

CHAPTER II

REVIEW OF RELATED LITERATURE

There are four parts discussed in this chapter. They are previous studies, theoretical review, conceptual framework, and hypothesis. In the previous studies, the researcher discusses about the previous research that has been done by other researcher which related to the theory. In the theoretical review, the researcher discusses some theories and research studies which are relevant with the topic. In the conceptual framework, the researcher shows the schema's concept of the method. In the hypothesis, the researcher shows the formula of the study.

2.1. Previous Study

To develop this study, the researcher presents the previous study dealing with the topic. They are:

The first study comes from Albaniyah (2016), "*The Use of Snake and Ladder Game To Develop Students' Understanding of Direct and Indirect Speech at the Tenth Grade of MA Matholibul Huda Mlonggo*". The subject in this research is the tenth grade students. And the method of collecting data is observation and the data analyzed using descriptive qualitative research. The result of this study is that Snake and Ladders is one of the alternative teaching model in teaching direct and indirect especially in high school students of class X Snake and Ladders models that could be used to make the students feel motivated and interest in.

The second, the research written by Saputra (2016), "*The Effectiveness Of Snakes And Ladders Game In The Teaching Reading Of*

Narrative Text at Tenth Grade Students of MAN 2 Semarang". This research aimed at improving students' reading of narrative text at tenth grade students of MAN 2 Semarang through snake and ladders game. This research was an experimental study. The researcher used quasi experimental. The result of the study showed that the used of snakes and ladders game could improve the students' reading of narrative text. The T-test was higher than T-table ($2,333 > 1,666$). It meant that the snakes and ladders game was effective in the teaching reading of narrative text.

The third is Meipina (2014) conducted a research entitled *The Application of Snake and Ladders in Teaching Vocabulary*. It was Communicative Language Teaching approach. The subject was students of seventh grade students of SMPN 20 Bandar Lampung. In this research she used observation, questionnaire and interview to collect the data. She found that the students really enjoyed the game. They were more active in real life situation through the individual, pair and group work activity.

The last is written by Nuryati (2017), "*Development of Snake And Ladder Game as A Learning Media In Special Journal Material to Improve Student Motivation of Class X Accounting SMK Muhammadiyah 1 Tempel*". She used Research and Development method. In this study snake and ladders game can be used to improve students' motivation of class X Accounting SMK Muhammadiyah 1 Tempel as 0.20. This improvement categorized as low level since the score was < 0.3 . It meant that although

there was an improvement of the learning in learning special journal, it was not significant.

Based on the description above the researcher can conclude that snakes and ladders game can be one of solution in teaching and learning process in the classroom. It helps teacher to get attention of the students. The students become more attractive and enjoy in learning English.

This study has the similarity with those previous researches. The similarity is about the learning strategy that is used in the research. All of the previous research used Snake and Ladders Game as the learning strategy. The differences of this research with those previous researches are in the sample, the material, the place that conducted the research and the game rules.

The researcher conducted the research at eight grade students. The researcher chose MTs Negeri 1 Jepara in conducted the research. Then, the type of the research was quantitative research. The researcher used quasi experimental research. The researcher taught simple past tense, especially in past form of irregular verbs. The last is in this research the researcher used different rules in snakes and ladders game. So, the present study was quite different from previous studies above. The researcher hoped this research will give new information of others.

2.2. Theoretical Review

In this study, it will explain the materials that related to the topic. They are tenses, type of tenses, simple past tense and irregular verbs.

2.2.1. Tenses

In learning English, tenses might be difficult topic. Moreover, in Bahasa Indonesia there are no changing words that indicate the tenses. However, in English tenses are crucial elements. Every sentence both spoken and written must show its tense because it may change the meaning. This complexity sometimes makes a presumption that English is a difficult subject.

Dharma (2007), also defines that tenses is the use of adverbial of time in English in a proper way. Tense is the relationship between the form of the verb and the time of the action or state it describes (Richard, J and Schmidt, 2002). Then, tense has relation with time in English is divided into three types: they are present tense, past tense and future tense. Whereas, tense which has relation with perfection level there are four types: they are indefinite, continuous, perfect, and perfect continuous.

