

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher presents review of related literature concerning to The importance of grammar, Tense as part of grammar, Simple Present Tense (definition of simple present tense, the *forms, meaning* and *use* of simple present tense, teaching simple present tense, and the criteria of simple present tense mastery), Game for teaching grammar ( definition of game, the kinds of game, the advantages of using game in teaching learning ), Jeopardy game (the history of Jeopardy Game, Jeopardy game as teaching and learning strategy, the procedure of playing Jeopardy game ) and the previous study.

#### **A. The Importance of Grammar**

According to Patel &Praveen (2008:141) grammar is scientific statement of the principles of good usage which concern with the relation of word in the sentence. From this definition, it seems that grammar plays an important role in combining units of language to form sentences. The sentences are acceptable or grammatically if they follow the rules of grammar. Since a communicative purpose and function of language are reflected in grammar, it is a must the language students to acquire good grammar. It should be admitted, good mastery in grammar will enable people easily to express information, feelings, and ideas in their thought to others. In other words, it can be said that communication failure will happen if people does not master the grammar because the purpose of

communication cannot be reached. Proper grammar keeps us from being misunderstood while expressing thoughts and ideas. So that it will be easy to deliver or receive the meaning in a communication. From that statement, it is clear that grammar is important to be mastered by the students in order to be able to express their feelings, emotions, and to be able to use English appropriately.

### **B. Tenses of Parts of Grammar**

In grammar, the students are provided with many rules of a language. One of them is tense. Hornby (1995:123) states that tense is a verb form or series of verb forms used to indicate the time of the action or state. It is important for the students to learn tenses since they have great influence in forming the meaning of sentences. Tense may indicate whether an activity or state is, was, or will be completed or whether it is, was, or will be in progress over period of time. In learning English as a foreign language, it is important for the students to understand when an action or a state take place from the moment of speaking or to place a situation in time. It is needed to avoid misunderstanding in expressing the meaning of a communication. By knowing the rules of tenses, the students are believed to be able to construct good sentences in English communication. In other words, it is believed that by mastering the tenses as one aspect in English grammatical structure, the students will be able to communicate in English correctly.

## **C. Simple Present Tense**

### **1. Definition of Simple Present Tense**

Simple Present Tense is one of tenses that is important to be mastered by the students. . By mastering simple present tense, the student will be able to express the idea that they want to transfer appropriately at the present time. Azar (1989:11) says that the simple present is used to express habitual or everyday activity. The simple present says that something was true in the past, is true in the present, and will be true in the future. It is used for general statements of fact. Wrong perception of Simple Present Tense will affect the students' ability in constructing or understanding Simple Present Tense sentences. The simple present tense can be said to be a tense forms most commonly used because its function is to reveal things or regular activity or usual happening at the moment.

### **2. Simple Present Tense Dimensions**

Larsen-Freeman (2001) has referred to the three dimensions present in the definition of grammar as *form*, *meaning*, and *use*.

#### **a. Form/Structure**

*Form* refers to the mechanics of the language, either in terms of grammar or vocabulary. With regards to grammar, students must understand the sentence structure of a specific grammar rule. In simple present tense, it includes the knowledge of simple present tense word

order, subject-verb agreement and verb spellings. Here are the rules of simple present tense:

Subject + auxiliary verb+ main verb

Do base

There are three important **exceptions**:

- a) For positive sentences, **we do not normally use the auxiliary.**
- b) For the 3rd person singular (he, she, it), we add **s** or **es** to the main verb and **es** to the auxiliary in the negative and questions form.
- c) For the verb **to be**, we do not use an auxiliary, even for questions and negatives.

**Here the explanations of simple present tense rule/structure:**

### 1) Verb (action words)

The chart below shows how Affirmative, Negative and Interrogative Simple Present Tense are constructed:

Statements +	Statements -	Questions ?	Short answer +	Short answer +
I work.	I don't work.	Do I work?	Yes, I do	No, I don't.
He works.	He doesn't work.	Does he work?	Yes, he does.	No, he doesn't.
She works.	She doesn't work.	Does she work?	Yes, she does.	No, she doesn't.
It works.	It doesn't work.	Does it work?	Yes, it does.	No, it doesn't.
You work.	You don't work.	Do you work?	Yes, I do.	No, I don't
We work.	We don't work.	Do we work?	Yes, we do.	No, we don't.
They work.	They don't work.	Do they work?	Yes, they do.	No, they don't.

