THE EFFECT OF USING GAME EXERCISES ON TENSES MASTERY OF THE FIFTH YEAR STUDENTS OF SDN KEPATIHAN IX JEMBER IN THE 2004/2005 ACADEMIC YEAR

Proposed to fulfil one of the requirements to obtain the degree of S1 at
the English Education Program of the Language and Arts Education Department,
of The Faculty of Teacher Training and Education
Jember University

BY :

ANDIK BUDI MAHAJAYA
NIM. 000 210 401 065

ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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MOTTO

If children do not learn the way we teach them, then we must teach them the way they learn.

(Rita Dunn)

DEDICATION

With the name of Allah who is Merciful for the blessings and mercies, I could finish my thesis. Eventually, this thesis is honorably dedicated to:

1. My beloved father (in memoriam) : **Paidi Aslar**, and my beloved mother: **Sri Rahayu**. Thank you so much for your love and guidance. You mean the world to me. I will do my best to honor you,

2. My beloved family; my sister: **Mbak Eny**, my brother: **Dhek Agung**, and my nephew: **Nindy**. The most wonderful thing on my live is having you all, I love you so much.

3. My beloved wife to be: **Dhek Eny**. Honey, I have my greatest live as I have you beside me. Trully, you are the miracle answers to my pray. I love you more each day.

4. My beloved new parents: **Bapak Ismono** and **ibu Supartini,** I love you all.

5. My beloved grandma (in memoriam), who never has a chance to see my graduation. I love you grandma.

6. The families of **Bapak Dasin Hariyantono**, thanks for the advices and being my new families.

7. My beloved friends (**Amiruddin**, thanks for the ruqyah, **Ugik, Deny, Wayan, Untung, Bagus, Nayif** thanks for the crazy time we have).

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CONSULTANTS' APPROVAL

THE EFFECT OF USING GAME EXERCISES ON TENSES MASTERY
OF THE FIFTH YEAR STUDENTS OF SDN KEPATIHAN IX JEMBER IN
THE 2004/2005 ACADEMIC YEAR

THESIS

Proposed to fulfill one of the requirements to obtain the degree of S1 at the
English Education Program of the Language and Arts Education
Department of the Faculty of Teacher Training and Education
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APPROVAL OF THE EXAMINATION COMMITTEE

This thesis has been approved and examined by the Examination Committee
of the Faculty of Teacher Training and Education, Jember University

On   : Wednesday

Date   : June 15, 2005

Time   : 12.00

Place   : Building III, Faculty of Teacher Training and Education

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Firstly, I would like to thank the Supreme God, Allah SWT, the Almighty who has bestowed me blessing, health, and mercy so that I can finish this thesis entiled " The Effect of Using Game Exercises on Tenses Mastery of the Fifth Year Students of SDN Kepatihan IX Jember in the 2004/2005 Academic Year".

I do realize this thesis could not be finished without the supervision of the following persons. At this moment, I would like to extend my deepest appreciation and sincerest thanks to the following people:

1. The Dean of Faculty of The Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Arts Department, Jember University
3. The Chairperson of the English Education Program, Jember University.
4. The first and the second consultants who have given their time of correction and suggestions in the writing of this thesis.
5. The main examiner who has given me input to the writing of this thesis.
6. The Principal of SDN Kepatihan IX Jember who gave permission to conduct the research at this school.
7. The English teacher of SDN Kepatihan IX Jember who helped me obtain the research data.
8. The fifth year students of SDN Kepatihan IX Jember in the 2004/2005 Academic Year who became the respondents of this research.

To tell the truth, this thesis is still less perfect, but I have strived for perfection. Nevertheless, critic and advice from the readers for the improvement of this thesis will be fully appreciated.

Jember,   June 2005   The Writer

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ABSTRACT

Andik Budi Mahajaya, 2005, The Effect of Using Game Exercises on Tenses Mastery of the Fifth Year Students of SDN Kepatihan IX Jember in the 2004/2005 Academic Year
      Thesis, The English Education Program, language Arts Department, Faculty of Teacher Training and Education, Jember university.
      The Consultants   : 1. Dra. Made Adi Andayani, T. M.Ed
                         2. Dra. Siti Sundari, M.A
      Key Words   : **Students' Tenses Mastery**
                         Game Exercises

This research was quasy experimental with one group pre-test and post-test design. This research was intended to find whether or not game exercises has a significant effect on the students' tenses mastery. It was conducted at SDN Kepatihan IX Jember, which was chosen by purposive method. The respondents that was one class of the fifth year (44 students) were determined by population method. The research data were obtained from tenses test (main data), and observation, documentation, and interview (supporting data). Then, the main data gained from tenses test (pre-test and post-test) were analyzed by using t-test (paired two samples for means of Excell program). The t-test analysis was done by comparing the mean of total scores, the mean score of present continuous tense and the mean score of simple present tense of pre-test and post-test. From the results of data analysis, it was found that the t- statistical value of total scores was 10.64. From the indicators of the research, the t-statistical value of present continuous tense was found 8.54, the value of the t-statistical value of simple present tense was found 8.22 while the t-critical value at the significance level of 5 % was 2.02. The result showed that the students after being taught present continuous tense and simple present tense by using game exercises got better scores of post-test than before the treatment (pre-test scores of tenses). It could be concluded that there was a significant effect of using game exercises on the students' tenses mastery of the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year. Then, the alternative hypothesis was accepted. It is suggested that the English teacher uses game exercises as the alternative technique to increase the students' tenses mastery and to avoid the students' boredom in teaching learning process of tenses.

I. INTRODUCTION

This chapter presents some aspects underpinning the topics of the study. They include background of the study, problems of the study, operational definitions of the terms, objectives of the study, and the significances of the research.

1.1 Background of the Study

Since the application of the 1994 Basic Course Outline English Curriculum, English has been taught as a local content in the elementary school beginning from the fourth grade to the sixth grade. English as a local content means that it is taught to the elementary school by considering whether it is important or not for the school (Depdikbud, 1994:1). Further, in English teaching learning process, the four language skills should be taught integratedly: listening, speaking, reading, and writing. It is also taught integratedly with the three language components, namely: vocabulary, pronunciation and grammar.

In learning English, one of the problems arises is understanding grammar including tenses. In learning tenses, Indonesian students tend to get confused with the differences between grammatical patterns of English and Indonesian sentences. For instance, English has tenses with the verb changes depending upon the time of action or event. Meanwhile, Indonesian does not. It often causes mistakes and confusion whenever the students try to produce English sentences. However, learning tenses is needed because students will get difficulties in learning English if they do not master the tenses. Ur (1988:4) states that explicit or implicit knowledge of grammatical rules is undoubtedly important for the mastery of language since anybody would not be able to use words unless he/she knows how they should be put together.

The elementary school students tend to get bored and lose their interest when the grammatical rules are taught to them. In fact, the English examination mostly involves grammatical rules within the items. That is why, the English teacher seems to emphasize on the tenses teaching in order that their students can

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pass the examination. Therefore, the target of learning tenses is only to get a good mark in examination regardless the students can easily forget the grammatical rules they have got. In order to make their students master the tenses, the teacher loves to drill the tenses rules with exercises and gives them an assignment like working with the learners' work sheet (LKS). The kinds of drills are so monotonous and less challenging that the students are getting bored and lose their interest. Moreover, monotonous teaching can produces sleepiness to the students (Haycraft, 1978: 8).