From those statements above, it can be conclude that verb indicates the tense of sentence in English. By knowing the tense of the sentence, students can know when the events happen because the different form can show the difference in time.

2.2.2. Type of Tenses

A tense is the verb form that shows an action in English sentence. It is one of major thing in learning English. According to Jabbari (2013), Tense is the grammatical category which correlates with distinctions of time. Tense also can be defined as rule of verb changing because of the time.

Table 2.1

Type of Tenses

Tenses	Present	Past	Future	Past Future
Simple	Simple Present	Simple Past	Simple Future	Simple Past Future
Continuous	Present Continuous	Past Continuous	Future Continuous	Past Future Continuous
Perfect	Present Perfect	Past Perfect	Future Perfect	Past Future Perfect
Perfect Continuous	Present perfect Continuous	Past Perfect Continuous	Future Perfect Continuous	Past Future Perfect Continuous

2.2.3. Simple Past Tense

The past simple is used to refer to single, completed actions or events in the past. These no longer have a consequence in the present moment (Allison, 2016). The absolute past tense is used to represent a situation as actualizing at a specific past time (De, 2006). According to Riyanto (2002), states that simple past tense is used to express something happened, took place, or was finished at some time in the past. The simple past tense is a tense that explain us the events that happen or the activity that

is done in the past time. The simple past tense is used for past actions that happened either at a specific time, which can either be given by a time phrase (yesterday, last week, etc) or understood from the context. Simple past tense can be defined as one of tense that used to express the event or the activity is began and ended in the past.

2.2.4. The Formula of Simple Past Tense

Table 2.2
Verbal Sentence Formula

Type of Sentence	Subject	Verb	Time signal
Affirmative	I, you, we, they, he, she, it	Regular= V1+ d/ed Irregular=dictionary	Yesterday,ago, last time, Etc
Negative	I, you, we, they, he, she, it	Did not/ didn't+ V1 (without d/ed)	
Interrogative	Did+Subject (I, you, we, they, he, she, it)	Verb 1 (without d/ed)	

Example:

Affirmative : She opened the door

Negative : She did not open the door

Interrogative : Did she open the door?

Answer : Yes, she did/ No, she did not

Table 2.3

Nominal Sentence Formula

Type of Sentence	Subject	To Be (was and were)	Complement (Noun, adjective, adverb)
Affirmative	I, you, we, they, he, she, it	I= was You, we, they=were He, she, it= was	In the morning, in Bandung, Handsome, beautiful, ugly, teacher
Negative	I, you, we, they, he, she, it	To be + not	
Interrogative	To be + subject	Verb 1 (without d/ed)	

Example:

Affirmative : She was beautiful last night.

Negative : She was not beautiful last night.

Interrogative : Was she beautiful last night?

Answer : Yes, she was/ No, she was not

2.2.5. Regular and Irregular verbs

Simple past tense indicates that an activity or situation began and ended at a particular time in the past. There are two kinds of verb in the simple past tense. There are: regular verbs and irregular verbs. When Indonesian students face the simple past tense, they sometimes make some errors in the changing verb, as in Indonesia there is no changing verb because of the changing time.

Examples:

I worked

She studied English yesterday.

From the two sentences above, the verbs are added by d/ed. We know, these sentences were happened in the past time. The word “work” adds by “ed” become “worked, and the word “study” adds by ”ed” and change the “y” into “I” become “studied”. The additions of the words by the syllables d/ed are called by regular verb.

Table 2.4

Regular Verb Example

Simple Form of Verb (Verb I)	Past Tense (Verb II)	Past Participle (Verb III)
Work	Worked	Worked
Study	Studied	Studied

The Writer infers that simple past tense is an action happened and completed in the past time, the action does not relate with now, the past form of verb both regular and irregular is verbal sentences of simple past tense and to be (was and were) is used in nominal sentence of simple past tense.