The explanations of the chart are as follows:

**a) The rule of Positive Simple Present Tense**

Subject + Verb1 / Verb 1 + s/es + object

Azar & Stacy A. Hagen (2006: 53) states that if the subject in the form of a singular noun *she, he, It* (3<sup>rd</sup> person singular) has a final -s or -es for the verbs . Meanwhile, if the subject is plural form of nouns *we, you, they, I, Toni and Tina*, etc, you do not need to add the suffix -s or -es. For examples: a) *She goes to school by bus.* b) *He likes pop music very much.* c) *They like rock music.* d) *I wash my clothes on Sunday.*

**b) The rule of Negative Simple Present Tense**

Subject + do/does + not + verb 1 + object

According to Azar & Stacy A. Hagen (2006: 69) for third person singular (*he, she, it*) uses auxiliary “does not” , while for a subject in the form of plural nouns (the first person, second person, or third person plural) uses auxiliary “do not. For examples: a) *She does not like rock music.* b) *We do not have any classes today.*

**c) The rule of Interrogative Simple Present Tense**

Do/Does + subject + verb 1 + object

According to Azar & Stacy A. Hagen (2006: 74) for the interrogative sentence (Yes-No Questions) also used the auxiliary *does* or *do* fit the subject of the sentence. *Do* is used when the subject is the first person, second person, or third person plural. *Does* is used

when the subject is the third person singular. For examples: a) *Does it need too much time for you to finish this test?* b) *Does Ann live in Solo?* c) *Does he go to school by bus?*

## 2) Verb “be” (is, am, are)

According to Seaton & Y.H New (2007:83) the words **am, is, are** are also verbs but they are not action words. They are the simple present tense of the verb **be**. Use **am** with the pronoun **I**, and **is** with the pronouns **he, she, it**. Use **are** with the pronouns **you, we, they**. In other words, it can be concluded that the verb ‘**am**’ is used when the subject is the first person; verb ‘**is**’ is used when the subject is the third person singular; and verb ‘**are**’ is used when the subject is the second person or the third person plural.

There are three basic patterns for sentences that begin with *a subject + the verb **be*** (Azar & Stacy A. Hagen, 2006: 21):

- a) Subject + be + noun, for example: I am a student
- b) Subject + be + adjective, for example: He is intelligent
- c) Subject + be + place, for example: We are in class. She is upstairs

According to Azar & Stacy A. Hagen (2006: 24) in a question, **be** comes in front of the subject. The patterns is **Be + subject + noun/adjective/place**. For example: “*Is ana a students?*”, “*Are they at home?*”.

### 3) Verb “have”

The verbs **have** and **has** are used to say what people own or possess. They are also used to talk about things that people do or get, such as illnesses. These words are the simple present tense of the verb have (Seaton & Y.H New,2007:93).

According to Azar & Stacy A. Hagen (2006:30) the patterns of using *have* and *has* is as follows:

USING HAVE AND HAS		
SINGULAR	PLURAL	
(a) I have a pen.	(f) We have pens.	I
(b) You have a pen.	(g) You have pen.	You
(c) She has a pen.	(h) They have pens.	We
(d) He has a pen.		They
(e) It has blue ink.		
		She
		He
		It

### 4) Subject-Verb Agreement

Subject-Verb Agreement is an agreement in which there is a matching relation between subject and verb (Leech, 1996:33).According to Olson (2006: 127) when the subject of a clause - the person or thing doing the action - matches the verb in number (both singular or both plural), we say the subject and verb are *in agreement*.The main rule of Subject-Verb Agreement is simple. A subject should agree with its verb in number. In other words, if a subject is singular,the verb must be singular; if the subject is plural, the verb must be plural (Judith F. Olson, 2006: 128).

Here are the rules of Subject-Verb Agreement.