By considering to the reason above, it is queitly needed to find one way to teach tenses interestingly, which might arouse the students' curiosity, so that unconsciously the students will master the tenses rules. One of the ways that may meet the requirement is games. Games might help the students improve their interest. Furthermore, games are able to help teacher create context in which the language is useful and meaningful (Wright et. al, 1983:1). This is correspond to the fact that meaningfulness approach in English teaching is essential, as emphasized in the Basic Course Outline English Curriculum of 1994. With regard to this idea, Wright et. al. (1983:1) have got an interesting interpretation on meaningfulness, namely the learners' response to the content in a definite way. If they are amused, challenged or surprised, then the content is clearly meaningful to them. Thus, the meaning of the language that the learners listen to, read, write, and speak will be more vividly experienced; and as a result, the language will be better remembered. In this case, Haycraft (1978:9) explains that the learners are usually easy to remember the rules which are gotten through analyzing the language by themselves rather than direct presentation from the teacher.

Meanwhile, Scott and Ytreberg (1992: 3) state that young students love to play and they learn better when they are enjoying themselves. They also take themselves seriously and think what they are doing is the real work. In line with this, Byrne (1986:101) confirms that games are effective since the learners or the students are involved in playing games. They do not realize that they are practicing the language items, it includes the grammatical items. Then, those grammatical rules are expected to be a part of the students' utterances without

feeling bored and depressed when they are used it in playing games. Further, games can help to avoid students' boredom in teaching learning process especially in teaching language (Karim and Hasbullah, 1985:33). In teaching learning process, games can be used to teach the four language skills (listening, reading, writing, and speaking) and the three language components (grammar, pronunciation, and vocabulary). In line with the above ideas, Wright et. al (1983:2) note that games can be used to give practice in all language skills and in all the stages of teaching learning sequence (presentation, repetition, recombination, and free use of language).

Based on the informal interview with the English teacher as the preliminary study, the fifth year students have been taught English including tenses once in a week. In addition, the tenses taught are present continuous tense and simple present tense, and the teacher never used games as a teaching technique in teaching tenses. Therefore, it is necessary to conduct a research entitled " The Effect of Using Game Exercises on Tenses Mastery of the Fifth Year Students of SDN Kepatihan IX Jember in the 2004/2005 Academic Year".

1.2 Problem of the Study

According to McMillan (1992:31), a good research states the problem clearly, explicitly, and concisely communicate to the reader and the user of research and the specific question addressed in the study. Based upon the background of the study described above, the problem of this research can be formulated as follows:

a. General Problem

The general problem of this research is as follows:

"Is there any significant effect of using game exercises on tenses mastery of the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year?"

b . Specific Problems

Based upon the general problem above, the specific problems are formulated as follows:

1. Is there any significant effect of using game exercises on present continuous tense mastery of the fifth year students at SDN Kepatihan IX Jember in the 2004/2005 academic year?

2. Is there any significant effect of using game exercises on simple present tense mastery of the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year?

1.3 Operational Definition of the Research

It is important to define the terms used in this research in order to keep the discussion in line with the terms defined. McMillan (1992:21) claims that an operational definition indicates "operations" that are performed to measure or manipulate the variable. The terms that are necessary to be defined operationally are games and the students' tenses mastery. In this research, there are two variables, namely independent variable that is teaching tenses by using games and dependent variable that is the students' tenses mastery.

1.3.1 Games

Games are form of play which can help and encourage many learners to sustain their interest and work (Wright et. al, 1983:1). Dealing with this research, games refer to any stimulating, challenging and interesting activity which might lead to meaningful tenses teaching, especially the chosen tenses that would bring the students to have better memory of the tenses rules. In this research, games are used as a teaching technique in reinforcing the students' tenses mastery, mainly their mastery of present continuous tense and simple present tense. The kinds of games used in this research are:

1. Action by One Person.
2. One Idea at a Time
3. Toss a Question and Catch an Answer
4. Kim's game

In this study, the students are given the exercises of using present continuous tense through 'Action by One Person' game and 'One Idea at a Time' game, and the exercises of using simple present tense through 'Toss a Question and Catch an Answer' game and 'Kim's game'. These games are chosen because

they are never used as a teaching technique in English teaching learning process of the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 Academic year.

1.3.2 The Students' Tenses Mastery

In this research, the students' tenses mastery means their mastery of the patterns and the rules of the verb forms dealing with the time of actions or events, especially for present continuous tense and simple present tense, which is indicated by the students' scores on tenses written test.

1.4 The Objectives of the Study

In accordance with the research problems, the objectives of this study cover the general objective and the specific objectives.

a. The General Objective

The general objective of this research is to know whether there is a significant effect of using game exercises on tenses mastery of the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year.

b. The Specific Objectives

There are two specific objectives stated in this research, namely;

1. to know whether there is a significant effect of using game exercises on present continuous tense mastery of the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year.

2. to know whether there is a significant effect of using game exercises on simple present tenses mastery of the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year.

1.5 Significances of the Research

The results of this research are expected to share significant contribution to the following people:

a. **The English teacher**

The results of this research are hopefully useful for the English teacher to give an alternative way of teaching tenses in more interesting and challenging, in order to improve the students' interest in studying tenses, especially in SDN Kepatihan IX Jember

b. **The Students**

The treatment given to the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year, hopefully gives an experience and practice for the students in learning tenses through games, so that they are motivated and enjoyed learning tenses through games.

b. **Other Researcher**

The result of this research might be useful for other researchers as a reference and source of information to conduct a further research within similar areas of the study through a different research design, such as a classroom action research to increase the students' motivation in learning tenses through games.
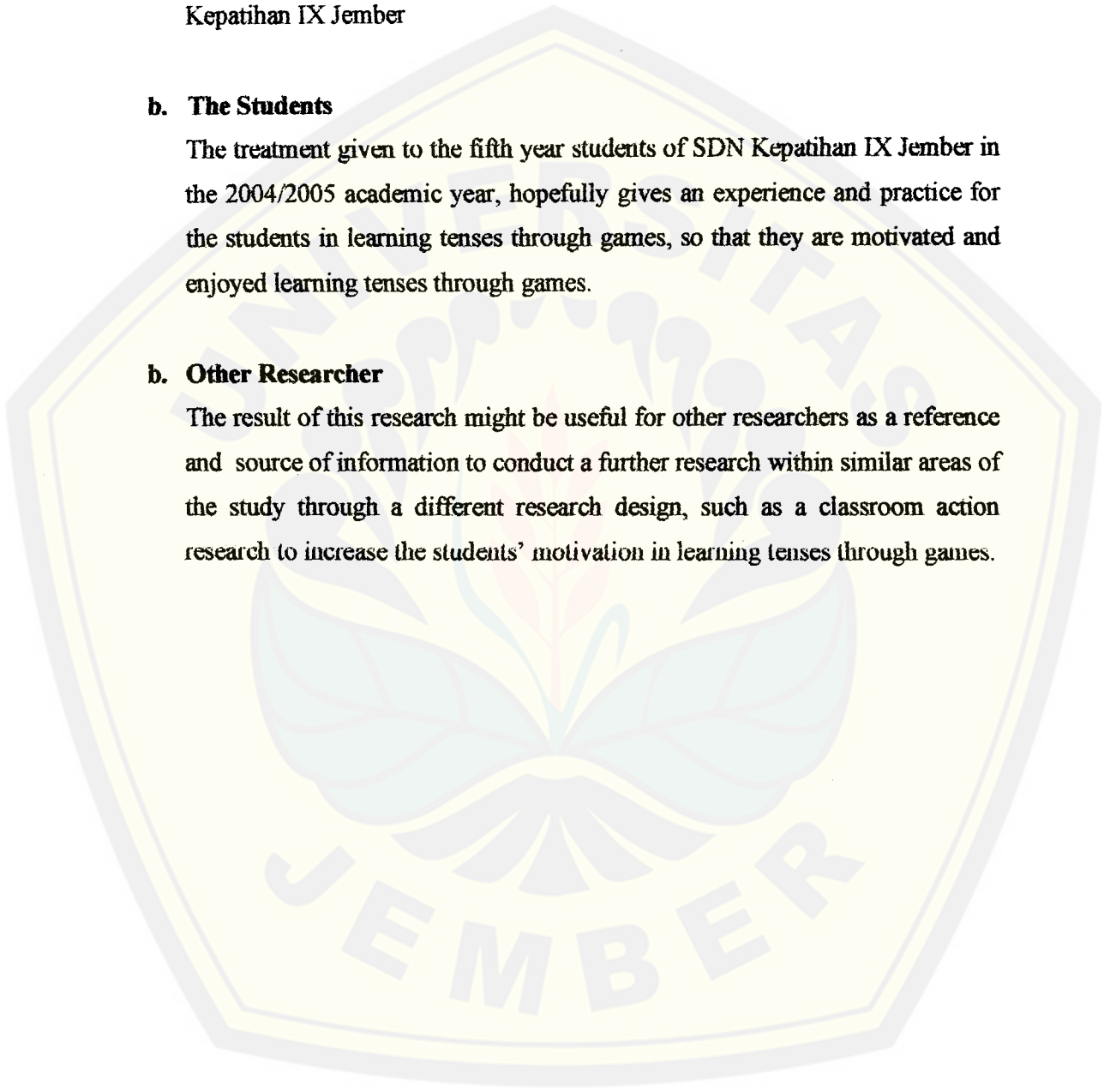
II. REVIEW OF RELATED LITERATURE

