

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the literature that there will be general ideas of the concepts underlying this study. The ideas are divided into the following sub-titles: theoretical review and previous studies. The understanding of these general ideas and theories will be helpful in comprehending the next discussion.

A. Theoretical Review

1. General Concept of Grammar

a. Definition of Grammar

The term 'grammar' is a multifaceted term having multiple meaning and definitions. Generally grammar is defined as the combinations of words and word groups in an acceptable structure. Grammar is one of the aspects of language that should be taught and learnt. It can be defined as how words are combined or changed to form acceptable units of meaning within a language (Ur, 1996). Grammar is central to the teaching and learning of languages. It is also one of the more difficult and controversial aspects of language teaching. Besides, Cowan (2008: 3) defined that grammar is the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language.

According to Henry (1985:306) grammar is a step toward understanding how we learn language and be taught as an attempt to build a model of kind of structure that we eventually assign to English structure. This statement implies that learning words organize into structure. A sentence is not just sequence of words, but it has a meaning that is important by receiver. If we change the words order in sentences, so it will have an effect in change meaning and how the words order themselves interaction with each other, so communication isn't run well.

Purpura (2004:6) stated in his book *Assesing Grammar*: “Grammar is defined as a systematic way accounting for a predicting ideal speaker’s or hearer’s knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language.”

Ur (1996:75) states that grammar is sometimes defined as the way words are put together to make correct sentences. This is, as we shall see presently, an over-simplification, but it is good starting point. Thus in English “I am a student” is grammatical; “I a student” and “I are a student” are not. Grammatical structure is a specific instance of grammar which is usually called as “structure”. Examples of structures would be the past tense, noun plurals, the comparison of adjectives, and so on. Not all languages, of course, have the same structures. The English verb has “aspects” for example is the difference between English and *Bahasa Indonesia*’s structure. Indonesia structure uses the same verbs to express the events in the different time. On

the contrary, English have many verbs that are used in different time. It is called tenses.

Based on some of the statements and definitions of grammar, the researcher concludes that grammar is a rule of language which is used to construct and build a sentence with the utterances. Grammar is also an organized sentence of words to express a meaning which are thought and felt. On the other hand, grammar is the early basic to manage and to control in constructing or building the sequences of word to be correct sentence.

b. Teaching Grammar

Beginning in the 1970s Stephen Krashen developed a theory of second language learning that rejected the value of teaching grammar. According to Cowan (2008: 29-30) over the past decade, an abundance of empirical evidence has emerged that shows that classroom instruction in grammar actually results in substantial gains in second language proficiency. Teaching grammar plays a vital role in language teaching. Harmer (2008: 210) grammar of a language is very important for the individuals who are learning the language but the knowledge of grammar is perhaps more important for the second language learners than the native speakers. It is because in the process of acquiring the mother tongue, the native speakers intuitively internalize the grammar of the language whereas the second language learners have to make a conscious effort to master the grammatical aspect of the language.

Teaching of grammar has very important place. It is believed that to help the students to learn English language its grammar must be taught first. According to Patel and Jain (2008:42), there are four methods of teaching of grammar: Deductive Method, Inductive method, Inductive Deductive Method, and Incidental Method. Patel and Jain (2008:42) stated that in deductive method the teacher used a grammar text book. Explicit instruction in this method gives the declarative knowledge in grammar. In this method the teacher tells the students rules or definition. The teacher then explains the rules with the examples. In the end of teaching activity the teacher gives exercise and ask the students to apply the rules.

In inductive method, the teacher first presents or takes the example from the students then comes on theory or concept (Patel and Jain, 2008:42). Implicit instruction this method gives procedural knowledge of grammar to the students. Inductive method helps students to understand the difference between particular concept or idea in grammar of L1 and L2. Whereas, deductive method only gives learning about language. Both explicit and implicit grammar instruction ends up with automatization. The controversy in teaching grammar is about whether grammar should be taught explicitly through a formal presentation of grammatical rules or implicitly through natural exposure to meaningful language use. According to Kelly in Nassaji and Fotos (2011:1), this controversy has existed since the beginning of language teaching. The merits of teaching grammar are as follows:

- a. Grammar teaching is essential for the correct use of language.

