

**USING IRREGULAR TRIPLET CARD GAME TO HELP  
STUDENTS LEARN IRREGULAR VERBS: A STUDY  
AT ELEMENTARY SCHOOL IN PEKALONGAN**

**UNDERGRADUATE THESIS**

**Submitted in Partial Fulfillment of the Requirements for Bachelor's  
Degree in English Education**



By:

**Akhsanal Arzaq**

**2517083**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
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2024**

## SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertandatangan di bawah ini:

Nama : Akhsanal Arzaq

NIM : 2517083

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **“USING IRREGULAR TRIPLET CARD GAME TO HELP STUDENTS LEARN IRREGULAR VERBS: A STUDY AT ELEMENTARY SCHOOL IN PEKALONGAN”** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

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Pekalongan, 17 Maret 2024

Yang Menyatakan



**Akhsanal Arzaq**

**NIM. 2517083**

## NOTA PEMBIMBING

Muhammad Jauhari Sofi, M.A

---

Lamp : 3 ( tiga ) eksemplar

Hal : Naskah Skripsi Sdr. Akhsanal Arzaq

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

c.q Ketua Jurusan Tadris Bahasa Inggris

di-PEKALONGAN

*Assalamu'alaikum Wr. Wb*

Setelah diadakan penelitian dan perbaikan seperlunya, maka bersama ini saya kirimkan naskah skripsi saudara:

Nama : Akhsanal Arzaq

NIM : 2517083

Jurusan : Tadris Bahasa Inggris

Judul : **Using Irregular Triplet Card Game To Help Students Learn Irregular Verbs: A Study At Elementary School In Pekalongan**

Dengan ini mohon agar Skripsi Saudara tersebut dapat segera dimunaqasahkan. Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, saya sampaikan terimakasih.

*Wassalamualaikum Wr. Wb*

Pekalongan, 18 Maret 2024



**Muhammad Jauhari Sofi, M.A.**

**NIP. 19861226 201801**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**KH. ABDURRAHMAN WAHID PEKALONGAN FAKULTAS**  
**TARBIYAH DAN ILMU KEGURUAN**

Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161

Website: [ftik.uingusdur.ac.id](http://ftik.uingusdur.ac.id) email: [ftik@uingusdur.ac.id](mailto:ftik@uingusdur.ac.id)

## APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

Name : **AKHSANAL ARZAQ**  
SIN : **2517083**  
Title : **USING IRREGULAR TRIPLET CARD GAME TO HELP STUDENTS LEARN IRREGULAR VERBS: A STUDY AT ELEMENTARY SCHOOL IN PEKALONGAN**

Has been examined and approved by the panel of examiners on Wednesday, 20th March 2024 as a partial fulfillment of the requirements for the Degree of *Sarjana Pendidikan* (S.Pd.) in English Education.

The Examiners,

**Examiner I**

  
Dr. Nur Kholis, M.A.

NIP. 19750207 199903 1 001

**Examiner II**

  
Dr. M. Ali Ghufron, M. Pd.

NIP. 198707232020121004

Pekalongan, 21<sup>st</sup> March 2024

Assigned by

**The Dean of FTIK UIN K.H. Abdurrahman Wahid Pekalongan**



Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag.

NIP. 19530112 200003 1 001

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## **MOTTO**

“There are no coincidences that happen in this world, it seems like all meetings and events were planned from the start.”

Silver Rayleigh



## **ABSTRAK**

*Irregular verb dikenal sebagai sebuah tantangan bagi para siswa bahasa karena pola konjugasinya yang tidak terduga. Menyikapi tantangan ini, proyek penelitian ini bertujuan untuk menyelidiki efektivitas sebuah media pembelajaran, yaitu irregular triplets card game, sebagai metode pengajaran untuk meningkatkan pemahaman dan retensi siswa terhadap kata kerja tak beraturan. Penelitian ini dilakukan di salah satu sekolah dasar yang telah menerapkan pembelajaran bahasa Inggris. Materi ini mulai diajarkan kepada siswa sekolah dasar kelas lima. Penelitian ini dirancang dalam bentuk penelitian kualitatif, kemudian untuk mendapatkan data menggunakan wawancara semi-terstruktur dan observasi. Hasil dari penelitian ini menemukan bahwa guru menerapkan penggunaan irregular triplet card game sebagai media pembelajaran irregular verb melalui tiga tahap. Ketiga tahap yang dilakukan adalah perencanaan, penerapan, dan evaluasi. Siswa memberikan tanggapan yang positif terhadap penggunaan irregular triplet card game sebagai media pembelajaran irregular verb. Beberapa tanggapan ini dikelompokkan ke dalam lima kategori; yaitu tanggapan terhadap 1) kompatibilitas cara menggunakan irregular triplet card game, 2) manfaat menggunakan irregular triplet card game, 3) keterjangkauan menggunakan irregular triplet card game, 4) pentingnya menggunakan irregular triplet card game, dan 5) efektivitas menggunakan irregular triplet card game.*