This chapter presents the review of the aspects related to the research topics. They are games in language teaching, the kinds of games for tenses teaching, the principles of using games for tenses teaching, grammar in language teaching, some factors affecting the success of grammar exercises, tenses materials, and research hypotheses.

2.1 Games in Language Teaching

Byrne (1986:100) states that games are a form of play completed by certain rules and conventions which are meant to enjoy wherever they are played. Then, Santrock (1993:331) affirms that games are the activities, which are done for the sake of enjoyment and entertainment within which there are rules and often competition. This is in accordance with Wright, et. al. (1983:1) who define games as a set of form of play which can help and encourage many learners to sustain their interest and work. Games are obvious self-motivating material that will arouse the students' interest in learning language (Adenan, 1994:9). Further, games are one of the ways to present the material in order to make the class more alive and break the routine activities in the classroom (Byrne, 1986:100).

According to Karim and Hasbullah (1985:5.33) games that are applied to teach language in teaching learning process is called language games. Dealing with this, Nababan (1993:206) confirms that games which are used as teaching aids in teaching language is called language games. Meanwhile, Jarolimek (1977:337) says that games which are used in teaching learning process, are often referred to as instructional games. Instructional games tend to minimize the element of entertainment and emphasized on the educational purpose. However, enjoyment aspect of these games still can be enjoyed by the students. Additionally, Walker (1992:19) affirms that language games are ways of practicing the language skills and drawing attention to language items, without boredom.

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By virtue of above phenomena, games are obviously useful in the language classroom to create an existing and meaningful situation. Further, Jarolimek (1977:338) presents the reason of using games in the classroom, as the following:

1. Games might motivate the learners to be deeply sincerely involved in the classroom activities.

2. Games are highly effective in altering the learners learning attitude.

3. Games might improve the cognitive ability of the learners.

4. Games might arouse the learner's interest to know more about anything concerning the games in detail.

Dealing with this case, Gerlach et.al (1980:383) give advantages of using games in the classroom as below:

a. Students are satisfied when they sense a new insight as new ideas and concepts are formulated.

b. Students can seek to solve the problem if they are intimately involved.

c. Students are placed in more realistic environment than any form of learning,

d. Games can attract the students' cooperation on accepting and searching the problems.

For the language classroom, Byrne (1986:100) adds that games are not only diversion a break from the routines but games might also contribute to language proficiency, such as accuracy. Accuracy focused games contribute to the improvement of the learners' command of particular item or items of the language such as sound, vocabulary, spelling and grammatical items or functions. Accordingly, games takes an important role in oral grammar exercises since it can be fully communicative to encourage communication between the teacher and the students (Rivers, 1983:58).

Mukarto (1989:47) emphasizes that games may furnish the students' strong desire to communicate and express themselves. Therefore, games can be considered possible and potential alternative activities that can be employed as individual or group activities.

2.2 The Kinds of Games for Tenses Teaching

There is a great deal of games that might be useful for tenses teaching. In this study, however, there are four selected games in accordance with the two chosen tenses. Those games are: 'Action by One Person' game and 'One Idea at a Time' game for present continuous tense. In addition, the games for simple present tense are: 'Toss a Question and Catch an Answer' game and 'Kim's game'.

2.2.1 Action by One Person

This game belongs to sound game since listening and speaking skills are focused to be practised. Further, essentially, the expression of present continuous tense is mastered in this game by reference to actions which are done (Wright et. al, 1983:92). 'Action by one person' game is a class work as all of the students can involve in playing this game actively. Some variations and adaptations may be taken dealing with the condition of the class. The details of this game are the following:

Language focus   : Present continuous tense
Control   : Guided
Level   : Beginners
Time   : 10 –15 minutes
Preparation   : Write down the sequence of actions on a piece of paper.
Procedures   :

1. Ask the students to close their eyes and put their head on their arms to reduce the chance of them sneaking a look. What they have to do just listen and try to interpret what they hear.
2. Give a written sequence of action to one learner to perform. e.g.
   a. Open and close all the drawers.
   b. Knock the door.
   c. Open the door and close them.

3. Ask the learner to do the sequence of action twice, during the first sequence the class only listen and say nothing. During the second sequence, you can ask questions. e.g.

> Teacher: what is he doing?
>
> Class : he is opening the door.
>
> Teacher: what is he doing?
>
> Class : he is closing the window

4. If there are mistakes, perform the action again.
5. Finally, let the class see the actions and confirm the actions by using present continuous tense.

2.2.2 One Idea at a Time

In this game, essentially, one of the students mimes a sequence of action and other students try to guess it (Wright, et. al. 1983:174). Further, the way they are guessing must be in the form of present continuous tense. The students who is miming must nod his/her head if his/her friends make the right guess, on the other hand, the miming student must shake his/her head as his/her friends make the wrong guess. For the kind of this game, the researcher chooses 'One Idea at a Time' game variation 3, due to this game is exactly aimed at practising present continuous tense (Wright, et. al. 1983:173), one of the selected tenses of this research which latter this game will be modified in accordance with the students' materials and their level of language mastery. 'One Idea at a Time' game in details are below;

Language focus   : Present continuous tense

Control   : Guided

Level   : Beginners

Time   : 10 –15 minutes

Preparation   : A paper consisting the sequence of actions.

Procedures   :

1. Give a sequence of action to one student and ask him or her to mime the action in front of the class.

2. Ask the rest of the students to guesss the actions by using present continuous tense.

3. If the guessing is right, the miming student must nod his/her head. On the other hand, if the guessing is wrong, the student who is miming must shake his/her head. For instance :

Mimer	: (*Acts as carrying something*)
Class	: You are opening the door.
Mimer	: Shakes head.
Class	: You are carrying something.
Mimer	: Nods head.

2.2.3 Toss a Question and Catch an Answer

As noted by Chapman (in Strawhorn, 1999:16), 'Toss a Question and Catch an Answer' game is an interesting game since the students will have fun and surprised themselves by realizing what they can do. All of the students are involved in playing this game. Some variations and adaptations may be taken dealing with the situation and condition of the class itself. 'Toss a Question and Catch an Answer' game in details are the following:

Language focus: simple present tense

Control	: Guided
Level	: Beginners
Time	: 10 –15 minutes
Material	: Softball
Preparation	: Write down the sequence of questions and answers.
Procedure	:

1. Begin by throwing the ball to one student and ask him / her questions. e.g.

    a. What do you do? I am a....

    b. What city do you live in? I live....

    c. When does the school begin? The school begins......