Irregular is verb which has some different forms for simple form, past form and past participle form. It has change depends on tenses. According to Cyssco (2003) irregular verbs are not formed by adding d / ed endings and irregular verbs having their own form. According to Taatgen & Anderson (2002) states the reason of students do mistakes in forming

irregular verbs, they posit three distinct stages for learning past tense forms for young learner:

- a. Learners either acquired irregular past tense firstly in chunk (e.g. broke, went, woke) or no past form at all.
- b. Learners starts to notice and use regular past tense form and sometimes even add -ed suffixes to the irregular verbs (e.g. break-ed, go-ed,wak-ed),
- c. All verbs are inflected correctly

Example :

She slept soundly last night

From the sentence above, we know the origin of the sentence “She sleep soundly”. Because of the signal of the time is in the past “last night”, it identifies the past action, so the word “sleep” is changed to “slept”. The changing of the word shows that action was done in the past time, and also the signal “last night” identifies that action does not exist now or at the time of speaking.

Example:

They went to the mosque

The sentence above is simple past tense. Although there is not time signal of simple past tense, but we can see the verb is change from “go” to “went”. The origin of verb is “go”, so the speaker or writer use “went” for showing a complete activity.

Table 2.5

Irregular Verb Example

Simple Form of Verb (Verb I)	Past Tense (Verb II)	Past Participle (Verb III)
Sleep	Slept	Slept
Go	Went	Gone

2.2.6. Snakes and Ladders Game

Games in the language classroom help children to see English as enjoyable and rewarding. One of name of game is Snakes and Ladders game. Ladder in this game will take you up and the snake will take you down. In this game, implicitly, the students can learn about up and down in life or about joys and troubles. Ladders represent the up life and joy, while the existence of the snakes represents the down in life or trouble.

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. Snakes and ladders game is one of ancient game. It is from East Asia, India. This game also can assist in developing basic arithmetic such as counting, addition and subtraction, communication, as well as the concept for which a game has been developed.

The players do not need many materials to play this game. It needs board game, dice and counters. This game can be implemented in class situations. To make the games not only enjoyable but also meaningful

in teaching learning, Snake and Ladder games can be varied the instruction dealing with the particular material learned. The teachers can use it as a media to teach grammar in their class, especially in 'Irregular verb'.

According to Faizal (2010), there are some rules in using snake and ladder as a learning media as follows:

1. All players start the game from the plot number 1.
2. There is some numbers of snakes and ladders on a certain plot on the game board.
3. There is one piece of dice and some pawns. The number of pawns used in accordance with the number of players.
4. The length of a snake and ladder varied, some short, some long.
5. Snakes can move pawns player back several plots, while the staircase can move forward a few plots player pawn.
6. To determine who gets the first turn, based on the highest value of the results of throwing dice by each player at the start of the game.
7. At the turn, the player can roll the dice and advance the pawn several pieces corresponding to the number of dice throws outcome.
8. When a player gets a 6 out of throwing the dice, then the player's turn once again to roll the dice and advance the pieces according to the figures from the last toss. If the player pawn ends on plots

containing the foot of the stairs, then pawn the right to advance to the plots designated by the summit of the stairs. If the player pawn ends on plots containing snakes, then the pawn must fall to the plots designated by the head of the snake.

9. The winner of the game is the player who first reached the swath 100.

2.2.7. Using Snakes and Ladders Games in Teaching Simple Past Tense of Irregular Verbs

In this study the researcher uses some materials to make the snakes and ladders games. For demonstration the materials that we need to make a board game such as: a carton paper, a marker and a ruler. It is easy to make.

The researcher modify the rule of playing snakes and ladders game from (Faizal, 2010). Here are the following steps of teaching past form of irregular verbs using snakes and ladders games:

1. The researcher divides the class into 6 big groups. It consists of 6 Students. One person becomes the judge and five persons become the players. In this game the judge hold a magic card (irregular verbs).
2. To determine the first, second, third, fourth, and fifth player, they should answer the question from the judge. They can move the pawn, if the answer is correct. In the order hand if the answer is wrong the player cannot take the chance.
3. The first question comes from the judge.