**Kata Kunci:** *irregular verbs, irregular triplets card game, strategi, guru dan siswa.*



## ABSTRACT

Irregular verbs were known to be challenging for language learners due to their unpredictable conjugation patterns. In response to this challenge, this research project aimed to investigate the effectiveness of an educational tool, namely the Irregular Triplet Card Game, as a teaching method for enhancing students' understanding and retention of irregular verbs. The research was conducted in one of the elementary schools that had implemented English learning. This subject began to be taught to five grade elementary school students. This research designed in qualitative research, then for obtaining data using semi-structured interviews and observation. The result of this research found the teacher implemented the use of the irregular triplets card game as a medium for learning irregular verbs through three stages. The three stages carried out were planning, applying, and evaluating. and students had a good response to the use of the irregular triplets card game as a medium for learning irregular verbs. Some of these responses were grouped into five categories; namely responses to 1) compatibility of how to use the irregular triplets card game, 2) benefits of using the irregular triplets card game, 3) affordability of using the irregular triplets card game, 4) importance of using the irregular triplets card game, and 5) effectiveness of using the irregular triplets card game.

**Keywords:** *irregular verbs, irregular triplets card game, strategies, teacher, and student*

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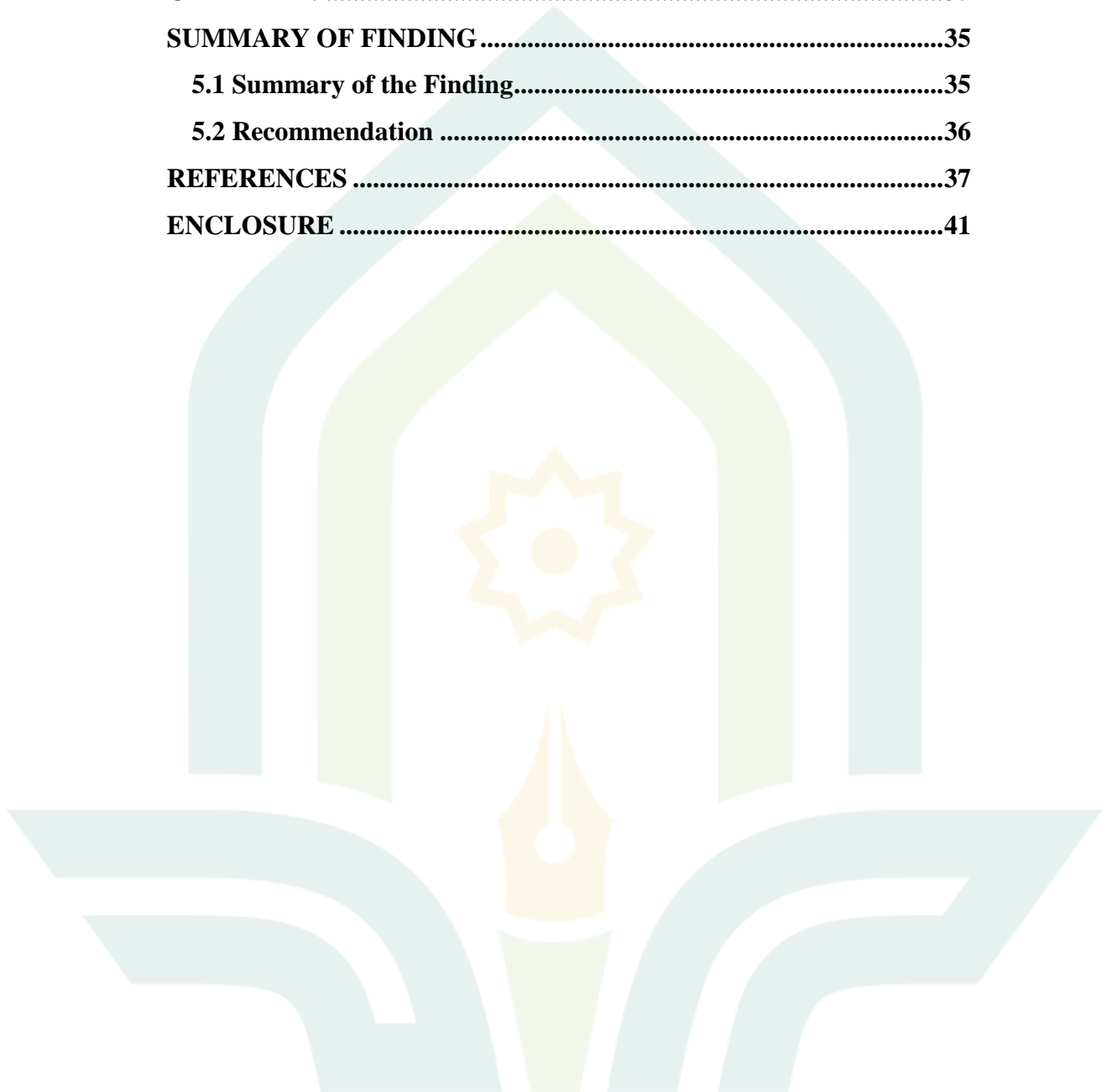
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# CHAPTER I INTRODUCTION

