THE IMPLEMENTATION OF *WHO AM I GAME* TO IMPROVE STUDENTS' GRAMMAR SKILL OF SIMPLE PRESENT TENSE AT THE EIGHTH GRADE OF MTS EX PGA PROYEK UNIVA MEDAN IN 2020/2021 ACADEMIC YEAR

PROPOSAL

Submitted to the Faculty of Tarbiyah and Teachers Training of State Islamic University of North Sumatra (UINSU) Medan as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S-1)

By:

<u>SRI AULIA SAMOSIR</u>
34.16.2.127

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA
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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA
MEDAN
2020

SURAT PENGESAHAN

Skripsi yang berjudul: "The Implementation of *Who am I* Game to Improve Students' Grammar skill of Simple Present Tense at the eighth grade of MTs EX PGA PROYEK UNIVA Medan in 2020/2021 Academic year" oleh Sri Aulia Samosir, yang telah di munaqasyahkan dalam sidang munaqasyah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

21 Desember2020 M
06 Jumadil Awal 1442 H

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Assalammualaikum Wr.Wb

Dengan Hormat,

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa:

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Judul   : *"The Implementation of "Who am I" Game to improve Students' Grammar skill of Simple present tense at the eighth grade of MTs EX PGA PROYEK UNIVA Medan in 2020/2021 academic year"*

Dengan ini kami menilai bahwa skripsi ini dapat diterima untuk dimunaqasyahkan dalam sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

Wasalammualaikum Wr. Wb.

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Menyatakan dengan sebenarnya bahwa skripsiiyang sayaaserahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudia nhari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

Medan 20 Desember 2020

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ABSTRACT

Name   : Sri Aulia Samosir
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Faculty/Department : FITK/English Education Department
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                   2. Drs. H. Achmad Ramadhan, MA
Skripsi Title   : **THE IMPLEMENTATION OF *"WHO AM I"* GAME TO IMPROVE STUDENTS' GRAMMAR SKILL OF SIMPLE PRESENT TENSE AT THE EIGHTH GRADE OF MTS EX PGA PROYEK UNIVA MEDAN IN 2020/2021 ACADEMIC YEAR**

The study was aimed to measure the improvement of the students' Grammar skill. The subject of this study was the 8th grade students of MTs EX PGA PROYEK UNIVA Medan. which was consisted of 36 students. The method of this research was classroom action research (CAR) that consisted of 2 cycles. The instruments used were observation and interview. In analyzing the data, this study used both quantitative and qualitative data. Quantitatively, the data was obtained from the students' score of test. The result of the test of pre-test showed that the mean of students' score was 56 which only 19% or 7 from 36 students who passed the minimum passing grade (MPG). In the cycle I there were 19 or 52,80% who improved and the mean score was 66,80. Meanwhile In the cycle II, the students' mean score was 75 which indicate that 29 students or 80,60% passed the MPG. Qualitatively, the data was taken from observation and interview. In observation, the researcher observed the situation and the condition before and after the treatment. While in interview, the researcher asked some question to the teacher and the students about their feelings or responds before and after doing the treatment. Based on the result of data analysis there was improvement on student's achievement in each cycle and strengthened by the observation and the interview that showed the condition or situation of the class was students were motivated and interested during the teaching and learning process which means that "Who am I" Game could improve the students' grammar skills of Simple Present tense at the eighth grade of MTs EX PGA PROYEK UNIVA Medan.

Keywords: "Who am I" Game, Grammar skill, Simple present tense.

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بِسْمِ اللّهِ الرَّحْمَنِ الرَّحِيْمِ

Assalamu'alaikum Wr. Wb

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This Thesis entitles "**THE IMPLEMENTATION OF *WHO AM I GAME* TO IMPROVE GRAMMAR SKILL OF SIMPLE PRESENT TENSE AT THE EIGHTH GRADE OF MTS EX PGA PROYEK UNIVA MEDAN IN 2020/2021 ACADEMIC YEAR"** as a partial fulfillment of the partial requirement to get Sarjana Degre in English Education Department of State Islamic University of North Sumatera.

Writing a thesis is a something miracle for the writer. There are so   many difficulties that the writer found during conducting the data. The difficulties in arranging the thesis, finding a suitable references, making a research in hard situation during pandemic of Covid-19, collecting the data, and analyzing the data are the things that the writer have to face. Therefore, beside of thank to Allah who has given blessing, the writer also would like to thank for all of people who give guided, helped and supported to finish this thesis well. The writer would like to express the gratitude to:

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Finally the writer understands that this 'Thesis' is not yet perfect, it is a privilege for her to receive the readers' criticism and suggestion.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

A Language has important role of communication, it is not only in form of speech but also in form of writing that's used by people all over the world. Language is succinctly defined in our Glossary as a "human system of communication that uses arbitrary signals, such as voice sounds, gestures, or written symbols".[1] English is one of the important languages that should be mastered by learner, because now in this globalization era, English is used by people all around the world as a way to communicate. Fithriani states that globalization era has made English the most widely spoken language for several aspects such as trade, business, education, and tourism.[2] It means that English should be mastered by everyone to able to follow world development in terms of communication.

Especially in education, English becomes a tool for obtaining global education which means English becomes the most important and vivid means of global communication to rapid progress snd development in all spheres life.[3]

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[1] Sholihatul Hamidah Daulay, (2011), *Introduction to General Linguistics,* Medan: La Tansa Press, p.12

[2] Fithriani, R. (2018), *Discrimination behind NEST and NNEST dichotomy in*ELT professionalism. In: 1st Annual International Conference on Language and Literature, 18-19 April 2018, Medan, Indonesia. p.741

[3] Eman Abdulsalam Al Khalil, (2017), The Role of English in Present Day Higher Education, *International Journal of Social Sciences & Educational Studies* 4(2),123-128,p.124.

Indonesia, the government decided to include English as a foreign language that is learned in Junior High school, Senior High School, until university[4].

In learning English, there are some elements that learners have to master. According to Badger, there are some elements in learning English namely grammar, pronunciation, spelling, discourse, and vocabulary.[5] Grammar is one of significant elements to learn and master English as a foreign language.[6] By learning grammar, it can help the learners arrange words into correct sentences and furnish the basis of the four skills used in communication such as, speaking, writing, listening, and reading.[7]

One of the significant terms of learning grammar is Tenses. Tense is a category that expresses time reference. Tenses are usually manifested by the use of specific forms of verbs, particularly in their conjugation patterns.[8] By knowing the tenses, the learners will be able to construct meaningful and correct sentences in English.

In the English syllabus, learning tenses at junior high school level consist of eight tenses determined based on the grade of the class. Base on curriculum

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[4] Didik Santoso, (2017), *Pengaruh Pendekatan Pembelajaran dan Gaya Belajar terhadap Keterampilan Berbicara Bahasa Inggris* 2 nd Edition, Medan: Duta Azhar,p.24

[5] Ricard Badger, (2018), Teaching and Learning the English Language: A Problem-Solving Approach, UK: Bloomsbury Publishing.

[6] H. Douglas Brown, Teaching by Principles an Interactive Approach to Language Pedagogy (2nd Ed), (New York: Longman, 1994), p. 344

[7] Rahmah Fithriani, (2018), Communicative Game-Based Learning in EFL Grammar Class Suggested Activities and Students' Perception, JEELS, Volume 5, Number 2.

[8] Ana, I Ketut Trika Adi, and Ni Made Ratminingsih. Teaching English tenses to EFL learners: deductive or inductive? Retrieved from: http://infonomics-society.org/IJCDSE/Teaching%20Tenes%to20EFL%20Learner%20Deductive%20or%Inductive.pdf.in may 2020.volt.2 998-1004pdf.2020

2013, there are 3 tenses that eighth grade of junior high school students have to learn about it, namely simple present tense, present continuous tense, including simple past tense.[9]

According to Kementerian Pendidikan, dan Kebudayaan, the student has to achieve some indicators in learning tenses that have been determined in basic and core competencies related to the existing curriculum. The students in junior high school level have to master the language features, text structure, and social function in learning tenses.[10]Based on this statement, the eighth-grade students of junior high school have to comprehend the language features, text structures, and also the conjugation of a verb in the simple present tense.

Nevertheless, there are still many students who have low mastery in Simple present tense. It was proved by some previous studies that found, some problems faced by students in learning English are the students have a low interest to learn Simple present tense. Besides according to Dewifatrina, the problems faced by students are, most students do not understand in the forms and usage of Simple present tense.[11] Second, according to Alfina, the problems faced by

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[9] Indra Budiman, (2017), *Kompetensi Inti dan Kompetensi Dasar Bahasa Inggris SMP/MTS*. Accessed on May 20th, 2020 from https://docplayer.info/30501535-37-kompetensi-inti-dan-kompetensi-dasar-bahasa-inggris-smp-mts.html

[10] Kementerian Pendidikan dan Kebudayaan, (2016). *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No.24 Tahun 2016 Tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran pada Kurikulum 2013*. Cited January 28th, 2020, fromhttps://bsnp-indonesia.org/2016/08/24/peraturan-menteri-pendidikan-dan-kebudayaan- nomor-24-tahun-2016/

[11] Dewifatrina,(2016), *Developing student's ability of the Simple present tense through substitution drills in the seventh grade of SMPN 6 Depok, Thesis,* S1 Degree, English language Education Program of Faculty of Tarbiyah and teachers training, UIN Syarif Hidayatullah, Jakarta, p. 2.

students are most students difficult to grasp and use some the verbs in Simple present tense[12].

The phenomena in MTs EX PGA PROYEK UNIVA Medan indicate that most students do not understand the Simple Present Tense forms and use, they also make some errors in placing the correct verb in the Simple Present Tense sentences.

Meanwhile, based on the results of interview students, they are not interested and motivated to learn English, even they consider English is one of the difficult and boring subject. Furthermore, based on the result of the interview with the teacher, the students rarely want to search the meaning of the words in the dictionary by themselves, they just waiting for the teacher to tell them, and they also never want to repeat making that they have learned before. It leads to making the ability of students' grammar skills are low.

The researcher wants to overcome this problem by applying game as learning media. Game is one of the media for teaching which is most easily accepted by students and also a very useful. It is widely documented that English language games improve learning, and one of the most effective tools in the classroom.[13] There are many games that can be adopted by the teacher. The one of the game is "Who am I" Game. "Who am I" Game is a game that suitable to apply by teacher in teaching-learning process in any level of students. "Who am I"

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[12] Tahta Alfina, (2018), Teaching simple present tense to the seventh-grade students of MTS Nurul Ulum Jekulo Kudus in academic year 2017/2018 by using sentences cubes game. thesis, English Education Department, teachers training and education faculty,.Universitas Muria Kudus, p.2

[13] Nelvia Ibrahim, (2016), Games for teaching grammar, Vol.2, No.1, p.50

Game is a game that represents the picture of the word that should be guessed and played by teams.[14]

According to some previous studies, "Who am I" Game help to improve student's grammar skill especially Simple present tense. The researcher took some previous studies. The first study is Nugraha's research,[15] which found that using the "Who am I" game could make the students more attentive in the lesson and students' participation in learning was improved. The second research is from Irani's research,[16] who found that there was the enhancement of Tenth-Grade of Senior High School level of their mean score of the test which improved from 56.5 in the pre-test to 77.1 in the post-test one and 83.7 in the post-test two.

Based on the explanation above, the researcher would like to observe the usage of "Who am I" game in the student's grammar skill of Simple present tense at MTs EX PGA PROYEK UNIVA Medan. The researcher will conduct a research entitled: **"THE IMPLEMENTATION OF *WHO AM I GAME* TO IMPROVE STUDENTS' GRAMMAR SKILL OF SIMPLE PRESENT TENSE AT THE EIGHTH GRADE OF MTS EX PGA PROYEK UNIVA MEDAN IN 2020/2021 ACADEMIC YEAR"**

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[14] M Fathkur Rohman, (2016), The use of Who am I game to improve students speaking skill at the eighth grade of Smp 3 Suruh, thesis, English education department, teacher training Faculty, IAIN SALATIGA, p.15

[15] Kiki masha Nugraha, (2017) *The improving of guessing game "Who am I" technique in teaching Student's speaking skill at MTs Islamiyah YPI batang kuis in 20116/2017 academic year,* State Islamic University North Sumatra, p.71

[16] Tika Irani, (2017), *The Implementation of Who am I game to improve the students' ability in using Simple present tense at MA Al-Washliyah Kedaisianam Batu bara,* Medan: State Islamic University North Sumatra, p.46

B. The Identification of Problem

Based on background of the study, the research identified the identification of problem as follows:

1. Most students are passive in the class because the students have less interest in learning grammar.

2. Most students do not understand the forms and usage of simple present tense.

3. Most students make some mistakes to put the right verb in the sentences of Simple present tense.

C. Limitation of Study

Based on the identification of the study above the researcher limits and focuses this research only on the students' grammar skill of Simple resent Tense can improve through "Who am I" Game.

D. The Formulation of Study

Based on the identification and limitation of study above, the researcher formulates the problem into a research question as follows:

1. How is the implementation of "Who am I" Game to improve the students' grammar skill of Simple present tense at MTS EX PGA PROYEK UNIVA Medan?

2. How is the improvement of the students' grammar skill of Simple Present tense by using "Who am I" Game at the eight-grade of MTs EX PGA PROYEK UNIVA Medan.

D. The Objective of the Study

Concerning the formulation of study above, the objective of this study as follows:

1. To describe the Implementation of "Who am I" Game in improving the students' grammar skill of Simple present tense of the eight grade of MTs EX PGA PROYEK UNIVA Medan.

2. To describe the improvement of students' grammar skill for the eight grade of MTs EX PGA PROYEK UNIVA Medan.

E. The Significance of the Study

There are two significant aspects that the researcher expects the results of this study can give a contribution to it. First, is the theoretical aspect, and the second is the practical aspect. In detail the explanation can be seen as follows:

1. Theoretical Significance

Theoretically, this research is expected to be beneficial to an education institution in performing and attempting the strategy to the need of students learning achievement on grammar skills, especially Simple Present tense.

2. Practical Significance

For Students

For students, the results of this study can be useful to improve their grammar skills and to help them to be active and to motivate in learning grammar, especially Simple present tense.

For Teachers

The result of this research will give meaningful information to English teachers and also can be useful to decide the right learning media to increase the students' interest in learning grammar, and also can use the "Who a m I" Game to know the effect of using it.