4. In every step there is a base verb, the player should change the word into past form.
5. If the answer is incorrect, she/he should go back to the previous step.
6. If the player gets six dots, she/he can spin the dice again.
7. If the player gets a chance to go up to the ladder, the player should answer the question on the board correctly.
8. The player who reaches 25 points first, she/he becomes the winner of the game.

2.2.8. The Advantages of Snakes and Ladders Games in Teaching and Learning Process

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

1. Snakes and ladders games can be used in teaching and learning activities because these activities are enjoyable so that children are interested to learn while playing. Children can participate in the learning process directly.
2. Snakes and ladders games can be used to help the children's development in all aspects, one of them is mathematical logic.
3. Snakes and ladders can stimulate children to learn how to solve simple problems unnoticed by children.
4. The use of the media of snakes and ladders can be done either in the classroom or outside the classroom.

2.2.9. The Disadvantages of Using Snakes and Ladders Game in Teaching and Learning Process

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

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

2.3. Theoretical Framework

English is an international language which is really important to learn. The importance of learning English is that learners can learn to communicate with it. People use English to communicate with people from other countries because English has become an international language. They can exchange information about the culture, the development of their countries and also introduce science and technology.

Grammar is an essential part of learning English. We can communicate the ideas effectively. It is important to help us to support the four language skill; writing, reading, listening, and speaking. Most of the Indonesian students face difficulties in Grammar. Grammar has a very

important role in learning English. It is important to express ourselves, but it should be done in good way that makes people easily to understand. So we have to have a good structure in communication. Some people get problems in remember the past form of irregular verbs.

Snakes and Ladders game is chosen by the researcher for consideration that it is a useful and effective way in teaching past form of irregular verbs for Junior High School students. This game will help the students to remember the past form of the base verb. The researcher used Snakes and Ladders game as a learning media to improve students' past form of irregular verbs mastery. The theoretical framework of this study can be illustrated in a following figure:

