

## Using Memory Round Game Technique In Teaching Simple Past Tense To Tenth Graders Of SMAN 4 Kota Kupang In The Academic Year 2023/2024

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### ABSTRACT

Memory round game is suitable for senior high school students as it provides them with opportunities to explore and experiment in a stable and supportive environment. This age group is going through one of the most challenging periods in life, and the game allows them to learn new concepts and rules while engaging in hands-on activities. They not only listen to the explanation from the teacher but also they can do as the subject of teaching-learning activity. Memory round game also plays an important role in teaching learning grammar especially simple past tense. This research aims to know if the use of memory round game technique is effective in teaching simple past tense to tenth graders of SMAN 4 Kota Kupang in the academic year 2023/2024. The subjects of this research are grade X-C students of SMAN 4 Kota Kupang. The researcher used a qualitative method. The research was conducted in two steps. The first step was not yet successful. Therefore, the researcher conducted the second step. The result of the second step shows that using memory round game is effective in teaching simple past tense to the grade X-C students of SMAN 4 Kota Kupang. Using a memory round game was an effective method for teaching and learning the simple past tense to tenth graders at SMAN 4 Kota Kupang. This approach proved successful where the majority of students exhibited high levels of engagement.

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## 1. Introduction

As one of the language components, grammar is important to be learned by the students. In a conversation, students should learn grammar to help them make meaningful sentences to be delivered, because grammar provides the structure of a sentence. Brown (2001) defines grammar as the system of rules governing the conventional arrangement and relationship of words in a sentence. Moreover, Ur (1988) states that grammar may be roughly defined as the way a language manipulates and combines words (in a bit words) to form a longer unit of meaning. There is a set of rules which govern how units of meaning may be constructed in any language. In addition, Fromkin (2003) states that grammar is complex, logical, and capable of producing an infinite set of sentences to express any thought. English grammar has many different and difficult rules.

The simple past tense is one of the tenses and English grammar topics that is given to tenth-gradestudents in Senior High Schools. As we know, the students still have difficulty mastering the simple past tense since it also has the rule of changing a verb. Based on the researcher's observation when she did teaching practice at the tenth and eleventh grades of SMAN 4 Kota Kupang in October 2021 she found that the method used by teachers in teaching grammar is a conventional method. They need to make teaching grammar interesting, enjoyable, and communicative, it is not an easy task for some teachers of English. Therefore, a teacher needs good media to help their students understand and master grammar, especially Simple Past Tense.

Many media can help teachers to make students interested in following the lesson. Games are kinds of substances that are used by a teacher during the teaching process to support the presentation of the lesson and become a learning aid that makes it easier. The researcher intends to prove that memory round game technique can be applied to teach simple past tense. She hopes that by using this teaching aid, the students will not be bored because language learning is hard work, and games help and encourage many learners to sustain their interest in studying. Games also help the teachers create the context in which the language is useful and meaningful. They play important roles in the teaching and learning process and can be alternative media for language teaching. They can often help the students understand something presented better than telling it verbally.

Based on the background above, the researcher intends to conduct a research entitled: **'Using Memory Round Game Technique in Teaching Simple Past Tense to Tenth Graders of SMAN 4 Kota Kupang in The Academic Year 2023/2024'**

### a) Problem Statement

Based on the background above, the problems of this research are:

1. How is memory round game technique used in teaching simple past tense to tenth graders of SMAN 4 Kota Kupang in the academic year 2023/2024?
2. What is the student's perception of using memory round game technique in teaching simple past tense to the tenth graders of SMAN 4 Kota Kupang in the academic year 2023/2024?

### b) Research Objectives

Based on the problem statements above, the aims of this research are:

1. The research aims to know how the use of memory round game to teach Simple Past

- Tense to tenth graders of SMAN 4 Kota Kupang in the academic year 2023/2024.
2. The research aims to know the student's perception related to using memory round game to teach simple past tense to tenth graders of SMAN 4 Kota Kupang in the academic year 2023/2024.

## 2. Research Method

The research design being used was qualitative descriptive methods. This research was conducted in SMA Negeri 4 Kupang on June, 13th 2024. SMAN 4 Kota Kupang. Here there researcher chose grade 10 as the population of research that consisted 432 students, and took 36 students as the sample. Those 36 students came from grade 10 C.