For Further Researchers

This study can be chosen as one of the considerations to develop a further study on how the "Who am I" game can be integrated with some other language components and language skills.

CHAPTER II

LITERATURE REVIEW

A. **Theoretical Framework**

Theories are needed in the conduct of the research to clarify some of the concepts and terms applied in the research concerned. To dodge misunderst anding, the word must be classified. The researcher and the reader should also have the same perception of them. The researcher will define the theories related to grammar in this research as a language skill, Tenses as basic terms in English grammar, grammar teaching media, Related Studies, Conceptual Framework, and Hypothesis as well.

1. **Grammar as an Element of Language**

As Badger said that there are five elements that learners have to master in learning language and one of them is learning grammar.[17] It means that grammar is one of significant elements that students have to master, Besides can support their English learning process to achieve the benefits and significant things in using English as foreign language.

There are so many definitions of grammar proposed by different experts. Thornbury said that grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey. It can be defined that grammar is related to the form or structure of the sentences in a language. Based on that theory, it means that the learners have to know about the structure of sentences if they would like to master a foreign language. Swan defines grammar as the rules that show how words are combined, arranged, or

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[17] Ricard Badger,(2018),*Teaching and Learning the English Language :AProblem- Solving Approach,* UK: Bloomsbury Publishing.

changed to show certain kinds of meaning. It means that grammar explains the rules of words combined into the sentences form in a language. Similarly, Dalimunthe defined grammar as a role to change the words and combining them into sentences in a language.[18]

In learning English, grammar has to be concerned as a rule. Learners will understand and use grammatical concepts better if they study grammar. Mulroy states grammar is very important to be learn caused Sentences always have and always will consist of clauses with subjects and predicates and of words that fall into classes fairly well described as verbs, nouns, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. Individuals who understand these concepts have a distinct advantage over others where the use of language is involved and that means everywhere.[19]

Relating to the definition above, grammar accurately has significant rules of the words, and their parts are combined to make sentences, therefore, grammar is very important and very useful. Grammar correlates with the structure or form of sentence in a language by combining some words. The students' should master the structure or formulation of the sentence if they want to master the language itself. By understanding the structure, the students' can master the language easily. It can be said that without grammar, sentences may convey a wrong meaning. Thus, learning grammar is a necessity for EFL learners.

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[18] Haniva Halim Dalimunthe, (2018), The Difference of Grammatical Errors in Writing Recount Text by Natural Science Student and Social Science Students at Eleventh Grade of Madrasah Aliyah Tahfizil Qur'an Medan in Academic Year 2017/2018. [Unpublished S-1 Program Thesis]. UIN Sumatera Utara, Medan.

[19] Mulroy, (2003), *The war against grammar*, Portsmouth, NH: Boynton/Cook Publishers, inc, p.118

2. Grammar Skill in Language Learning

Grammar is an essential aspect to communicate effectively. To establish effective communication, learners need grammar skills; therefore, without grammar, speech gets meaningless. Grammar skills will help learners to organize words and messages and make them meaningful. In other words, grammar skill means the students able to use and combine the words into a sentence by using the true way. After the students learn about grammar, the teachers have to make sure that they can understand about grammar that has been studied.

In learning a language, using correct grammar caused by the development of grammar skill to use the right rules in language as a way to communicate in verbal and non-verbal.[20] It means that learners will be a communicative language user and success in using the language if they can use the correct grammatical language in spoken and written. The ability to use correct grammar is a result of grammar skills in learning the language.

Based on the statements above, it can be concluded that grammar skill refers to the ability to comprehend the rules for forming words and make them into a good sentence. In learning English, one of the important parts to master the language is to understand English grammar correctly.

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[20]Lestari, R. (2018). The Effect of Grammar Mastery and Learning Motivation toward English Descriptive Writing Skills. PROGRESSIVE JOURNAL, 13(2), 107-118. Retrieved from https://ejournal.nusamandiri.ac.id/index.php/progressive/article/view/533

3. Tenses as Basic Terms in English Grammar

3.1 Definition of Tense

To master English grammar, learners need to know what should learn in grammar. They will find the term "tense" in learning English grammar. According to the Webster,[21] tense means the form of a verb that shows the time of its action or state of being or set of such forms indicating a particular time. It supported by the definition of the Oxford learners dictionary, that tenses are verb form shows the time of the action, present/past/future.[22] Similarly, like Hornby defined tense as a verb form or series of verb forms used to indicate the time of the action or state. Tense also can be said as a rule of verb changing because of the time.

Based on all of the theories above, the researcher concluds that tense is one of the significant terms that impossible for the learner to forget in learning English grammar, they will learn about the classification of verb based on the time whether it occurs in present, past or future time.

English has a great variety of tenses the learner should learn the tenses to support their language skills. There are sixteen tenses in English and they are divided into four basic tenses namely present tense, past tense, future tense, and past future tense[23]. The four basic tenses are classified based in the time of action or statements and each basic tense consists of four kinds of tenses. The differences are influenced by the form of the used verbs and time take place. On the other

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[21] New Grolier Webster. *Error Analysis - Stain Salatiga*. Accessed on August, 8th 2020 from https://pt.scribd.com.

[22] Oxford, (2000), *Oxford LearnerPocket Dictionary* New Edition. New York: Oxford University Press,
A.S, Hornby, (2000), *Oxford Advanced Learners Dictionary of Current English*. Oxford: Oxford University Press, p.123

[23] Declerck, Renaat, (2006), *The Grammar of The English Verb Phrase*, New York: Mouton De Gruyter, p.57

hand, English verbs are very crucial in arranging the sentence. The subject of the sentence influences the verb of the sentence. Simple Present tense tells about actions that take place in the present time. Simple Past tense tells about action which takes place in the past, and the last Future tense tells about actions, which takes place later than now.

In conclusion, there are so many kinds that include learning grammar where the students have to master and understand to support their English learning process. One of them is learning about tenses. This research will focus on simple present tense as one of the forms of sixteen tenses.

3.2 Definition of Simple present tense

According to Murphy, Simple present is a kind of tenses which states the general truths or things that happen repeatedly.[24] From that statement, Simple present is used to state what people do habitually. It also states something that happened generally. It was similar to Jack, who says that Simple present expresses what we do daily or something that is a usual activity.[25] Simple present also expresses general statements of fact. With some verbs, the simple present shows an existing condition something that is happening now. According to Chalker, the simple present tense is identical to the base of verb except in the case of "be" and add –s for third person singular. If the subject is a third-person singular such as he, she, and it, it must add –s or –es. For example, she speaks

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[24] Raymond Murphy, (2019), *English Grammar in use,* New York: Cambridge University Press, p.6

[25] Elaine Kirn and Darcy Jack, (2002), *Interaction 1 Grammar*, New York: McGraw-Hill, 4th Edition, p. 11.

three languages. The simple present tense expresses the factual statements and generalizations and describing predictable future events or actions.[26]

From the definition above, the research can conclude that Simple Present Tense is the tense that may be used to express a habitual activity and fact which is formed with the base of verbs, except for the third singular subject by adding –s or –es.

3.3 The formulation of Simple present tense

According to McGraw, the tenses forms consist of three types such as affirmative, negative, and interrogative.[27] There are 2 kinds of sentences in simple present. These are verbal and nominal sentences.[28] A verbal sentence is a sentence that the predicate is a verb; meanwhile, a nominal sentence is a sentence that the predicate is *to be (is, am, are)*.

Table 2.1
Forms of Simple Present Tense

Affirmative	Subject + Verb1 + s/es + Object
	Subject + to be (is am are) + Object / C
Negative	Subject + do/does + not + Verb1 + Object
	Subject + to be (is am are) + not + Object / C
Interrogative	Do/does + Subject + Verb1 + Object

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[26] Mark Lester, et.al, (2010), *English Irregular Verb*, United States: McGraw-Hill, p.6
[27] McGraw-Hill, (2002), *Interaction 1 Grammar*, New York: McGraw-Hill Companies, Inc., P.106
[28] Tien Rafida, *Fundamental English grammar android apps ready*. P.4

	to be (is am are) + Subject + Object / C

Based on the table above, there are two types of sentences in each form of tenses. These types of sentences are divided based on the sentence that uses the verb or not (to be). In this research, the researcher will focus on affirmative, negative, and interrogative (yes/no question) forms following the topic in Simple present tense. After the readers understand about the form of the simple present tense, the researcher would like to give the example of each type that provided in the table below:

Table 2.2
Example of Simple Present Tense

➢ Subject + Verb1 + s/es + Object ➢ Subject + to be (is am are) + Object / C	➢ She **reads** the Harry Potter book every day. ➢ Lina is beautiful.
➢ Subject + do/does + not + Verb1 + Object ➢ Subject + to be (is am are) + not + Object / C	➢ She doesn't read Harry potter book everyday ➢ Lina is not beautiful.
➢ Do/does + Subject + Verb1 + Object ➢ to be (is am are) + Subject + Object / C	➢ **Does** she read Harry potter book? ➢ Are you a new staff in Wall Street English?

4. Game as Media in Teaching Grammar

Nowadays there are excessive challenges for English teachers to teach Foreign Language. It can be seen from the process of learning English where the students learn English started from junior high school until university. Nevertheless, some students fail in understanding grammar comprehensively.

According to Laraswati and Suhartono stated that one of the ways to make the students is fascinated by teaching English is by using media. Because it can help the students easily grasp the materials that are given by the teacher.[29] Media can be a motivating tool to make the teachers easy to teach the material and also make the students can easy to understand and improve their skills especially in English skills. It is like the statement from Bergeron. She stated that the use of media as a supporting and supplementary tool for teaching-learning the L2 may reduce the need for long and perhaps incomprehensible explanations for the teachers, and for language learners, the use of media in the language classroom provides that serve to reinforce the core material being presented.[30]

Media has existed for a long time; even some verses told about Media. The holy of Al Qur'an shows that Qur'an uses tools or media in learning about the strength of God. This can be seen in the explanation of Surah An'nahl:44 as follow:

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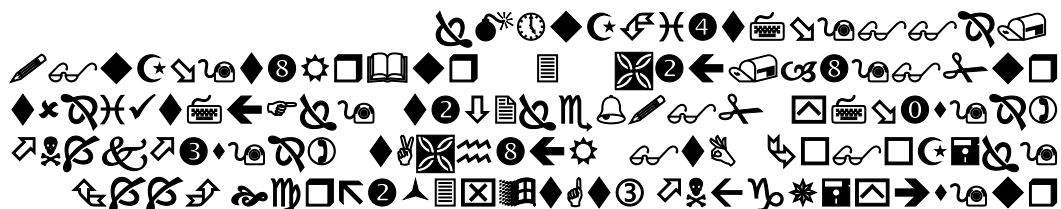
[29]Iranada Laraswati and Suhartono,(2016), The use of Visual Media in Teaching Writing, *Journal of English Teaching and Research* 1(1):37-43,p.38.

[30] Sylvain Bergeron, (2015), Using Media to Motivate and Promote Language Production in the English as a Foreign Language Classroom, p.19

Means: (We sent them) with Clear Signs and Books of dark prophecies; and We have sent down unto thee (also) the Message; that thou mayest explain clearly to men what is sent for them, and that they may give thought. [31]

In these verses, Allah explained that the apostles were sent with concrete evidence of their truth. What is meant by concrete evidence in this verse are miracles that prove the truth of their apostolate. This verse also explains that Allah sent down the Qur'an to the Prophet Muhammad so that he explained to humans the teachings, commands, prohibitions, and rules of life that they must pay attention to and practice.[32] From this verse, it can be seen that the Qur'an is used as a media to teach the stories of previous peoples to be made role models in life in the world.

One of the media that can be used in teaching grammar is games.[33] For this research, the researcher will focus on the implementation of the Language Game. According to Hadfield language games can be divided into two further categories: Linguistic games and communicative games. Linguistic games focus on accuracy, such as applying the correct antonym. On the other hand, communicative games focus on the successful exchange of information and ideas. Hadfield also classifies language games into many more categories as Search Games, Matching

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[31] Abdullah Yusuf Ali, (1964), *The Holy Quran Text, Translation, and Commentary Volume One*, (New York: Hafner Publishing Company, p. 191

[32] Ash-Shiddieqy, Muhammad Hasbi, (2000), Tafsir Al-Qur'anul Majid An-Nuur. Semarang: Pustaka Rizki Putra, p.27

[33] Nelvia Ibrahim, (2016), *Games for teaching grammar for the young learner.* State Islamic University of Sultan Syarif Kasim of Riau, Indonesia Journal of Integrated English Language Teaching (JIELTH), 2(1):46-63,p.54.

Games, Exchanging and collecting games, Guessing Games, and Combining activities.[34]

The research chooses a guessing game for this research. The name of the game is "Who am I" Game. The Implementation of this game is to improve students' grammar skills of simple present tense and the material of the text is in the Curriculum for the eighth-grade MTS EX PGA UNIVA Medan.

5. Who am I Game

5.1 The definition of "Who am I" game

"Who am I" Game is a part of guessing games. Guessing games may hinder students from boredom during the learning process. Nevertheless, the most important thing is to give students the motivation to practice their English language.[35]

According to Lorder "Who am I" Game is a game that is conducted for a team. The "Who am I" Game is to guess the word that slips of paper are prepared beforehand on which the name of well-known people, e.g. pop stars, TV personalities, kings and queens of history, famous actors and actresses, popular characters in fiction, have been printed. One of these is fixed by someone to everybody's back, and nobody knows what the names might be.

The previous research from Irani, she stated that the "Who am I" Game also made the students able to work in a team. There were no students who worked individually during the lesson since to become the winner they should

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[34] Ibid,
[35] Richard-Amato. (2008). The Multicultural Classroom. Longman: Universitas Michigan.p.57.

work collaboratively. "Who Am I" Game also could be used as a tool to review material so that the teacher could know what materials that the students had not yet understood without having to ask them.[36]

Based on the explanation above, the researcher can conclude that the "Who am I" Game is a guessing game that is conducted for a team. Which a person or participant knows something and competes individually or in a team to identify or to find out it. The player holds the information and others should guess who, what, where it might be. The thing that should be guess can be in the form or a single word, phrase sentence, or sentences.

