quantitative method. Forward, the differences between the two researchers are the place of research and variable dependent. The first researcher took place at Magelang at fifth grade students of SDN 1 Kramat. Meanwhile, the second researcher takes place at Sesela of first grade students the MA Annajah Sesela. Then, the first researcher used vocabulary mastery as a variable dependent. Meanwhile, the second researcher is using grammar mastery as a variable dependent.

B. Theoretical Bases

1. Grammar

a. Definition of Grammar

There are several definitions of grammar. First, according to Cobbett in Rohani clarifies grammar as constituting rules and principles that help a person to make use of words or manipulate and

combine words to give meaning in a proper manner. It concerns with form and structure of words and their relationships in sentences.¹⁹ The next definitions delivered by Brinton said Grammar is a set of rules or principles of the working of a language, its system or structure.²⁰

According to Yule, grammar is the process of describing the structure of phrases and sentences by considering its order in a language.²¹ Then, Richards and Schmidt on their finding conclude that “grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences.”²²

In addition to these definitions of grammar, Weaver divides grammar into two definitions. First, grammar is a description of the syntax of a language, and the second is a set of rules or prescription of how to use language.²³

From the definition delivered above, the researcher take some points can be drawn that grammar has rule and principle. It described how the structures correct that has the rules to uses in language learning. It is hoped that the rules of this grammar helps the students, readers, and listeners to catch the main points what the speakers

¹⁹ Rohani, S. (2007). *Teaching of Grammar: Teachers' Beliefs, Instructional Contexts and Practices*. PhD Thesis, Malaysia

²⁰ Brinton, J. L. (2000). *The Structure of Modern English: a linguistic introduction*. The Netherland: John Benjamin Publishing Co

²¹ Yule, G. (2006). *The study of a language*. New York: Cambridge University Press.

²² Richards, J. C. & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics*. Fourth edition. Great Britain: Pearson Education Limited

²³ Weaver, C. (1996). *Teaching grammar in context*. Heinemann.

produced. Therefore, learning grammar is necessarily for learners as base of a language itself.

1) Types of Grammar

Grammar has several types. Cook states classifies grammar into 5 (five) types, namely:

- a) Prescriptive grammar: is a way to explain how someone should say something, not explaining how someone says something.
- b) Traditional grammar: a system of how sentence structures are used in schools, based on the classical language grammar.
- c) Structural Grammar: a system for describing language sentence based on the preparation of smaller structures into a larger structure
- d) Linguistic/grammatical competence: seen from this angle, grammar is the knowledge of a person (speaker) about the structure of a language that has regularity. The owner of a language knows how to use grammar without studying it.
- e) EFL grammar: a person who is not a native speaker of a language by studying it. Therefore this type combines elements of traditional and structural grammar.²⁴

2) Teaching and Learning of Grammar

Considering that teaching and learning are the similar meaning so that when seeing both of these are involved in the other.

²⁴ Cook, V. (2008). *Second language learning and teaching*. London: Hodder Education.

Carried by Stern, said that “Language teaching can be defined as the activities which are intended to bring about language learning”.²⁵ Forward, one of the aspects of language is grammar. Understand grammar may support students to become meaningful in English itself.

A study carried out by Isna involves that the main purpose of teaching grammar is to assist the pupils to recognize on how language is put up with the intention that when they articulate, examine, and note down, they not meet any troubles in pertaining the language they are learning.²⁶

According to Richard & Renandya, there are two good reasons for teaching carefully selected points of grammar in teaching grammar:²⁷

a) Comprehensibility

Knowing how to build and use certain structure makes it possible to communicate common types of meaning successfully. Without these structures it is difficult to make comprehensible sentence. Therefore, try to identify these structures and teach well.

²⁵ Stern, H. H. 1983. *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.

²⁶ Isna L. Q., *Teaching and Learning English Grammar through Discourse for EFL Students*, (Diponegoro: Journal of Development Research, 2019), 3(2), pp-89

²⁷ Richards, C, J & Renandya, A, W. (2002). *Methodology in Language Teaching*. Cambridge University Press

b) Acceptability

In some social context, serious deviance from native-speaker norms can hinder integration and excite prejudice. A person who speak “badly” may not be taken seriously, or may of considered uneducated or stupid. Students may therefore want or need a higher level of grammatical correctness than is required for more comprehensibility.

To teach the point of grammar may appoint both of two good reasons depend on circumstances and learners’ wishes. Whatever the situation, though, that must make sure that are teaching only the points of grammar that to need in the light of these factors, and of course that are teaching well. Then, focus on teach grammar that should conduct a concentrate clearly.

3) Tenses of English Grammar

Part of grammar that learners should recognize exists for tenses. The word “Tense” is derived ultimately from the Latin word “tempus” meaning ‘time’.²⁸ Then, tenses express the time that happens at this time, tomorrow and time in the future. Then, tense means a form of a verb that described the actions on process. In addition to, Swan found the meaning of tenses, tense is

²⁸ Jhon, L. (1995). *Linguistic Semantic an introduction*. (Cambridge: University Press), p. 312

grammatical system for showing time relations through changes in the forms of verb.²⁹

Based on the expert's findings above, the researcher assumed the tense is an activity that representing how time usage in grammatical.

Likewise, in every sentence certainly the learners find the tenses when they are learning about English, especially Grammar. In other words, learners must heed the tenses in activities as writing, reading, speaking, and also listening. It is concluded the most essential part of grammar for learners to enhance their skills in tenses. Hence, learners require tenses to build a simple sentence for their communication.

Commonly, Tenses divided into 5 basic tenses such as: Simple Present Tense, Simple Past Tense, Simple Future Tense, Present Continuous Tense, and Present Perfect Tense.³⁰ This is an explanation of five basic tenses:

a) Simple Present Tense

Simple Present Tense is an action that related happens at this time (right now) in a simple form. According to Rahmah, this tenses used to express habits, repeated actions, in general

²⁹ Swan, Michael. (2005). *Practical English Usage*. New York: Oxford University Press.

³⁰ Panggabean, S. B. (2016). *Five Basic Tenses*. Vol. 10(10). ISSN: 2086-4213

truths and to give instructions or directions.³¹ The pattern of

Simple Present Tense:

Patterns: (+) S + Verb₁ (e/es) + O/C

(-) S + don't/doesn't + Verb₁ + O/C

(?) Do/Does + S + Verb₁ + O/C

Example: (+) you read a novel/ she reads a novel

(-) you don't read a novel/ she doesn't read a novel

(?) Do you read a novel? / Does she read a novel?

b) Simple Past Tense

The simple past tense is formed with the past form of the verb which may be either regular, by adding *-ed* to *infinitive* form (incidentally, most verb are regular) or irregular which must be learned and memorized in each case.³²

The simple past tense is an event that has done or an occasion that occurred in the past and no doing at this time. According to Hewings, we use the past simple in a narrative to talk about a single complete past event and to describe the situation that existed for a period of past time in the past, but not now.³³ The pattern of Simple Past Tense:

Patterns: (+) S + Verb₂ + O/C

(-) S + Didn't + Verb₁ + O/C

³¹ Fithriani, R. (2010). *English Grammar*. Bandung: Citapustaka Media Perintis

³² Mahmud, N. *English for Muslim University Students*, (Jakarta, Pusat Bahasa dan Budaya IAIN, 2000), p. 20

³³ Hewings, M.(2005). *A self-study reference and practice book for advanced learners of English*. Advanced Grammar in Use. Second Edition. Cambridge University Press, pp-6

(?) Did + S + Verb₁ + O/C

Example: (+) they wrote a letter last week

(-) they didn't write a letter last week

(?) Did they write a letter last week?

c) Simple Future Tense

The simple future tense is often called "will", because this tense uses the modal of auxiliary **WILL**.³⁴ This tense described the event in the future. The patterns of simple future tense:

Patterns: (+) S + Will + Verb₁ + O/C

(-) S + Will not (Won't) + O/C

(?) Will + S + O/C

Example: (+) I will go to Paris

(-) I will not go to Paris/ I won't go to Paris

(?) Will I go to Paris?

d) Present Continuous Tense

Present continuous tense is the tense of the verb relating the activity that is "In process". This tense are happening now, as event at the time to talking or speaking.