2. The student who catches the ball must give an appropriate answer.

3. She / he then must ask another question and throw the ball to another student.

4. The student who catches the ball must give an appropriate answer, ask the other students, and so forth.

2.2.4 Kim's game

All the games of this kind require and encourage the students' ability of memorizing since this game belongs to memory games (Wright, et. al 1983:139). Moreover, the students are practised to express their mind or idea actively. For the game of this kind, the variation (A) of 'Kim's game' is chosen, which later this variation will be modified in accordance with the selected tenses of this research. As suggested by Jarolimek (1977:339) that games can be modified, if it is necessary, to meet the particular needs of the class. Further, the particular needs of the class is simple present tense. This game in details are as follows:

Language focus   : simple present tense
Control   : Guided
Level   : Beginners
Time   : 30 minutes
Material   : 12 pictures about daily activities which represent the using of simple present tense.
Procedures   :

1. Divide the class into four groups (group A, B, C, and D) and choose the group's leader of each.
2. Ask the leader of group (A) to come in front of the class and give him/her three pictures to be displayed to his/her group only (group A).
3. Ask the members of group (A) to produce the statements using simple present tense based on the pictures given, as many as possible, in the oral form (The statements can be in the form of positive, negative and affirmative).
4. Ask the rest of groups (B, C, and D) to keep in watch and make correction for the statements which are produced by group (A) together with the teacher.
5. Give one point for each correct statement.

6. Give six minutes for each group to do the task.
7. Do the same steps for groups B, C, and D.

2.3 The Principles of Using Games for Tenses Teaching

Byrne (1987:101) presents the generals procedures of the game application for the sake of reinforcing or extending the learners command of specific language items, namely:

1. Choose the games carefully based on the suitability of language and the learners's age and interest as well as the size of the class.
2. Explain the rules of the games very carefully, in the mother tongue if it is needed.
3. Give the learners one or more trial runs.
4. Involve as many learners as possible.
5. If the games are being played on the teams, give points for each correct answer and write the scores up on the board.

Furthermore, Wright, et. al. (1983:6) describe the ways of introducing new games respectively as follows:

1. The teacher explains the nature of the games and how to play it.
2. The teacher and one or two learners demonstrate part of the games.
3. One of the group tries out the game in front of the class.
4. The teacher writes any essential language and / or instruction on the board.
5. The group try to perform the games in front of the class.
6. The teacher removes the essential languages, etc from the board.

Wright, et. al. (1983:3) illustrate the conditions of the efficient games as a means to satisfy the learners' need in a language classroom. The conditions are as follows:

1. The length of the time to prepare the game must be equal to the advantage of the game.
2. It is relatively easy for the teacher to organise the game in the classroom.
3. The games are interesting for the learners.

4. The language skill that the teacher concerned to teach is appropriate to the activity.

5. The amount of language and the type of use are enough to justify the use of game, or the teacher has another good reason for introducing it.

In preparing the language games, Wright, et. al. (1983:6) give five practical points, namely:

1. The games must be familiar with the students, the teacher is the key role in familiarizing the games to the class.

2. The games must be appropriate to the class in terms of language and type of participant use.

3. Challenge is a value aspect to be considered in teaching learning process.

4. It is advisable to stop the games and change to something else before the students become tired.

5. In order to correct the mistakes in language use, the teacher should never interrupt the game because it can reduce the successfulness of the games itself.

Additionally, Dobson (1985:108) gives many suggestions designed to insure the greatest success with the games that the teacher selects:

a. Make through preparation for the game. Read the rule of the game and try to understand how it is played. Collect the materials of the games that requires special equipment.

b. Be sure that the game the teacher choose is within the range of his students ability. Eventhough, all the games given here are easy for students of English to play, still, students will greatly challenged by the fact that they are playing the game in a language other than their own.

c. Choose the game that allows many students to participate. If the class is large, a number of students will sit as the audience during the games. To solve the problem, teacher can give a task to audience. While in a small class, teacher should make sure that every students has an active role in every time.

2.4 Grammar in Language Teaching

Ur (1988:4) defines grammar roughly as the way a language manipulates and combine words or bids of words in order to form longer units of meaning. As Harman (1950:11) says, the grammar means the study of words and their function. In addition, Neufeldt and Geuralnik (1997:421) state grammar is the study of the usage of language forms and syntax of its words, the principles of a correct usage in accordance with established grammatical usage. Grammar is the rules that say how words change to show different meaning and how they are combined into sentences (Swan, 1980:xvi). In addition, he states that tense is a part of grammar that is defined as a verb form which shows the time of action or event (Swan, 1980:xxiii).

According to Hornby (1995:891), the word "tense" stands for a verb form or a series of a verb form used to express a time relation. Tense may indicate whether an action or activity is in past, present, or future. Frank (1972:47) states that tense had connection with a special verb ending or accompanying an auxiliary verb that signals the time. To master English, we cannot ignore the tenses because the role of the tenses is very important to improve the students' English skills (Smith and Robinson, 1989:363). In other words, in order to understand the tenses, the students should learn how to produce English sentences using the correct conenection between the action and the time of the occurance as well as possible. The explicit and the implicit knowledge of grammatical rules is undoubtedly essential for the mastery of language, since anybody would not be able to use words unless she or he knows how they should be put together (Ur, 1988:4). In English, there are twelve kinds of tenses which are commonly used (Hayden et. al. 1956:59). The twelve tenses are as follows:

1. Simple present tense
2. Present continuous tense
3. Simple past tense
4. Past continuous tense
5. Simple future tense
6. Future continuous tense

7. Present perfect tense

8. Present perfect continuous tense

9. Past perfect tense

10. Past perfect continuous tense

11. Future perfect tense

12. Future perfect continuous tense

However in this study, the researcher will only focus on two tenses, namely: present continuous tense and simple present tense. The reasons of choosing the two tenses are because those tenses have been taught to the fifth year students of SDN Kepatihan IX Jember. However, the English teacher never uses games to reinforce the students' tenses mastery. In this research, 'Action by One Person' game and 'One Idea at a Time' game will be applied to give the exercises of present continuous tense and 'Toss a Question and Catch an Answer' game and 'Kim's game' will be applied to give the exercises of simple present tense.

2.5 Some Factors Affecting the Success of Grammar Exercises

According to Ur (1988: 11-19), there are some factors which might enhance the successfulness of the grammar exercises, those are as follows:

2.5.1 The Materials

In teaching learning process of grammar, the teacher must avoid giving the materials they have not taught yet. If the material has not been clearly perceived and taken into short memory by the learners, then much time will be wasted on incomprehension or unacceptable responses. Since the teacher has to interrupt the procedures for explanations and corrections, as well as lessening the time for the real practice (Ur, 1988:11).

2.5.2 Volume and Repetition

Volume in this study means the sheer amount of comprehensible language that is spoken, heard, read and written in the course of activity. The more language the learners are exposed or produced, the better result will be.

When the material is non-specific, as in fluency exercises, the practice will be maximised on the use of the language in general. If the material is specific, however, as the learning of grammatical structure, most of the volume should consist of repetition of the items to be learnt, which mean designing procedures that will induce the learnes to engage with the item to be learnt as many times as possible, surely in different examples of the structure form of meaning (Ur, 1988:12).

2.5.3 Success Orientation

In order to succeed in the teaching learning process of grammar, before practising the material, the teacher has to minimize the problems that might be experienced by the learners while doing the practice activities. This practice in general is the most effective, if it is based on more or less performance and practice activities should be designed and presented in such a way as to make it likely that learner responses will be acceptable. In addition, success oritentation contributes significantly to a positive classroom climate of relaxation, confidence, and motivation (Ur, 1988:13).

2.5.4 Heterogeneity

A heterogeneous exercise is the one that can be done at any levels, since most classes are in fact composed of mixed ability groups. It is because a homogeneous exercise cannot possibly provide effective practice for all the learners as it will be too difficult for the weaker learners and / or too easy for the stronger learners. It is, however, possible and desirable to design exercise that can be interpreted and performed at whatever level the individual student feels appropriate, so that some learners will be able to do the exercise more than others.