There is some principle that must be followed each player writes down the name of a thing, based in an agreed-upon category, such as celebrities or historical figures. Once they have written a name, they hand it face down the player next to them. The player asks the group questions about their assigned figure in hopes of deducing who or what it might be. This may be done one at a time revolving in a circle. Finally, the player who guesses his answer correctly first wins the game. 1) customize the theme and rules to best suit the people you are with 2) Then, like with 20 questions, only yes or no should be asked. Perhaps start with yourself and ask "Am I am?" if the answer is yes, I can ask again, but if the answer is no, it's the next person's turn. 3) If you do not have a competitive context, you should give everyone an opportunity to find out their response. 4) There have been no necessary rules that must be followed in the Who am I" game. Rather it is intended to be personalized according to the will of whoever plays. 5) Questions

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[36] Tika Irani, (2017), *The Implementation   Who am I game to improve the students' ability in using Simple present tense at MA Al-Washliyah Kedaisianam Batu bara,* Medan: State Islamic University North Sumatra, p.46

like "Am I male or female?" should not be either/or questions. In order to ask other people questions, the players have to move around the room.

The trick to a great game of "Who Am I" ultimately lies in catering to the game rules to the group you're playing with. Before running of Who Am I game there is the best planning that should that designed are: (1) Planning the game (2) Deducing your answer (3) Answering other players questions (4) Exploring variations of the game.[37]

The main procedures in the "Who am I" Game are as follows (1) Students brainstorm the names of familiar people or characters. (2) Each name is written on a piece of construction paper. (3) Place the cards face down on the table. (4) The paper is worn on the back of each class member so that they cannot see who they are. (5) They seek help from their classmates by asking up to three questions that can be answered with a "yes" or a "no".[38] (6) Determine the agreement of players, for example, A, B, and C (7) The first player, all players assessed the first player. (8) Continue around the table until everyone either had a turn or the game is finished in agreement.[39]

The purpose of the "Who am I" Game in teaching is to rescue the teachers, for example, 1) Forming intimate and equal with singular and plural concept; numbers; several and considerable of concept. 2) Make the students enjoy and reduced their boredom in the class. 3) Granting variation in the

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[37] Wiki How to play "who am I game. Access on Friday, January 2020 11.00 AM. (Game http://www.wikihow.com/play-the-%22who-am-i%22-Game)

[38] Spencer Kagan & Manuel kagan cooperative learning, (Kagan publishing, 2009), p.914

[39] Play-the%22Who-am-I-%22-drinking-game. Access on January 2020 19.50 PM., (http://www.wikihow.com.play-the-%22Who-am-I%22-dringking-game)

teaching-learning process.[40] Furthermore, the "Who am I" game in teaching Grammar especially the Simple present tense is creative ways to help students in memories form of sentences.

5.2 Procedure implementing "Who am I" game in Teaching

Implementing the procedures of the "Who am I" Game is extremely obvious. Before the learning process, the teacher has to prepare anything that needs in the classroom. The teacher should exactly in choosing the topic of the game where links the topic with the syllabus and curriculum. The material presented in an interesting game, it can make students understand the lesson. The teacher has to decide when the game it better to do, it can be done for starting and ending the lesson.

The procedures for implementing the "Who am I" Game can be divided into some treads. There are some studies that explained the procedures of the "Who am I" Game. Almost all of the studies use the manner of "Who am I" Game-based Walidi procedures.[41]

The procedures as follow:

- First, the students are divided into groups. The minimum member of the group is 2, but 6 to, 8 players is the recommended number of players.

- Second, Then one of the students give the card in her given a card note on the forehead.

- Third, the player should be guess related to the card provided. Starting from the general to which can be revised from an object. For example, the

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[40] Irani. ibid
[41] Walidi, (2006), *Games for Improving English*. Jogjakarta: PT Citra Aji Parama, p.38

first can be as a person, object, place, or animal and plant. Pronoun given no longer uses the perspective of a third person (he, he, that, they) but directly use the subject "I".

- Fourth, The other students can be answered with "yes" or "no"

- The team who can quickly guess deserves to get a score.

These are the procedures that can be used in the classroom when applying the "Who am I" game. The researcher believes that the "Who am I" game can be used in teaching Simple present tense. Accordingly, the researcher modifies the procedures of using the "Who am I" Game in improving Students' grammar skills of Simple present tense, as follows:

- First, the students are divided into groups.

- Second, the teacher will give some cards to each group.

- Third, every student writes the form of simple present tense on that card based on the name of their groups such as the animal, person, object, place, or plants.

- Fourth, after the students write on that card, the c on the forehead of each student so that they can't see who are they.

- Fifth, the students should guess who is them by using a Simple present form.

- Sixth, The other students can be answered with "yes" or "no"

Once the other players have finished guessing their responses, the students will choose to play again. If this is the case, a new set of cards would be made by the teacher for people to use. It is also an option to shake up and swap the cards you have already used, but because people may have seen all the cards, a second

round gives players the chance of deducting their answer simply by looking at other players' cards.

After the student does a guessing game, the researcher will give a reward. The reward will make them enjoy and make the motivation for them. In the Quran, giving praise has been written on Al-a'raf:170:

❧Ⅲ□⏢▤⬧♌○⬚☺↖③   ♦✗⬅⬧♋♙👤✎🐟⤢♦□

☎⤢–□↖🐚🐟✦♙□📖♦□   ⌨🔳🕐♦☞⬧▤🕊🐜🐟🐟🐫🧽

⬅➚⓪🐟𝄞⬅✿   •◆   🐟✹✿🐫①   ■□🗐□■🔳○🕗🐜🐟⤢

⬆↝𝄞🔳➲   ♦✗✓⬧⟳⬧🔳⇔◎➜✿🗗➜🐟⤢   ♦❷⇕🗲□📖
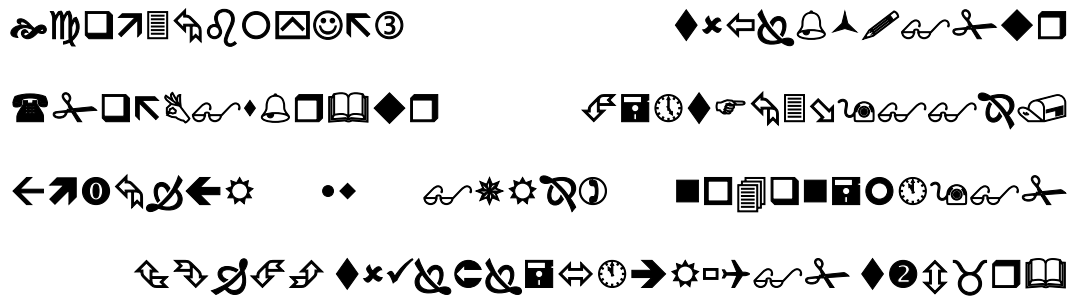
Means: As to those who hold fast by the book and establish Regular Prayer, -- never shall We suffer the reward of the righteous to perish.[42]

This verse describes people who hold fast and follow the truth. And those who always cling to the book, namely the Torah, by always practicing their guidance and following the prophet Muhammad after getting an explanation of the qualities and good news about his arrival in the Torah, and carrying out the obligation of prayer completely and continuously, will be rewarded.[43] From the brief description above it can be stated that the reward is a stimulus or stimulus so that students have a response in the form of enthusiasm in learning to sustain achievement on the purpose of teaching and learning.

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[42]*Op.cit.,* p.119

[43] Kadar M. Yusuf, (2013), *Tafsir Tarbawi (Pesan-pesan Al-Qur'an tentang Pendidikan),* Jakarta: AMZAH, p. 150.

5.3 The Advantages and Disadvantages of Implementing Who am I Game .

In applying the teaching method in the classroom is sometimes very hard for the teacher because it is not only to increase the skill that the students must learn but also a thing the weakness.

Besides, it is also for the "Who am I" Game, there are some advantages and also disadvantages to it. It can be seen from the previous research about the use of the "Who am I" Game. There are many advantages that the teacher and students got by using the "Who am I" Game in the learning process. The research came from Rahman, stated the advantages of the "Who am I" Game, as follows:[44]

1. In guessing the card, the students were trained to be active and creative learners because they need to communicate well with their team in guessing the cards.

2. In playing the game, the students also chose sketches that will effectively communicate the association to the rest of their team.

3. "Who Am I" Game brought relaxation and fun for the students and created motivation for learners to participate actively in learning activities.

4. "Who am I" Game easily lend themselves to repetition.

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[44] M Fathkur Rahman, p.42

5. Before the students played the game, they were asked to complete the task about matching the words which would be related to the game. It means that the students were trained to drill the words.

Finally, the implementation of the "Who am I" game in the teaching and learning process is become to be interesting, engaging, and having various activities to achieve the goals that have been set.

The implementation of the "Who am I" Game in the classroom is not only has the advantages but also disadvantages. Based on some previous studies, the weakness of using the "Who am I" Game can be seen such as follow: The "Who am I" Game makes the students attempt to learn too much material at the same time. Therefore, it can create the learning process ineffectively. [45] Sandra also states that the "Who am I" game can make students can give attention to the "Who am I" game more than on material learned. "Who Am I" Game make teachers must have a willingness to occupy her spare time at home and set up suitable materials.[46]

Meanwhile, Nugraha states that the disadvantages of the implementation of the "who am I" Game are it might make the students too noisy the classroom and teaching-learning activity might not give any Conducive atmosphere at all.[47]

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[45]Khoerul Muzakqi, (2018), The Use of Who Am I game in Teaching English for the Tenth Year Students of SMA N 6 Semarang in. *Journal-Register* 1(2):157-168,p.164.

[46] Sandra, Karmila and Magfirah, The Implementation of "Who am I" Game in English teaching at SMKN 1 Limboto: Teachers' perspective. Accessed on 10 February 2020. 11:20 AM. (file:///C:Users?USER?Downloads?5390-5379-1-PB%20(1).pdf)

[47] Kiki Marsha Nugraha, (2017). *The improving of the Gessing game "Who am I" Game technique in teaching Students' Speaking skill at MTS Islamiyah YPI Batang Kuis in the 2016/2017 Academic year*. Medan: UINSU. p.16

The "Who am I" Game is one of the student-centered games. Thus before starting, the game the teacher should give the rule to make the students make less noise.

B. Related Studies

Many researchers have proved the "Who am I" Game is an appropriate media in the English learning process of grammar. In this research, the researcher reviewed three previous studies which, Implemented the "Who am I" Game as a Media in their research. Then, two of these previous studies have the same object research which is Senior high school grade but one of these studied uses Junior High School grade. For further explanation of the previous researches can be seen below:

1. Firstly, a thesis, by Tika Irani, in her research entitled The implementation of "Who am I" Game to improve the students' ability in using Simple present tense at MA AL-Washliyah Kedaisianam Batu Bara. According to Irani, the results of implementing the "Who am I" Game in the teaching-learning process are, the students were able to learn simple present tense more easily and they can memorize formulating of Simple present tense faster. This study used two cycles and revealed that students were enthusiastic about joining learning activity. It can be proven by the students' mean score in the pre-test was 45,66, and the students' mean score in the post-test 1 was 63,66 and the mean score in the post-test 2 was 84.68. The interview result also showed that the students were happy and they enjoyed the learning activity. In conclusion, the "Who am I" game can improve the students'

grammar for the tenth-grade students of MA AL Washliyah Kedaisianam Batu Bara.[48]

2. Secondly, a research by Matondang, entitled Implementation of Peer Lesson Strategy to Increase the Student' Ability in Making Simple Present Tense at The Eleventh Grade of MAS – Alwasliyah Ismailiyah Medan. The study was conducted by using classroom action research aimed to find out the students' ability in making simple presents by using Peer Lesson Strategy. The population was taken only one class in XII Grade consists of 41 students. The research was conducted in two cycles. Each cycle consists of four steps of action research (planning, action, observation, and reflection) the first cycle including the test was conducted in three meetings. The second cycle was conducted in three meetings too. The technique of analyzing data of this study was applied by using quantitative data. The qualitative data were taken from diary notes, observation sheets, interview, and documentation. Student ability in making simple present tense got improvement by using peer lesson strategy. It was showed from the mean of the score in test I in the first cycle were 59, 26 and the mean of test II in the second cycle were 80, 84 and also score improvement percentage of the student who got the score up 75 test I in the first cycle were 4 of the 41 students (9,75%) and test II second cycle were 33 of 41 students (80,48%).

3. Thirdly, a thesis, by Sandra, In her research entitle The Implementation of "Who Am I" Game to Teach Speaking Descriptive Text to The

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[48] Tika Irani, *ibid.,*

Seventh Graders Of SMPN 3 Krian. This study is a descriptive qualitative study. The subject was the seventh-grade students of VII-A class of SMP N 3 Krian-Sidoarjo which consists of 32 students. As a result, the students speaking ability became better. It was shown from the significant development that the students made in their speaking performance in the game in three meetings. Besides, from the result of the questionnaire, the game is well proved to be able interesting and helping the students in both participating and organizing ideas in speaking descriptive text.[49]

After collected and read the related studies above, this research decided to analyze the 'Who am I" Game and students' grammar skills of simple present tense. All of these related studies are different from this research because this research has a different focus, but they have similarity in the research objectives and can give a lot on information related to this research. The researcher also wants to continue or prove previous research conducted in Junior High School can later be successful if the researcher makes it in MTs EX PGA PROYEK UNIVA Medan.

C. Conceptual Framework

Grammar is one of the significant parts of learning English as a foreign language. The students have to master grammar if they want to master the language itself. In leaning, grammar tenses become one topic that must be learned by the students. Learning tenses is also important because tenses include grammar learning topics as one of the learning topics that students have to achieve. However, there are so many problems faced by the students in learning tense.

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[49] *Sandra, Karmila, and Magfirah, ibid.,*

Most students feel difficult to determine the verb, language feature, and also structure of sentences.

To overcome those problems, English teachers at school need have to set a suitable learning media to help their students to master grammar and make them interested in learning it. By using the right media in teaching-learning, it can attract students' attention to involving in the learning process. There are many strategies that can be used to apply in the learning activity.

One media that can be used is the "Who am I" game. The "Who am I" is a simple game that very easy to play, fun, and unique. "Who am I" game can be played by small groups or large, this game can be played all through time inside or outside class. "Who am I" game can make the students enjoy and reduce their boredom in the class. Briefly, the researcher assumed that the "Who am I" game can be very applicable for teaching-learning of grammar.