According to Hewings about his findings of the explained of present continuous tense, to create the impression

³⁴Lester, M. (2012). *Practice Makes Perfect English Verb Tenses Up Close*. English Grammar , Tenses.

that events are happening now.³⁵ It is action as ‘now’, ‘at the moment’, ‘at present’.

The experts by Thomson said that “the present continuous tense is formed with auxiliary verb be + the present participle”.³⁶ The forms of present continuous tense:

Forms: (+) S + Be + V_{ing} + O/C

(-) S + Be + not + V_{ing} + O/C

(?) Be + S + V_{ing} + O/C

Example: (+) Michael is watching the movies

(-) Michael is not watching the movies

(?) Is Michael watching the movies?

e) Present Perfect Tense

Present perfect tense is the tense of a verb relating to the past, but also this tense is related to the event at the time. As delivered by Rahmah, “Present perfect Tense is a tense of verb used to describe an action that started in the past and continues in the present.”³⁷ The forms of Present Perfect Tense:

Forms: (+) S + Have/Has + Verb₃ + O/C

(-) S + Have/Has + Not + Verb₃ + O/C

(?) Have/Has + S + Verb₃ + O/C

Example: (+) we have gone to Dubai/Alice has gone to Dubai

³⁵ Hewings, *op. cit.*, p. 4

³⁶ Thomson, A. J., & Martinet, A. V., *A practical English Grammar: Fourth Edition*, (New York: Oxford University Press, 1986), p. 153

³⁷ Fithriani, *op. cit.* p. 10

(-) we have not gone to Dubai/Alice has not gone to Dubai

(?) Have we gone to Dubai? / Has Alice gone to Dubai?

2. Games

Understanding English is the most satisfying and relaxing when applied by using game in learning. Games have been applied widely in teaching English, mainly in teaching grammar. Every pupil is more comfortable to gain the lesson by using the games. According to Lien Cam states that if games provide good opportunities for students to use target language in real life contexts.³⁸ The teacher should organize the class to make the environment a place that learner enjoy to gain the lesson faster. It must be made the learner motivated to try what they catch the lesson from their teacher. Wang delivered that teachers encourage learners to contact in target language rather than fix up errors in game situations.³⁹ Then, using game will help the teacher to control so far pupils understand the lessons.

3. Reversi Game

a. Definitions of Reversi Game

Reversi is a turn-based strategy game played by two people on a eight-by-eight grid board, similar to chess, except that the Reversi

³⁸Lien, C., &Thi, M. T. T.(2017). An evaluation of using games in teaching English grammar. *International Journal of Learning, Teaching and Educational Research*, 16(7), pp-57

³⁹ Wang, Y. (2010). Using Communicative Games in Teaching and Learning English in Taiwanese Primary Schools, *Journal of Engineering and Education*, 7(1), 126-142

board is unchecked.⁴⁰ Another researcher said that Reversi is a piece-placing game, meaning that moves are made by placing a new piece on the board rather than by moving existing piece around as in games such as Chess and Checkers.⁴¹

According to Davis, his statement of Reversi Game is a brilliant learning tool as students are constantly being offered a chance to learn and then test themselves.⁴²

Furthermore, Reversi games are also recognized as Othello. As the history of the Reversi game that was discovered in England circa 1880 that called as Othello that delivered by Lewis Waterman, which is that games outlined the concepts from James Mollett. But, the first invention was brought by James Mollett that related to Lewis's statements as "The Game of Annexation" in 1870. The similarity of their statement carried out of the rules. In 1888, Reversi launched by Jaques and Sons of London and the title "Reversi and Go Bang", was popularity in the last 19th century and also, re-introduced as Othello in the 1970s by Goro Hasegawa. This game becomes well-known and progressive around the world. In Japan, Othello was hugely popularized by that states. Forward, it has followers worldwide.⁴³

⁴⁰ Lu, K. (2014). *The Game Theory of Reversi*. Game theory and democracy. Pp-2

⁴¹ Benbassat, A., & Sipper, M. (2012). *Evolving Both Search and Strategy for Reversi Players using Genetic Programming*.

⁴² Davis, P. (1995). *More Grammar Games*. Cognitive, Affective and Movement Activities for EFL Students.

⁴³ Chen, M., Liao, R., Mowery, K., & Perez, V. "Othello". *GamesCrafters*. UC Berkeley, 24 May 2008. Web. 25 Oct. 2014

<<http://gamescrafters.berkeley.edu/games.php?game=othello>>

Reversi Game is played with two players that stand for black and white, instead place of piece on an eight-by-eight board. Then, the board has divided into double-side which black sides and white sides. To start the game, this game starts within four discs on the board. The position of this game begins in the middle on the board that is recharged with four positions such as two black pieces and two white pieces. The black player is starting to move first. Before the players do the game, they must understand the clues of games on the board. There are eight clues to play the game: up, down, left, right, and diagonals. It is a clue to how performers move when starting the game on the board.⁴⁴

Furthermore, the players cannot move again or on the board that has full of which means the game is over. Then, to know who wins the game that is the players have the most tiles or have the member that still holds out.

b. The Strategies of Reversi Game

According to Yilin, the strategies of Reversi Game, such as⁴⁵:

- 1) The players are divided into two groups there are black and white groups. Then, four players that starting the game as two players from the black group and two players from the white group

⁴⁴ Chong, S. Y., Tan, M., & White, J., (2005). Observing the evolution of neural networks learning to play the game of Othello. *IEEE Transactions on Evolutionary Computation*, Vol.9(3), pp. 245

⁴⁵ Yilin, C., Kuo, C. C., & Wei, H. C. (2015). *Design and Implementation of a FPGA Electronic Reversi Game*. The IIER International Conference. August 26. Pp-38

- 2) Teacher gives the question about *simple present tense, simple past tense and simple future tense*.
- 3) Asking the black group to play first.
- 4) If the black group can answer the question from their teacher, the team from the black group fills the game place. Likewise, if the black group cannot answer the question from their teacher, one player exits from that game.
- 5) The winner of the game is the participant who has more players and answers more questions from the teacher.

c. The Advantages of Using a Reversi Game

According to Fang, the advantages of using a Reversi Game are namely⁴⁶:

- 1) Slightly “friendlier” interface than the rest
- 2) Learners can take the point from what they have done in the game
- 3) The students able to resume after the game

d. Teaching English Grammar Using Reversi Game

Learning grammar has a very important benefit for learners to learn more widely. There are several benefits of learning English grammar according to the expert. It delivered by Greenbaum & Nelson said the benefits of learning English grammar, as:⁴⁷ 1) the recognition of grammatical structures is often essential for punctuations, 2) a study of one’s native grammar is helpful when one studies the grammar of a

⁴⁶ Fang, R. (2003). *Othello: From Beginner to Master*. Tools of the trade

⁴⁷ Greenbaum, S., & Gerald, N. (2002). *An Introduction to English Grammar: Second Edition*. London: Longman

foreign language, 3) it is helpful in the interpretation of literary as well as nonliterary texts the interpretation of a passage sometimes depends crucially on grammatical analysis, and 4) it is useful in composition.