The use of heterogeneous exercises not only ensures that a higher proportion of the class gets learning value out of the practice; it also has a positive effect on learners' attitude and motivation. In addition, responses at many different levels can be the expected one, hence, these exercise provide an opportunity for the teacher to give slower or less confident learner the approval and encouragement they need (Ur, 1988:13).

2.5.5 Interest

Interest is an extremely essential aspect of studying grammar, since however well designed a practice procedure has been, may fail to produce successful learning simply because it makes the learners bored. The bored learners will be unable to concentrate and their attention wanders. Furthermore, due to the boredom, the younger class particularly, often produces unruly behaviour such as making noise and talking to their friends. The valuable learning time, consequently, will be wasted on coping the discipline problems. On the contrary, if the class is interested in what it is doing, they are also likely to enjoy the process and want to continue (Ur, 1988:15).

To induce an interesting exercise, the teacher must be able to arouse the intrinsic interest of the learners on the activities done both the topic and the task given (Ur, 1988:19).

2.5.6 Teacher Assistance

The teacher activities in teaching learning process of grammar should therefore be largely directed towards supporting and assisting the students in their production of acceptable responses rather than towards assessing and correcting. Examples of such assistance are simply giving extra time to think; repeating or simplifying a text; approving the beginning of an utterance in order to encourage production of the whole; suggestions, hints, and prompt. All this means that the teacher have to be very alert to sense when and where a help is needed and what form it should take (Ur, 1988:14).

2.6 Tenses Materials

2.6.1 Present Continuous Tense

Present continuous tense is used to talk about something which is happening at the time of speaking, or around the time of speaking. The activities began a short time before and are expected to end a short time after the moment of speaking. This tenses can also express the activities that began a relatively long time before and that will probably end a relative long time after the moment of speaking. These activities are not necessary taking place at the moment of speaking (Thompson and Martinet, 1985:154). The patterns of present continuous tense are:

(+) S + be (am, is, are) + V_{ing} + O

(-) S + be (am, is, are) + not + V_{ing} + O

(?) Be (am, is, are) + S + V_{ing} + O

For examples:

1. **'Where is Margareth? "She is having a bath'**

   (She is having a bath when the speaker is saying so)

2. **Silvia is learning English at the moment.**

   (Silvia has began learning English, and has not finished yet, she is in the middle of learning at the time of speaking)

3. **You are working hard today.**

   (It is happening around the present)

                                                                         (Murphy, 1985:26)

In this research, present continuous tense is used as the indicator for constructing the tenses test that is given to the respondents before and after the treatments. This indicator is used to measure the students' mastery of present continuous tense after have been taught this tenses through 'Action by One Person' game and 'One Idea at a Time' game. In other words, it is intended to

know whether there is a significant effect of using games on the students' mastery of present continuous tense.

2.6.2 Simple Present Tense

Simple present tense is used to express an habitual actions. This tenses does not tell us whether or not the actions being performed at the time of speaking. The simple present tense is often used with adverbs, or adverbs of frequency such as always, never, often, sometimes, usually, everyday, ect. In general statement, simple present tense is used to express the ideas and feeling at the moment. Furthermore, it is expressing an action or activity. The simple form of the verbs are used for the first person singular subject (I), the second pattern singular subject (you), the plural (we, they). The verbs ending with –s/es are used for the third subjects (he, she, it) (Thompson and Martinet, 1985:159). Moreover, the patterns of present continuous tense are:

(+) S + be (am, is, are) + N / Adj / Adv

(-) S + be (am, is, are) + not + N / Adj / Adv

(?) Be (am, is, are) + S + N / Adj / Adv

For examples:
a. **The sun shines during the day.**
   (Sun shines during the day is habitual action)
b. **I want to be a good student.**
   (Expressing the ideas and feeling)
c. **The school begins at 07.00 am.**
   (Expressing an action or activity)

(Thompson and Martinet, 1985:159)

In this research, simple present tense is used as the indicator for constructing the tenses test that is given to the respondents before and after the treatments. This indicator is used to measure the students' mastery of simple

present tense after they have been taught this tenses through 'Toss a Question and Catch an Answer' game and 'Kim's Game'. In other words, it is intended to know whether there is a significant effect of using games exercises on the students' mastery of simple present tense.

2.7 The Effect of Using Game Exercises on the Students' Tenses Mastery

Games can stimulate or entertain the students and by playing games, they will feel fun to learn the target language. Through games they will get a chance to try the more challenging thing out of their routine activity. Dobson (1985:70) states that games are wonderful way to break the routine of class activities. This indicates that in the English language teaching, the English teacher should have ability to present the materials in various ways.

Games are one of the best ways to present the materials that stimulate the students in learning the target language, the students are required in many cases to communicate in full sentences through games. Besides, the students will enlarge their tenses mastery and prectically memorize the tenses they had learnt in the game because they are participating directly and that would be a new experience for them. Mereover, Gerlach, et.al (1980:38) state that games are simplified models of real life situation that provide the students with opportunity to participate in interesting ways.

Nababan (1993:266) defines that language games is a game, which are used in the teaching learning process as the teaching technique. It means that games as a teaching technique might amuse the sits in learning the target language. They get a new experience in their class activity and they have important role in that event as the active participants and they would be proud of them.

Based on the opinion above, teaching tenses through games helps the students learn the target language. Its use may create a better attitude to the students in learning and using the language. Besides, by using games, the English teacher can explain the lesson in relatively shorter time. Games might support

tenses mastery effectively because it is relaxing situation and avoids boredom. As the result the students might learn and get better tenses mastery.

2.8 Research Hypotheses

It is necessary for the researcher to state the hypotheses of the research to focus on the research problems. The formulation of the research hypotheses are as follows:

a. General Hypothesis

There is a significant effect of using game exercises on tenses mastery of the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year.

b. Specifics Hypotheses

1. There is a significant effect of using game exercises on present continuous tense mastery of the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year.

2. There is a significant effect of using game exercises on simple present tense mastery of the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year.

III. RESEARCH METHODOLOGY

This chapter presents the research methods applied in this research. It includes research design, area determination method, respondent determination method, data collection methods, and data analysis methods.

3.1 Research Design

This research was intended to find whether there was a significant effect of using games on students' tenses mastery of present continuous tense and simple present tense. Therefore, the appropriate research design used was quasi experimental one group pre-test and post-test design. It was used because this research used one group only. The group was treated as the control group and the experimental group. (Yousda and Arifin, 1993:22), (Arikunto, 2002:78). The research design is illustrated as below:

$$O_1 \quad X \quad O_2$$

Notes:
O_1 : the pre-test before the treatments (pre-test of tenses).
X : the treatments to the experimental group (teaching present continuous tense and simple present tense).
O_2 : the post-test after the treatments (post-test of tenses).

(Adapted From Bieger and Gerlach, 1996: 52)

However, this design could not control the extraneous variables of this research. As pointed out by McMillan (1996:76), quasi experimental is not a real experimental design since this kind of experimental design does not follow the ordinary procedures of the true experimental design with the specific scientific rules. Usually, the quasi experimental design ignores some uncontrolled variables

that will also influence the conclusion (Bieger and Gerlach, 1996:52). Additionaly, they confirmed one example of uncontrolled variables dealing with the use of one group pre-test and post-test design, it was testing threats. As noted by Bieger and Gerlach (1996:79), testing threats relates to the possible effect of pre-test on the performance of respondents in a study on the post-test. For example, the effect maybe sensitizing in that a pre-test may alert subjects to the fact that they are being studied, leading them to react in a manner that may effect the results. Another possibility was that of multiple testing effects, where performance on a pre-test may effect performance on later administration of post-test. In either case, the post-test may not measuring just the influence of treatments but also the effect of earlier pretesting. To overcome these problems, Bieger and Gerlach (1996:81), suggested to use unobtrusive measures (data collection techniques about which the experimental respondents are unware). It may minimize the effect of testing. Therefore, it is advisable for the researcher to use a different equivalent forms of a test for pretesting and posttesting. That was the reason why, the tenses test that was given to the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year was different but it was still in equivalent forms. By using this way, hopefully, the effect of testing threat could be eliminated.