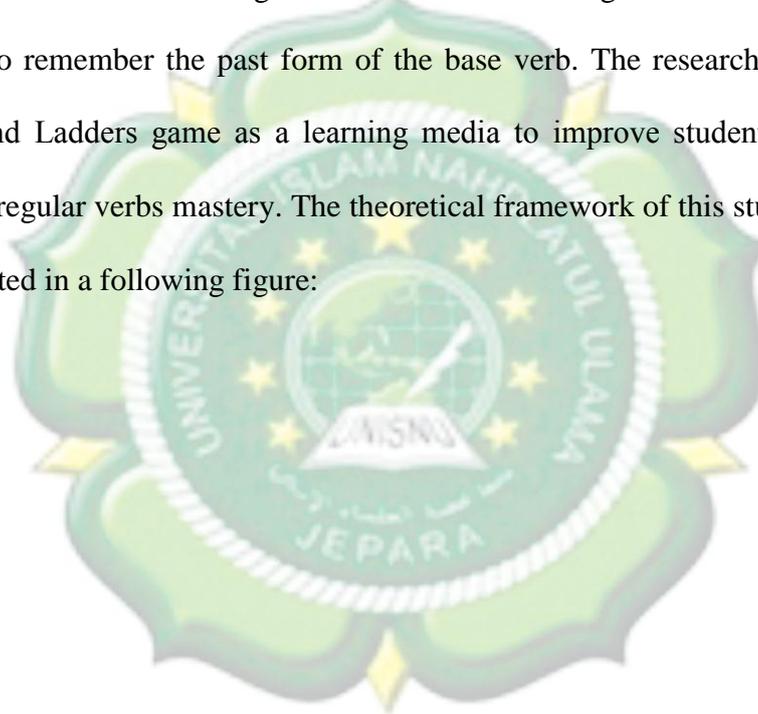
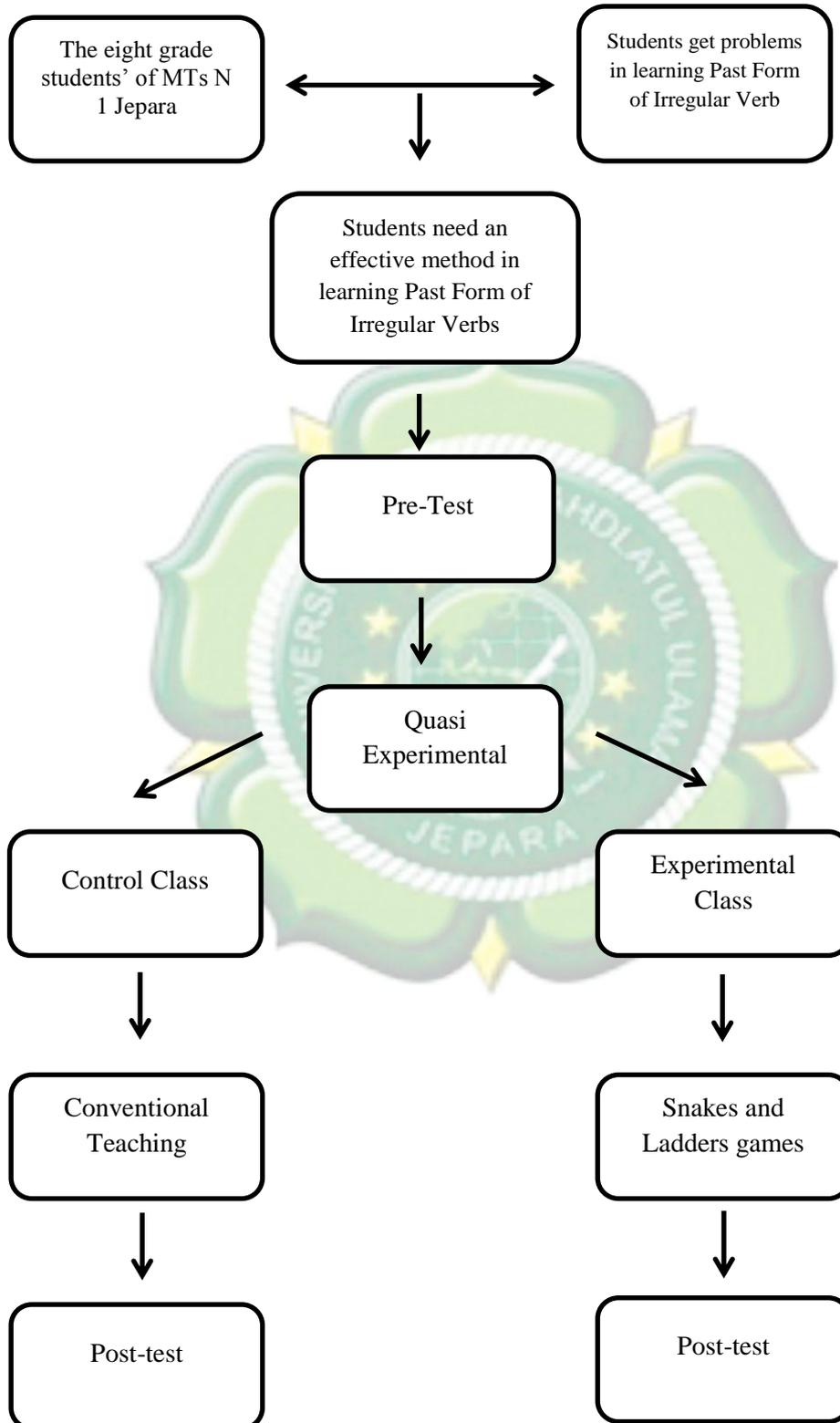


Figure 2.1 Theoretical Framework

2.4. Hypothesis

Hypothesis of this study are:

- a. **Null Hypothesis (H_0)** : The use of using snakes and ladders games is not effective in teaching past form of irregular verbs at eighth graders of MTs Negeri 1 Jepara.
- b. **Working Hypothesis (H_a)** : The use of using snakes and ladders games is effective in teaching past form of irregular verbs at eighth graders of MTs Negeri 1 Jepara.