- b. Language is arbitrary by nature which makes teaching of grammar more important
- c. Grammar teaching is necessary to proceed from concrete to abstract.

c. Definition of English Grammatical Tenses

Tenses is a part of grammar and it is a system which we use to refer to time; past, present , and future. According to Lyons (1995:132), the term tenses is derived from the Latin word '*tempus*' which means time. Many languages use tense to talk about time. In English, we use tense as a method that we use to indicate time. Other languages may have no tenses, but of course they can still talk about time using different methods. Greenbaum (1990:47) defined that tense is a grammatical category that is realized by verb inflection. So, it means that any of the forms of a verb, may be used to indicate the time of the action. Meanwhile, according to Ron Cowan (2008: 350), Tense in verbs expresses the time that an action occurs in relation to the moment of speaking. It has three dimensions: *present, past, and future*.

From the statements above, basically they have some opinions about tenses. The description of verb form differs according to the way how tenses is interpreted. The most common interpretation of tense is semantic interpretation and the other is based on the verb form itself. On the basis of semantic interpretation, most grammarians present three tense systems; present, past, and future. Each of them expresses time in relation to a particular point in the present, past and future respectively. These different

tenses are signaled by verb ending or by their auxiliary verb. In this following sub-section will be discussed about one of tenses, it is a simple past tense.

2. Simple Past Tense

a. Definition of Simple Past Tense

In terms definition, different linguist defined the *Simple Past tense* differently. However, the definitions are more or less the same which indicates definite events happened in the past. According to Marcella Frank (1972: 73) the simple past tense indicates definite time terminating in the past, whether a time word is given or not. While Azar (1989: 24) stated that the simple past tense is used to indicate that an activity or situation began and ended at particular time in the past. In addition, Ron Cowan (2008: 359) said that the simple past tense expresses action carried out prior to the time of speaking and frequently occurs with expressions that indicate a specific point in time, such as *yesterday, a week ago, last week, in the morning, etc.* It is implied that simple past tense is to define an event which occurred and also was finished in the past time. Based on the several definitions above, it can be concluded that simple past tense express events or situations that always, usually and habitually exist in the past time.

b. The Formula of Simple Past Tense

There are two kinds of forms of Simple Past Tense. The formulas are as follow:

1) Verbal Sentence

According to Murphy (2004: 10), the past simple very often ends in **-ed** (regular verb). But many verbs are irregular, so the past simple does not end in **-ed**. In questions and negatives, we use **did/did not (didn't) + infinitive (enjoy/bring/choose/cut, etc)**.

Below are verbal sentence patterns or structures of the simple past tense including the affirmative and negative forms of short and long answers.

Table 2.1 : The Forms of Verbal Sentence

Affirmative (+)		Negative (-)			Interrogative (?)		
I	brought	I		buy	Did	I	buy?
You	studied	You	<i>did not</i>	study		You	study?
He	cut	He	<i>(didn't)</i>	cut		He	cut?
She	enjoyed	She		enjoy		She	enjoy?
Subject + V2		Subject + did + not + V1			Did + subject + V1?		

2) Nominal Sentence

According to Murphy (2004: 10), the past of be is *was/were*. We do not use **did** in negatives and questions with *was/were*. For example :

- a. She **was not** able to come because she was extremely busy.
- b. **Was** the weather good when you were at France?

Below are nominal sentence patterns or structures of the simple past tense including the affirmative and negative forms of short and long answers.