The research procedures were as follows:

1. Conducting preliminary study by doing the interview with the English teacher to find the problem faced by the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year concerning with teaching learning process of tenses. (present continuous tense and simple present tense)

2. Administering pre-test of tenses to know the respondents' mastery of present continuous tense and simple present tense before the treatments given. This test was given in the first meeting.

3. Administering the treatments of using games for giving the exercises of present continuous tense through 'Action by One Person' game at the first

meeting, after the pre-test given. This game was given for three times. At the second meeting, 'One Idea at a Time' game and 'Toss a Question and Catch an Answer' game, were given for three times. At the last meeting, 'Kim's game' was given for giving the exercises of simple present tense. This game was given twice.

4. Giving post-test of tenses to the respondents after the treatments. This test was administered at the last meeting after the 'Kim's game' given.

5. Analyzing the scores of pre-test and post-test statistically by using t- test paired group two samples to find the mean differences in order to know whether or not there is a significant effect of using game exercises on students' tenses mastery.

6. Drawing a conclusion to answer the research problems.

3.2 Area Determination Method

This reserach was conducted at SDN Kepatihan IX Jember which is located at Jl. Kartini 40 Jember. This area was determined by purposive method since it was used based on the specific characteristic that have been known before (Hadi, 1990:82). This area was chosen based on two considerations, namely; academic reason and technical reasons. Based on the academic reason, teaching tenses using games has never been applied before by the English teacher in teaching grammar especially tenses. For the technical reason, the headmaster of SDN Kepatihan IX Jember permitted the researcher to conduct the experimental research. Thereby, the research data could be gained at this school. In addition, the research about this topic has never been applied at this school.

3.3 Respondent Determination Method

Bieger and Gerlach (1996:97) point out that the selection of the research respondents has an important concequences for validity of the research finding. The respondents of this research were the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year. According to Arikunto (1996:122) respondents are the person who gives some responses to the researcher' questions

either orally or writtenly. Further, she says that if the number of the respondents is less than 100 respondents, it is better to take them all as the respondents, and it is called a population research. In this research, the respondents were determined by the population method due to the number of population was 44 students in one class of the fifth year. The fifth class was chosen because the selected tenses (present continuous tense and simple present tense) had been stated in the 1994 Basic Course Outline English Curriculum for the fifth year students of the elementary school and they had been taught by the English teacher.

3.4 Data Collection Method

The quality of data collection method as well as the measurement influence the quality of the data obtained. Therefore, the researcher is required to apply an appropriate data collection methods in order to obtain a valid data (Suryabrata,1983:84). There are two kinds of data that were collected, they were primary data and supporting data. The primary data dealt with the students' tenses mastery which showed by the students' tenses scores of pre-test and post-test, while the supporting data concerned with the data from the English teacher were obtained by interview and documentation. The following sections discuss the data collection methods used in this research.

3.4.1 Primary Data
3.4.1.1 Test

Test is essential as it has a function to find out how well the students have mastered the language skills or components which have just been taught (Heaton, 1990:9). Acording to Arikunto (2002:198) test is a set of questions, exercises or other instruments that are used to measure the skills, aptitude, knowledge and intelligence. In this research, tenses test as an achievement test was used since the test was intended to measure the students' tenses mastery after they had been taught present continuous tense and simple present tense through games. Hughes (1996:10) points out that achievement test is directly related to language course. The purpose is to establish how succesful individual students, groups of students

on the course themselves have been in achieving objectives. The pre-test of tenses was given to the respondents before the treatments administered, it was intended to know the students tenses mastery before the treatments. Then, the post-test of tenses was given after the treatments, that was after the students received exercises of present continuous tense and simple present tense through games.

In applying an achievement test, this research used teacher made test in the form of objective test. It means that the researcher constructed the tenses test based on the tenses materials of the basic course outline of the 1994 English Curriculum for the fifth year students of the elementary. The objective test was constructed in the form of multiple choice to measure the students' tenses mastery. This test form was chosen because it was applicable to the construction of tenses mastery test. In addition, it can test a lot of materials in the short time. As Heaton (1991:27) explains that multiple choice test plays an important role to test the students' ability in recognizing and producing correct forms of language. Thus, a classroom test of grammar and usage can play a useful part in a language program. Another reason is that the use of multiple choice is considered perfectly reliable. As Hughes (1996:19) says that the kind of objective test could produce high reliability. Since this research was intended to know the effect of one on another as the main instruments, the test had to measure what was intended to be measured (Hughes,1996:22). The content validity was established in this research because the test was constructed based on the content that constitued a representative sample of tenses materials of using present continuous tense and simple present tense as the research indicator that were to be measured. Further, the test was consulted to the English teacher and the text book used.

The total number of the test was 25 items. It consisted 13 items of present continuous tense and 12 items of simple present tense. Dealing with the test scoring, each correct item was scored 4 points; so the total scores of the test was 100 points. The time allocated for doing the test was 45 minutes.

3.4.2 Supporting Data
3.4.2.1 Interview

Interview is a dialogue conducted by the interviewer to get the information from the interviewee. There are three kinds of interview: structured interview, unstructured interview and semi-structured interview (Arikunto, 1996:147).

Dealing with this study, the semi structured interview was applied, in which a list of questions and the details are developed to get the information needed during the process of interview. This kind of interview was used in this study based on some considerations; it was more simple, more practical and easier to do (Arikunto, 1998:165). The interview was conducted with the English teacher of the fifth year students of SDN Kepatihan IX Jember. This interview was used to get the supporting data about the English curriculum used, the English text books, the media, the techniques used by the English teacher, the students' difficulties in learning tenses, and how to overcome the students' problems. The interview guide is enclosed on Appendix 2.

3.4.2.2 Observation

In this research, observation was used to observe the atmosphere of the class during the treatments given to the respondents. It was intended to observe the students' activities when they were given the exercises of using present continuous tense through 'Action by One Person' game and 'One Idea at a Time' game, and simple present tense through 'Toss a Question and Catch an Answer' game and 'Kim's game'. It was conducted by the researcher and the English teacher while teaching tenses through games. This observation was done during the treatments. The result of observation was used to support the main data. While observing the class, the observation guide in the form of check list containing the indicators observed was used. The observation guide is enclosed on Appendix 2.

3.4.2.3 Documentation

Arikunto (1996:202) confirms that documentation is a method for collecting data about variables in the forms of notes, transcripts, books etc. In this study,

documentation was used to get the supporting data about names of the respondents and the school facilities of SDN Kepatihan IX Jember. These supporting data were used to complete the main data.

3.5 Data Analysis Method
3.5.1 t-test

After the main data in the form of tenses test scores of pre-test and post-test were collected, the data were analyzed by using t-test to find whether there is a significant effect of using games on tenses mastery of the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year. The formulation of t-test is below:

$$t = \frac{\sum D}{\sqrt{\frac{\left[nD^2 - \left(\sum D\right)^2\right]}{(n-1)}}}$$

Notes:
n : the numbers of respondents.
D : the scores deviation between X and Y (pre-test and post-test).
D^2 : the quadrate of scores deviation between X and Y (D).