- a. If the noun is singular, the verb must have an -s
- b. If the noun is plural, the verb does not have an -s /-es

The example of those rules can be seen in the examples below:

(a) *The cloth needs washing.* (b) *The clothes need washing.* (c) *She looks beautiful.* (d) *They look tired.*

There are some additional rules of Subject-Verb Agreement (Leech, 1996:34). They are:

1. Where the subject consists of two or more items joined by *and*, the subject becomes plural and is followed by plural verb. For example: *My brother and I both like cheese.*
2. Two singular subjects joined by *or* become singular subject and are followed by singular verb. For example: *I don't know whether Dennis or Kevin loves me deeper*
3. As subjects, the pronouns *any*, *either*, *neither*, and *none* sometimes take some singular verb and sometimes take a plural verb. For example: a) *Her sons are grown up, but none of them is married.* b) *Her sons are grown up, but none of them are married*
4. Group nouns such as audience, committee, family, government, and team can take plural and singular verbs. For example: *The committee meets every week*

Moreover, Leech (1996:418) stated that the -s form of the verb is used only with the 3rd person pronoun or noun phrases which are



singular. For the 2nd person pronoun, that is, *you* which can be singular or plural, the verb does not have an *-s*. For example: a) *You (singular) always do the work well.* b) *You (plural) always do the work well.* c) *She always does the work well.*

### 5) Verb Spelling

In Simple Present Tense, verb has singular and plural form (Azar, 2000:27). The singular verb is formed from the plural verb.

Plural verbs	Singular verbs
Live	Lives
Do	does

There are some variations of suffix **-s** or **-es** for singular verb spelling (Azar & Stacy A. Hagen, 2006:66):

1. For verbs with ending *ss*, *x*, *ch*, *o*, and *sh* must be added by suffix **-es**. For example: Push – pushes, teach – teaches, kiss – kisses, fix – fixes, go – goes.
2. For the verb with the ending *consonant + -y*, change “y” to “i” and must be added by suffix **-es**. For example: Cry – cries, study – studies.
3. For verbs with the ending *vowel + -y*, it must be added by suffix **-s**. For example: Pay – pays, buy – buys.
4. For a verb other than those mentioned above, are added to the suffix **-s** only. For example: tell – tells, come – comes, get – gets.

**b. Meaning**

It deals with what a grammar structure means (Larsen Freeman). This is the mental image/comprehension that is generated by grammar. Students connect the grammar structure with the meaning.

Simple Present Tense has three important meanings (Leech, 1996:385-386). They are:

**1) A present state**

- a. Simple Present Tense often indicates a state which exists now that refers to a fact which is generally true. For example: *The sun rises in the east.*
- b. Simple Present Tense can also refer to states that can change. For example: a) *Where does your uncle work?* b) *I'm sorry, I don't know. I think he works in a fashion company.*

**2) A present habit**

- a. Simple Present Tense refers to an action repeated regularly such as habit or custom. For examples: *Robby smokes. Anita plays tennis.*
- b. Simple Present Tense can be used with frequency adverbs like *always, never, sometimes, ever, usually, often,* etc. For example: *Billy sometimes goes fishing in the summer.*

### 3) A present event

This meaning of Simple Present Tense is less common. It refers to an event which happens at the very moment of speaking. For examples: *I regret that I made a mistake. I beg you to be more careful.*

Besides the three important meaning above, Simple Present Tense also has two other special meanings. They are special because here Simple Present Tense does not describe present time but future or past time (Quirk, 1972 : 16).

#### a) Referring to future time

Simple Present Tense refers to the future in following cases:

- i. When there is a temporal adverbial in the clause

For examples: *The plane leaves for Chicago at eight o'clock*

- ii. In conditional and temporal clauses introduced by *if*. For example: *He'll do it if you pay him.*

#### b) Referring to past time

Simple present with past time reference is used with, for example, the communication verb *tell, hear, learn* etc. In the present of the effect of a past communication: *John tells me that you have been abroad.*

#### c. Use /Function

*Use* refers to how the grammar gets used. It refers to the relations between language and context that are grammaticalized, or encoded in the

structure of a language (Levinson 1983, p. 9). It also refers to the questions “where/why the grammar structure used?”

According to Baskara (cited in <http://www.learnenglish.de>, 2010: 1), usage is the way in which a word or phrase or sentence is normally and correctly used.

According to Pardiyono (2001: 15 – 16) you need to use the Present Tense if you want to convey the message about a case or a particular activity, which according to you at this time:

- Always: always or always done or always occur
- Usually: usually done or usually occurs
- Generally: generally performed or generally occurs
- Often: frequent or common
- Seldom: rare or uncommon
- Never: never done

Message that can be expressed with the Simple Present Tense can be: (a) things or reality,(b) issues (problems, matters),(c) situation (situation, condition),(d) the existence of something or (e) Works, all of which can and always be encountered in everyday life, or in communication between individuals or groups who do every day.