Table 2.2 : The Forms of Nominal Sentence

Affirmative (+)			Negative (-)			Interrogative (?)		
I		angry	I		angry	<i>Was</i>	I	angry?
She	<i>was</i>	angry	She	<i>was</i>	angry		She	angry?
He		angry	He	<i>not</i>	angry		He	angry?
You		angry	You		angry	<i>Were</i>	You	angry?
We	<i>were</i>	angry	We	<i>were</i>	angry		We	angry?
They		angry	They	<i>not</i>	angry		They	Angry?
Subject + was/were + Non verb			Subject + was/were + not + Non verb			Was/were + subject + Non verb?		
Use <i>was</i> for first and third person singular and use <i>were</i> for plural								

Table 2.3 : Time Signal of Simple Past Tense

Time signals of Simple Past Tense	
Yesterday	In the past
Last	At the time
Last week	The day before
Last month	This morning

Last year	In the early
Last night	Once upon time
Last morning	Two month ago
..... ago	Three years ago
two days ago	etc
three days ago	

From the explanation above, the researcher concluded that there are two kinds of Simple Past Tense's form, they are; verbal and nominal form. In verbal form, the subject is followed by verb, and in nominal form the subject is followed by adjective, noun or adverb.

c. Regular and Irregular Verb

According to Murphy (2004: 292) "If a verb is regular, the past simple and past participle end in **-ed**". Whereas, "when the past simple and past participle do not end in **-ed**, the verb is irregular". It means that, the difference between regular and irregular verb is the formation of the simple past and past participle.

1. Regular Verb

Based on Mark and Franklin (2010: 1), a **regular verb** forms its past tense and past participle by adding *-d* or *-ed* to its base form. This ending may be pronounced /d/ (*cared, happened*

viewed), /ʊd/ (*committed, needed, listed*), or /t/ (*mixed, searched, slipped*). Other examples :

- If a verb is regular, the past simple ended in –ed

Example : work = worked

happen = happened

play = played

finish = finished

- The verb that the last letter ended by Y and before the Y is consonant, so that, the Y changed into I and then added by –ed.

Example : carry = carried

cry = cried

apply = applied

- Verb ended by Y but before the Y is vocal, the verb added by –ed.

Example : obey = obeyed

play = played

- Verb one word ended by consonant, the consonant doubled in –Ing form or on form -LL added by –ed.

Example : stop (stopping) = stopped

spell (spelling) = spelled

- In a verb ends in –e, we add –d.

Example : hope = hoped,

smile = smiled,

dance = danced.

- Do not double final consonant if there are two vowels letter before it (oil –ed, etc.)

Example : boil = boiled,
 explain = explained
 need = needed.

- Do not double the consonant if the word ends in two consonants (-rt, -lp, -ng, etc.).

Example : start = started
 help = helped.

- Do not double Y or W at the end of words (at the end of word Y or W are not consonants).

Example : stay = stayed
 play = played

2. Irregular Verb

Based on Mark and Franklin (2010: 1) an **irregular verb** forms its past tense or past participle, or both , in an unpredictable way: by adding no ending at all, by changing the vowel of the base form, by adding a different ending, or by using a combination of these methods (*let – let – have let, meet – met – have met, swim – swam – swum, blow – blew – have blown*).

A verb is irregular based on its pronunciation, not on its spelling; for example, *lay (laid – have laid)* and *pay (paid – have paid)* are regular, because they add /d/ to their base forms for their

past tense and past participle, like *stay* (*stayed* – *have stayed*), even though the *ayed* is spelled *aid*.

According to Murphy (2004: 292), there are five forms or five types of irregular verbs that will explain below:

- a) With some irregular verbs, all these forms (infinitive, past simple and past participle) are the same.

For example : **hit** → **hit** : Somebody **hit** me as I came into the room.

Table 2.4 : Type 1 of Irregular Verb

Simple Form	Simple Past	Past Participle
Put	put	put
Read	read	read
Cut	cut	cut
Let	let	Let

- b) With other irregular verbs, the past simple is the same as the past participle (but different from the infinitive).