There are many advantages of using games in grammar:⁴⁸ 1) games can lower anxiety, thus making the acquisition of input more likely, 2) games are highly motivating and entertaining, and they can give shy students more opportunities to express their opinions and feelings, 3) they also enable learners to acquire new experience within the foreign language that are not always possible during a typical lesson, 4) games add diversion to the regular classroom activities, break the ice and introduce the new ideas, 5) in the easy, relaxed atmosphere which is created by using games the students remember things faster and better, 6) grammar games are a good way of practicing the language, for they provide a model of what learners will use the language for in real life in future, and 7) grammar games encourage, entertain, teach, and promote fluency.

Furthermore, learners are more interested to learn grammar by using game. Hence, teaching English grammar using Reversi game can reinforce learners to get the knowledge more easily and they can practice grammar. Using Reversi game, learners will divide become two groups then, they will fight for a winning position.

⁴⁸ Sultanova, D. T. (2011). *The Use of Games in Learning English Grammar*. Tashkent State University of Economics. Vol.1

C. Research Hypothesis

A hypothesis can be defined as a tentative explanation of the research problem, a possible outcome of the research, or an educated guess about the research outcome.⁴⁹

The hypothesis in this research is the Alternative Hypothesis (Ha) and the Null Hypothesis (Ho) of the research. The researcher formulates the hypothesis:

1. Alternative Hypothesis (Ha): Reversi game significantly effects on grammar mastery of first grade students the MA Annajah Sesela academic year 2020/2021.
2. Null Hypothesis (Ho): Reversi game does not significantly effect on grammar mastery of first grade students the MA Annajah Sesela academic year 2020/2021.

Perpustakaan UIN Mataram

⁴⁹ Mukherjee, P. S. (1999). *Hypothesis & Its Types*. University of Ranchi

CHAPTER III

RESEARCH METHOD

A. Approach and Type of Research

The approach utilized by the researcher is quantitative approach. A quantitative approach is one that collects some type of numerical data to answer a given research question.⁵⁰

Then, the types of this research utilize an experimental (*Pre-Experimental Design*), in this research the pre-experimental design uses a One-Group Pretest-Posttest. Pre-experimental design is an experimental that has no control group as a comparison and no random subjects. According to Gay, the pre-experimental design does not have a random assignment of the subjects to groups or other strategies to control extraneous variables.⁵¹ Furthermore, experimental research is a study of the effect of the systematic manipulation of one variable(s) on another variable.⁵²

B. Population and Sample

1. Population

The population is the full set of elements or people from which you are sampling.⁵³ In other words, population is a bunch of people that would be objected in research.

⁵⁰ Christensen, L. B., Johnson, R. B., & Turner, L. A. (2013). *Research Methods, Design, and Analysis*. Twelfth edition. University of south Alabama, p. 26

⁵¹ Gay. L. R., Mills. G. E., & Airasian. P. "Educational Research: Competencies for Analysis and Application". (Pearson, 2012), p. 249

⁵² Ary, D., Jacobs. L. C., Sorensen, C., & Razavieh, A., "Introduction to Research in Education". (Canada: Wadsworth, 2002), p. 26

⁵³ Christensen, *op. cit.*, p. 142

The population of this research is the first grade students the MA Annajah Sesela academic year 2020/2021. There are two majors of first grade students at MA Annajah Sesela, such as: Natural Sciences Major (IPA) and Social Sciences Major (IPS). Forward, the students of Natural Sciences Major consist of 20 students for girls and Social Sciences Major consists of 20 students. Total students of first grade of MA Annajah Sesela are 40 students. In this research, the researchers used one class because the researcher desires to identify the students' grammar mastery.

2. Sample

A sample is a set of elements taken from a larger population; it is a subset of the population. Then, an element is the primary unit of sampling.⁵⁴ Sampling techniques are a strategy or way to determine the sample and the populations that will be used as a sample in this research.

Forward, the researcher utilizes purposive sampling to determine the sample. The sample used by researcher is one class of Natural Sciences Major (IPA) of first grade the MA Annajah Sesela academic year 2020/2021 and 20 students that researcher uses to be the sample of this research.

⁵⁴ Ibid., p. 142

C. Setting and Time of Research

1. Setting

The researcher took place of research the MA Annajah Sesela of first grade, which is located in Sesela, Gunungsari streets - Patimura of West Lombok.

2. Time of Research

The researcher conducted the research in second semester in academic year 2020/2021. Therefore, this research was conducted on 25 August- 02 October, 2021.

D. Variables of Research

1. Independent Variable is Reversi Game

2. Dependent Variable is Grammar Mastery

E. Design of Research

The design of the research conducted by the researcher is pre-experimental by using *One Group Pretest-Posttest Design*. The researcher wants to determine the cause and effect between dependent variables and independent variables. The researcher describes the effect of Reversi game on grammar mastery of first grade students the MA Annajah Sesela in academic year 2020/2021 to compare both of the students score before getting treatment by using Reversi game and score after getting treatment by using Reversi game.

A single group design involves three steps, such as:

1. The Pre-experimental evaluation uses a pretest to measure the dependent variable

2. Administered the experimental treatment of a subject
3. Evaluated after the treatment.

An illustration of One Group Pretest-Posttest Design:

Pretest	Treatment	Posttest
O₁	X	O₂
	(IV)	(DV)

Statement:

O₁ = Scores of pretest, before applying the learning of “Reversi Game on Grammar Mastery“

X = Treatment, on process learning of “Reversi Game on Grammar Mastery”

O₂ = Scores of posttest, that scores after student got tested of learning “Reversi Game on Grammar Mastery”, the researcher provides a similar test as given in the pretest.

F. Instrument of Research

An instrument is a tool that easier to identify the learners comprehend. The researcher utilizes the instrument of *the observation and test*, to monitor how far the learners understand the material of “*Simple Present Tense, Simple Past Tense and Simple Future Tense*”.

1. The Observation

Observation is an instrument for obtaining information on how the circumstances of the school especially in classroom. In the observation, the researcher used the instrument to know how the condition and situation

of students' activity in the learning process on grammar mastery in the classroom.

2. Test

The researcher took the test by grammar test that about *simple present tense, simple past tense, and simple future tense*, for the instrument that pretest and posttest, before and after the researcher knew the learners skill on grammar.⁵⁵ The researcher gave 25 questions of multiple-choice and 5 questions of essay. (Test could be seen in appendix 2).