## 1.1 Background

The acquisition of substantial vocabulary was required for effective English language use because, in its absence, students were unable to comprehend the ideas or experiences of others or to articulate their own. Therefore, the mastery of English vocabulary was a crucial aspect for Indonesian students striving to attain proficiency in English as a second language. If a person did not have a significant number of words in their vocabulary, then that person could not catch what messages were from other people (Warni, 2019).

Vocabulary was one of the most essential elements for instruction and learning when it came to English proficiency. Mastery of grammar was considered a necessary condition for mastering language skills such as comprehension of reading, speaking, writing, and listening. The abilities of learners complemented each other, as these competencies were mutually reinforcing. The foundational skill that had to be mastered first by learners was vocabulary, which was a fundamental aspect of language acquisition. To this end, vocabulary instruction was one of the most commonly debated facets of teaching English as a second language, indicating its significant importance in language learning. As the teaching and learning process unfolded, the Teacher encountered difficulties. They had difficulty instructing students to achieve satisfactory results. The instructor had to prepare and determine the appropriate instructional strategies before implementing them with students (Warni, 2019).

The students faced many difficulties in acquiring vocabulary, such as the inability to comprehend all of the Teacher explanations; therefore, a good teacher should have been prepared with various contemporary techniques to achieve the goal of language instruction. According to the researcher, card games were one of the methods that could be used to enhance students' vocabulary. Warni (2019), for her thesis titled, "Enhancing Student Vocabulary Using Quartet Card Game in the Seventh Grade of SMPN 10 Palopo", invented a card game based on



a quartet card game she had played as a child. This game incorporated images with playing cards. (Warni, 2019).

At the elementary level, the instruction of the English language was delivered thematically, whereby students were presented with a lexicon associated with the given themes via an array of language-based tasks and exercises. According to Oxford, R(1990), in the context of discourse on the methods for compensating vocabulary acquisition, good language learners made educated guesses when confronted with unknown expressions. Conversely, less proficient language learners tended to experience anxiety, become disengaged, or rely heavily on dictionaries to decode new words. It was apparent that the level of proficiency significantly determined the capacity and limitations of a vocabulary learner. Oxford (2000) asserted that learners with greater awareness and greater ability appeared to employ superior language learning strategies. Games were more beneficial for students with lesser vocabulary acquisition skills.

There were also challenges, namely the understanding of irregular verbs. Irregular verbs were known to be challenging for language learners due to their unpredictable conjugation patterns. In response to this challenge, this research project aimed to investigate the effectiveness of an educational tool, namely the Irregular Triplet Card Game, as a teaching method for enhancing students' understanding and retention of irregular verbs.

The elementary schools in Pekalongan, like many other educational institutions worldwide, faced the recurring challenge of finding engaging and effective methods to teach grammar concepts. Irregular verbs were a fundamental aspect of English grammar, and mastering them was crucial for students to become proficient in the language. However, conventional teaching methods may not always have been sufficiently engaging or effective in helping students grasp these irregular verb forms.

Incorporating a game as an extra distinctive activity could assist students in retaining new words and their connotations in their memory, which exemplified an instance of intended unintended learning that followed direct classroom instruction (Paynter, Bodrova& Doty, 2005). Brown

(2000) stated that a meaningful learning environment entailed linking a new task to the learners' existing knowledge base. The scholar further contended that the significance of a learning activity was heightened when it aligned with the learner's prior knowledge. Hence, a game activity could have been considered advantageous following a classroom lesson since it reinforced the earlier discussed concepts.