D. Hypothesis

A hypothesis can be seen as a research tool that functions to operate working instruments and theories. Through hypothesis, we can say that one theory is acceptable and another theory is not. As for the hypothesis of this research is that the "Who am I" Game can improve the students' grammar skill of Simple Present Tense at the eighth grade of MTs EX PGA PROYEK UNIVA Medan in 2020/2021 academic year.

CHAPTER III

METHOD OF RESEARCH

This chapter presents the nature of the research, the scope of the research, the places and time of the study, the observation process, the data collection technique, and the data analysis technique.

A. Research Design

In order to get deep understanding about the implementation of "Who am I" Game in teaching Grammar, the researcher uses Classroom Action Research (CAR). According to Ghory[50], classroom action research is action research conducted by teachers in the classroom and focuses on the process of teaching, and learning in the class. Niff states that action research is more than just doing activities. It is a form of practice that involves data gathering, reflection on the action as it is presented through the data, generating evidence from the data, and making claims to knowledge based on conclusions drawn from validated evidence.[51] Besides that, Classroom Action Research is one of the strategies for solving a problem that uses real action and develops capabilities to detect and solve the problem.

The purpose of Classroom Action Research is to intervene deliberately in the problematic situation to bring about changes and, even better, improvements in practice[52]. Classroom Action Research is carried out in the form of a repeating

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[50]M. Djuanaidi Ghory, (2008), *Penelitian Tindakan Kelas*, Malang: UIN Malang Press, p.8

[51] Jean McNiff and Jack Whitehead, (2002), *Action Research: Principles and Practice 2ⁿᵈ Edition*, London and New York: Routledge Falmer, p.16-17.

[52] Anne Burns, (2010), *Doing Action Research in English Language Teaching: A Guide for Practitioners 1 st Edition*, London and New York: Routledge, p.2.

cycle that it consists of a plan, action, observation, and reflection[53]. Hence, Classroom Action Research has four systematic processes that must be carried out that can affect the effectiveness of the sustainability of the research process

Base on the explanation above, action research is qualified to improve the students' grammar skills of simple present tense by using the "Who am I" Game. Because by applying this technique, it is expected to solve students' problems in the teaching-learning process of building up the students' interest in learning grammar especially Simple present tense.

The researcher used Kemmis and Mc's analysis model. This model, Taggart, focuses on four key steps: (1) plan, (2) action, (3) observation and reflection. Kemmis-based cyclical CAR model, and Mc. Below, Taggart is drawn:
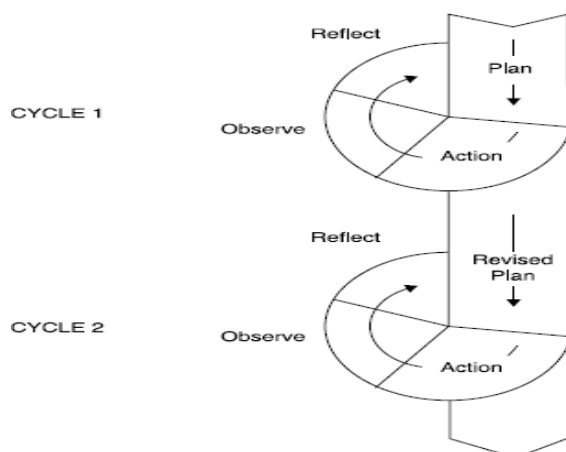
Figure 3.1: Action Research Spiral, Model from Kemmis, and Mc. Taggar

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[53] Syafaruddin, et al, (2013), *Pedoman Penulisan Skripsi,* FITK IAIN Sumatra Utara, Medan: P.103

B. The Subject of Research

1. Population

In this research, the students in the eighth grade of MTs EX PGA PROYEK UNIVA Medan are the population chosen by the researcher. The researcher chooses this grade because this grade focuses more on learning grammar, especially tenses of the eighth and ninth grades based on Junior High School curriculum K13. In addition, this school includes 4 eighth-grade classes, with a total number of 141 students. Detailed information is given on the total number of eighth-grade students.

Table 3.1 The Population of students

N	Class	Number of Students
1	VIII Full Day-I	36
2	VIII Full Day-II	36
3	VIII Reguler-I	34
4	VIII Reguler-II	35
	Total	141

2. Sample

Sample is some elements of population that are used as object of the research.[54] The data analyzed in the study are usually data from the results of the measurement obtained from the sample.

Therefore in this chance the researcher chooses the VIII Full day II class as the sample because based on the observation that the researcher has done when

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[54] Sugiyono, (2008), Metode Penelitian Kuantitatif and Kualitatif, dan R&D, Bandung : Alfabeta, p.85

conducted preliminary analysis in practical teaching practice the researcher found that this class has lacked in grammar skill especially Simple Present tense.

There are 36 students of the VIII Full day II class and consist of 18 males and 18 females. The number of students for the VIII Full day II class can be seen in the following table:

Table 3.2
The sample of the research

Class	The number of students	
	Male	Female
VIII Full day-II	18	18
Total	36 Students	

C. Place and Time of the Study

This research will be carried out at MTs EX PGA PROYEK UNIVA Medan. It is situated in Jl. SM. Raja KM 5.5, Medan Amplas, Medan District, Province of North Sumatera, 20 November 2020 to 05 December 2020. The researcher chose this school because when Realistic Teaching Practice was done in that school, the researcher had already done a preliminary analysis. The researcher therefore knows the situation and condition of the school and moreover the researcher noticed issues with grammar spec mastery.

D. The Procedure of Observation

In this research, the procedure of observation will be carried out with the steps of action research designed by Kemmis, and Mc. Taggart in Burns There are Planning, Action, Observing, and Reflecting phase in this design. The researcher

had done the preliminary data when did Practical teaching practice. The researcher had found the problems and to be solved. If the results of the student's score do not reach the KKM (minimum completeness criteria) which is 75, then the researcher will continue to the next cycle.

Before the first cycle is carried out, the students will be given a pre-test to identify the basic knowledge of the students before implementing the game. The steps of the activation procedure in classroom action research are as follows:

1. Cycle I

The researcher will do Cycle I after doing the preliminary analysis. The researcher will perform four phases in this cycle. The observation procedure is as follows:

1. Planning

In this stage, the researcher will conduct some activities to make the teaching and learning process interesting. The researcher and teacher as a collaborator will design a lesson plan. The topic of the lesson plan is "My uncle is Zoo Keeper". The researcher will prepare and plan the materials based on the basic competency, the kind of Grammar that will be chosen is based on the SD/KD (Standard of Competence and Basic Competency) of eighth grade.

The Lesson Plan will be explained by the researcher about the material to be taught and learning objectives, student achievement indicators, the process of using the "Who am I" Game used as a learning media to improve the Grammar skill of the student, the way of the learning process and the assessment of the

learning will be found on design in the Lesson Plan. Furthermore, the researcher will not only prepare a lesson plan but also prepare observation sheets and interviews for the teacher and some students. Lastly the researcher will prepare pre-test and post-test related to the material. A pre-test will be given before the researcher explains the material and the post-test will be given after the researcher implementing the "Who am I" Game.

2. Action

The Action in research must carry out carefully and are planned for practical activities. In this phase, the researcher will begin to implement the teaching-learning process following the lesson plan that has been prepared. In cycle one, the researcher will conduct 3 meetings, the researcher will give pre-test for the students before implementing the "Who am I" Game.

In this report, some activities will be performed. The activities are introduction, core, and post-activity activities. Some activities will be carried out by the researcher in the introduction exercise, including: (1) the researcher entered the class and gave the students a greeting so that after the first meeting there is an English context, (2) pray together, (3) the researcher will check the student attendance list, (4) explain how important the next skill learning should be.

In the core activity, the activities that will be done by the researcher, inclusive: (1) In the first meeting, the researcher only give a pretest to the students to find out their basic abilities. (2) In the second meeting, the researcher will teach students about the existence of people, objects, animals in an indefinite amount by implementing the "Who am I" Game. (3) In the third meeting, the researcher will

teach students about actions/events that are carried out / occur regularly or are general truths by implementing the "Who am I" game. And give Post-test.

In the last activity of every meeting, there is post activity. In the post-activity, many steps will be done by the researcher: (1) The researcher and students will make a summary conclusion of the lesson. (2) The researcher will assess and reflect on activities that have been carried out consistently and programmed. (3) The researcher will provide feedback on the process and learnin g outcomes for students. (4) The researcher will give assignments, both individual and group assignments by student learning outcomes for students. (5) The researcher will deliver a learning plan at the next meeting.

3. Observation

Observation is recommended by the observer during the teaching-learning period to find out the data action in the classroom. During the operation going on the observation is done. In this stage, the teacher is actively involved. The teacher is not only the individual in the class but also as the observer. The student participant in the class is observed by the investigator. The grammar ability enhancement of the students was observed directly by the researcher by observing their active involvement.4. Reflection

Reflection is the feedback process from the action that has been done. Arikunto in Nasution says teachers think about ways to reflect, to draft the following(a) when it will be implemented reflecting (b) how to do (c) how to anticipate failure(d) how to determine in a cycle.[55]

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[55] Asiah Nasution. (2016), *The Implementation of Flipchart as Media to Increase Students' ability at Writing Descriptive Text at Seventh Grade of Mts. Darul Ulum Budi Agung in 2015/2016 Academic Year.Thesis*.S-1 Program.English Education Department. UINSU.Medan,p.25.

At the end of each cycle, the researcher who is assisted by the teacher will evaluate all the actions taken in each phase. In this process, all the data obtained from the results of the post-test and observation results will be evaluated by the researcher and the teacher. Then the researcher and the teacher will decide whether this cycle is successful or should continue on the second cycle. If the results obtain by students exceed the KKM value which is 70, this cycle is said to be successful, on the contrary, if the results obtained by students are still below the threshold, the researcher must proceed to the next cycle.

2. Cycle II

This cycle will enforce the first cycle if the researcher still finds the weaknesses of cycle one, and the result of students' test score are not reaching the score of minimum criteria of mastery learning which is 75. If in cycle two, there are many students still get grades below the KKM, so cycle three will be done, and so on.

E. Technique of Collecting Data

The data will be collected in the form of qualitative data and quantitative data. The qualitative data are in the form of interviews, documentation, diary notes, and observation. The quantitative data will be obtained by the tests which are pre-test and post-test. In detail, the techniques of collecting data can be seen as follow:

1. Test

In this study, the researcher uses the instrument test as quantitative research data. Masganti said that tests are a series of questions or exercises or other tools used to measure skills, knowledge, intelligence, abilities, or talents

possessed by individuals or groups.[56] The test is given consists of pre-test and post-test.

In this study, the researcher will provide 20 questions consist of multiple-choice questions, such as pre-test and post-test. All of these tests will be taken from Rouf thesis[57], where these two tests have been validated. Books and tests from previous research that will be used for the eighth-grade students have never been studied or used in that school.

The Pre-test will be given before the treatment or learning process, while the post-test will be given after the treatment or learning process in the class. The Pre-test and The post-test in this study are different but have the same level of difficulty. The students only need to choose the correct answer by crossing the letter a, b, c, or d. The students will be given 45 minutes to answer the questions.

2. Observation

Observation is a research tool when it is systematic, when it addresses a specific research question, and when it is subject to the checks and balances in producing trustworthy results. Besides, field notes to describe the result of observation is highly descriptive[58].

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[56] Masganti Sitorus, (2011), *Metodologi Penelitian Pendidikan Islam*.Medan: IAIN Press,p.64.

[57] Rouf, (2015), *Improving Students' understanding of Simple Present tense Through auction Grammar game at the Eighth B Grade Students of MTs. Ma'ari Jumo Temanggung in the Academic Year of 2015/2016,* Semarang, p.147

[58] Merriam, S. B, (2009), *Qualitative Research A Guide to Design and Implementation Revised and Expanded from Qualitative Research and Case Study Applications in Education*. Jossey Bass: United States of America. Retrieved December,222019,from,https://www.pdfdrive.com/qualitative-research .p.118-130

Observation will be made during the classroom action research is going on. The researcher will collaborate with the English teacher. The results of the observation will present in the form of field notes which consisted of the students' behavior, the researcher's actions, and everything that happened in the process of teaching and learning. The observation will be provided in the observation checklist (see appendix 4).

3. Diary Notes

The researcher will observe the students' activities when receiving the materials and the situation in the class. The researcher will note the student's response and activity during class in the diary notes (see appendix 5).

4. Interview

The researcher will interview the students to get the data how they feel when learning after the research implemented the "Who am I" game in learning grammar especially Simple present tense and the researcher also interview the English teacher to know the teacher's responses toward the implementation of "Who am I" game. The amounts of questions to be asked amounting to 3 questions in each interview relating to what they are fully listening to use "Who am I" game in learning grammar especially Simple present tense and the interview will be done after doing post-test by the researcher to students and the English teacher. The list of questions interview (see in appendix 6 and 7).

5. Documentation

Documentation comes from the word document which means written item. The documentation method means how to collect data by recording data that already occurs[59]. This data has high objectivity in providing information to the teachers as a research team[60]. All of the teaching and learning activities include disciples and student learning outcomes will be documented and carried out in this study will be documented in the form of photos or videos and specifically, some of the student's learning outcomes will be attached by researchers in the appendix later.

F. Techniques of Analysis Data

The analysis will use qualitative and quantitative data in this study. The outcome of observation and interview will be taken from the qualitative data. Then, in each cycle, the quantitative data will be taken from the scores of the students and the achievement of the students.

The researcher will analyze the data after having all the data required in the analysis. By using the mean formula, the data from this research will be analyzed. Meanwhile, Miles and Huberman's method will evaluate the qualitative results.1. The Analysis of Qualitative Data

Qualitative data are descriptive data described through the researcher's interpretation. There are several techniques in analyzing qualitative data. According to Miles and Huberman technique for Qualitative data analysis

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[59] in Riyanto, Op. Cit,p.103
[60]Sukardi, (2015), *Metode penelitian pendidikan tindakan kelas: Implementasi dan pengembangannya,3rd edition.*Jakarta: Bumi Aksara p.47.

consisted of three components that constitute concurrent flows and activity: data reduction, data display, and conclusion drawing verification.[61]

A. Data reduction

Data reduction is the first stage of analyzing data in qualitative. There are many steps to reduce data. (1) First, the researcher will summarize all kinds of data related to events situation directly related to the event, situation, and condition in the class. In this step, the researcher will choose the relevant data appropriate to the research. (2)The second is coding, the researcher will make the detail information from the data that has already summarize before. (3)The researcher will make objectively note the data. (4)The researcher also will make the reflection of data and will give the ideas of thinking related to the data information.