G. Technique of Research/Procedure of Research

There are three steps that the researcher conducts in this research, such as:

1. Planning

- a. The researcher takes the population of first grade students the MA Annajah Sesela academic year 2020/2021. Then, the sample that the researcher uses one class of Natural Sciences Major (IPA), there are 20 students that will be sample in this research.
- b. The researcher takes place of research the MA Annajah Sesela of first grade, which is located in Sesela, Gunungsari streets - Patimura of West Lombok and conducts in second semester.
- c. The researcher designs the Lesson Plan to achieve the materials more purposefully learning.

⁵⁵ Saraswati, D. "The Use of Board Game to Improve Students' Grammar Mastery on the Eight Grade of SMP N 1 Bergas", (*thesis*, Faculty of English Education state Institute for Islamic Studies, IAIN Salatiga, 2015).

d. The researcher prepares the test of pretest and posttest that will be divided into the students.

2. Application

a. The first meeting, the researcher gives the pretest. Therefore, pretest can help the researcher to control how far the learners understand the *simple present tense, simple past tense and simple future tense*.

b. Next meeting, the researcher gives three times for treatment about grammar by using Reversi game

c. Last meeting, the researcher gives the posttest to check the student's skill after getting the treatment in classroom.

3. Reporting

a. The researcher analyzes the pretest and posttest

b. The researcher finds the scores after giving the pretest and posttest

H. Technique of Data Analysis

In this research, the researcher utilizes a quantitative technique of data analysis. In the experimental design, that describes experimental one group. Forward, this research will analyze by using statistical method. The data analysis in this research is using *t-test*.

The expert of Gay states that the *T-test* uses to determine whether two groups of scores are significantly different at a selected probability level.⁵⁶

Furthermore, to analyze the data from pretest and posttest, the researcher utilizes a T-test by using SPSS 24 that to find out the effect of Reversi game

⁵⁶ Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). Educational research: Competencies for Analysis and Applications. Tenth Edition. P. 351

on grammar mastery. The step to measure this research is giving pretest without Reversi game, and giving treatment that using Reversi game, and the last step that the researcher gives posttest after gaining the game of Reversi. Then, the researcher compares both tests to find out the significance.

The researcher utilizes of T-test, as follow:

1. **Mean**, the mean of pretest include x and mean of posttest include y , the formula is:

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{y} = \frac{\sum y}{N}$$

Includes:

$\sum x$: Total score of pretest

$\sum y$: Total score of posttest

N : Total number of students

2. Mean of differentiate pretest and posttest, the formula is:

$$Md = \frac{\sum d}{N}$$

Includes:

Md : mean of differential pretest and posttest

$\sum d$: sum of different both of pretest and posttest

N : total number of students

3. The researcher describes the data percentage, the formula is:

$$P = \frac{f}{n} \times 100\%$$

Includes:

P : percentage of data

f : frequency of the counted value

n : number of students

4. Then, the researcher finds the standard deviation, the formula is:

$$S = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

$$S = \sqrt{\frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N-1}}$$

Includes:

S : stand for standard deviation

$\sum x^2$: sum of pretest quadrate score

$\sum x$: sum of pretest score

$\sum y^2$: sum of posttest quadrate score

$\sum y$: sum of posttest score

N : number of students

5. The researcher describes the total number of quadrate deviation, the formula is:

$$\sum X^2 d = \sum d^2 \cdot \frac{(\sum d)^2}{N}$$

Includes:

$\sum X^2 d$: total number of quadrate deviation

$\sum d$: sum of different between posttest and pretest

N : number of students

6. The researcher finds the T-test, the formula is:

$$t_{\text{count}} : \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Includes:

Md : mean different of pretest and posttest

$\sum x^2 d$: total quadrate deviation

N : number of students

7. Finally the researcher finds t-table distribution with the significant 5%

$$df = N-1$$

Includes:

df : degree of freedom

N : number of students

I. Validity

1. Checking of Instrument Validity

Validity refers to the degree to which an instrument measures what it is supposed to measure and the appropriateness of specific inferences and interpretations made using the test scores.⁵⁷ Then, validity is to measure if that test may use or not in the instrument. Before the test divide to collect data from the sample of research, it had been tried out to the first grade students of SMA Negeri 7 Pinrang by using a grammar test.⁵⁸ Then, the researcher has asked Mr. Afif Ikhwanul Muslimin became validator the test before divide to the students.

⁵⁷ Ravid, R. (2011). *Practical Statistic for Educator*. 4th Edition. P. 204

⁵⁸ Wulandari, D. R. (2020). Using EGRA Technique to Improve Students Grammar Mastery at the Tenth Grade Students of SMA Negeri 7 Pinrang.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter particularly presents the research finding and discussion. The research finding described the description of data, hypothesis testing, and data analysis.

A. Research Findings

1. The Description of Data

In this section, the data were collected from pretest and posttest. Indeed, the pretest was given before the treatment and the posttest was given after the treatment. As the objective of this research is “to find out the significantly effects of Reversi game on grammar mastery”.

Furthermore, the test gave by the researcher was 30 questions, consisting of 25 multiple-choice and 5 essays. Before administering the treatment, the researcher gave the pretest to the students to know how far they understand *the simple present tense, simple past tense, and simple future tense*. Then, the result when the students got the pretest was not bad. Then, the researcher gave three times of treatment about grammar by using Reversi game. The students were interested to apply the Reversi game in their class.

Subsequently, the researcher gave the posttest to the students after they got treatment by using the Reversi game. Thus, the result when the students got posttest described that students’ grammar mastery by using the Reversi game were significantly.

Afterwards, the researcher described the criteria of score of the students' test result, mean and percentage of the test. Then, the criteria of score as follows:

Table 4.1 Criteria of Score⁵⁹

No	Interval Class	Criteria
1	80-100	Very Good
2	70-79	Good
3	60-69	Enough/Fair
4	50-59	Poor
5	0-49	Bad/Low

Table 4.2 Descriptive Statistic of Pretest Statistics

Score of Pretest		
N	Valid	20
	Missing	0
Mean		58.15
Median		59.00
Mode		60
Std. Deviation		5.489
Variance		30.134
Sum		1163

Based on the table 4.2 above, there are 20 students. It describes that the Mean score is 58.15, it means that the average of 20 students

⁵⁹ Depdikbud, 2007, Petunjuk Pelaksanaan Belajar Mengajar dan Petunjuk System Pendidikan. Jakarta Depdikbud.

got 58. Based on the criteria of students' score, 58 is categorized poor. Then, the Median score is 59.00 and the Mode is 60. Next, the Standard Deviation is 5.489.

Table 4.3 Students' Score in Pretest

No	Name	Score of Pretest
1	Arina Kamila	62
2	Atika Syamala	60
3	Aqila Hermawati	60
4	Almara Tusholihah	66
5	Nurtanzil	58
6	Nidaul Paranida	62
7	Deswita Arniawati	57
8	Fitri Ayu Ramadhani	52
9	Monika	69
10	Nadiani Atika Huma	54
11	Novita Hindriyani	56
12	Kanzu Mala Jiranu	60
13	Hamidatun Waqiah	46
14	Yuliani Rohmi	50
15	Nayla Amalia Shafa	56
16	Nely Agustina	60
17	Desi Ariani	65
18	Wardatul Humaera	55
19	Zuzia Hasanah	55

20	Ilzami Atmami	60
----	---------------	----

Based on the table 4.3 above, the researcher described that only one student got 46, it means that the students' score is bad on grammar mastery. Next, there are two students who got 56, it means that the students are poor in grammar mastery. Then, there are five students got 60, it means that the students have enough in grammar mastery.