Here are some examples in accordance with the functions described above (Pardiyono, 2001: 16 – 18):

- 1) To express terms / reality now, what is happening and as long as we know the terms, or things that are common (general) and are repeatedly.

For example: a) *Ann has two sisters.* b) *She lives in a small town not too far away from this city.* c) *Jakarta is one of biggest cities of the capital in Indonesia.*

- 2) To reveal the problems / issues which are happening, existing or occurring at this time. For example: a) *We have more than 15 Ministers now.* b) *The shopping centers are always full of customers.*
- 3) To reveal the state / situation that you see and know at this point. For example: a) *It is rainy season now in our country.* b) *It rains every day.* c) *The weather is very cold in Tawangmangu.*
- 4) To reveal the existence of something that you see today. For example: a) *There are many big hotels in this city.* b) *Borobudur is the biggest temple in Java.*
- 5) To express a common work and routine. For example: a) *I go to school by bus, but he goes to school by motorcycle.* b) *His father works at the one of the banks of this city.*
- 6) To reveal or tell the contents of a book, or magazine, you need to use the Simple Present Tense form. For example: a) *This magazine says that he is a famous singer and he started his career when he was 15 years old.* b) *This book says that we have to come on the weekend. There are a lot of tourists there.*
- 7) If you want to order, ordered not to do any work or even to do, or you want to invite to do something, you need to use the Simple Present

Tense. For example: a) *Do not come on Sunday.* b) *The meeting is on Saturday.* c) *Pick me up at 9:00 am tomorrow.*

- 8) Likewise, if you want to give suggestions or advice to someone, you need to use the Simple Present Tense. For example: a) *Why do not you go and see a doctor?* b) *Why do not you go home and go to bed early?*

### 3. Adverbs used in Simple Present Tense

There are two kinds of adverbial that are usually used in Simple Present Tense. They are adverbial of frequency and adverbial of time. Adverb or expression time information that characterizes the Present Tense is as follows (Pardiyono, 2001: 22 - 23):

#### a. Description of time (adverb of time)

Adverb of time that is often included in the Simple Present Tense is information indicating a habit (habitual activities). For example: a) He gets up **every morning** at 4:00 o'clock. b) I go swimming **twice a month**. c) I spend on TV around **5 hours a day**. d) Sinta helps her mother cook in the kitchen **every day**. e) Saphira goes to the bank for some deposits once in **three days**. f) Mr. Boy Teaches this class **three times a week**.

Adverb of time does not have to always be included in the simple present tense this sentence. Although the time information is not mentioned, but the message conveyed was clear communication. For example: a) Besides teaching English, Mr. Boy runs his own business. b) I know that she is still single. c) He likes smoking very much, but I do not.

### b. Description in the frequency or intensity (adverb of frequency)

According to Azar & Stacy A. Hagen (2006:56) the words in this list are called “frequency adverbs”.

Frequency	Adverb	Example
100 %	always	<b>Bob always eats</b> breakfast
90% - 99 %	usually	<b>Marry usually eats</b> breakfast
75% - 90%	often	<b>They often watch</b> TV at night
25% - 75 %	sometimes	<b>Tom sometimes watches</b> TV.
5% - 10%	seldom	<b>I seldom watch</b> TV.
1% - 10 %	rarely	<b>I rarely drink</b> milk.
0%	never	<b>I never eat</b> paper.

They come between the subject and simple present verb. But some frequency adverb can also come at the beginning or at the end of a sentence. For example: **Sometimes** I get up at seven/ I **sometimes** get up at seven/I get up at seven **sometimes**.

But adverbial of frequency come after the verb “be” and modal verbs (can, must, will, etc). In other word, frequency adverbs follow **am, is, are** (the simple forms of **be**) (Azar & Stacy A. Hagen, 2006:59).

## 4. Teaching Simple Present Tense

Brown explains that teaching may be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or to understand (Brown, 1994: 7). In the classroom, the teacher is active in giving the material of the lesson and able to manage the class where the process of teaching takes place. That is why we can conclude that teaching is activity in

the classroom which refers to the theoretical principles used to helping or showing someone to understand about the material.