B. Data Display

The researcher will show the data after reducing the data. There are several steps in the data display, such as: 1) Collecting the outcome of data reduction, 2) Organizing the related research data, 3) Creating a diagram or matrix Conclusion/verification

The last step is concluding. After the process of Qualitative data, the research will ensure the trustworthiness of the data. The conclusion aims to make a clear explanation that has already been delivered in the data display. After the process of data qualitative analysis is finished, the researcher will confirm the

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[61] Masganti, Op. Cit, p.218.

trustworthiness at the data analysis by using peer debrief, member check, and Inter-rater reliability.

The first is Peer Debriefing. Peer debrief is a person who is outside the context of the research and is not interested in the topic under examination; but is knowledgeable about educational research methods and capable of discussing problems about the research process with the research (Lincoln & Gubi)[62]. In peer debrief, there were at least two peers debrief that helped the researcher, she is a lecturer who is an expert in analysing qualitative data. In the process of peer debrief, the researcher consulted to the lecturer to reflect on what went right (or wrong) in each stage of data analysis.

The second is a Member check. Member checking refers to the process where the participants examine the transcribed data and reflect on the researcher's conclusion and interpretation based on the data[63]. This process aims to ensure that the answers of the collaborators (teachers and students) match the interview transcript. The researcher will give an interview sheet for the students and collaborators to ensure that their answer is the same as with the interview transcripts and the result of the interview will be ensured the same with the result of observation.

The last is Inter-rater reliability. Inter-rater reliability is a statistical measurement designed to establish an agreement between two or more researchers

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[62] Izhar, O., & Khalid Arar, (2019), Emotion Management and Feelings in Teaching and Educational Leadership. United Kingdom: Emerald Publishing. p.220

[63] Loc.cit

coding qualitative data.[64] The goal is to find out the suitability of the data found with the data generated by the data source.[65] Inter-rater reliability; the researcher needs help from the English teacher to check the students' work with the rubric assessment as the guideline to avoid the gap of score among the students.

2. The Analysis of Quantitative Data

Researchers will take quantitative data from the grammar test of students then the research will be analyzed by using descriptive statistics. The descriptive statistics aimed at providing answers about the students' learning improvement before and after implementing the "Who am I" game.

Having finished giving students' scores, the researcher calculates the mean of the students' score. To count the mean of students' scores the researcher will use the researcher used mean's formula by M.Toha Anggoro[66]

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

Where:

M: The means of the students

N: The number of students

X: Total Score

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[64] Nora McDonald, Sarita Schoenebeck, Andrea Forte, (2019), Reliability and Inter-rater Reliability in Qualitative Research: Norms and Guidelines for CSCW and HCI Practice, *Proceedings. ACM Hum-Comput.Interact,*Article 39,10(10),November 2019:1-23,p.4.

[65]Salim,Isran Rasyid and Haidir,(2015*),Penelitian Tindakan Kelas : Teori dan Aplikasi Bagi Mahasiswa,Guru Mata Pelajaran Umum dan Pendidikan Agama Islam di Sekolah.*Medan:Perdana Publishing,p,86-87.

[66]Toha Anggoro. (2007), *Metodologi Penelitian*. Jakarta: Universitas Terbuka. P.3

The last, the researcher tries to get the percentage of classes that passed the minimum mastery level criteria (KKM) given the English subject acquisition score of 75 (seventy five).[67]

$$P = \frac{F}{N} \; x \; 100\%$$

P   = the percentage of students who get the point >75

F   = the number of students who get the point <75

N   = the total number of students

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[67]Anas Sudijono, (2008), *Pengantar Statistik Pendidikan*, Jakarta: PT. Raja Grafindo Persada. p.43

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDINGS

In this chapter, the result of the research will be presented by the researcher. It includes the way of teaching grammar by the implementation of "Who am I" Game at eighth-grade of MTs EX PGA PROYEK UNIVA Medan..

A. Data Analysis

The data was acquired using both quantitative and qualitative data. The quantitative data were taken at pre-test and post-test from the mean of student scores. The data was derived from a class consisting of 36 students. The interview, observation sheet, diary note, and documentation were taken from the qualitative data. In two cycles, this research was completed. Four phases of action research were included in each loop (plan, action, observation, and reflection).

Cycle 1 encompassed a pre-test carried out in three meetings, and cycle 2 was undertaken in two meetings. The students were given a test every the end of cycle, post-test 1 in the last cycle 1, and post-test 2 in the last cycle 2.

B. Quantitative data

The quantitative data were obtained from the score of the student's grammar test. The improvement of student's grammar skill of Simple present tense by implementing "Who am I" Game can be seen from the mean of student's score in the pre-test, post-test in cycle I, and post-test in cycle II.

1. **The Student's Score in the Pre-Test**

   The number of the students who took the test was 36. The result of the pre-test indicated that the students' grammar skill in Simple present tense was low. The data can be seen as follow:

   The Table 4.1. The Result of Pre-Test

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No	NAME	Score	Information	
			Passed	**Failed**
1	AM	30	X	✓
2	AP	30	X	✓
3	AR	40	X	✓
4	AABM	30	X	✓
5	AHH	60	X	✓
6	AHK	60	X	✓
7	ANN	75	✓	X
8	AK	70	X	✓
9	AZPN	50	X	✓
10	DSS	55	X	✓
11	DF	50	X	✓
12	DHP	60	X	✓
13	DNF	75	✓	X
14	EBWB	80	✓	X
15	HKA	70	X	✓
16	HS	60	X	✓
17	KASP	70	X	✓
18	KD	30	X	✓
19	MAS	50	X	✓
20	MDS	65	X	✓

21	MSU	60	X	✓
22	MKH	80	✓	X
23	MKF	75	✓	X
24	MRR	40	X	✓
25	MRP	75	✓	X
26	MK	60	X	✓
27	NK	50	X	✓
28	PN	60	X	✓
29	RN	40	X	✓
30	RHF	40	X	✓
31	RA	50	X	✓
32	SS	65	X	✓
33	SAP	50	X	✓
34	SH	65	X	✓
35	TK	35	X	✓
36	YS	75	✓	X
	TOTAL	Σx= 2030 m= 56,38	7	29

The percentage of students who successfully answer the grammar test is calculated by the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{7}{36} \times 100\%$$
$$= 19,40\ \%$$
$$P_2 = \frac{29}{36} \times 100\%$$
$$= 80,60\ \%$$

Table 4.2 The Percentage of Students' Score in Pre-Test

	Criteria of Passed	Number of Students	Percentage
P$_1$	Passed	7	19,40%
P$_2$	Failed	29	80,60%
	Total	36	100%

From the table analysis, the students' grammar skill of Simple present tense was still low. It can be seen from the mean score of the students. The total score of the students was 2030 and the mean of the students' score 56,38. The data shows the percentage of students who passed is 19.40% and the number of students who are failed is 80.60%.

1. The Student's Score in the Post-Test of the First Cycle

Then the result could be seen by quantitative, of the post-test in the first cycle. The result of the post-test can be seen as follow:

The Table. 4.3. The Result of Post-Test I

No	NAME	Score	Information	
			Passed	Failed
1	AM	75	✓	X
2	AP	65	X	✓
3	AR	75	✓	X
4	AABM	60	X	✓
5	AHH	75	✓	X
6	AHK	60	X	✓

7	ANN	75	✓	X
8	AK	75	✓	X
9	AZPN	50	X	✓
10	DSS	55	X	✓
11	DF	50	X	✓
12	DHP	80	✓	X
13	DNF	75	✓	X
14	EBWB	80	✓	X
15	HKA	70	X	✓
16	HS	60	X	✓
17	KASP	80	✓	X
18	KD	30	X	✓
19	MAS	50	X	✓
20	MDS	65	X	✓
21	MSU	75	✓	X
22	MKH	80	✓	X
23	MKF	75	✓	X
24	MRR	40	X	✓
25	MRP	75	✓	X
26	MK	60	X	✓
27	NK	80	✓	X
28	PN	80	✓	X
29	RN	40	X	✓
30	RHF	75	✓	X
31	RA	50	X	✓
32	SS	75	✓	X
33	SAP	70	X	✓
34	SH	75	✓	X
35	TK	70	X	✓
36	YS	80	✓	X

	TOTAL	Σx= 2405	19	17
		m= 66,80		

The percentage of students who successfully answer the grammar test is calculated by the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{19}{36} \times 100\%$$
$$= 52,80\%$$
$$P_2 = \frac{17}{36} \times 100\%$$
$$= 47,20\%$$

Table 4.4 The Percentage of Students' Score in Pre-Test

	Criteria of Passed	Number of Students	Percentage
P₁	Passed	19	52,80%
P₂	Failed	17	47,20%
Total		36	100%

From the table analysis, the students' grammar skill of Simple present tense was still low. The mean of students was 66,80. From the criteria 19 students got passed score or it was only 52,78%. On the other one, 17 students got failed score or it was only 47, 22%. It could be concluded that the student's grammar skill of Simple Present tense was still low when doing action research in the post-test. So, the post-test continued in the second cycle.

2. The Student's Score in the Post-Test of Second Cycle

The researcher gave a test to the students in the end of each cycle. It was found that mean of the student's scores was kept improving from the pre-test until post-test of the second cycle.

The analysis of the post-test in the second cycle as follows:

The Table. 4.5 The Result of Post-Test II

No	NAME	Score	Information	
			Passed	**Failed**
1	AM	80	✓	X
2	AP	75	✓	X
3	AR	85	✓	X
4	AABM	75	✓	X
5	AHH	75	✓	X
6	AHK	70	X	✓
7	ANN	80	✓	X
8	AK	85	✓	X
9	AZPN	70	X	✓
10	DSS	95	✓	X
11	DF	80	✓	X
12	DHP	90	✓	X
13	DNF	85	✓	X
14	EBWB	90	✓	X
15	HKA	90	✓	X
16	HS	70	X	✓
17	KASP	80	✓	X
18	KD	90	✓	X
19	MAS	80	✓	X

20	MDS	85	✓	X
21	MSU	75	✓	X
22	MKH	80	✓	X
23	MKF	75	✓	X
24	MRR	40	X	✓
25	MRP	75	✓	X
26	MK	60	X	✓
27	NK	80	✓	X
28	PN	80	✓	X
29	RN	40	X	✓
30	RHF	75	✓	X
31	RA	50	X	✓
32	SS	75	✓	X
33	SAP	75	✓	X
34	SH	75	✓	X
35	TK	75	✓	X
36	YS	80	✓	X
	TOTAL	Σx= 2740 m= 76	29	7

The percentage of students who successfully answer the grammar test is calculated by the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{29}{36} \times 100\%$$
$$= 80,60\ \%$$

$$P_2 = \frac{7}{36} \times 100\%$$
$$= 19,40\ \%$$

Table 4.6 The Percentage of Students' Score in Pre-Test

	Criteria of Passed	Number of Students	Percentage
P_1	Passed	29	80.60%
P_2	Failed	7	19,40%
	Total	36	100%

From the table analysis, the students' grammar skill of Simple present tense was an increase. The mean of students was 76. From the criteria, 29 students got passed score or it was only 80,60%. On the other one, 7 students got failed score or it was only 19, 40%. It could be concluded that the student's grammar skill of Simple Present tense was Improved after implementing "Who am I" Game.

4. **The Improvement of the Students' grammar skill of Simple resent tense by Using "Who am I" Game.**

Here the improvement of student's grammar skill of Simple present tense in the pre- test, post-test I and post-test II.

4.7. The Table Data Analysis of student's score in Pre-test, Post-test of the First Cycle, and Post-Test of the second Cycle.

No	INITIAL NAME	Score Pre-test	Score Post-test I	Score Post-test II
1	AM	30	75	80
2	AP	30	65	75
3	AR	40	75	85

4	AABM	30	60	75
5	AHH	60	75	75
6	AHK	60	60	70
7	ANN	75	75	80
8	AK	70	75	85
9	AZPN	50	50	70
10	DSS	55	55	95
11	DF	50	50	80
12	DHP	60	80	90
13	DNF	75	75	85
14	EBWB	80	80	90
15	HKA	70	70	90
16	HS	60	60	70
17	KASP	70	80	80
18	KD	30	30	90
19	MAS	50	50	80
20	MDS	65	65	85
21	MSU	60	75	75
22	MKH	80	80	80
23	MKF	75	75	75
24	MRR	40	40	40
25	MRP	75	75	75
26	MK	60	60	60

27	NK	50	80	80
28	PN	60	80	80
29	RN	40	40	40
30	RHF	40	75	75
31	RA	50	50	50
32	SS	65	75	75
33	SAP	50	70	75
34	SH	65	75	75
35	TK	35	70	75
36	YS	75	80	80
	TOTAL	Σx= 2030 m= 56,38	Σx= 2405 m= 66,80	Σx= 2740 m= 76

Table 4.8 The Percentage of Student's grammar skill of Simple present tense by Using the "Who am I" Game in Pre-test, Post-test I and Post-test II

MEETING	STUDENT WHO GET SCORE ≥ 75	PERCENTAGE
PRE-TEST	7	19,40%
CYCLE I	19	52,80%
CYCLE II	29	80,60%

Based on the table above, the result of the analysis showed that there was an improvement in the student's grammar skills of Simple present tense at full day II class MTS EX PGA Proyek UNIVA Medan. It saw from the mean of pre-test was 56, 38, the mean of post-test in the first cycle was 66, 80, and the mean of

post-test in cycle II were 76. The percentage of the students score in pre-test who got points up to 75 there were only 7 of 36 students (19,40%), and percentage of the student's score in the cycle I who got point up 75 there were only 19 of 36 students (52,80%). It means that there was sn improvement about 33,4%. Then the percentage of the student's score in the post-test of the second cycle who got point up 75 there were 29 of 36 students (80,60%). It meant the improvement was up50%.

C. Qualitative Data

The qualitative data were taken from the interview, observation sheets, diary note, and documentation. The data of the observation were taken from two focuses, as follows the researcher (as the teacher) and the student. The researchers interviewed the English teacher and the students. The first interview was done before conducting the research, this interview about the students' grammar skill of Simple present tense. The diary notes and documentation could be showed in the appendix.