Table 4.4 Descriptive Statistic of Posttest

Statistics		
Score of Posttest		
N	Valid	20
	Missing	0
Mean		78.35
Median		79.00
Mode		75 ^a
Std. Deviation		7.088
Variance		50.239
Sum		1567

a. Multiple modes exist. The smallest value is shown

Based on the table 4.4 above, there are 20 students. It describes that the score of Mean is 78.35, it means that the students got good criteria of score on grammar mastery. Afterwards, the Median score is 79.00. And the Mode score is 75. It means that the most frequent score is 75. Then, the Standard Deviation is 7.088.

Table 4.5 Students' Score in Posttest

No	Name	Score of Posttest
1	Arina Kamila	80
2	Atika Syamala	85
3	Aqila Hermawati	90
4	Almara Tusholihah	85
5	Nurtanzil	63
6	Nidaul Paranida	75
7	Deswita Arniawati	70
8	Fitri Ayu Ramadhani	75
9	Monika	85
10	Nadiani Atika Huma	80
11	Novita Hindriyani	70
12	Kanzu Mala Jiranu	78
13	Hamidatun Waqiah	75
14	Yuliani Rohmi	80
15	Nayla Amalia Shafa	76
16	Nely Agustina	80
17	Desi Ariani	85
18	Wardatul Humaera	75
19	Zuzia Hasanah	70
20	Ilzami Atmami	90

Based on the table 4.5, it describes that only one student got 63, it means that the students got enough score on grammar mastery. Next, the students got 85 are four students, it means that the students got very good criteria of score on grammar mastery. Then, there are two students who got 90 score which the highest score among eighteen students, it means that the students got very good criteria of score on grammar mastery.

Furthermore, there are some differences on data that applied between before and after treatment by using the Reversi game on grammar mastery. It describes that the score after treatment by using the Reversi game is better and higher than before treatment by using the Reversi game on grammar mastery.

2. Hypothesis Testing

The hypothesis testing of this research, as follows:

- a. If the significance level is lower than t-table 0,05, the alternative hypothesis (H_a) is retained and the null hypothesis (H_0) is rejected. It means that there is different score before and after treatment by using the Reversi game.
- b. If the significance level is higher than 0,05, the null hypothesis (H_0) is retained and the alternative hypothesis (H_a) is rejected. It means that there is no any different score before and after treatment by using the Reversi game. The researcher analyzed the data by using SPSS 24.

3. Data Analysis

The researcher utilized the statistical test using Paired Sample T-test analyzed the data by using SPSS 24 to know the effect of Reversi game on grammar mastery. The result of the data, as follows:

Table 4.6 Paired Sample Statistics

Pair		Mean	N	Std. Deviation	Std. Error Mean
		Score of Pretest	58.15	20	5.489
1	Score of Posttest	78.35	20	7.088	1.585

Based on the table 4.6 above, output Paired Sample Statistics describes that the Mean of pretest is 58.15 and the Mean of posttest is 78.35, then, N of the class are 20 students. Meanwhile, the Standard Deviation of pretest is 5.489 and Standard deviation of posttest is 7.088. The Standard Error Mean of pretest is 1.227 and Standard Error Mean of posttest is 1.585.

Table 4.7 Paired Sample Test

Pair	score of pretest – score of posttest	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
					-23.347	-17.053			

Based on the table 4.7 above, it can be concluded that the sig. (2-tailed) is 0.000, sig. (2-tailed) < 0.05. It means that using the Reversi game was an effective to improve students' grammar mastery. Therefore, there is significant between students' grammar mastery before and after treatment was conducted. The sig. value of paired sample t-test was 0.000, the value is lower than 0,05 (0.000<0.05). It is concluded that there is a significant influence or mean difference between pretest and posttest.

From the calculation above, the statistical hypothesis: the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that the Reversi game significantly effects on grammar mastery of first grade students the MA Annajah Sesela academic year 2021/2022.

B. Discussion

Based on the findings of the experimental result, it can be concluded that using the Reversi game was an effective for students of first grade of MA Annajah Sesela on grammar mastery. It helped the students to improve their skill on grammar mastery. It was calculated from the Mean score of pretest and posttest and the result was different. Then, the Mean score of pretest was 58.15 and the posttest was 78.35. It is concluded that there was a significant different of the Mean score between pretest and posttest.

Furthermore, based on the T-test, the result of the Mean score of the posttest was higher than the pretest. It means that there was a difference when the students got treatment before and after. The sig. value of paired sample t-test was 0.000, the value is lower than the significance 0.05 ($0.000 < 0.05$). It is concluded that the statistical hypothesis: the alternative hypothesis (H_a) was retained and the null hypothesis (H_o) was rejected. It means that the Reversi game significantly effects on grammar mastery for students to improve their skill.

Then, using the Reversi game is a brilliant learning tool as students are constantly being offered a change to learn and then test themselves.⁶⁰ It was worthwhile to increase students' on grammar mastery. Hence, teaching English grammar using Reversi game can reinforce learners to get the knowledge more easily and they can practice grammar. Then, the advantages of using the Reversi game are slightly "friendlier" interface than the rest, learners can take the point of what they have done in the game and the students able to resume after playing the game. It was in line with the previous research which was conducted by Dyah Saraswati, Mochammad Haryanto and Fajar Astanaprima. It can be concluded that using the Reversi game was a useful and effective strategy to increase students' on grammar mastery.

In fact, learning grammar by using the Reversi game has a great benefit for students. Thus, there are some benefits why the Reversi game

⁶⁰ Benbassat, *op. cit*

able to increase students' on grammar mastery. First, the learners can't feel sleepy because they make a move. Then, the learners will be hands down to remember the lesson. Last, the learners will build partnerships to help their friends.



Perpustakaan UIN Mataram

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion in the previous chapter, it can be concluded that there was a different average before students got treatment on grammar mastery between students after got treatment on grammar mastery by using the Reversi game. Based on the data presented previously, the used of the Reversi game has a significant effect on grammar mastery of first grade students the MA Annajah Sesela.

Furthermore, based on the T-test, it was calculated from the Mean score of pretest and posttest and the result was different. Then, the Mean score of pretest was 58.15 and the posttest was 78.35. It means that there was a significant different of the Mean score between pretest and posttest. Then, the result of the Mean score of the posttest was higher than the pretest. The sig. value of paired sample t-test was 0.000, the value is lower than 0.05 ($0.000 < 0.05$). It is concluded that the statistical hypothesis: the alternative hypothesis (H_a) was retained and the null hypothesis (H_o) was rejected. It means that the Reversi game significantly effects on grammar mastery to increase students' skill.

B. Suggestions

Based on the resulted of the research, the researcher gives some suggestions addressed to the English teachers, students and next researchers.

1. To the English teachers

By using the Reversi game, the researcher hopes that the teachers can apply the Reversi game on grammar mastery in learning process in the classroom to improve students' skill on grammar mastery.

2. To the students

The researcher hopes that the students to be self-confident in learning grammar in the classroom.

3. To the next researcher

The researcher hopes that the result of this research is advantageous for those who want to apply the Reversi game on grammar mastery.