The data is collected by using the following techniques :

1. Observation

The observation techniques would be implemented in this research to collect data related to the process of teaching-learning activity and the result would be achieved. According to Bungin (2007), observation is a data collection technique used to gather research data through observation and sensing. In this instance, the observation was conducted by monitoring students' perceptions during teaching and learning.

2. Test

The test aims to gather the necessary data to address the research problem. Two types of tests were used: a pre-test and a post-test. Both tests consisted of multiple-choice questions, totaling 30 items.

The data was analyzed by using the following techniques:

The data was analyzed using qualitative. The qualitative technique was employed to examine observational data concerning using memory round game technique in teaching simple past tense to tenth graders at SMAN 4 Kota Kupang. The post-test results are presented alongside the pre-test results in a comparative format to evaluate the overall effectiveness of the teaching method.

## 3. Research Findings and Discussion

### Research Findings

How The Used of Memory Round Game Technique Used in Teaching Simple Past Tense to Tenth Graders

The research was conducted on June 13<sup>th</sup>, 2024. The first step is for the researcher and her collaborator, the teacher, to explain the uses and structure of the simple past tense. However, most students did not pay attention and were confused about how to change the verb forms. To assess their understanding before concluding the explanation, the researcher and her collaborator administered a multiple-choice test consisting of 30 items, but the results were unsatisfactory. Consequently, they decided to implement a memory round game technique to enhance learning. Before applying this technique to the simple past tense, the researcher prepared the necessary instructional materials, including a lesson plan, verb cards, and a student test.

The researcher and her collaborator started the class by greeting the students, taking attendance, and explaining the definition and structure of the simple past tense. They then asked some students about their past activities and wrote their responses on the board. Next, the researcher provided examples of the simple past tense and explained its usage. After that, she and her collaborator introduced the rules for a memory round game and divided the students into six groups. Each group received a set of verb cards. The students played the memory round game following the researcher's instructions. After the game, the researcher reviewed the material, and the class concluded with a test that she administered.

The second step is for the researcher and her collaborator to prepare instructional tools for the teaching and learning process, such as a lesson plan, verb cards, and test items. The researcher and her collaborator initiated the teaching and learning process by reviewing the material related to the simple past tense. They asked students about their past activities and wrote these responses on the board. The researcher then explained the usage of the simple past tense. Following this, the researcher and her collaborator introduced the rules of memory round game and divided the students into six groups. The final step involved administering a test to the students.

### Students' Perception Related to Using Memory Round Game Technique.

According to the data collected through observation made by the researcher and her collaborator in the first step indicate that out of 36 students, 14 exhibited high levels, 12 demonstrated moderate levels, and 10 showed low levels. The results of test showed that the first step was not successful, as the majority of students did not meet the passing standard set by SMAN 4 Kota Kupang, which is a score of 75, out of 36 students, 15 met the standard criterion of SMAN 4 Kota Kupang, which is a score of 75 or higher, while 21 students did not meet this criterion. The data collected through observation in the second step indicate that out of 36 students, 31 students exhibited high levels of perception, 3 students showed moderate levels of perception, and 2 students demonstrated low levels of perception during the action stage of the research. After the meeting during the second step, the students took a test. The results of test indicated some improvements, out of 36 students, 31 met the standard criterion established by SMAN 4 Kota Kupang (75), while 5 students fell short of this standard. Those who did not achieve the required score struggled with concentration during the test. Nevertheless, this research successfully fulfilled the achievement indicator, indicating that the results were adequate for this step.

## 4. Conclusion

Based on the research findings, several conclusions can be drawn. The memory round game could be used to teach the simple past tense to tenth graders. This activity appeared to be both enjoyable and challenging. The implementation of the memory round game began by dividing students into six groups, each consisting of six students. Each student received a card that displayed a base verb, which they needed to convert into its past form. Following that, each student was required to create sentences based on the verbs on their cards. In the first step, students encountered difficulties while playing the memory round game. They were noisy during the activity and struggled to understand the teacher's instructions, leading some to cheat and seek help from their peers. In the second step, the teacher provided instructions more slowly and clearly, which greatly helped the students. Additionally, a reward was offered to the winning group to encourage participation and focus. Using a memory round game was an effective method for teaching and learning the simple past tense to tenth graders at SMAN 4 Kota Kupang. This approach proved successful where the majority of students exhibited high levels of engagement. Additionally, the results of the tests administered showed that most students achieved the standard criterion set by SMAN 4 Kota Kupang, which was a score of 75.

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