1. The Activity in the First Cycle

In the first cycle the researcher conducting four-step, there are planning, action, observation, and reflection. For the first cycle the researcher conducting three meetings and the test was given at the end of learning process.

a) Planning

The researcher has arranged the plan before conducting the research. Firstly the researcher prepared the lesson plan for three meetings. The topic discussed "My uncle is Zoo Keeper". The researcher had been prepared and plan the materials based on basic competency, the kind of

Grammar that will be chosen is based on the SD/KD (Standard of Competence and Basic Competency) of eighth grade. The researcher also had been Prepared the observation sheet to see the condition of the students' activity. The researcher as the teacher and the teacher as a collaborator would be observed in teaching-learning process in which "Who am I" Game was implemented.

b) Action

The action of cycle 1 was accomplished on Wednesday, August 26th , 2020. In the first meeting, the researcher acted as a teacher carrying out the teaching and learning process grounded on the lesson plan that had been arranged. The researcher initially started the class by greeting the students followed by introducing and explaining the materials on Simple Present Tense. Students were subsequently asked about what they knew about the tense. Next, the researcher gave the example of the tense by applying "Who am I" Game. The researcher asked the students into 6 groups that consist of 6 students. Every student wrote the example of the form Simple present tense based the name of their group. The students bartered the card to their friends in their group. The leader of the group adhered the card to forehead of the member of the group. The player guessed "who is he? Lastly, the researcher Assessing the students' participation and success in the activity.

In the second meeting, the researcher also greeted the students, asked them about the previous lesson they learned, and repeated a little bit about the lesson in the previous meeting to refresh their memory

before commencing teaching. The instructions of the lesson plan were also followed. After repeating the previous lesson, students were given the post-test of cycle 1.

The action was designed with the participation of one teacher who as a partner and serving as an observer in the classroom, will be a participant in the class. When their problems faced the researcher, the collaborator helped the researcher.

c) Observation

The researcher observed the students and teacher activities and partook during the teaching and learning process by applying "Who am I" Game. The researcher also discovered the students' problems in grammar skills by filling the observation sheets. The observation sheet denoted that the teacher carried out the opening before starting the class such as: greeting the students, asking their conditions, asking them to pray together, checking the attendance list, and giving motivation to them. The teacher also undertook the predominant activities during the class, such as introducing and explaining the topic and the S&T method taught to the students, asking them about what they knew concerning the Simple Present Tense, giving the examples on the topic by implementing the "Who am I" game in Indonesian and English. choosing the students randomly to appear in front of the class, asking other students to propose questions to the student performing in front of the class, giving positive feedback to the students and appreciating them for being self-assured, asking them about what they did not comprehend regarding the topic,

answering the topic of Simple Present Tense that they did not comprehend, appreciating the students performing in front of the class, asking them about the hindrances they felt in showing and telling the objects, drawing a conclusion together with the students concerning the materials given, and giving feedback on the process and the results of learning. The results of the observation sheet for the teacher demonstrated that the teacher fulfilled all the criteria mentioned in the observation sheet. The students' and researcher's activities were presented in the observation sheet in the appendix.

d) **Reflection**

The researcher and the teacher evaluated the conclusion of implementing the action. The results of the post-test 1 denoted that there were 19 students (50%) passing the test above the KKM (>75). Hence the researcher and the teacher made better action for cycle II so that at least 80% of students in the class could pass the KKM. However, the researcher and teacher felt contented enough since the students' grammar skills improved from the pre-test even though the target had not been reached yet. Conversely, the students seemed more effortless in comprehending the topic by "Who am I" Game. From the reflecting phase above, there must be more efforts to enhance students' grammar skills of Simple Present tense by implementing this Game.

2. Data Analysis of Cycle II

In this phase, the researcher performing the second cycle was found to make them understand the material caused by the problems of the students in the first

cycle. Therefore, as a teacher, the researcher had a good opportunity to perform this cycle, which happened in just three meetings. The second cycle of action research was supposed to get better than the first cycle, and the researcher gave them more incentive and also more explanation about the material in this cycle. 2nd cycle as follow:

1) Planning

After attaining the students' results from the grammar skill test in cycle I indicating that their grammar skill still low, the researcher prepared the proper materials for cycle II which are in line with the school curriculum. Simple Present Tense topic was selected in cycle II. Additionally, the researcher arranged a lesson plan grounded on the teaching materials and prepared the observation sheets for cycle II. Besides, the post-test II was prepared to collect the data in order to examine students' improvement scores from the post-test I to post-test II.

2) Action

The action of the cycle II was carried out on Saturday, December 05th, 2020. The students were given simple present tense topic. The researcher made the example with the "Who am I" Game and followed the instructions mentioned in the lesson plan. The procedures undertaken in this cycle were not dissimilar to cycle I. The researcher tried the best in teaching students, gave treatment and encouragement to them so that their grammar skills could be enhanced.

3) Observation

The researcher observed the students' participation and activities in

the class by filling observation sheets and finding out the students'
problems and their hindrances in performing the activity. The results of
the observation sheet for the teacher demonstrated that the teacher
applied the same criteria with the observation sheet in cycle I. All criteria
were fulfilled. Meanwhile, the results of the observation sheet for the
students denoted that students were more active, serious, and partook in
the class compared to cycle I. Most of them were enthusiastic to follow
the instructions given. It was also encountered that most of them could
finish the test without facing any problems.

4) Reflection

The result showed that the students had been able to do the test used the
"Who am I" game in teaching learning process. It also showed that the
teaching-learning process used in this game could be run well. So the
based on the reflection of the second cycle, the researcher wasn't needed
to conduct the third cycle.

5) Discussion

This research was accomplished to find out whether the
Implementation of the "Who am I" Game could improve students'
grammar skill in simple present tense. As mentioned in the theories,
"Who am I" Game could enhance students' grammar skills in Simple
present tense. Additionally, the previous or related studies demonstrated
that students' grammar skills in English by implementing "Who am I"
Game improved.

The results of this study indicated that the students' grammar skills

was improved by implementing "Who am I" Game. It was evidenced by the tables denoting the increasing of students' scores from pre-test, post-test I, and post-test II in the analysis data. Besides, this method assisted the students in comprehending the topics effortlessly since they attempted to tell the material to their classmates. The "Who am I" Game could indeed be applied in teaching grammar to enhance the students' grammar skills of Simple present tense.

To sum up, the results of this study indicated that the theories and the previous studies demonstrated the same results as this current study in which students' grammar skill could be enhanced by implementing "Who am I" Game. Accordingly, this method truly enhanced the students' grammar skill. Besides, the qualitative data denoted that the students were active and felt enjoyable when partaking and giving responses during the teaching-learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the research findings, which aim to improve the student's grammar skill of simple present tense by using the "Who am I" Game, the researcher made a conclusion related to the research question which is stated in chapter. The conclusions were obtained through real phenomenon as the researcher did during the observation.

The research was conducted in two cycles. The first cycle consisted of three meetings and the second cycle consist of two meetings. In every cycle, some research steps namely planning, action and observation, and reflection were included. In cycle I, the researcher implemented "Who am I" Game and some other actions. The students got the opportunity to comprehend the sentences of Simple present tense.

The students' improvement of simple present tense can be seen in the improvement of their achievements in the pre-test, post-test I, and post-test II. The result of the mean score of the class in pre-test who passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal* (KKM) (75) is 7 students or 19.40%. Next, in cycle 1, the result of the mean score of the class in post-test I who passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal* (KKM) (75) is 119 students or 52.80%, and cycle 2, the result of the mean score of the class in post-test II who passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal* (KKM) (75) is 29 students or 80.60%.

The researcher also interviewed some of the students after the implementation of the "Who am I" Game to know their responses about the implementation of that game. The result of the interview was that they were also a spirit in learning Simple present tense and enjoying the learning process. The students also said their self-confidence built and increased. The students made quite much improvement in the aspect of the content.

The result of field notes, it showed that the class condition during the teaching and learning process creates a positive atmosphere in the classroom, and also makes students actively in the teaching and learning process.

Finally, based on the result show, it could be concluded that the class atmosphere by "Who am I" Game was active and improved at the eighth-grade students of Full day II class at MTs EX PGA PROYEK UNIVA Medan.

B. SUGGESTION

It is suggested that English teachers should develop all alternatives, particularly in grammar skills, in teaching English. They should create a good classroom atmosphere and make the students in the class more active. The instructor should develop teaching materials that are appropriate for the level of the student. In addition to making teaching and learning more effective, the teacher should be creative in using teaching media.

The students should manage themselves to always have positive attitudes towards English. They also should have motivation in learning for their benefit. It is important for them to always practice writing so that they could improve their skills. Besides, they should always actively participate in the process of teaching

and learning and do the task given by the teacher. They should also manage to work in pairs, in groups, or individually.

This research is only a small study to enhance the grammar capacity of students. This study was carried out in the teaching-learning process by introducing the Who am I" Game as the media. Other researchers are expected to be able to use this study as an additional reference in the future to create a better teaching-learning process particularly for grammar skills.

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Appendix I

LESSON PLAN

Cycle I

School   **:** MTs EX PGA PROYEK UNIVA Medan

Subject   **:** English

Class   **:** VIII / Full Day II

Theme   **:** My Uncle is a Zookeeper

Time Allocation   **:** 2 x 40 minutes / 2 meetings.

A. Core Competence (KI)

- KI1 and KI2: Appreciate and live the confidence they hold and appreciate and live truthful, disciplined, respectful, self-confident loving and responsible conduct in promoting the child's growth in the environment, family, school, community and natural environment, country, state and regional.

- KI3: Knowing and implementing, at a basic technical and particular level, factual, conceptual, procedural and metacognitive knowledge based on curiosity about science, technology, art, culture.

- KI4: Demonstrate skills in the realm of concrete and abstract realms to reason, process, and serve creatively, productively, objectively, individually, collaboratively, and communicatively, following what is taught from a theoretical perspective in schools and other similar outlets.

A. Basic Competence and Competency Achievement Indicators

Basic Competence	Competency Achievement Indicators
3.5 Use of text structure and linguistic elements to perform social functions, specifying and asking for actions/events that are routinely performed/occur or are general truths in the sense of their use.	**Knowledge** Use of text structure and linguistic elements to perform social functions by specifying and asking for actions/events that are frequently performed/occur or are general truths in the sense of their use
4.6 Compiling oral and written state texts and inquiring about actions/events that are routinely carried out/occur or are general truths, taking into account social roles, text systems, and contextually correct linguistic elements.	**Skills** Compiling oral and written statements and inquiring about actions/events that are routinely carried out/occur or are general truths, taking into account correct social roles, text systems, and linguistic elements and the sense of skills.

B. Learning Objectives

The students understand, ask and ask text and write to inquire about the existence of an indefinite number of people, objects, and animals to fulfill social functions in terms of explaining, boasting, praising, admiring, criticizing, and so on. Use expressions with a text structure that is consistent with correct and contextual linguistic elements in a truthful, disciplined, autonomous, responsible way of cooperating and loving peace (attitudes, knowledge, skills).

C. Learning Materials

Oral and written texts to state and ask about the existence of people, objects, animals in an indefinite amount

Social Function

Respect the universe give examples of good/bad habits, boast, etc.

Text Structure

At school, there are a few students left. Where are the others located? In this classroom, how many chairs are there? A lot: In the dry season, there is not much water. So we've got water to conserve. It's said that the zoo has very few monkeys. Some of them are very thin, and so on...

Linguistic Elements

1. Verbs in Simple Present Tense

2. The use of indefinite number words: few, little, some, much, money, a lot of, etc.

3. Vocabulary: humans, animals, objects in the classroom, school, house, and environment related nouns, verbs, and adjectives

4. Proper use of the singular and plural nominal, properly in the nominal word, with or without this, those, my, their, etc.

5. Speech, word stress, intonation, spelling, punctuation, and handwriting.

Topic

The existence of people, objects, animals, class, school, home, and surroundings provide honest, disciplined, and confident and responsible examples.

D. Learning Methods

1) Approach: Scientific

2) Learning Model: Discovery learning

3) Method: Question and answer, interview, discussion

E. Learning Media

1. Media

- Worksheets or worksheets (students)

- Rating sheets

- "Who am I" Game

2. Tools / Materials

- Ruler, marker, whiteboard

- Laptop and infocus

F. Learning Resources

- 2013 Curriculum Support Books for English Subjects When English Rings

  The Bell, Class VIII, Ministry of Education and Culture, Revised 2017.

- Books Arizqi, Alfa, English Companion Book K-13 class VIII New

  Window: Media Karya Putra (LKS 2)

- Englis Dictionary

H, **Learning Steps**

2 Second Meeting (2 x 40 minutes)
Introduction Activity (10 minutes)
Teacher: **Orientation** • Conduct an opening, give thanks to God and pray to begin learning with an opening greeting • Checking the presence of students as a disciplined approach • Physical and psychological readiness of students to initiate learning activities. **Aperpepsi**

- Connecting materials/themes/learning exercises to be performed with the knowledge of
- Students with prior content/topics/activities
- Memorize prerequisite content by asking.
- Asking questions relating to the lesson to be carried out.

Motivation

- Provide an outline of the advantages of learning lessons to be learned in everyday life.
- If the material is done well and well mastered on this theme/project, students are
- Required to be capable of explaining the material:
- Providing the learning goals at the meeting that takes place
- Posing questions

Giving a Reference

Notifying at the current meeting of the subject matter to be discussed.

Core Activity (60 minutes)	
Syntax of the learning method	Activity Description
Stimulation 10 minutes	The teacher advises students to pay attention to the illustration on page 76 The teacher advises students to pay attention to the illustration on page 766 The students are asked to observe the picture and share their thoughts about what they think about the situation in the picture The teacher will instruct students to start playing the "Who am I game" Flashcards related to animals in the Zoo.
Problem statement 10minutes	The teacher allows students the opportunity to ask questions about questions related to the material that has been previously taught, especially questions As previously stated in their English textbooks, related to the names of items in the class that they do not understand or questions to gain additional knowledge about what was observed

	(starting from factual questions to hypothetical questions) to cultivate imagination, curiosity, the ability to shape questions to form crucial ideas that need to live intelligently and lifelong learning
Data collection 10 minutes	Students write down the events done in the Zoo by students (page 78). Students define features (social role, text structure, and linguistic elements) of experiences that state and inquire about actions/events that are carried out/occur frequently or constitute general truths with teacher guidance and direction.
Associate 10 minutes	Students offer input on social roles and language elements used from teachers and peers.
Communicate 20 minutes	Students read the results of the challenge to write down smart student activities every day and show all their work in front of the classroom. With proper spelling and punctuation, as well as simple and tidy writing, students try to talk fluently with voice, word stress, correct intonation, and writing. Students answer difficulties faced in using English to state and inquire about actions/events that are frequently performed/occur or are general truths and write them down in a straightforward learning process.