Perpustakaan UIN Mataram

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Perpustakaan UIN Mataram

APPENDICES

Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MA Annajah Sesela
Mata Pelajaran : Bahasa Inggris
Tema : Simple Present Tense
Kelas/Semester : X/ganjil
Alokasi Waktu : 1 x 40

A. Kompetensi Inti (KI)

- KI-1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI-3 : Memahami pengetahuan (faktual, konseptual, prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian
- KI-4 : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
2	2.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam bahasa semangat belajar.	2.2.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
3	1.3 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	3.3.1 Mengakui ketika membuat kesalahan 3.3.2 Tidak menyalahkan orang lain atas tindakannya sendiri. 3.3.3 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.
	1.4 Memahami fungsi sosial, struktur teks, dari <i>simple present tense</i> dalam kehidupan sehari-hari	1.4.1 Menentukan tujuan komunikatif teks 1.4.2 Mengidentifikasi kalimat dalam pola <i>simple present tense</i>
4	4.3 Menangkap makna secara kontekstual terkait fungsi	4.3.1 Menanyakan makna secara lisan dengan

	sosial dan unsur kebahasaan <i>simple present tense</i> yang benar dan sesuai konteks.	akurat terkait fungsi sosial dan unsur kebahasaan <i>simple present tense</i> .
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C. Tujuan Pembelajaran

1. Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman
2. Mengidentifikasi fungsi sosial dan unsur kebahasaan dari teks yang disediakan
3. Membuat kalimat dengan pola *simple present tense* dalam kehidupan sehari-hari
4. Menangkap makna secara lisan dengan akurat terkait kalimat dalam bentuk *simple present tense*

D. Materi Pembelajaran

a) Simple Present Tense

Simple Present Tense adalah kegiatan atau aktivitas yang sering kita lakukan sehari-hari, seperti makan, minum dan kegiatan lainnya. Rumus dari simple present tense, sebagai berikut:

Rumus: (+) S + Verb₁ (e/es) + O/C

(-) S + don't/doesn't + Verb₁ + O/C

(?) Do/Does + S + Verb₁ + O/C

Contoh: (+) I eat rice every day

(-) I don't eat rice every day

(?) Do I eat rice every day

Untuk **penggunaan do/does** tergantung pada subjek yang digunakan pada suatu kalimat *simple present tense* yang kita buat.

Do	Does
I	She

You	He
We	It
They	Joko, Wulan

Dan apabila subjek *He*, *She* dan *It*, maka kalimatnya harus ditambahkan *s/es*.

b) Unsur Kebahasan

- Kata kerja dalam simple present tense
- Adverb of time: always, generally, often, sometimes, usually, nowadays, every day, every Sunday, every week, once a week...etc
- Kosakata: kata benda, kata kerja dan kata sifat yang terkait dengan orang, binatang, benda dan sekitarnya
- Ejaan dan tanda baca

E. Media/alat, dan Sumber Belajar

Media/alat : Laptop, papan tulis dan spidol

Sumber : Buku paket bahasa Inggris dan Internet

F. Teknik Pembelajaran

Reversi Game

G. Kegiatan Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none"> - Guru memberi salam dan menyapa menggunakan bahasa Inggris - Guru memeriksa kehadiran siswa dan saling memperkenalkan diri 	5 Menit

	<ul style="list-style-type: none"> - Guru menyampaikan cakupan materi dan uraian kegiatan 	
Inti	<p><i>Eksplorasi</i></p> <ul style="list-style-type: none"> - Guru bertanya mengenai kegiatan yang sering dilakukan - Guru menjelaskan materi tentang <i>simple present tense</i> <p><i>Elaborasi</i></p> <ul style="list-style-type: none"> - Guru menjelaskan bagaimana cara menerapkan Reversi game - Guru membagi siswa dalam beberapa kelompok saat menerapkan Reversi Game - Setiap 2 kelompok diminta untuk bersaing dalam membuat kalimat sesuai dengan yang ada di Reversi game - Kelompok yang memiliki personil lebih banyak akan diberi reward oleh guru - Setelah itu siswa diminta kembali ke tempat duduk masing-masing <p><i>Konfirmasi</i></p> <ul style="list-style-type: none"> - Guru dan siswa membahas soal latihan tentang <i>simple present tense</i> 	30 Menit
Penutup	<ul style="list-style-type: none"> - Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana 	

	<p>perasaannya, sebagai refleksi</p> <ul style="list-style-type: none"> - Peserta didik dan guru memberikan umpan balik terhadap proses pembelajaran - Guru dan siswa mengucapkan salam perpisahan 	5 Menit
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Gunungsari, 20 April 2021

Guru Mata Pelajaran,

Mahasiswa,

Nuzulia Fitriani, S. Pd

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Perpustakaan UIN Mataram

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : MA Annajah Sesela

Mata Pelajaran : Bahasa Inggris

Tema : Simple Past Tense

Kelas/Semester : X/ganjil

Alokasi Waktu : 1 x 40

A. Kompetensi Inti (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak nyata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
2	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dalam melaksanakan komunikasi	2.2.1 Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan

	transaksional dengan guru dan teman	teman
3	3.7 Menerapkan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang tindakan/kejadian yang sudah dilakukan di waktu lampau, sesuai dengan konteks penggunaannya.	3.7.1 Menentukan fungsi sosial dan unsur kebahasaan dari teks yang disediakan. 3.7.2 Menganalisis kalimat yang menggunakan pola <i>simple past tense</i> dalam teks yang disediakan 3.7.3 Mengidentifikasi pola kalimat yang digunakan dalam teks yang disediakan 3.4.4 Mengidentifikasi <i>subject, auxiliary, verb, object and complement</i> .
4	4.8 Menyusun teks lisan dan tulis untuk menyatakan tentang kejadian/tindakan yang telah dilakukan pada waktu lampau, dengan memperhatikan fungsi sosial, dan unsur kebahasaan yang benar sesuai dengan konteks.	4.8 Menuliskan kalimat pendek dan sederhana terkait dengan <i>simple past tense</i> dengan benar

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat:

1. Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman
2. Menentukan fungsi sosial dan unsur kebahasaan dari teks yang disediakan

3. Menganalisis kalimat yang menggunakan pola *simple past tense* dalam teks yang disediakan
4. Mengidentifikasi *Subject, Auxiliary, Verb, Object and Complement*
5. Menuliskan kalimat pendek dan sederhana terkait dengan *simple past tense* dengan benar

D. Materi Pembelajaran

1. Fungsi sosial
 - a) Menyatakan, menjelaskan tindakan atau kejadian yang dilakukan/terjadi di waktu lampau
 - b) Menjalin hubungan interpersonal dengan guru dan teman
2. Struktur teks
 - a) Formula of *Simple Past Tense*
 Rumus: (+) S + Verb₂ + O + Adverb of Time
 (-) S + Did + Not + Verb₁ + O + Adverb of Time
 (?) Did + S + Verb₁ + O + Adverb of Time
 Contoh: (+) We drank a coffee yesterday
 (-) We did not drink a coffee yesterday
 (?) Did we drink a coffee yesterday
3. Unsur kebahasaan
 - a) Adverb of time: yesterday, last week, last month, this morning, just now, a few minutes ago, last....(last Saturday, last night, last week, etc.), ago...(long time ago, two days ago, etc.).