(Adapted from Masyhud, 2000: 557)

The df (degree of freedom) used is equal to N-1 and the level of significance of 5 %. It means, that if the t- critical value is more than the t-statistical value at the significance level of 5%, there is significant mean difference between before giving the treatments and after giving the treatment, then, the alternative hyphothesis is accepted. On the contrary, if the t-critical value is less than the t-statistical value at the significance level of 5%, there is no significant mean difference between before giving the treatments and after giving the treatments. Then the alternative hypothesis is rejected

IV. RESULTS, DATA ANALYSIS, AND DISCUSSIONS

This chapter reports the results of this research. It includes research schedules and activities, the treatments, the results of the primary data, the results of supporting data, discussion and hypothesis verification.

4.1 Research Schedules and Activities

This research was conducted from 3rd March to 17th March 2005. It was done in three meetings, every Thursday, at the time of English subject given. The research schedules and the activities would be described below.

Table 1. Research Schedules and Activities

Meeting	Date /Time	Activities
1st	3rd March 2005 07.00 - 08.30	Administered Pre-test *(at the first 45 minutes)* and 'Action by one person' game *(at the second 45 minutes)*.
2nd	10th March 2005 07.00 – 08.30	Administered 'One Idea at a Time' game *(at the first 45 minutes)* and 'Toss a Question And Catch an Answer' game *(at the second 45 minutes)*.
3rd	17th March 2005 07.00 – 08.30	Administered 'Kim's game' *(at the first 45 minutes)* and post-test *(at the second 45 minutes)*.

4.2 The Treatments
4.2.1 Treatment I (Actions by One Person)

The first treatment given to the respondents was playing 'Action by One Person' game. This game was played by focusing on the students' concentration by leading them with the questions about the activities done in the classroom by using present continuous tense. Furthermore, the researcher led the students to

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mention the patterns of present continuous tense and the usage of it. Then, the researcher wrote all the patterns on the blackboard in order to give the students obvious descriptions. After that, he introduced the 'Action by One Person' game to the students by giving them rules of the game. Then, one of the students was asked to trial run the game in front of the class as the example. After all of the students knew how to play the game, all notes on the board were erased. The researcher then asked one of the students to come in front of the class to do the action, while the rest of the students were asked to close their eyes and put their heads on their arms. What they had to do was to guess the actions by using present continuous tense. At the time the actions was taking place, the researcher pointed some students to guess the actions by using present continuous tense. The actions which were done through 'Action by One Person' game are enclosed on Appendix 3. Further, the action 2 *(closing the door)* would be presented as the example of 'Action by One Person' game activities. The activity was as follows:

(One student is acting like closing the door)
Researcher : What is he doing, student 1?
Student 1   : He is closing the window.
Researcher : Is he closing the window, Student 2?
Student 2   : No, he is not closing the window.
Researcher : Is he closing the door, student 3 ?
Student 3   : Yes, he is closing the door.

In this game, all of the actions enclosed on Appendix 3 had been practiced by the students. These activities were effective since all of the students were actively involved. They were encouraged to express their opinions about the actions done by using present continuous tense. The students were trained to practice making the statements in positive, negative and interrogative form of present continuous tense. The materials of the 'Action by One Person' game covered the theme in which the students had been familiar.

4.2.2 Treatment II (One Idea at a Time)

This game treatment began by focusing the students' concentration on present continuous tense. It was done by giving some leading questions dealing with the topic. Next, the students also focused on mentioning the patterns and the usage of present continuous tense. Having explained the rules of 'One Idea at a Time' game to the students, the researcher gave several trial runs as the examples by asking one of the students to practice the game in front of the class. After all the students understood how to play the game, the researcher asked one of the students to mime the action in front of the class. Those actions which had been already practiced, are enclosed on Appendix 4. The rest of the students were asked to guess the actions by using present continuous tense. The example of the game activity might be taken from Action 7 *(reading the book).* The brief illustrations of this activity was as follows:

Mimer	:	*(mime like reading the book)*
Researcher	:	What is he doing, student 1 ?
Student 1	:	She is reading a book.
Researcher	:	Thank you, is she reading a book, student 2 ?
Student 2	:	Yes, she is reading a book.
Researcher	:	Student 3, is she writing some notes ?
Student 3	:	No, she is not writing some notes.

All of the actions enclosed on Appendix 4 had been practiced by the students through this game. These activities were proven to be effective to arouse the students' interest and work as all of the students were interested in doing the actions and guessing them. Further, the students were practiced to use present continuous tense in positive, negative and interrogative forms.

4.2.3 Treatment III (Toss a Question And Catch an Answer)

First of all, the researcher gave some leading questions to the students about daily activities in the form of simple present tense in order to focus their

concentration. The researcher, then, asked the students to mention the patterns and the usage of simple present tense. Those were jotted down on the blackboard in order to give vivid descriptions. This step was done by the researcher' guidance. All notes on the board were erased. Then, the students were led to practice 'Toss a Question and Catch an Answer' game. This step was done after the students had understood how to play this game. Therefore, several trial runs were done for practices. In this game, the students practiced using simple present tense by producing questions and answers in the form of positive, negative and interrogative. The guideline of the questions and answers of the activities through 'Toss a Question And Catch an Answer' game is enclosed on Appendix 5. The examples of these activities were as follows:

Researcher : Are you a student? *(Throw the ball)*.

Student A : *(Catch the ball)*, Yes, I am a student.

How are you today, friend 1? *(Throw the ball)*.

Friend 1 : *(Catch the ball)*, I am fine, thank you.

Can you speak English, friend 2? *(Throw the ball)*.

Friend 2 : *(Catch the ball)*, Yes, I can speak English.

Do you like English, friend 3? *(Throw the ball)*.

And so forth.

As the activities were the first time experienced by the students, they felt interested in accomplishing the task given. They did not realize that they had practiced the simple present tense and they did not feel bored and depressed.

4.2.4 Treatment IV (Kim's game)

This treatment was administered by showing some pictures about daily activities to the students. This activity was done as the researcher gave some leading questions dealing with the theme, daily activities. This step was done to concentrate on the students' Concentration. The activities were continued by explaining the rules of 'Kim's game' to the students and gave several trial runs as the examples. After the students knew how to play this game, the researcher

divided the class into four groups consisting of 10 to 11 students. Then, the researcher gave three different pictures for each group to be recognized and stated into statements based on the pictures given by using simple present tense in 6 minutes. The statements could be in the form of positive, negative and interrogative. As this game was competition games, the four groups were asked to compete each other in order to be the winner. Each correct statement would be scored 1 point. The results of the students' statements through 'Kim's game' are presented below:

Table 2. The Results of the Students' Statements through Kim's game

Group	The correct statements	Points
1st	2 positive statements 2 negative statements 1 interrogative statement	5 points
2nd	3 positive statements 2 negative statements 1 interrogative statement	6 points
3rd	2 positive statements 1 negative statement 0 interrogative statement	3 points
4th	1 positive statement 1 negative statement 0 interrogative statement	2 points

The results were noted down on the board so that the students knew the correct statements they had. However, 'Kim's game' took an important role in drilling the students 'mastery of simple present tense, because the students were given the way of expressing their opinions about the pictures and stating them into statements in interesting way. On the pictures given (see Appendix 6), there were some informations which might lead the students to produce the statements. The

information was about the subjects *(I, he, she, you, Asya, Dani, Agus, Ibrahim, and Zahra)*. It was also completed with the adverbs of frequency *(always, usually, often, sometime, seldom, never, rarely)*. The next information was about the adverb of time *(morning, 06.00 o clock, 20. 00. o clock, 09. 00 o clock, afternoon, 04.00 o clock, 17.00. o clock, 22.00 o clock, 16.30 afternoon and midnight)*

4.3. The Results of Primary Data
4.3.1 The Results of Pre-test

The pre-test was given on 3rd March 2005, at the first meeting. The pre-test materials were present continuous tense and simple present tense with the theme that the students had learnt before, namely: in the classroom and daily activities. The total number of the test is 25 items. It consists of 13 items of present continuous tense and 12 items of simple present tense. Dealing with scoring, each correct item was scored 4 points; so the total score of the test was 100 points (the total score of present continuous tense was 52 and the total score of simple present tense was 48). The test instruction was understandable as it was translated into Indonesian. The time (45 minutes) allocated for doing the test was enough. Besides, there were no questions that must be revised since the test items were reliable. The purpose of this test was to know about the students 'tenses mastery of present continuous tense and simple present tense before having the treatments. The scores obtained in pre-test were used as the controlling variable and then compared with the scores of post-test to measure the effect of the game exercises treatment. The results of the students' scores of pre-test are presented in Table 3 below.

