ABSTRACT

This thesis compares two classes of Basic VI in learning simple past tense and present perfect tense with or without using games. The respondents are Basic VI A students which used games and Basic VI B students who did not use them. The aims of this study were to find out the effectiveness of the use of games, the differences in students’ scores between learning simple past and present perfect with and without games, and mistakes that they do in the tests. Ten games were conducted in Basic VI A and divided into three kinds of tenses, such as simple past tense games (4 games), present perfect tense games (4 games), and mix of both tenses games (2 games). Pre-test and post-test were given to both of classes. The result of research basically was on the students’ pre-test and post-test scores. The average increase scores of Basic VI A students is 36.36 points from pre-test to post-test. Meanwhile, Basic VI B students’ average increase score is 9.55 points. It means Basic VI A students increase their average score points more than Basic VI B. The students made mistakes in writing wrong tenses, forming regular and irregular verbs, and using “have” and “has” for wrong nouns. Basic VI A students decrease many points of their percentages of all mistakes in post-test, but Basic VI B students only decrease few points. Playing games in learning simple past tense and present perfect tense are useful and helpful for students in improving their understanding of those tenses and it also can minimize their mistakes.
ACKNOWLEDGEMENT

First and foremost, I would like to thank Lord Buddha for giving me blessing, love, strength and ability in finishing this thesis.

I would like to express my gratitude to Ms. Tjoo Hong Sing, B. Sc, MA, as my mentor who spent her precious time to guide and give helpful advice throughout the writing of my thesis.

I also want to thank Dra. Ienike Indra Dewi, M. Hum as the Dean of the faculty of English Department, Mrs. Dra. Wiwik Andreani as the Head of English Department and all of the lectures for helping me with their advice.

Thanks to my beloved parents and sisters for their support, love, and guidance in making this thesis.

I would like to thank Mr. Jimmy Satya as the English Coordinator of CST English Course who has given me opportunity to conduct research in this institution. All of the respondents, Basic VI A and B students who spent their time in playing games and doing tests.

Next, thanks to all of my friends, Desiyanthi and Dahlia Aquarista for their information, suggestion and support in finishing this thesis.

Last but not least, I would like to thank all of the people that I can not mention one by one. I would like to say “Thank you very much and wish all the best for us.”
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