Since the introduction of Communicative Language Teaching which agrees with the theoretical views that language is *communication* not a set of rules. Integrated grammar teaching becomes an unique and authentic approach in teaching grammar; grammar teaching, like teaching the four skills, should involve pre-, while-, and post stages in an attempt to provide integrated learning environment, (Bayram Pekoz: 2008). Hence, teaching grammar means enabling students to use linguistic forms accurately, meaningfully, and appropriately and must be integrated with the teaching of four skills. Thus, it is the teacher's responsibility to establish the teaching and learning process in such a way that grammar is presented in an effective manner which can eventually help the students to use linguistic forms accurately, meaningfully, and appropriately, and which can create a fun and enjoying classroom atmosphere.

Teaching simple present tense is defined as an activity which enabling students to use simple present tense accurately, meaningfully and appropriately. The teacher presented simple present tense in the classroom with an effective way that is by integrating grammar with teaching of four skills in a fun and enjoying classroom atmosphere. The effective way can help the students to comprehend and use simple present tense more easily.



## 5. The Criteria of Simple Present Tense Mastery

Simple present tense is used for an action that happens regularly or is a permanent situation that we usually do. It can be a habit or fact. According to Azar (1989:11) the simple present is used to express habitual or everyday activity. The simple present says that something was true in the past, is true in the present, and will be true in the future. It is used for general statements of fact. Based on the statement above, simple present tense is an important language component that the students should master because this tense also helps them use the target language in communication either spoken or written forms. By mastering simple present tense, the student will be able to express the idea that they want to transfer appropriately at the present time.

Based on the explanation above, the students can be said mastery the simple present tense if they can use simple present tense appropriately and meaningfully. The word of mastery is from the word master. It turns from verb into noun. Mastery is defined as complete control or knowledge (Hornby, 1985:525). Hence, the students can be said mastery simple present tense if they have complete control and knowledge of simple present *form*, *meaning* and *use*. *Form* refers to the mechanics of the language, either in terms of grammar or vocabulary. With regards to grammar, students must understand the sentence structure of a specific grammar rule. In simple present tense, it includes the knowledge of simple present tense word order, subject-verb agreement and verb spellings. *Meaning*, it deals with what a grammar structure means (Larsen Freeman). This is the mental

image/comprehension that is generated by grammar. Students connect the grammar structure with the meaning. *Use* refers to how the grammar gets used. It refers to the relations between language and context that are grammaticalized, or encoded in the structure of a language (Levinson 1983, p. 9). It also refers to the questions “where/why the grammar structure used?” Furthermore, they can use those aspects for the communicative purposes appropriately.

## **6. Simple Present Tense in Descriptive Text**

In relation to this study, the researcher focuses on the students’ ability in using simple present tense in descriptive paragraph. According to Savage & Shafiei (2007) Descriptive paragraph is a kind of paragraph that is usually used to describe, someone, place, and things in detail. Good descriptive writing makes the readers feel as if he or she were present in the scene. It can be concluded that descriptive paragraph is a kind of paragraph which is used to describe something that can make the reader feel or imagine the object that has been described.

To express the students’ idea in describing something or someone, the role of simple present tense is much needed. One of the characteristics of descriptive paragraph is using simple present tense. In descriptive paragraph the writer must describe a fact or the truth which adhere or become the characteristics of someone or something. Meanwhile, Simple present tense is a tense that one of its functions is to state general statements of fact or the

truth, for example is *the color of my car is black*. Therefore, Simple present tense is used in writing descriptive text to identify and to describe the phenomenon that is described.

Hence, one of the ways that can be used to measure students' mastery in simple present tense is by asking the students to make descriptive paragraph where it becomes one of the skills which must be mastered by the eighth grade students of Junior High School.

#### **D. Game for Teaching Grammar**

##### **1. The Definition of Game**

A game is an activity in which participants follow prescribed rules that differ from those of reality as they strive to attain a challenging goal (Heinich et al., 1990: 330). According to Hadfield in Cahyono & Mukminatien (2011: 40) a game is an activity with rules, a goal and an element of fun. As the classroom activities, the element of fun from a game functions to interest the learning process. Language games are not activities mainly aimed to break the ice between students or kill time. The game is to be used as practice exercises to help students get used to and remember grammatical rules and pattern. Therefore, game can be described as fun activity, individually or in team, which has rules, goals, and involves forms of skill.