Note: The teacher observes the attitude of students in learning during the social function of learning, which includes attitudes: nationalism, discipline, self-confidence, honest behavior, ability to deal with responsibility problems, curiosity, environmental concern..

Post Activity (10 minutes)

- Teachers and Students make a summary/conclusion of the lesson.
- Provide feedback on the process and learning outcomes.
- Assign assignments, both individual and group assignments by student learning outcomes
- Deliver a learning plan at the next meeting

Appendix II

LESSON PLAN

Cycle II

School	**:** MTs EX PGA PROYEK UNIVA Medan
Subject	**:** English
Class	**:** VIII / Full Day II
Theme	**:** My Uncle is a Zookeeper
Time Allocation	**:** 2 x 40 minutes / 2 meetings.

B. Core Competence (KI)

- KI1 and KI2: Appreciate and live the confidence they hold and appreciate and live truthful, disciplined, respectful, self-confident loving and responsible conduct in promoting the child's growth in the environment, family, school, community and natural environment, country, state and regional.

- KI3: Knowing and implementing, at a basic technical and particular level, factual, conceptual, procedural and metacognitive knowledge based on curiosity about science, technology, art, culture.

- KI4: Demonstrate skills in the realm of concrete and abstract realms to reason, process, and serve creatively, productively, objectively, individually, collaboratively, and communicatively, following what is taught from a theoretical perspective in schools and other similar outlets.

C. Basic Competence and Competency Achievement Indicators

Basic Competence	Competency Achievement Indicators
3.5 Use of text structure and linguistic elements to perform social functions, specifying and asking for actions/events that are routinely performed/occur or are general truths in the sense of their use.	**Knowledge** Use of text structure and linguistic elements to perform social functions by specifying and asking for actions/events that are frequently performed/occur or are general truths in the sense of their use
4.6 Compiling oral and written state texts and inquiring about actions/events that are routinely carried out/occur or are general truths, taking into account social roles, text systems, and contextually correct linguistic elements.	**Skills** Compiling oral and written statements and inquiring about actions/events that are routinely carried out/occur or are general truths, taking into account correct social roles, text systems, and linguistic elements and the sense of skills.

D. Learning Objectives

In order to perform social functions, students may apply text structures and linguistic elements and collect oral and written texts to state and ask for actions/events that are carried out/occur frequently or are general facts, depending on the nature of their use.

Learning Materials

Oral and written texts to state and ask about actions/events that are carried out / occur regularly or are general truths.

Social Function

Respect the universe give examples of good/bad habits, boast, etc.

Text Structur

In Indonesia, the sun shines every day, so it is mostly really green. My dad is really safe because every day he gets up early and exercises. On Monday and Wednesday, we have English. Are you waking up early? Yes, before I go to school, I support my mom; I clean the house, and wash the dishes, and so on.

Linguistic Elements

1. Verbs in Simple Present Tense

2. The use of indefinite number words: few, little, some, much, money, a lot of, etc.

3. Vocabulary: humans, animals, objects in the classroom, school, house, and environment related nouns, verbs, and adjectives

4. Proper use of the singular and plural nominal, properly in the nominal word, with or without this, those, my, their, etc.

5. Speech, word stress, intonation, spelling, punctuation, and handwriting.

Topic

The existence of people, objects, animals, class, school, home, and surroundings provide honest, disciplined, and confident and responsible examples.

G. Learning Methods

1) Approach: Scientific

2) Learning Model: Discovery learning

3) Method: Question and answer, interview, discussion

H. Learning Media

Media

- Worksheets or worksheets (students)

- Rating sheets

- "Who am I" Game

Tools / Materials

- Ruler, marker, whiteboard

- Laptop and infocus

I. Learning Resources

- 2013 Curriculum Support Books for English Subjects When English Rings The Bell, Class VIII, Ministry of Education and Culture, Revised 2017.

- Books Arizqi, Alfa, English Companion Book K-13 class VIII New Window: Media Karya Putra (LKS 2)

- Englis Dictionary

E. Learning Steps

1.	**First Meeting (2 x 40 minutes)**
Introduction Activity (10 minutes)	

Teacher:

Orientation

- Conduct an opening, give thanks to God and pray to begin learning with an opening greeting
- Checking the presence of students as a disciplined approach

- Physical and psychological readiness of students to initiate learning activities.

Aperpepsi

- Connecting materials/themes/learning exercises to be performed with the knowledge of
- Students with prior content/topics/activities
- Memorize prerequisite content by asking.
- Asking questions relating to the lesson to be carried out.

Motivation

- Provide an outline of the advantages of learning lessons to be learned in everyday life.
- If the material is done well and well mastered on this theme/project, students are
- Required to be capable of explaining the material:
- Providing the learning goals at the meeting that takes place
- Posing questions

Giving a Reference

- Notifying the subject matter to be discussed at the current meeting.

Core Activity (60 minutes)	
Simulation 10 minutes	The teacher shares feelings with students about his visit to the zoo. Students observe the text and state and inquire in English, with language elements that are by their social roles, about actions/events that are carried out/occur frequently or are general truths. By stating and asking about actions/events that are carried out/occurring frequently or are general facts, students are expected to imitate this habit in English, with linguistic elements relevant to their social functions.
Problem statement 10 minutes	The teacher gives students the opportunity to ask questions about the previously taught material and to ask questions about what has been learned (from factual questions to hypothetical questions) to foster creativity, curiosity, the ability to shape questions to form important ideas that need to be smart and lifelong learning.

Data collection 10 minutes	By mentioning and asking about actions/events that are carried out/occur frequently or are general truths in English from films, tapes, textbooks, etc., students listen and witness several examples of experiences. By stating and asking about actions/events that are carried out/occur frequently or are general truths in English with proper expression, tension, intonation, and attitude, students mimic examples of experiences. Students define features (social role, text structure, and linguistic elements) of experiences that state and inquire about actions/events that are carried out/occur frequently or constitute general truths with teacher guidance and direction. In the sense of learning, simulations, role-play, and other formal practices, students collaboratively attempt to use English to state and inquire about actions/events that are performed/occur frequently or are general truths.
Associate 10 minutes	• Students compare phrases that state and inquire about actions/events that are performed/occur on a daily basis or are general truths that have been gathered from the above-mentioned different sources. Students compare expressions of an infinite number of individuals, things, and animals that have been studied above with those in other sources or with those used in other languages that mention and inquire about the presence of them. • Students get feedback (feedback) from teachers and friends about social functions and language elements used.
Communicate 20 minutes	• Whenever the opportunity occurs, students use English to state and inquire about actions/events that are frequently carried out/occur or are general facts, within and outside the classroom, with language elements that are ideal for their social functions. • Students strive to speak fluently with voice, word stress, proper intonation, and writing, as well as simple and tidy writing, with

	correct spelling and punctuation.
	• Students discuss problems experienced in using English to state and ask about actions/events that are carried out / occur regularly or are general truths and write them in a simple learning journal in Indonesian.

Post Activity (10 minutes)
• Teachers and Students make a summary/conclusion of the lesson.
• Assess and / or reflect on activities that have been carried out consistently and programmed
• Provide feedback on the process and learning outcomes.
• Assign assignments, both individual and group assignments in accordance with student learning outcomes
• Deliver a learning plan at the next meeting

F. Assessment of learning outcomes

1. Attitude

Observation assessment

Evaluation of findings is based on the evaluation of daily students' attitudes and actions, both relevant to the learning process and in general. The instructor carried out direct observations.

Examples of attitude assessment tools are given below.

N o	Student Name	Behavioural Aspects Assessed				Total Score	Attitude Score	Code Value
		BS	JJ	TJ	DS			
1	Aulia	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

Explanation:

- BS: Cooperate

- JJ: Honest

- TJ: Responsible

- DS: Discipline

Note:

1. Behavioral Aspects are assessed by criteria

   100   = Very Good

   75   = Good

   50   = Enough

   25   = Less

2. Maximum Score = the number of attitudes assessed is multiplied by the number of criteria = 100 x 4 = 400

3. Score attitude = total score divided by the number of gesture rated = 275: 4 = 68,75

4. Code Value / predicate:

   75,01 – 100,00   = Very Good (VG)

   50,01 – 75,00   = Good (G)

   25,01 – 50,00   = Enough (E)

   00,00 – 25,00   = Less (L)

5. The above format can be changed according to the aspect of behaviour that you want to be assessed

2. **Knowledge Assessment**

Table of Knowledge Aspect Assessment

No	Rated Aspect	Criteria	Score 1-5	Score 1-4
1	Communicative Purpose	Very Understanding	5	4
		Understanding	4	3
		Quite Understanding	3	2

		Less Understanding	Almost do not understand	2	1
		Do not understand		1	
2	Vocabulary Selection	Very varied and precise		5	4
		Varied and precise		4	3
		Quiet Varied and precise		3	2
		Less Varied and precise	Almost Varied and precise	2	1
		Not Varied and precise		1	

3. Skill Assessment

a. Rubric for performance appraisal

ACTIVITY	CRITERIA		
	LIMITED	SATISFYING	MASTERY
Observation	The implementation is not clear	Some activities are clear and detailed	All activities are clear and detailed
Role Play	Reading the script, limited vocabulary, and not fluent.	Current and vocabulary and sentences develop, and there are transitions	Current and achieve social function, complete structure, and

			suitable vocabulary
Simulation	Social functions are not achieved, expressions and linguistic elements are not appropriate	Social functions are not achieved, expressions and elements of language are not quite right	social function, complete structure, and precise vocabulary
Presentation	Not smooth, the topic is unclear, and do not use presentation slides	Current, clear topics, and using presentation slides but less interesting	Current, clear topics, and using presentation slides but less interesting
Monologue	Reading texts, social functions are not achieved, expressions and linguistic elements are incorrect, and not smooth	Substandard, social functions are achieved, the structure and elements of language are correct and sentences develop, and there is a transition	Current, social functions are achieved, the structure and elements of language are correct and sentences develop, and there is a transition

Note:

MASTERY get score 3

SATISFYING get score 2

LIMITED get score

Medan, October
2020

Agreed by

English Teacher   Researcher

Zulham Sayuti Harahap, S.Pd   **Sri Aulia Samosir**

NIP: -   NIM: 0304162127

Approved by

The Headmaster of MTs EX PGA PROYEK UNIVA Medan

DRS. AHMAD JOHAN

NIP:

Appendix III

Questions 1-20 Choose the right answer by crossing (x) a, b, c, or d! Post-test competency test

1. She … good girl.
   a. is having
   b. has
   c. was having
   d. is

2. I ... Indonesian.
   a. am
   b. is
   c. are
   d. was

3. An architect ... a person who plans a new building.
   a. is
   b. are
   c. were
   d. was

4. I have a friend. He is Jonathan from Jakarta. He ... an actor.
   a. is
   b. was
   c. were
   d. are

5. This exam is important. You must …
   a. studied
   b. studies
   c. study
   d. studying

6. He ... a police.
   a. aren't
   b. am
   c. isn't
   d. weren't

7. I ... not a teacher.
   a. am
   b. is
   c. are
   d. were

8. She ... happy.
   a. isn't
   b. aren't
   c. weren't
   d. wasn't

9. Mrs. Dewi an Arabic teacher?
   a. Are
   b. Do
   c. Is
   d. Does

10. Anton a student?
    a. Are
    b. Is
    c. Were
    d. Was

11. Where   you from?
    a. is
    b. do
    c. does
    d. are

12. ....she a policewoman?
    a. Are

b. Is

c. Do

d. Did

13. ....your father smoke?

a. Aren't

b. Isn't

c. Weren't

d. Didn't

14.... she a farmer?

a. Isn't

b. I am

c. Was

d. Don't

15. The earth…around the sun.

a. move

b. moved

c. moves

d. was moving

16. ....you a good boy?

a. Aren't

b. Isn't

c. Wasn't

d. Don't

17. My friend and I….English at English course every day.

a. learn

b. learning

c. learns

d. learned

18. Laras……mathematics every night.

a. study

b. studies

c. studying

d. studied

19. She ...cooking.

a. don't like

b. doesn't likes

c. don't liked

d. doesn't like

20. The old man ... on the farm every morning.

a. work

b. working

c. works

d. worked

Appendix IV

Questions 1-20 Choose the right answer by crossing (x) a, b, c, or d! Post-test competency test

1. Every year Michael doesn't ... a medal from Olympiad in Greece.
   - a. gotten
   - b. got
   - c. gonna
   - d. get

2. She ... not go to school every day.
   - a. Does
   - b. Go
   - c. Do
   - d. did

3. Does Anita ... to campus?
   - a. Goes
   - b. Go
   - c. Gone
   - d. went

4. She doesn't ... every Sunday.
   - a. Work
   - b. Works
   - c. Worked
   - d. Working

5. Budi ... comes on time, so he is never late.
   - a. never
   - b. always
   - c. often
   - d. now

6. Do you go to the cafe with your family?
   - a. at Saturday night
   - b. every Saturday night
   - c. Saturday night
   - d. in Saturday night

7. He ... reads some books everyday.
   - a. usually
   - b. do
   - c. chemistry
   - d. language

8. We ... walks to school.
   - a. always
   - b. ways
   - c. open
   - d. often

9. I ... go to Bali, so I don't know about Kuta beach.
   - a. often
   - b. never
   - c. sometimes
   - d. seldom

10. She ..... studies hard and gets the best score.
   - a. always
   - b. all
   - c. do
   - d. done

11. I can play the guitar, but I...
very well
    a. not play
    b. don't play
    c. doesn't play
    d. didn't play

12. Where does your mother
come from? She... from
Padang.
    a. Come
    b. Came
    c. Coming
    d. Comes

13. Keyla... milk every morning.
    a. Drinks
    b. Dranks
    c. Drunks
    d. Drinking

14. Mimi and salsa ... students at
MTS EX PGA Medan.
    a. Is
    b. Are
    c. Am
    d. Be

15. I usually ... English on
Monday and Friday every
week.
    a. Study
    b. Studies
    c. Studied
    d. Studying

16. Hadisa.. not go to school on
tuesday.
    a. Do
    b. Does
    c. Did
    d. Is

17. We clean our classroom on
Sunday.
    a. Didn't
    b. Don't
    c. Doesn't
    d. Aren't

18. My father...is car every
week.
    a. Wash
    b. Washes
    c. Washed
    d. washing

19. Are u a new teacher in this
school? I... not
    a. Is
    b. Are
    c. Am
    d. Be

20. Our teacher ... us patiently.
    a. Teaches
    b. Teach
    c. Taught
    d. Teaching

Appendix V

Answer key for pre-test

1) D	11) D
2) C	12) B
3) A	13) B
4) A	14) A
5) C	15) C
6) C	16) A
7) A	17) A
8) A	18) B
9) C	19) D
10) B	20) C

Key answer for post-test

1) D	11) B
2) A	12) D
3) B	13) A
4) A	14) B
5) B	15) A
6) B	16) B
7) B	17) B
8) A	18) B
9) B	19) C
10) A	20) B

Appendix IV

INTERVIEW GUIDELINE WITH THE ENGLISH
TEACHER AFTER IMPLEMENTING CLASSROOM
ACTION RESEARCH

R: In your view, after being taught using the "Who am I" Game, how did the mastery of students in grammar especially present Simple tense?