E. Media, Alat/Bahan Pembelajaran

Media : papan tulis, dan spidol

Sumber Belajar : internet dan buku paket

F. Teknik Pembelajaran

Reversi Game

G. Kegiatan Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none"> - Guru memberi salam dan menyapa menggunakan bahasa Inggris - Guru memeriksa kehadiran siswa dan saling memperkenalkan diri 	5 Menit
Inti	<p><i>Eksplorasi</i></p> <ul style="list-style-type: none"> - Guru bertanya mengenai kegiatan yang sering dilakukan - Guru menjelaskan materi tentang <i>simple past tense</i> <p><i>Elaborasi</i></p> <ul style="list-style-type: none"> - Guru membagi siswa dalam beberapa kelompok saat menerapkan Reversi Game - Guru menjelaskan bagaimana cara menerapkan Reversi game - Setiap 2 kelompok diminta untuk bersaing dalam membuat kalimat sesuai dengan yang ada di Reversi game - Kelompok yang memiliki personil lebih banyak akan diberi reward oleh guru 	30 Menit

	<ul style="list-style-type: none"> - Setelah itu siswa diminta kembali ke tempat duduk masing-masing <p><i>Konfirmasi</i></p> <ul style="list-style-type: none"> - Guru dan siswa membahas soal latihan tentang <i>simple past tense</i> 	
Penutup	<ul style="list-style-type: none"> - Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi - Peserta didik dan guru memberikan umpan balik terhadap proses pembelajaran - Guru dan siswa mengucapkan salam perpisahan 	5 Menit

Gunungsari, 20 April 2021

Guru Mata Pelajaran, UIN Mataram, Mahasiswa,

Nuzulia Fitriani, S. Pd

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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : MA Annajah Sesela
Mata Pelajaran : Bahasa Inggris
Tema : Simple Future Tense
Kelas/Semester : X/ganjil
Alokasi Waktu : 1 x 40

A. Kompetensi Inti (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak nyata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
2	2.3 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang	2.3.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris

	diwujudkan dalam bahasa semangat belajar.	
3	3.3 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 1.5 Memahami fungsi sosial, struktur teks, dari <i>simple future tense</i> dalam kehidupan sehari-hari	3.3.1 Mengakui ketika membuat kesalahan 3.3.2 Tidak menyalahkan orang lain atas tindakannya sendiri. 3.3.3 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain. 1.5.1 Menentukan tujuan komunikatif teks 1.5.2 Mengidentifikasi kalimat dalam pola <i>simple future tense</i>
4	4.4 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan <i>simple future tense</i> yang benar dan sesuai konteks.	4.4.1 Menanyakan makna secara lisan dengan akurat terkait fungsi sosial dan unsur kebahasaan <i>simple future tense</i> .

C. Tujuan Pembelajaran

1. Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman
2. Menentukan fungsi sosial dan unsur kebahasaan dari teks yang disediakan

3. Menganalisis kalimat yang menggunakan pola *simple future tense* dalam teks yang disediakan
4. Mengidentifikasi *Subject, Auxiliary, Verb, Object and Complement*
5. Menuliskan kalimat pendek dan sederhana terkait dengan *simple future tense* dengan benar

D. Materi Pembelajaran

a) Fungsi sosial

Menyatakan tindakan/kegiatan/kejadian yang akan terjadi di masa yang akan datang.

b) Struktur teks

- Formula of *Simple Future Tense*

Rumus: (+) S + Will + Verb₁ + O + Adverb of Time

(-) S + Will + Not + Verb₁ + O + Adverb of Time

(?) Will + S + Verb₁ + O + Adverb of Time

Contoh: (+) Dewa will come to the hospital tomorrow

(-) Dewa will not come to the hospital tomorrow

(?) Will Dewa come to the hospital tomorrow?

c) Unsur kebahasaan

- Adverb of time : tomorrow, this morning, and etc.

E. Media, Alat/Bahan Pembelajaran

Media : papan tulis, dan spidol

Sumber Belajar : internet dan buku paket

F. Teknik Pembelajaran

Reversi Game

G. Kegiatan Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	- Guru memberi salam dan menyapa menggunakan bahasa Inggris	5 Menit

	<ul style="list-style-type: none"> - Guru memeriksa kehadiran siswa dan saling memperkenalkan diri 	
Inti	<p><i>Eksplorasi</i></p> <ul style="list-style-type: none"> - Guru bertanya mengenai kegiatan yang sering dilakukan - Guru menjelaskan materi tentang <i>simple future tense</i> <p><i>Elaborasi</i></p> <ul style="list-style-type: none"> - Guru menjelaskan bagaimana cara menerapkan Reversi game - Guru membagi siswa dalam beberapa kelompok saat menerapkan Reversi Game - Setiap 2 kelompok diminta untuk bersaing dalam membuat kalimat sesuai dengan yang ada di Reversi game - Kelompok yang memiliki personil lebih banyak akan diberi reward oleh guru - Setelah itu siswa diminta kembali ke tempat duduk masing-masing <p><i>Konfirmasi</i></p> <ul style="list-style-type: none"> - Guru dan siswa membahas soal latihan tentang <i>simple future tense</i> 	30 Menit

Penutup	<ul style="list-style-type: none"> - Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi - Peserta didik dan guru memberikan umpan balik terhadap proses pembelajaran - Guru dan siswa mengucapkan salam perpisahan 	5 Menit
---------	--	---------

Gunungsari, 20 April 2021

Guru Mata Pelajaran,

Mahasiswa,

Nuzulia Fitriani, S. Pd

Dian Sasmita Dewi

NIP. -

NIM.170107074

Perpustakaan UIN Mataram

Appendix 2

Instrument of the Pretest

Name :

Class :

Date :

Do the exercises below to choose the answers (*a, b, c, or d*) on the *simple present, simple past, and simple future!*

1. Najwa ___to the school yesterday
 - a. go
 - b. goes
 - c. went
 - d. going
2. She ___arrive home tomorrow
 - a. will
 - b. is
 - c. are
 - d. has
3. Yusuf___ to class at 07:00 AM today
 - a. come
 - b. comes
 - c. came
 - d. will come
4. My Father___a letter for me two days ago
 - a. write
 - b. wrote
 - c. writes
 - d. will write
5. Kayla helps her mother in the kitchen___.
 - a. two days ago
 - b. last week
 - c. every morning
 - d. last night
6. Someone___ services my computer next week
 - a. would
 - b. is
 - c. will
 - d. are
7. He___write a letter last night
 - a. is not
 - b. didn't
 - c. was not
 - d. don't
8. Carla is tired right now. She___ go to bed early
 - a. is
 - b. has
 - c. have
 - d. will

9. Kiki___ to beach___ by bicycle
a. is go/every morning c. goes/every Sunday
b. didn't go/today d. goes/last week
10. When I___young
a. was c. are
b. were d. is
11. We___watch avengers in your home tonight
a. are c. would
b. have d. will
12. ___Anna___ the window every morning?
a. did/opened c. did/opening
b. do/open d. does/open
13. Will you___ potato crispy for us tonight?
a. make c. making
b. made d. makes
14. I___ to the cinema three times last week
a. went c. did go
b. go d. goes
15. she has long hair and she ___beautiful
a. are c. is
b. are not d. were
16. You ___ me a message last night
a. sent c. were sent
b. send d. are send
17. I ___ what you mean
a. don't know c. am know
b. doesn't know d. don't knows
18. Dennis has a cold. He probably ___ home in bed today
a. will/stay c. will/stayed
b. is/stay d. is/stayed

