

# CAKRAWALA PENDIDIKAN

## FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

**Internalisasi Nilai-nilai Entrepreneurship Dalam Rangka  
Membentuk Perilaku Kewirausahaan Melalui Pendidikan  
Terintegrasi**

**Kepemimpinan Dan Kecerdasan Emosional**

**Peranan Layanan Bimbingan Dan Konseling Untuk  
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**The Influence Of Gender In Language Usage**

**Using Sorogan Method In Learning English For Beginners**

**Teaching Simple Present Tense Using Short Answers Game For  
The First-year Of University Students**

**Analisis Faktor Eksploratori Komponen Utama Penyebab Inflasi  
Di Kota Malang**

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**Using Picture Book As Media To Improve Reading Motivation  
On Junior High School Student**

**Escalating Ideas Using Creative Visualization Technique In  
Writing Ability**

**The Effectiveness Of Kwl (Know, Want To Know, Learned)  
Technique In Teaching Reading For English Department  
Students**

**The Problem Of Translating English Phrases Into Indonesian  
For Islamic Scholar Of**

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# TEACHING SIMPLE PRESENT TENSE USING SHORT ANSWERS GAME FOR THE FIRST-YEAR OF UNIVERSITY STUDENTS

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**Abstrak:** Grammar adalah salah satu elemen yang paling penting dalam mempelajari bahasa Inggris. Grammar adalah sebuah sistem aturan yang mengatur penetapan atau susunan konvensional dan hubungan kata-kata dalam sebuah kalimat. Kebanyakan siswa memiliki banyak kesulitan ketika mereka mencoba untuk mempelajari grammar karena rasa takut, rasa malas, dan kurangnya ketertarikan terhadap grammar. Oleh karena itu, permainan *short answers* dapat membantu siswa memahami grammar khususnya dalam *simple present tense* dalam bentuk dialog dengan mudah dan dapat mengubah anggapan siswa bahwa grammar adalah pelajaran yang menakutkan.

**Kata Kunci:** Simple present tense, permainan short answers.

**Abstract:** As we know that grammar is one of the most important elements in learning English. Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Most of the students have many difficulties when they try to learn grammar with all of their anxiety, laziness, and lack of interest to learn it. Therefore, *short answers* game can help students comprehend grammar especially in simple present tense on the form of dialogue easily and change students' beliefs that grammar is a kind of spooky lesson.

**Key Words:** Simple present tense, *short answers* game.

## INTRODUCTION

Teaching grammar is not simple and easy like we have thought before, especially for the first-year students of university. Students at the first year must obtain the basic grammar perfectly and correctly because grammar here is a foundation to learn and practice English for other skills like writing, reading, speaking and listening. We cannot just give them pattern, usage and some examples in every tenses but we have to make them able to apply their comprehending in grammar in those four skills and even other field. Most of the students are afraid of grammar because they have to face numerous language rules and patterns. This is the

challenge that we as a teacher even lecturer have to take to make them interested in grammar and step aside their anxiety. According to that fact, I try to change my way in teaching grammar especially in simple present tense by using *Short Answers* game, in this case I use one of the fun games adapted from Woodwar (1997), teaching and learning grammar can be very attractive, interactive, effective and fun.

## CONTEXTUALIZED GRAMMAR

First of all, grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence (Brown,

2001:362). He also stated that grammatical competence occupies a prominent position as a major component of communicative competence. Without the knowledge of how to organize an intricate, complex array of rules into a permissible grammatical sentence, one's language would simply be chaotic. Meanwhile, Thornbury (1999:2) mentioned that grammar is defined as the study of what forms or patterns are possible in a language and grammar is conventionally seen as the study of the syntax and morphology. Grammar is the mental system in human brain that enables human beings to produce and interpret the words and sentences of their language (O'Grady & Dobrovolsky, 1992:4).

Knapp & Watkins (2005:32) defined grammar as rules that were developed to describe and analyse the way that words are put together within sentences. Grammar remains simply a set of rules for correctness or appropriateness. Patchler (1999:2) also added that grammar allows us to generate an unlimited utterance with a finite set of linguistic resources and to talk about the world beyond the here and now. Therefore, the discussion of grammar is not emphasized on whether grammar is important or not, but it tends to how to teach grammar to build students' communicative competence. Teaching grammar means to make students able to use linguistic forms accurately, meaningfully, and appropriately. Therefore 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 the linguistic forms accurately, meaningfully, and appropriately, and which can create a fun and enjoyable classroom atmosphere.