The integration of games into the course curriculum had recently gained a significant amount of attention in learning communities in Indonesia. In a study conducted by Chelvani (2004) on teaching basic terminology to non-Persian-speaking children, it was observed that games expedited the learning process, fostered interaction, and encouraged learning motivation. Naderi (2002), on the efficacy of language games in enhancing English language learning, analyzed a total of 20 games. The results indicated that the incorporation of games into the curriculum had a positive impact on the improvement of English language learning, particularly in middle school students.

Games have the potential to serve as attention-grabbing tools, as well as enjoyable methods for filling the last ten minutes of a busy class. In the context of large classes, where students tend to be less focused on teacher instructions, games can be a useful tool for sparking student interest. As Huyen (2003) has stated, games require active participation from all participants, thereby enhancing students' learning potential. Consequently, games have the ability to transform students' typically passive roles into active ones within the learning process.

The study in Pekalongan's elementary schools involved the implementation of the Irregular Triplet Card Game in English language classes. It assessed the impact of this teaching approach on students' ability to recognize, conjugate, and use irregular verbs correctly in sentences. The research employed various assessment methods, including pre- and post-tests, observations, and student feedback, to measure the game's effectiveness as a learning tool.

The utilization of card games as a teaching technique offered numerous advantages. According to Hong (2002), games had the capacity to engender a sense of enjoyment and healthy competition, thereby

fostering the natural and purposeful use of language. However, when implemented in the classroom setting, card games could create a relaxed atmosphere, enabling students to learn in a more conducive environment. This conducive environment stimulated students' interest and motivation to learn. As children's interest in activities carried out in the target language intensified, their inclination to communicate in the language also grew. Consequently, nurturing such interest set children on the path toward spontaneous utilization of language structures (Bekiri, 2003).

Based on the information provided above, it could be concluded: card games had a significant impact on students' ability to understand the Teacher's explanations, which were easily absorbed by students. Gaudart (1999) stated that games qualified as an acquisition activity since they could be used to provide comprehensible input and facilitate learning new words, especially considering that learning about irregular verbs was still quite boring because it was usually done by rote. With this research, it was hoped that it could serve as a reference for new learning media with card games for irregular verbs.

The research was conducted in one of the elementary schools that had implemented English learning. This subject had been taught to grade 5 elementary school students. Various creative learning methods and media were used by teachers at the School in teaching English. One of the media used was irregular triplet card game. As the name suggested, this media was in the form of a card game used as a learning medium to master irregular verbs in English. The lack of research on the use of card games in Indonesia, especially at the elementary school level, had made researchers interested in discussing this topic more deeply.

## **1.2 Formulation of Problem**

This study provided 2 research questions. Based on the background of the study above, the researcher explored:

1. How does the Teacher use *irregular triplets* card game to help students learn irregular verbs?

2. What do the students think of the use of *irregular triplets* card game to learn irregular verbs?

### 1.3 Operational Definition

To avoid misunderstandings regarding the research's definitions, the researcher provided the following definition-related explanations:

1. Irregular verbs

Irregular verbs deviated from the typical tense and past participle patterns observed in most verbs in the English language. Unlike regular verbs, which added "-ed" to the base form to form the past tense and past participle, irregular verbs had distinct tense and past participle forms that were not predictable by any established rules. According to Hariyono and Carthy (2008) in Arif (2016), irregular verbs were types of verbs that lacked clear guidelines for transforming the past verbs. Additionally, according to Geoffrey Leech and Jan Svartvik in 2003 on page 218, irregular verbs were divided into three types. The first type was all the base, the past, and the past participle were identical, such as cut, cut, cut. The second type was two of three parts that were identical, such as spend, spent, spent, and come, came, come. The third type was all of the verbs were different, such as speak, spoke, and spoken.

2. Card games

According to Helenatk (2016) stated that A card game refers to any game that employed playing cards as the primary tool for gameplay, whether they were traditional playing cards or specifically designed for the game in question. A vast number of card games have been created, including groups of games that are related to one another, such as poker.

3. Irregular triplets

A method or new media in the form of a card game containing vocabulary to help learn irregular verbs was introduced. Irregular triplets was a card game used as a learning tool created by TBIG students based on anxiety in learning about the memorization of irregular verbs in schools.