For example : **tell** → **told** : She **told** me to come back the next day.

Table 2.5 : Type 2 of Irregular Verb

Simple Form	Simple Past	Past Participle
Sit	sat	sat
Buy	bought	bought

Say	said	said
Bring	brought	brought

- c) With other irregular verbs, the infinitive is the same as the past participle (but different from the past simple).

For example : **come** → **came/come** : They **came** to the party last night.

Table 2.6 : Type 3 of Irregular Verb

Simple Form	Simple Past	Past Participle
Run	ran	run
Become	became	become

- d) With other irregular verbs, all three forms are different.

For example : **wake** → **woke/woken** : I **woke** up in the middle of the night.

Table 2.7 : Type 4 of Irregular Verb

Simple Form	Simple Past	Past Participle
Break	broke	broken
Fly	flew	flown
Do	did	done
Forget	forgot	forgotten

e) The following verbs can be regular or irregular.

For example : **lean** → **leaned/leant** : I **leaned/leant** out of the window.

Table 2.8 : Type 5 of Irregular Verb

Simple Form	Simple Past
burn	burned <i>or</i> burnt
smell	smelled <i>or</i> smelt
learn	learned <i>or</i> learnt

d. The Use of Simple Past Tense

According to Frank (1972: 73), we use the simple past tense for describing the activity or event that:

1. Completed Action in the Past

Figure 2.1 : Completed Action in the Past

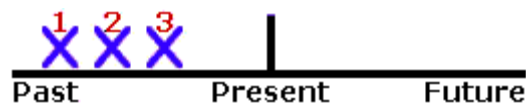


Use the simple past to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind. Here, some examples:

- I saw a movie yesterday.
- I didn't see a play yesterday.

- Last year, I didn't travel to Korea.
 - Did you have dinner last night?
2. A Series of Completed Actions

Figure 2.2 : Series of Completed Action in Simple Past Tense



We use the simple past to list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th, and so on. Here, some examples:

- I finished work, walked to the beach, and found a nice place to swim.
 - Did you add flour, pour in the milk, and then add the eggs?
3. Duration in the Past

Figure 2.3 : Duration in Simple Past Tense



The simple past can be used with a duration which starts and stops in the past. A duration is a longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, etc. Here, some examples:

- I lived in Brazil for two years.
- Shauna studied Japanese for five years.
- They sat at the beach all day.

4. Habits in the Past

Figure 2.4 : Habits in the Past



The simple past can also be used to describe a habit which stopped in the past. It can have the same meaning as "used to." To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was a child, when I was younger, etc.

Examples:

- I studied French when I was a child.
- Did you play a musical instrument when you were a kid?
- She worked at the movie theater after school.

3. Game

a. General Concept of Game

There is common perception that all learning should be serious and solemn nature. This is a misconception. Fun learning is more effective for students to be creative and active in the class. Game is one of the media that

can be applied in language teaching and learning.

According to Jack C. Richard and Heidi Weber (1985: 118) game is an activity given to the students to use the language in less formal situation is organized activity that usually has some properties, such as; a particular task or objective, a set of rule, competition between players and communication between players by spoken or written language. Game also means an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.

Besides, Hadfield as quoted in Gullin Yolageldeli and Arda Arikan (2011: 1) described game as “an activity with rules a goal and an element of fun”. Oxford Advanced Learner’s Dictionary (1995: 486) described game as “a form of use competitive play or sport with rules: particular children’s game is like board game is chess and monopoly, a game or skill, play game of chess”.

Teaching foreign language is considered one of the most challenging teaching practices. In Indonesia, students are usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily. Their mind set say foreign language is difficult to learn. Those fact will become teacher’s challenge to fill and break from monotonous drilling by finding the interesting way in teaching learning process. Game has provided facilities needed. Game is one of media that can be applied in language teaching and learning. All people are like games either young up to adult. But different age are group requires various topic material, competence, and model of game.