Game involves many factors such as rules, competition, relaxation, and learning in particular. All of these have their certain important focus when the game is applied in the classroom. The rules should be explained clearly by the

teacher and they should be well understood by the students. To help the students understand the rules, the rules can be followed by demonstration. Besides that, competition as a part of the game is very important in the classroom, because it can stimulate students to be more active and encourage them to participate in the activity since naturally they want to beat the other teams. Students can learn and play at the same time; they can learn in a fun and relaxed way. On the other hand, game provides an opportunity for real communication for the students.

From the statement above, it can be concluded that game should not be considered only as an amusing activity in the process of language learning. But on the other hand, it should be regarded as the part of language syllabus, since it can be applied as an effective strategy of language practice.

## **2. The Kinds of Game**

Motivation has to come from another source and from the enjoyment and also from pleasure experienced in learning situation. Based on the reason above, the teacher should classify the types of games which are suited to the learning process. S. Tyler has classification, the games or game like activities students engage themselves to help the main developing different abilities each, with obvious overlaps in some cases:

- a. **Conceptual Games:** These are games which develop one or more cognitive abilities in the child. These include the ability to categorize, identify similarities or differences of use, property, weight (singly or in combination), understand and express the notion of time.

- b. **Visual Perceptual Tasks:** These games which help the child develop abilities similar to the above (perceiving similarities or differences) but mainly through the visual channel. They also help the child understand space, size, relative location and color. Pictures and jigsaw puzzles are typical examples in this category.
- c. **Auditory Perceptual Tasks:** These are games or game like activities which concentrate on developing abilities similar to the above. But, mainly through acoustic channel and help the child develop auditory perception skills.
- d. **Fine Motor Tasks:** These are any type of activity which involves children in developing motor skills, coordinating movement, such as tracing a route through a maze, or chasing around a design, filling it in with color are typical examples.
- e. **Artistic Activities:** An activity which aims to develop the child's awareness of the world of arts. Drawing, painting, making collages are good examples.
- f. **Material Play:** Any play which involves children in manipulating materials, such as clay, sand, water, plastic, in which the children mold or change the shape of it. Making plasticine animals or making sand castles on the beach or in the sand belong to this category.
- g. **Physical Play:** This activity includes running, wrestling, rolling around the floor, playing hide-and-seek and helps children become aware of their body, its potential and its limitation.

- h. Representational Object Play: This type of play involves the use of small objects symbolizing the real world, such as toy cars, zoo animals, dolls. Through these, the child can interact and learn more about the world and the working.
- i. Fantasy Play: Any kind of play in which the child steps out of this world and enters the world of make believe, e.g. playing house or playing teacher. These games help the child consolidate knowledge and awareness of patterns of behavior of the adult world, and the interactive skills that go with them, rehearsing as it were for a time when she will have to perform similar roles as an adult. (<http://marisaconstantinides.edublogs.org/2009/09/02/the-power-of-play-for-education-and-language-development/>).

According to Hadfield (1999: 5) there are two kinds of games, such as:

- a. Competitive Game

Competitive game is one in which players or teams race to be first to reach the goal. The players do competition to be the winner. The strength of this game is the players as well as possible and independently, in order to get highest point. The weakness of this game is competition damages self-esteems, destroys relationships, and impedes the development of trust. It will lead to envy, distrust, and aggression, and it can be concluded that all competition is harmful to children.

- b. Co-operative Game

Co-operative game is one in which players or team work together towards a common goal. Key word of this game is team work together.

Players in each group work together to reach common goal. We can get many advantages by playing co-operative game. In co-operative games, children work together as a team to beat some elements in the game.

Jeopardy game is one of games that can be included in both competitive and co-operative game. That is why playing Jeopardy in the classroom will be more interesting. The students race to be first in reach the higher point and they also can cooperate with their friends to reach the goal of the game.

### **3. The Advantages of Using Games in Teaching Learning**

According to Lee Su Kim (1995: 35) there are many advantages of using games in the classroom: the first, games are welcome break from the usual routine of the language class. Next, they motivate and challenge students. What is more, students make a big effort in learning a language. Furthermore, games help students to sustain this effort of learning and develop language skills such as writing, listening, speaking and reading. The last reason to use games is that students are encouraged by games to communicate and interact, and games are a good way of creating a meaningful context for language use.