## SIMPLE PRESENT TENSE

Simple present tense is one of the English tenses that teachers teach in the first year of university. Simple present tense says that something was true in the past and is true in the future. It is used for general statements of fact and timeless truths. (Azar (1989:11). She also added some examples related to those statements. They are '*water consists of hydrogen and oxygen*', '*most animals kill only for food*', and '*the world is round*'. They all describe something general that happened in the past time and also happens in the present time or future. Simple present tense is also used to express habitual or everyday activity like in '*I study for two hours every night*', '*my classes begin at nine*', and '*he always eats a sandwich for lunch*'. Those sentences consist of everyday habits. Azar (1989:11) also defined that certain verbs are not used in progressive tense. With these verbs, the simple present may indicate a situation that exists right now, at the moment of speaking.

Meanwhile, Pyle & Page (2002:57) said that simple present tense is used to indicate a regular or habitual action. They added some examples like '*John walks to school every day*', '*Henry always swims in the evening*', '*the coffee tastes delicious*', and '*we want to leave now*'. Some verbs in those sentences, *tastes* and *want*, are stative verbs which mean that they cannot perform in the progressive form. Azar (1999:2) also defined that in general, the simple present expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future. She also explained about some English verbs which have stative meanings. English stative verbs describe states: condition or situations that exist. When verbs have stative meanings, they are usually not used in progressive tenses like Azar mentioned before.

Murphy (1994:4) stated that "we use the simple present tense to talk about things in general. We are not thinking only about now. We use it to say that something happens all the time or repeatedly, or that something is true in general. It is not important whether the action is happening at the time of speaking. We also use the simple present when we say how often we do things". He added some examples like: 'nurses look after patients in hospitals', 'the earth goes round the sun', 'I get up at 8 every morning', and 'Ann doesn't drink tea very often'. When she, he, and it are as the subjects, the verbs must be added by - s or - es. If the subjects are they, we, I and you, the verbs should be in infinitive verb or verb 1. The auxiliaries do and does are used to make questions and negative sentences. Do is for the subjects they/we/I/you and does is for the subjects she/he/it. For example: 'where do you come from?' and 'rice doesn't grow in cold climates'.

Murphy (1994:10) also added that in simple present tense there are three auxiliaries which are followed by adjectives, nouns or adverbs. They are is, am, and are. Is is for the subjects she, he, it; am is for I; and are is for subjects they, we, you. If we want to make them in negative sentences, we just can add not after the auxiliaries is/am/are. For example: 'I'm tired but I'm not hungry', 'Jane isn't at home but she is at work', and 'it's sunny today but isn't warm'.

## DIALOGUE

Collins (2002) defined dialog as an exchange of opinions on a particular subject or discussion. Dialog also means the lines spoken by characters in drama or fiction and a particular passage of conversation in a literary or dramatic work. Based on WordNet 3.0, Farlex clipart collection in Christian (2010), dialog is a literary composition in the

form of a conversation between two people. Dialog also means an exchange of ideas via conversation. Dialog is a discussion intended to produce an agreement.

Whereas Shirley (2009) stated that dialogue is an important part of storytelling, she also added that "Dialogue is easy. It's what you've been doing almost every day, most of your life". Real life dialogue contains repetition, interruptions and irrelevancies. If it is transcribed and grafted into a fiction novel, it will result in a tedious read. Intercourse between fictional characters should contain the essence of real life speech, but one that is compelling and moves the story along.

The American Heritage Dictionary of the English Language in Christian (2010) also cited that dialog is a conversation between two or more people. Dialog also means conversation between characters in a drama or narrative and the lines or passages in a script that are intended to be spoken. Dialog is a literary work written in the form of a conversation.

## LEARNING GAME

Some writers have argued that games are not just for filling time activities, but they have great educational values. Lee (1979) noted that games should be treated as central not peripheral to the foreign language teaching. In addition, they are not just a diversion, a break from routine activities, but away of getting the students to use the language in the course of the game (Deesre, 2002). Together with the development of teaching approaches, the teaching and learning process, methods, and also strategies may be made suitable and appropriate to the approaches. Besides, game as one of activities in the teaching and learning process has become very popular. Nowadays, many teachers use games as their

equipments in teaching of English. They have desires in using games as their teaching devices, although some of them often think games as mere time fillers, a way of killing some times left in the teaching duration, or a break from monotonous drilling.

A game is basically a play governed by rules (Klauer, 1998). A language game is a language play governed by rules but with clear linguistic rules to which all participants in the activity must conform. Klauer also added that there are some characteristics of a good language game. They are; game is governed by rules; game has objectives; game is a closed activity; and game needs less supervision from the teacher. Therefore, not all play can be mentioned as a game, a play with no rules and objectives cannot also be regarded as a game.