Ruth Wickham (2012: 89) stated that the purpose of games is to practice drilling as well as encourage some automatic response, natural language in an exciting, often competitive, atmosphere so that the children are motivated and concentrating on the game itself rather than stressing about the rules. There are many kinds of games designed for different levels as well as topics, so that students with different language proficiency levels can enjoy and gain the best results from them. So, as teacher has to choose the appropriate game for all students in order to be fun learning and active class.

b. Advantages and Disadvantages of Game

According to Lee Su Kim (1995: 35) there are many advantages of game, they are:

- 1) Games are welcome break from the usual routine of the large class.
- 2) They are motivating and challenging.
- 3) Learning a language requires a great deal effort. Games help students to make and sustain the effort of language.
- 4) Game provides language practice in the various skills.
- 5) They encourage students to interact and communicate.
- 6) They create a meaningful context for language use.

Although there are many advantages of game in language learning, game has disadvantages. They are:

- 1) It can present disturbance if teacher cannot control and organize the class to be conducive.

- 2) It takes a bit long time to prepare.
- 3) It can cause boredom if teacher uses this game solely, and not all students like playing the game.

4. Snake and Ladder Game

a. Definition of Snake and Ladder Game

The definition of Snakes and ladders game in *Oxford Advanced Learner's Dictionary Dictionary* (2010: 1407) is “a children’s game played on a special board with pictures of snakes and ladders on it. Players move their pieces up the ladders to go forward and down the snakes to go back”. Snakes and Ladders is a children’s game played on a board that has picture of snakes and ladders. It is played between two or more players on a game board having numbered, gridded squares. A number of "Ladders" and "Snakes" are pictured on the board, each connecting two specific board squares.

Dussart, G.B. (1984: 96) said, “snakes and ladders game is a popular for children in many countries of the world. It is easy to make from basic materials and can be adapted to suit many learning situations.” Because the game is easy to make and it is applicable, teachers can use it as a media to teach grammar in their class. He also adds that “snakes and ladders” can help students develop basic arithmetic such as counting, addition, subtraction and communication.

Besides, Frederick Augustyn (2004: 789) in his dictionary stated that snake and ladder or chutes and ladders are classic children’s board game.

It is played by two or more players on a playing board with numbered grid squares. On a certain square on the grid a numbers of “ladders” connecting two together, and a number of snakes or chutes also connecting squares together. In addition, in English Collins Dictionary (2010: 157) stated that Snake and Ladder is a British game played with a board and dice. When you go up a ladder, you progress quickly. When you go down a snake, you go backwards.

Based on the explanations above, the researcher concludes that snake and ladder is the game board consists of snake and ladder. If someone finds a ladder he goes up, but if he finds a snake he goes down. There are two or more players in snake and ladder game by shaking the die for playing on the board with numbered grid squares.

b. Materials in Playing Snake and Ladder Game

According to Porenzo (2012: 120) there are some materials in playing the Snakes and Ladders board game. They are counters, dice, game board, and cards. The counter will be used as a marker for a player to be put on the board. The counter can be stone, seeds, plastics counters, or buttons. The dice is a small-six cube with one to six dots on its side. The dice will decide how many steps the players will move. The game board is where the players move the counter. The track of the game consists of some squares that start from “Start” and end on “Finish”. While playing the game, the players

will find ladders and snakes. On the each square of the game they need to take a card containing clue or expression that they need to use.

c. The Rules of Playing Snake and Ladder Game

The greatest importance of each game is the *rules*, besides how to play instruction are the boundaries in which the game played. Using game to teach in the classroom, it is important to prepare and decide the rule with clearly explained and well understood by students. But, it will be different if the game used as a medium to teach, especially to teach “Simple Past tense”. All of the activities and the rules are modified to make all of students involve participate actively in this activities.