There are many advantages of the using game in the classroom, one of them is that game can creates relax atmosphere in the classroom so the students will more enjoy in comprehending the material. But it must be remembered, that game like any other activity can be bored when we use it too much. Therefore, the teacher should choose the game by considering about the student's needs and interests. Well chosen games are available as they give students a break, and

allow students to practice language skills. Games are highly motivating providing they are amusing and at the same time challenging.

## **E. Jeopardy Game**

### **1. The History of Jeopardy Game**

Jeopardy is a game that has been enjoyed on American television since the 1960s. It was a popular TV show. This game includes in kind of trivia/knowledge game. Schumin said that the original idea for Jeopardy arose from the quiz show scandals of the late 1950's. Many quizzes were giving task for the players to look for the answers to the questions. Merv Griffin, as the producer thought for another idea. He had an idea that if the show gives the players the answers and have they come up with the question. This idea was strongly reinforced by the title of the original pilot for the show: "What's the Question?" The show was renamed Jeopardy when the show was bought by NBC (National Broadcasting Company). Art Fleming was cast as the host, with Don Pardo announcing. (<http://game-shows.chris-place.com/shows/jeopardy/history.htm>)

In the summer of 1990, the show Super Jeopardy ran on ABC (American Broadcasting Company). This was a tournament of former Jeopardy champions, including one champion from the original Jeopardy with Art Fleming. The game was played like the regular Jeopardy airing at the time, with Alex Trebek hosting, but with two exceptions. Firstly, for the first round of competition, four players played in a game. Secondly, the game was played for points. (<http://game-shows.chris-place.com/shows/jeopardy/history.htm> )



Jeopardy has simple rule structure, so it can be played anywhere. Observing the rules of turns, point distribution and winner selection will ensure that any game of Jeopardy, whether played at home, with friends, or on a stage, will be fair and fun for all. For teachers, it will be helped, because with just a bit of preparation, Jeopardy can change the traditional classroom into a period of game show fun.

## **2. Jeopardy game as the Teaching and Learning Strategy**

Brown (2000: 122) states that strategies are the moment-by-moment techniques that we employ to solve “problem” posed by second language input and output. The former relate to input-to processing, storage, and retrieval, that is to taking in message from others. The latter pertain to output, how we productively express meaning, how we deliver message to other.

Scarcella and Oxford identifies the definition of learning strategy as cited in *Learning Styles & Strategies Journal* (Oxford, 2003: 2) as follows: Learning strategies are defined as “specific actions, behaviors, steps, or techniques --such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task -- used by students to enhance their own learning”.

It can be concluded that learning strategy is technique which is used by the learners to enhance their own learning that has a purpose to achieve a certain learning goal. A technique is implementation- that which actually take place in a classroom. It is a particular trick, stratagem, or contrivance used to

accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well, (Anthony, 1963: 63 – 67).

Oxford states some condition of the usefulness of the strategy as cited in *Learning Styles & Strategies Journal* (Oxford, 2003: 8) as follows: (1.) the strategy relates well to the L2 task at hand. (2.) The strategy fits the particular student's learning style preferences to one degree or another. (3.) The student employs the strategy effectively and links it with other relevant strategies. Strategies that fulfill these conditions “make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”.

Using games in the classroom become one of the most exciting strategy to teach children. Teaching foreign language through play make the students get new and fun experience in learning. Heinich et al.,(1990: 9) states that gaming provides a “playful” environment in which the learners follow prescribed rules as they strive to attain a challenging goal. It is a highly motivating method, especially for tedious and repetitive content. It means that game becomes of the method or teaching strategy which gives learners a reason to communicate and a context for speaking practice. Teachers should consider about the advantages of games; the ability to capture students' attention; lower students' stress; and give students the chance for real communication. Teachers also need to assess how to use games appropriately and meaningfully in the classroom. It is important to

choose an appropriate time and integrate them into the regular syllabus and curriculum. According to Klauer (1988), there are some characteristics of good language game, namely, it is governed by rules; it has objectives; it is closed activity; and it needs less supervision from the teacher. Thus, not all play can be a game; a play with no rules and objectives cannot be regarded as a game.

One of games that can be used as a teaching strategy is Jeopardy game. Jeopardy game is said as a cognitive strategy. Cognitive strategies enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally (Oxford, 2003: 12). This kind of strategy enables learners to understand and produce new language. Jeopardy game is a technique which provides a chance for students to produce new language in direct way. Through this game, the students are provided by a set of well-arranged activities which help them in learning simple present tense in meaningful and interesting way.