Irregular verbs were verbs that did not follow the normal patterns for tense and past participle. While most English regular verbs used the ending "-ed" for the past tense and participle forms, irregular verbs each had their own unique tense forms and past participles. One method that was often used was the memorization method. However, the memorization method was not always effective for every student. Because each student had his own character in capturing the lesson, therefore, other methods were needed to understand irregular verbs, one of which was using irregular triplets.

#### **1.4 Aims of the Study**

The aims of this research was to :

1. To found out how teachers use irregular triplets card game to help students learn irregular verbs.
2. To investigated students' thought of the use of irregular triplets card game to learn irregular verbs

#### **1.5 Significance of the Study**

The significance of this study was described as follows.:

1. Theoretical significance: This study contributed to sholeha (2017) research on a Issue: "Improving students vocabulary by using card games"
2. Empirical significance: This research provided empirical insights to find teaching strategies regarding irregular verbs with games that are fun and not boring to learn.
3. Practical significance: This research provided information about creating strategies to create a more relaxed and enjoyable atmosphere during learning irregular verbs

## CHAPTER V

### SUMMARY OF FINDING

In this chapter, the researcher offered the research's ultimate result and recommendation. In a succinct statement, the researcher delivered the conclusion reached from the results and discussion based on the explanations presented in the preceding chapters.

#### 5.1 Summary of the Finding

In this study, the researcher answered two research questions, namely: *how did the Teacher use the irregular triplets card game to help students learn irregular verbs?* and *what did the students think of the use of the irregular triplets card game to learn irregular verbs?* Based on the previous section's findings and discussion, it may be concluded that:

1. The teacher implemented the use of the irregular triplets card game as a medium for learning irregular verbs through three stages. The three stages carried out were:

- a. Planning

At this stage, the teacher prepared the irregular triplets card game media by considering several factors, namely the relationship between the vocabulary and the material that had been learned by students, the closeness of the context of the vocabulary to the students, and the students' level of cognition.

- b. Applying

At this stage, the teacher began to apply this media by introducing students to the purpose of the game, the shape and features of the cards, and the rules of the game. Then, during the implementation, the teacher divided the students into several groups consisting of 3-4 individuals and started the game. At this stage, the teacher acted as a facilitator and supervisor.

c. Evaluating

At this stage, the teacher evaluated how students responded to the use of this media as a medium for learning irregular verbs. He assessed student responses through direct observation and through questions and answers with students. From this stage, he also concluded that the use of the irregular triplets card game was suitable for use as a learning medium for students to enrich irregular verbs.

2. Students had a good response to the use of the irregular triplets card game as a medium for learning irregular verbs. Some of these responses were grouped into five categories; namely responses to 1) compatibility of how to use the irregular triplets card game, 2) benefits of using the irregular triplets card game, 3) affordability of using the irregular triplets card game, 4) importance of using the irregular triplets card game, and 5) effectiveness of using the irregular triplets card game.

## 5.2 Recommendation

The researcher proposed a recommendation to conducting extensive research on implementing the irregular triplets card game, particularly in Pekalongan. Different approaches, level of education and a wider range of participants are expected by researchers who are interested in conducting research on this subject. So that data about this topic will ultimately be more complete and comprehensive.



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## DAFTAR RIWAYAT HIDUP

### A. IDENTITAS DIRI

Nama : Akhsanal Arzaq  
NIM : 2517083  
Tempat, Tgl Lahir : Pekalongan, 22 Juli 1999  
Jenis Kelamin : Laki-Laki  
Agama : Islam  
Alamat : Desa Rowolaku, RT 05 RW 02, Kec. Kajen, Kab.  
Pekalongan

### IDENTITAS ORANG TUA

Nama Ayah : Mundakir  
Pekerjaan : Guru Wiyata Bakti  
Nama Ibu : Amriyah  
Pekerjaan : Ibu Rumah Tangga  
Alamat : Desa Rowolaku, RT 05 RW 02, Kec. Kajen, Kab.  
Pekalongan

### B. RIWAYAT PENDIDIKAN

#### 1. Pendidikan Formal

- a. TK. RA. MUSLIMAT ROWOLAKU 2007
  - b. MINU ROWOLAKU 2008
  - c. SMP 2 KAJEN 2014
  - d. SMA 1 BOJONG 2017
2. S1 TARBIYAH UIN ABDURRAHMAN WAHID PEKALONGAN  
2024

Pekalongan, 22 Maret 2024

Penulis