➤ *The rules of Simple Past Tense Snake and Ladder Game*

1. The game will be played by 6 groups. Almost groups consist of 5 to 6 members.
2. Each group is leaded by a leader who will be the marker.
3. Almost squares of the board have challenge related to the material of *Simple Past* tense that has to be done by the group before going to the next square and reaching the finish square.
4. Each challenge has point as much as the dice shows for the group.
5. If the player lands on the bottom of a ladder, he should climb the ladder and will get 10 additional points if he can do the challenge of the top ladder’s square. But, if he cannot, he just moves to higher square on the board.

6. If the player lands on the bottom of a ladder, he should climb the ladder and will get 10 additional points if he can do the challenge of the top ladder's square. But, if he cannot, he just moves to higher square on the board.
7. If the player lands on the head of snake, he has to slide down to the bottom of it. But, he can be saved by doing the challenge or can answer the clue that served on the board. In this case, if the students of the group can finished the challenge by correct answer, they will get additional points (5 points). But, if they can not, their points will be decreased (5 points) too.
8. The winner of this game is not the group who get the highest square on the board but the highest scores or the most point got.
9. The judges are teacher and other group. The juries have to judge whether the answer is correct or incorrect.

d. Advantages and Disadvantages of Snake and Ladder

➤ Advantages of Snake and Ladder

There are some advantages of using snake and ladder game such as below:

- a. Snakes and ladders game can be used in teaching and learning activities because these activities enjoyable so that children are interested to learn while playing.
- b. Children can participate in the learning process directly.

- c. Snakes and ladders can stimulate children to learn how to solve simple problem unnoticed by children.

➤ Disadvantages of Snake and Ladder

There are some disadvantages of using snake and ladder game such as below :

- a. Using snake and ladder game requires a lot of time to explain to the child
- b. The game of snake and ladder game can not develop all the material.
- c. Lack of understanding of the rules of the game by a child can appear commotion.
- d. For children who do not master the material will undergo adversity in playing.

e. Teaching Simple Past Tense by Using Snake and Ladder

To play the game, the teacher needs a large snakes and ladders board and dice. The steps of the game are:

The students are divided into 5 or 6 groups.

- 1) The leader of each group will get a symbol as the stone or mark of them and stand on the start square which on the bottom left corner of board. The leaders also should deliver the challenge to their own group as clear as possible.
- 2) To decide who goes first, each player must shake the dice. Who gets the highest number of the dice will be the first and continued by the

- 3) Next players. Then, to move to the next square the player has to choose one of envelopes that served on the snake and ladder's board. In the each envelope, there is a clue that related to *Simple Past Tense* (it can be positive form change to negative form, change the verb 1 to verb 2 or make a sentence depend on the words that served in the envelope).
- 4) The players have to shake and throw the dice one by one. After that, the leader should read loudly the sentence on the envelope and all the members of the group have to answer the challenge that served in the envelope.
- 5) The answers have to shouted to other groups and written on the peace of paper given from teacher. Unfortunately, if the answer is wrong the group will fail to move and lose the points too. All groups exactly take the turns.
- 6) In the final turn, teacher will account and show the points. Group with the highest point is the winner. And the defeated group should amuse their friends.

Those are variations how to play snakes and ladders game in this research. When teachers give instructions, it is important for them to check that the students have understood what they are being asked to do. The rules can change whenever they needed based on the condition and situation of the class. The changes are meant to manage time efficiently and reach the goal effectively.

B. Previous Studies

In the area of teaching and learning language especially English, there have been some researchers conducted with the purpose of revealing media in finding the effective and suitable media to increase the learning and teaching process. It cannot be denied that media is needed to support the process of transferring the material from teacher to student to gain the aim of learning and teaching itself. Moreover, they compared one media with another to get the most effect. In this study, the researcher takes some previous researches that have been conducted snake and ladder game as media in teaching grammar, as followed:

The first research was conducted by Sidiq (2016) entitled “Using Snake and Ladder Games in Teaching Speaking to The Second Year Students of SMAN 1 Takalar.” The objective of this study was to identify the effectiveness of using snake and ladder games in improving the second year students’ speaking skill at SMAN 1 Takalar. This research used Quasi-experimental as the design of the research. The result of *t-test* showed that using Snakes and Ladders game is effective to improve students’ speaking skill because the *t-test* 7.77 is higher than t-table 2.03 ($2.06 > 2.04$).