Using games as teaching and learning activities can expose the students' participation better and actively engage them in language learning (Ersoz, 2000). Harmer (2007:223) also argued that games could engage students and encourage them to use the target structures with enthusiasm. By using games, the teaching and learning process in class are focused on the students while the teacher is a facilitator or the supervisor. In other words, it is the students who are active in the learning process with the target language. A game represents a learner-centered instruction is suitable with Brown (2001:46) stated that learner-centered instruction is a technique which accounts learners' needs, styles, and goals. It is the technique that focuses on students' creativity, innovation, and sense of self-competence. Games are effective because they arise students' motivation, lower their stress, and give them opportunities for real communication (Deesre, 2002).

Because language games are also appropriate for teaching and learning process and is not just used for killing times,

that's why teachers who use them actively should have a good design of their lesson plan. Games can increase students's skills if they highly cooperate into the learning process, mainly if they are used to reinforce or introduce a grammatical rule or structure. The way the teachers use the language game will affect the ability of the students to use the language properly and meaningfully. As Hadfield (1990, as cited in Deesre, 2002) suggested that "games should be regarded an integral part of the language syllabus, not amusing activity or Friday afternoon or for the end of the term".

### SHORT ANSWERS GAME

Short answers game is one of '*fun with grammar*' games adapted from Woodwar (1997). *Short answers* game is a communicative activity and designed to supplement grammar lessons and 'jazz up' ESL/EFL classes. Expanding upon text exercises and presentations. This game reinforces the grammar the students already know by providing realistic settings in which they may practice their knowledge. This game is interactive, designed to be done in class with other students. *Short answers* game is designed to assist teacher to reinforce points that have been covered in a grammar text, to provide oral or written practice with grammar forms and rules the students have already learned, to provide practice in communication skills and to liven up a grammar class.

The rules to play the game are as follows: first, the teacher should group the class. One group can consist of five or six students. Teacher can group the class by using paper draw. This is the quick way to group. Teacher puts different colour papers on a table and all students take one paper. They must come to the students who have the same colour with them. Second rule is

teacher gives each group several strips with short answers on them and students have to work together to write questions for the answers. After several minutes, teacher asks the members of each group to take turns reading their questions and answers aloud, or one can read for the group or write them on the whiteboard. That is the third rule. And the last rule is the rest of the class judges whether the questions are appropriate for their answers or not. The group who wins the game can go home first.

### TEACHING PROCEDURE

Short answers game can be presented through three phase teaching, i-e, pre-teaching, whilst-teaching, and post-teaching activity.

#### Pre-teaching activity

- a. Teacher gives review material about the form of nominal/verbal sentences in simple present tense.
- b. Teacher asks students one by one to make yes/no sentences on whiteboard in the form of nominal or verbal sentences of simple present tense.
- c. The whole class judges the correctness of all students' sentences on whiteboard and together gives the yes/no questions answers.
- d. Teacher asks students whether they have some questions or not.
- e. Teacher shows the purpose of the learning process today and tells the students that they are going to play a game.

#### Whilst-teaching activity

- a. Observation. Teacher groups the class. Each group consists of five or six students by using paper draw. Teacher puts different colour papers on a table and all students take one paper. They must come to the students who have the same colour with them.
- b. Exploration : 1) Teacher gives each group ten strips with short answers on them and

students have to work together to write questions on the theme of *Habit* for the answers. 2) Teacher asks the members of each group to take turns reading their questions and answers aloud.

- c. Confirmation : 1) Teacher asks the rest of the class judges whether the questions are appropriate for their answers or not. 2) Teacher asks the students to write down the dialogue about *habit* on the report worksheet. 3) Teacher asks the students to discuss the worksheet.

#### Post-teaching activity

- a. Teacher asks students to sum up what they have learned.
- b. Teacher asks students to have their reflection on the teaching and learning activities.

### CONCLUSION

Although there are many problems in teaching grammar, like the difficulty of students to memorize the different types of each tense, the anxiety of students and the lack of interest, there are also some techniques and ways to overcome those problems. One of the ways is using games. With this game, *short answers*, students can reinforce points that have been covered in a grammar text. They can practice oral or written in grammar forms and master the rules that have already learned. They can practice in communication skills and reduce their anxiety by a liven up grammar class. Students not only find their interest in learning grammar but also reduce their anxious feeling towards it.

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