

## ABSTRACT

**Awang Faidhil Hasan.** 190101030188. Developing a Fun Simple Present Tense Game to Enhance Students' Simple Present Tense Understanding,. Thesis. English Education Department Faculty of Tarbiyah and Teacher Training, Antasari State of Islamic University. Advisors: (I) Dr. Hj. Raida Asfihana, M.Pd, (II) Afifah Linda Sari, M.Pd.

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This research aims to elucidate the process of developing an engaging, web-based game designed for teaching the simple present tense. The data analysis for this study was derived from interactions with an English teacher at MTSs Nur Ihya'iddin. The researcher employed a Research and Development (R&D) design and followed the ADDIE model, which encompasses Analysis, Design, Development, Implementation, and Evaluation phases. To collect data, interviews were conducted to perform a needs analysis and to gather the teacher's perspective on the developed game. Additionally, questionnaires were used to obtain expert validation regarding the material and design of the game to determine its feasibility for implementation. The findings from this research indicate a significant need for learning media focused on the simple present tense, as expressed by the teacher. During the development stage, the game underwent thorough evaluation and was deemed feasible for educational use. The teacher's perspective on the game was overwhelmingly positive, highlighting that students were not only motivated but also actively engaged in learning and practicing the simple present tense through the game. The game developed in this study offers a promising tool for teaching the simple present tense. It has the potential to significantly motivate students and enhance their understanding by providing an interactive and enjoyable practice platform. Furthermore, the game is suitable for independent learning, allowing students to reinforce their skills outside of the traditional classroom setting.

Based on the research findings and subsequent discussions, it is recommended that the game be integrated into the curriculum for teaching the simple present tense. Its engaging format is likely to foster greater student motivation and improve comprehension through consistent practice. Moreover, this study can serve as a valuable reference for future researchers interested in developing English learning media. It underscores the importance of creating interactive and enjoyable learning tools that can stimulate learners' interest in English. Future research should consider expanding upon this work by developing additional English learning games that cover other grammatical areas and language skills. Such tools can play a crucial role in motivating learners and enhancing their overall proficiency in English. By leveraging the principles and insights gained from this study, educators and researchers can contribute to the creation of a more dynamic and effective English learning environment.