19. We ___ our homework last night
 a. didn't finish c. finish
 b. finishes d. don't finish
20. Gofar ___ me a potato
 a. give c. gave
 b. gives d. will give
21. I ___ do all the homework tomorrow
 a. will c. was
 b. have d. were
22. You _____ the movie last week
 a. see c. saw
 b. sees d. will see
23. We ___ about English tenses every day
 a. learn c. learned
 b. learns d. will learn
24. Will you _____ my brother tonight?
 a. seeing c. seen
 b. saw d. see
25. ___ you write a letter last week?
 a. did c. will
 b. do d. have

Complete these sentences with *the simple present, simple past, and simple future form of the verb given in brackets!*

(go)	1. They.....to school everyday
(drink)	2. Wulan.....a coffee of milk yesterday
(buy)	3. Joko will.....a pencil tomorrow
(borrow)	4. Shea book every Friday
(study)	5. Did Dewa.....English last morning?

Appendix 3

Instrument of the Posttest

Name :

Class :

Date :

Do the exercises below to choose the answers (*a, b, c, or d*) on the *simple present, simple past, and simple future!*

1. ____ learn the material very well in the class
 - a. You
 - b. She
 - c. Toni
 - d. He
2. Ahmad ____ me a flower last night
 - a. give
 - b. gives
 - c. gave (V₂)
 - d. will give
3. John will ____ his work soon
 - a. finish
 - b. finished
 - c. finishing
 - d. finishes
4. Citra ____ write a letter last night
 - a. didn't
 - b. were not
 - c. was not
 - d. don't
5. I ____ go to the market tomorrow
 - a. do
 - b. don't
 - c. did
 - d. will
6. Anna cooks fried chicken ____
 - a. yesterday
 - b. last morning
 - c. every morning
 - d. next morning
7. They ____ their homework last night
 - a. finish
 - b. finished (V₂)
 - c. finishes
 - d. will finish
8. ____ Linda ____ the bicycle every week?
 - a. did/rode
 - b. do/ride
 - c. do/rode
 - d. does/ride

9. Smith ___ all of his friends to the party next week
a. invite c. invited
b. will invite d. invites
10. I ___ a lots of flowers in the garden last week
a. see c. saw (V₂)
b. sees d. will see
11. Manda : I ___ the students exchange program next year
Kiki : That's good idea
a. will join c. join
b. joins d. will joined
12. I ___ my clothes every week
a. wash c. will wash
b. washes d. washed (V₂)
13. Dylan will ___ the wall in my room
a. painting c. paints
b. paint d. painted
14. Roni ___ to mall every night by car
a. go c. goes
b. didn't go d. will go
15. I ___ a novel last week
a. buy c. will buy
b. bought (V₂) d. buys
16. Will you ___ me to the mosque tomorrow?
a. invite c. inviting
b. invited d. invites
17. Nina ___ to Mataram last morning
a. go c. went
b. goes d. will go
18. ___ Riri ___ the novel every Sunday?
a. do/read c. does/reads
b. does/read d. do/reads

19. Last Saturday, I ___ a Coffee Latte
 a. drink c. drinks
 b. drank (V₂) d. will drink
20. Clara _____ some books every morning
 a. read c. will read
 b. reads d. reading
21. Thoriq and Tono _____ football at 04.00 pm tomorrow
 a. play c. will play
 b. plays d. played
22. Did we ___ some food, fruit, and drink for our lunch yesterday?
 a. bring c. brought (V₂)
 b. brings d. will bring
23. Rini _____ Mathematic on Wednesday
 a. study c. will study
 b. studies d. studied
24. Will you ___ to my office tomorrow?
 a. come c. came (V₂)
 b. comes d. coming
25. I ___ at Nisa's house yesterday
 a. play c. played (V₂)
 b. plays d. will play

Complete these sentences with *the simple present, simple past, and simple future form of the verb given in brackets!*

(give)	1. Diana willher bike tomorrow
(buy)	2. I.....a new bicycle yesterday
(see)	3. Weanimals in the zoo every week
(go)	4. They.....to the class last morning
(visit)	5. Will Nada.....her brother next week?

Appendix 4

Documentation



Pretest of first grade students MA Annajah Sesela



Explain of Tenses and the way of Reversi game



Treatment by using Reversi game



Posttest after getting treatment by using Reversi game



Students of First grade at MA Annajah Sesela



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Nama : Dian Sasmita Dewi
NIM : 170107074
Pembimbing I : Prof. Dr. Muhammad, M. Pd, M.S
Pembimbing II : Kasyfar Rahman, M. Pd
Judul Skripsi : The Effect of Reversi Game on Grammar Mastery of First
Grade Students at MA Annajah Sesela Academic Year
2021/2022

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2	22/11-21	Skripsi Revisi	

Mataram, 22/11/2021
Pembimbing I

Prof. Dr. Muhammad, M. Pd, M.S
NIP. 196801051994031003



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Pembimbing II : Kasyfur Rahman, M. Pd
Judul Skripsi : The Effect of Reversi Game on Grammar Mastery of First Grade Students at MA Annajah Sesela Academic Year 2021/2022

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1.	12/10/21	Perbaiki Findings. Grammar	
2.	21/10/21	Findings of tables, Hypothesis Testing	
4.	30/10/21	Discussion, Abstract, grammar	
5.	2/11/21	Abstract, motto	
6.	8/11/21	Accepted to do so	

Mataram, 2021
Pembimbing II

Kasyfur Rahman, M. Pd
NIP. 198612282018011001



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Hal : Permohonan Rekomendasi Penelitian

Mataram, 25 Agustus 2021

Kepada :

Yth. Kepala Bakesbangpoldagri Provinsi NTB

di_

Tempat

Assalamu'alaikum Wr. Wb.

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama : Dian Sasmita Dewi
NIM : 170107074
Fakultas : Tarbiyah dan Keguruan
Jurusan : TBI
Tujuan : Penelitian

Lokasi Penelitian : MA ANNAJAH SESELA

Judul Skripsi : THE EFFECT OF REVERSI GAME ON GRAMMAR MASTERY OF FIRST GRADE STUDENTS AT MA ANNAJAH SESELA ACADEMIC YEAR 2020/2021.

Rekomendasi tersebut digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

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An. Dekan

Wakil Dekan Bidang Akademik



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2 Menimbang

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 Pekerjaan : Mahasiswa Jurusan Tadris Bahasa Inggris
 Bidang/Judul : THE EFFECT OF REVERSI GAME ON GRAMMAR MASTERY OF FIRST GRADE STUDENTS AT MA ANNAJAH SESELA ACADEMIC YEAR 2020/2021
 Lokasi : MA Annajah Sesela
 Jumlah Peserta : 1 Orang
 Lamanya : Agustus - Oktober 2021
 Status : Baru

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Jenis Kelamin : Perempuan
Tempat tgl lahir : Lendang Doe, 10 Juni 1999
NIM : 170107074
A l a m a t : Lendang Doe Desa Beber Kec. Batu Keliang Lombok Tengah

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