The second research was conducted by Albaniyah (2016) entitled “The Use of Snake and Ladder Game to Develop Students’ Understanding on Direct-Indirect Speech (A Classroom Action Research at the Tenth Grade of MA Matholibul Huda Mlongo Jepara in the Academic Year of 2015/2016)” The objectives of this study were to know the implementation of snakes and

ladder game to develop students' understanding on direct-indirect speech and to know the development of students' understanding of direct-indirect speech. In this study, the researcher conducted a Classroom Action Research as the research methodology. This result showed that Snakes and Ladders game encouraged students' participation during teaching learning process and develop students' understanding of direct-indirect speech.

The third research was conducted by Wardiningtyas (2016) entitled "The Effectiveness of Using Snakes and Ladders Game Technique to Improve Students' Simple Past Tense Ability at The Tenth Grade of SMA Islam Batu. This study had purpose to show whether snakes and ladders game gives the contribution to improve students' mastery of simple past tense and to find out whether snakes and ladders game gives the significant or not. This research used Quasi-experimental as the design of the research. The result of *t-test* showed that the purpose of this research are achieved. Snakes and ladders game is effective and applicable enough as a teaching medium to be used improving students' mastery of simple past tense.

The fourth research was conducted by Virgin (2010) entitled "Using Grammatical Snake and Ladder Game in Teaching Simple Past Tense (An Action Research at Eight Grade of MTs Pembangunan UIN Syarif Hidayatullah Jakarta)". The aims of this study was developing and improving student' understanding in learning simple past tense by using grammatical snakes and ladders game. The writer used Classroom Action research (CAR). The result of this action research, there is a development on students'

understanding of simple past tense by using grammatical snakes and ladders game. Also, the writer has gotten the good scores and responses both from the students and collaborator teacher in this action research.

The fifth research was conducted by Virgin (2015) entitled “The Use of ‘Snakes And Ladders’ Game as A Medium to Improve The Students’ Mastery of Past Form of Irregular Verbs (An Action Research on the Ninth Grade Students’ in SMPN 37 Semarang in the Academic Year of 2014/2015).” The purpose of this study were to find out whether teaching the past form of irregular verbs by using “Snakes and Ladders” game is effective to improve the students’ achievement in learning the verbs, and find out the students’ attitude and feeling toward the use of “Snakes and Ladders” game. The result showed the use of “Snakes and Ladders” game successfully improves the students’ mastery of past form of irregular verbs in the teaching of grammar.

The sixth research was conducted by Saputra (2016) entitled “The Effectiveness of Snakes and Ladders Game in Teaching Reading of Narrative Text (An Experimental Study at Tenth Grade Students of MAN 2 Semarang in the Academic Year of 2015/2016).” The purpose of this study to find out students achievement in the teaching reading of narrative text before and after being taught with snake and ladders game. The result showed that the use of Snakes and Ladders Game was effective in the teaching reading of narrative texts.

Based on previous researchs, it has the similarities and differences term. The similarities are the researchers conducted Snake and Ladder game as the media to help the students in learning English. Then, the differences are mostly in case of the object and subject. In the researchs before, the subject was the students in Senior High school level and the object was for teaching speaking, reading, and also grammar. So, by considering some researches above, the research views and tries to conduct a research study in teaching grammar, especially on simple past tense. Different from previous researchs, this study conducted on the second grade students in Junior High school level and focused on simple past tense. This research is going to reveal whether there is any significant difference toward students' mastery on simple past tense between students who are taught by using snake and ladder game and those taught without using snake and ladder game at the second grades of Junior High school level.