T: In my opinion, after being taught with that process, the ability of the students in grammar was increased particularly in Simple Present Tense. I mean, like some students were able to construct their own letter, they were writing step by step so they could understand grammar easily.

R: Do you think that the game "Who am I" was an appropriate method for teaching students grammar?

T: I guess so! It was a very appropriate method, especially for grammar, that could be used or applied in the classroom. It was a great solution.

R: So do you want to use those games whenever you teach grammar?

T: Sometimes, so I would like to learn about your method after that so I can apply it as frequently in the classroom.

R: Researcher

T: Teacher

Appendix VII

INTERVIEW GUIDELINEWITH THE STUDENTS BEFORE AND

AFTER IMPLEMENTING CLASSROOM ACTION RESEARCH

a. Before the Implementation "Who am I" Game

R : Apakah adik suka belajar bahasa inggris?

S1 : Lumayan suka miss.

St2 : Suka miss.

S3 : tidak miss

R : Mengapa adik suka/tidak suka belajar bahasa inggris?

S1 : Karena kadang susah mahaminya miss.

S2 : kerena enak miss,belajar B. inggris walaupun susah saya suka

mendengarkan lagu-lagu bahasa inggris di tiktok dan instagram.

S3 : kerna susah ngomongnya miss, beda tulisannya beda juga cara bacanya

sama susah mengartikannya miss.

R : Pelajaran apa yang paling sulit dalam belajar bahasa inggris menurut
adik?

S1 : Grammar miss.

S2 : Speaking miss

S3 : Speaking susah miss karena gak lancer dan pelajaran grammar juga susah
buat-buat kalimat gitu ada waktu-waktunya buat peletakan verb 1 verb 2

R : Apakah guru sering mengajarkan Engish speaking di dalam kelas pada
saat pembelajaran?

S1 : Sering miss.

S2   : Sering miss

S3   : Lebih sering menjelaskan

R   : Apakah metode guru menyenangkan dan mudah dipahami saat
          mengajarkan grammar di dalam kelas?

S1   : kadang-kadang miss tapi keseringan monoton baca dari buku trus
          dijelasin lanjut ngerjai soal di buku LKS.

S2   : Mudah dipahami miss.

S3   : Ada miss tapi paling sering hanya menjelaskan dari buku paket saja.

b. After the Implementation "Who am I" Game

R   : Bagaimana menurut kamu tentang belajar Simple present tense
          menggunakan "Who am I" game?

S1   : saya sangat tertarik mis, menyenangkan, seru sekali.

S2   : saya suka mis, tapi grub saya kalah terus karna waktu pelajaran kita
          sedikit sekali.

S3   : menyenangkan mis, jadi tidak bosan belajar dari buku terus

R   : Apakah kamu merasa bahwa kemampuan grammar kamu meningkat
          setelah belajar grammar (simple present tense) menggunakan "Who=
          am I" Game?

S1   : iya mis, belajar sambil bermain game itu menyenangkan mis, selain
          untuk menghilangkan rasa bosan sambil mendapat ilmu baru jadi saya
          bisa memahami simple present tense.

S2   : sedikit meningkat mis.

S3   : mis. Ternyata simple present tense tidak sulit kok, karena cara
          belajarnya menyenangkan jadi pelajarannya juga terasa ringan mis.

Appendix XI

OBSERVATIONSHEETS

Cycle   : I

Meeting   : I

Object   : Researcher

Day/Date   : 21 November 2020

Activities	Implementation	
	Yes	**No**
I. Opening		
• The teacher greets the students	✓	
• The teacher checks the students' condition and attendance.	✓ ✓	
• The lesson reviewed the material and looked ahead to new material.	✓	
• The prepared goals/objectives are apparent.	✓	
• The teacher is well prepared and well-organized in class		
II. Main Activities		
• The students are ready to learn the materials	✓	
• The students are introduced to the social context of a model of Simple Present tense.	✓	
• The students explore features of the general cultural context in which the text is used and the social purposes the text achieves.	✓	
• The teacher gives chances to the students to ask questions.	✓ ✓ ✓	
• The students deliver questions to the teacher.		
• The students use a dictionary to help them in finding vocabulary		

III. **Closing**		
• Teacher and students reflect on today's lesson	✓	
• The teacher gives feedback to the students.	✓	
• The teacher and students summarize materials learned	✓	
	✓	
• The teacher gives further guidance to students	✓	
• One of the students leads the prayer		
• The teacher says goodbye to students.		
IV. **Class Situation**		
• The students have enthusiasm or motivation during the teaching process.	✓	
• The students actively take part in each class activity.	✓	
	✓	
• The time allocation is appropriate.	✓	
• The media used by the teacher are sufficient in the teaching and learning process.		
	✓	
• The teacher's instructions are clear.		

Appendix XII

OBSERVATION SHEETS

Cycle   : II

Meeting   : I

Object   : Researcher

Day/Date   : 28 November 2020

Activities	Implementation	
	Yes	**No**
V. Opening		
• The teacher greets the students	✓	
• The teacher checks the students' condition and attendance.	✓ ✓	
• The lesson reviewed the material and looked ahead to new material.	✓	
• The prepared goals/objectives are apparent.	✓	
• The teacher is well prepared and well-organized in class		
VI. Main Activities		
• The students are ready to learn the materials	✓	
• The students are introduced to the social context of a model of Simple Present tense.	✓	
• The students explore features of the general cultural context in which the text is used and the social purposes the text achieves.	✓	
• The teacher gives chances to the students to ask questions.	✓ ✓ ✓	
• The students deliver questions to the teacher.		
• The students use a dictionary to help them in finding vocabulary		

VII. Closing		
• Teacher and students reflect on today's lesson	✓	
• The teacher gives feedback to the students.	✓	
• The teacher and students summarize materials learned	✓ ✓	
• The teacher gives further guidance to students	✓	
• One of the students leads the prayer		
• The teacher says goodbye to students.		
VIII. **Class Situation**		
• The students have enthusiasm or motivation during the teaching process.	✓	
• The students actively take part in each class activity.	✓ ✓	
• The time allocation is appropriate.	✓	
• The media used by the teacher are sufficient in the teaching and learning process.	✓	
• The teacher's instructions are clear.		

Appendix XIII

THE STUDENTS' ATTENDANCE LIST

Class: VIII Full day II

No	Name	Meeting				
		1	2	3	4	5
1	AM	✓	✓	✓	✓	✓
2	AP	✓	✓	✓	✓	✓
3	AR	✓	✓	✓	✓	✓
4	AABM	✓	✓	✓	✓	✓
5	AHH	✓	✓	✓	✓	✓
6	AK	✓	✓	✓	✓	✓
7	ANN	✓	✓	✓	✓	✓
8	AK	✓	✓	✓	✓	✓
9	AZPN	✓	✓	✓	✓	✓
10	DSS	✓	✓	✓	✓	✓
11	DF	✓	✓	✓	✓	✓
12	DHP	✓	✓	✓	✓	✓
13	DNF	✓	✓	✓	✓	✓
14	EBWB	✓	✓	✓	✓	✓
15	HKA	✓	✓	✓	✓	✓
16	HS	✓	✓	✓	✓	✓
17	KASP	✓	✓	✓	✓	✓
18	KD	✓	✓	✓	✓	✓
19	MAS	✓	✓	✓	✓	✓
20	MJS	✓	✓	✓	✓	✓
21	MSU	✓	✓	✓	✓	✓
22	MKH	✓	✓	✓	✓	✓
23	MK	✓	✓	✓	✓	✓
24	MRR	✓	✓	✓	✓	✓
25	MRP	✓	✓	✓	✓	✓
26	MK	✓	✓	✓	✓	✓
27	NK	✓	✓	✓	✓	✓
28	PN	✓	✓	✓	✓	✓
29	RN	✓	✓	✓	✓	✓
30	RHF	✓	✓	✓	✓	✓
31	RA	✓	✓	✓	✓	✓
32	SS	✓	✓	✓	✓	✓
33	SAP	✓	✓	✓	✓	✓
34	SH	✓	✓	✓	✓	✓
35	TK	✓	✓	✓	✓	✓
36	YS	✓	✓	✓	✓	✓

Appendix XIV

DIARY NOTES

<u>**Saturday, 21 November 2020**</u>

VIII Full day II class consist of 36 students. The researcher as observer asked the students to pay attention and gave the researcher a chance to introduce herself to the students. The researcher introduced herself and explained to the students her purpose in their class. The researcher could say welcome. First of all, the researcher called the students' names one by one to make it easy to notice them. Then, the researcher gave the students the pre-test and the researcher explained the instruction in the pre-test sheet. It was done to know the basic skill of the students in the grammar skill of Simple Present Tense. After that, the researcher explained about "Who am I" Game that would be applied in learning Simple Present Tense. But the researcher found some students didn't enjoy and some students were not interested at learning process.

<u>**Monday, 23 November 2020**</u>

It was the second meeting. In this meeting was better than the first meeting, the learning process was done based on the lesson plan. The researcher explained about how important to study English especially Simple Present Tense. In that time the researcher as a motivator for the students than the students wanted to learn well. In this meeting the researcher also explained again "Who am I" Game that would be applied, but the students still confused how to play "Who am I" Game by using Simple Present Tense and some studnts were not interested to play that game.

<u>**Wednesday, 25 November 2020**</u>

It was the third meeting. First, teacher reminded the students about what they have learned about in the last meeting. Then the teacher gave the students the post-test I. Before doing the post-test I, the reasearcher explained the instruction

in the paper, some of the students have known about the instruction. The student did the test by themselves.

Saturday, 28 Novenber 2020

It was the fourth meeting, since this was the first meeting in the second cycle, the researcher explained about the material based on the lesson plan. The researcher continue the teaching learning process through "Who am I" Games. The researcher guide the students in mastering Simple Present Tense. In this meeting, the students more enthusiast in learning. The researcher also aks the student to mention the example and the using of Simple present tense.

Saturday, 5 December 2020

This meeting was to continue the previous topic and also continue the Game. In this case the game run as enjoy as possible because the researcher gave the prize to the group of the students who is the winner in this game. In this meeting also the researcher gave the post-test II. The students were look seriously in doing the test. The student did the test by themselves. The students very interested with the Game that was applied, it could be seen from the test score that students' score had been improved in every test. After learning process the researcher interviewed he students how they thought and their response about their skill after the researcher implementing "Who am I" Game.

APPENDIX XV

DOCUMENTATION

The location of Research

The researcher while explain the lesson in the learning process

The researcher gave the pree-test

The each Group discussion make cards for playing "Who am I" Game

The last meeting with students

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-13934/ITK.V.3/PP.00.9/10/2020	01 November 2020
Lampiran : -	
Hal : **Izin Riset**	

Yth. Bapak/Ibu Kepala MTS EX PGA PROYEK UNIVA MEDAN

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	:	**Sri Aulia Samosir**
NIM	:	**0304162127**
Tempat/Tanggal Lahir	:	**Padang Sidempuan, 08 September 1997**
Program Studi	:	**Pendidikan Bahasa Inggris**
Semester	:	**IX (Sembilan)**
Alamat	:	**desa simpang.empat dusun viii Kecamatan simpang empat**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTS EX PGA PROYEK UNIVA MEDAN, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE IMPLEMENTATION OF WHO AM I GAME TO IMPROVE STUDENTS' GRAMMAR SKILL OF SIMPLE PRESENT TENSE AT THE EIGHTH GRADE OF MTS EX PGA PROYEK UNIVA MEDAN IN 2020/2021 ACADEMIC YEAR

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 01 November 2020
a.n. DEKAN
Ketua Program Studi Pendidikan Bahasa
Inggris

Digitally Signed

Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum
NIP. 197506222003122002

Tembusan:
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

UNIVERSITAS AL WASHLIYAH (UNIVA) MEDAN
MADRASAH TSANAWIYAH EX PGA
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Nomor : 46/MTsE/B.6 /XII/2020   Medan, 05 Desember 2020
Lamp   : -
Hal   : **Pelaksanaan Penelitian**

Kepada Yth.
Ketua Jurusan Penndidikan Bahasa Inggris
Universitas Islam Negeri Sumatera Utara (UINSU)
Di-
    Tempat

Assalamualaikum Wr. Wb.

Dengan hormat, menindaklanjuti surat Saudara Nomor : B-13934/ITK/ITK.V.3/PP.00.9/10/2020, Hal izin pelaksanaan Penelitian di MTs EX PGA Proyek Univa Medan atas nama :

Nama   : SRI AULIA SAMOSIR
NPM   : 0304162127
Semester   : IX (Sembilan)
Program Studi   : Pendidikan Bahasa Arab

Benar telah melaksanakan observasi di MTs EX PGA UNIVA Medan pada tanggal 20 November s/d 5 Desember 2020, untuk mendapatkan data dan informasi yang berkaitan dengan mata kuliah bersangkutan.

Demikian surat ini kami perbuat, untuk dapat digunakan sebagaimana mestinya.

Wassalam,

Kepala Madrasah Tsanawiyah
EX PGA Proyek Univa Medan

Drs. Ahmad Johan