Hence, if the teachers want to use game as a learning strategy, they should choose a game which appropriate with the learning objective. Besides that, when the teachers use game in their class, the teaching and learning process are centered on the students in which the teacher acts as a supervisor and/or a facilitator. In other words, a game represents a learner-centered

instruction. Therefore, it may be challenging for teachers to try some games in class in order to develop students' English proficiency of the target language.

### **3. Procedures of Playing Jeopardy Game**

There are traditional Jeopardy and modern Jeopardy that can be played in the classroom. Traditional Jeopardy is Jeopardy that used traditional medium, such as board completed with its chalkboard, dry erase board, paper and pen. Meanwhile, the modern Jeopardy uses the modern medium like LCD and power point presentation.

#### **a. For the traditional one, the procedures are below:**

- 1) Divide the chalkboard or dry erase board into a grid. Write a category title---for example, "Active to Passive"---in the first box of each column. Fill in the rest of the column with point values in ascending order.
- 2) Prepare as many questions and corresponding answers as there are boxes on the grid. Harder questions should be worth more points.
- 3) Divide the class into teams. Determine the order in which members of each team will go up to answer questions. Flip a coin to determine which team will get the chance to answer the first question. Make sure each team can see and read the board clearly.
- 4) Ask the first member of the chosen team to select a point value from any category. Read the question that has been chosen. The student will need to provide a correct response for the question.

- 5) Give other teams a chance to answer if the first student cannot provide the correct response. Put an "X" through the corresponding box on the grid once the question has been answered.
- 6) Write the points earned under its name each time a team answers a question.
- 7) Continue to play Jeopardy until all boxes have been eliminated from the grid.

**b. The way to do the modern Jeopardy game in the classroom as follows:**

- 1) Prepare the template using Microsoft's PowerPoint then divide the class into groups or let it be individual. If there are groups in the class, explain that each student will take a turn as group's spokesperson. For the individual, it means that every person in the class is the spokesperson.
- 2) Allow the spokesperson to choose the topic and point value the group will attempt to answer correctly.
- 3) Click on the requested point value action button to reveal the question then read the question to the class.
- 4) Call on the spokesperson to explain the answer. If the answer is correct, tally the point value for the group. If the answer is incorrect, immediately call on the next group to answer.
- 5) Call on the spokesperson for the next group or person to choose a topic and point value.

- 6) Continue playing until all questions have been asked. Tally the points and declare the winner. ([http://www.ehow.com/how\\_4922457play-jeopardy-classroom.html](http://www.ehow.com/how_4922457play-jeopardy-classroom.html))

In this research the researcher uses modern Jeopardy game to be applied in teaching and learning process. The modern Jeopardy Game will increase the students' motivation to learn.

## **F. Previous Research**

There are some previous studies which are similar or in line related to the use of Jeopardy game and the teaching of Simple Present Tense. Here, the researcher summarizes some previous studies that can be use as guidelines for the researcher in conducting the new one, and explaining the way this study is different from the previous ones.

The first study was conducted by Muthoharoh (2013). This study used experimental research design where the researcher uses two group that are experimental and control group. Experimental group consist of students taught passive voice by Jeopardy game and the control group consist of students taught passive voice without using Jeopardy game. The result of this research shows that Jeopardy game is effective to teach passive voice. It is known from the result of t-test (*t-empiric*) value is higher than t-table (*t-theoretic*) value.

The second study is conducted by Sulaiman (2012). This research used pre-experimental design in the form of one group pretest-posttest without control group. There are three steps of this design, those are pretest, treatment, and

posttest. The researcher use test as the instrument to collect the data. The researcher tries to find out the difference of students' score before and after being taught by using Realia.

Based on the previous studies above is known that Jeopardy becomes the effective technique to teach passive voice . Therefore, based on this reason the researcher tries to use Jeopardy game to be applied in another subject matter that is simple present tense. The researcher tries to find out whether this game effective or not to be applied in teaching this subject. Besides that, the researcher tries to apply a new technique in teaching simple present tense which provides the chance for the student to learn grammar in an interesting and meaningful way. In this research, the researcher uses quantitative approach that is by using pre – experimental design with one group pretest-post-test. The instrument whis is used to collect the data is test, that is in the form of grammar test. Here, the researcher tries to find out whether Jeopardy game is effective to teach Simple Present Tense in the classroom.