Table 3. The Recapitulation of the Students' Tenses Scores of Pre-test

No	Indicators		Total
	Present cont. tense	Simple present tense	
1.	16	4	20
2.	28	24	52
3.	28	24	52

4.	44	24	68
5.	28	8	36
6.	32	32	64
7.	48	24	72
8.	24	8	32
9.	36	20	56
10.	32	28	60
11.	28	28	56
12.	20	20	40
13.	52	36	88
14.	32	16	48
15.	48	12	60
16.	28	32	60
17.	36	12	48
18.	24	32	56
19.	36	28	64
20.	16	8	24
21.	36	20	56
22.	36	24	60
23.	28	12	40
24.	20	24	44
25.	36	36	72
26.	44	20	64
27.	28	52	80
28.	36	28	64
29.	32	24	56
30.	36	12	48
31.	28	20	48
32.	16	16	32
33.	32	28	60
34.	40	24	64
35.	20	16	36
36.	40	24	64
37.	40	32	72
38.	44	28	72
39.	44	28	72
40.	36	12	48
41.	24	24	48
42.	28	28	56
43.	44	28	72
44.	44	40	84
Σ	1448	1020	2468

Based on the results, the mean score of total scores was found 56.09 (2468 / 44). In details, the mean scores of present continuous tense was found 32.90 (1448 / 44) and the mean scores of simple present tense was 23.18 (1020 / 44).

4.3.2 The Results of Post-test

Having taught present continuous tense and simple present tense by using game exercises, the students were given the post-test which was administered on 17th March 2005. This test was intended to measure the students' mastery of present continuous tense and simple present tense after the treatments. The total number of the test was 25 items. It consists of 13 items of present continuous tense and 12 items of simple present tense. Concerning with scoring, each correct item was scored 4 points. Therefore, the total scores of this test was 100 points (52 points for the total scores of present continuous tense and 48 for simple present tense)Then, the students' post-test scores were analyzed by applying t-test (by providing Excell Program paired two samples for means). The results of the students' scores of post-test are presented in Table 4 below.

Table 4. The Recapitulation of the Students' Tense Scores of Post-test

No	Indicators		Total
	Present cont. tense	Simple present tense	
1.	32	16	48
2.	32	28	60
3.	32	28	60
4.	44	28	72
5.	32	20	52
6.	36	32	68
7.	48	24	72
8.	24	12	36
9.	40	24	64
10.	36	28	64
11.	32	28	60
12.	24	28	52
13.	52	40	92
14.	36	16	52
15.	48	20	68
16.	32	36	68

17.	40	12	52
18.	28	32	60
19.	44	32	76
20.	20	12	32
21.	40	28	68
22.	40	32	72
23.	32	20	52
24.	24	24	48
25.	42	40	82
26.	44	24	68
27.	32	56	88
28.	36	32	68
29.	32	28	60
30.	40	16	56
31.	36	24	60
32.	20	20	40
33.	40	32	72
34.	40	24	64
35.	24	24	48
36.	40	32	72
37.	44	36	80
38.	48	32	80
39.	48	28	76
40.	40	12	52
41.	32	28	60
42.	32	28	60
43.	48	32	80
44.	48	48	96
Σ	1614	1196	2810

Based on the results, the mean score of total score of the post-test was 63.86 (raise up 7.77 points from the pre-test). Based on the indicators investigated, the students' mean score of present continuous tense was 36.68 (raise up 3.77 points from the pre-test). Then, the students' mean score of simple present tense was found 27.18 (raise 4.00 points from the pre-test). From the results above, it could be concluded that there was improvement of the students' scores of post-test compared with the pre-test of each indicator investigated.

4.3.3 The Results of Data Analysis

4.3.3.1 The Results of Data Analysis of Total Scores of Pre-test and Post-test

The total scores of the pre-test and post-test of tenses were analyzed by using t-test formula of Excell program in order to find whether there was a significant difference between the scores of pre-test and the post-test. This t-test analysis was conducted by comparing the mean score of the pre-test (Y) with the mean score of the post-test (X). Therefore, the formula chosen was t-test: paired two sample for means. The results of t-test analysis can be seen in Table 5 below.

Table 5. The Excell Computation of the Total Scores of Pre-test and Post-test

NO	X	Y	D	D^
1.	48	20	28	784
2.	60	52	8	64
3.	60	52	8	64
4.	72	68	4	16
5.	52	36	16	256
6.	68	64	4	16
7.	72	72	0	0
8.	36	32	4	16
9.	64	56	8	64
10.	64	60	4	16
11.	60	56	4	16
12.	52	40	12	144
13.	92	88	4	16
14.	52	48	4	16
15.	68	60	8	64
16.	68	60	8	64
17.	52	48	4	16
18.	60	56	4	16
19.	76	64	12	144
20.	32	24	8	64
21.	68	56	12	144
22.	72	60	12	144
23.	52	40	12	144
24.	48	44	4	16
25.	82	72	10	100

26.	68	64	4	16
27.	88	80	8	64
28.	68	64	4	16
29.	60	56	4	16
30.	56	48	8	64
31.	60	48	12	144
32.	40	32.	8	64
33.	72	60	12	144
34.	64	64	0	0
35.	48	36	12	144
36.	72	64	8	64
37.	80	72	8	64
38.	80	72	8	64
39.	76	72	4	16
40.	52	48	4	16
41.	60	48	12	144
42.	60	56	4	16
43.	80	72	8	64
44.	96	84	12	144
Σ	2810	2468	324	3668

1. Calculating the mean of total scores of pre- test.

$$M_y = \frac{\sum y}{N}$$

$$= \frac{2468}{44}$$

$$= 56.09$$

2. Calculating the mean of total scores of post- test.

$$M_x = \frac{\sum x}{N}$$

$$= \frac{2810}{44}$$

$$= 63.86$$

3. Calculating the value of t-test of total scores of pre-test and post-test.

$$t = \frac{\sum D}{\sqrt{\dfrac{\left[nD^2 - \left(\sum D\right)^2\right]}{(n-1)}}}$$

$$t = \frac{342}{\sqrt{\dfrac{44(3688) - (342)^2}{(44-1)}}}$$

$$t = \frac{342}{\sqrt{\dfrac{161392 - 116964}{43}}}$$

$$t = \frac{342}{\sqrt{\dfrac{44428}{43}}}$$

$$t = \frac{342}{\sqrt{1033.21}}$$

$$t = \frac{342}{32.14}$$

$$t = 10.64$$

4. Calculating the Degree of Freedom (df)

$$df = N - 1$$
$$= 44 - 1$$
$$= 43$$

The t-test analysis above showed that the t --statistical value was 10.64 and the t- critical value was 2.02 (since the t-statistical value was absolute number, then the minus sign (-) of the t-statistical value was neglected). The result could be said significant if the t- statistical value was the same or more than the t-critical value. From the analysis above, it was found that the t-statistical value

was more than the t- critical value (10.64>2.02). It means that the result of the t-test analysis was significant (at the degree of freedom of 43 with the significance level of 5%). It proved that there was mean differences between before the treatments and after the treatments. It reveals that the treatments were effective since the results of post-test scores were better than its on pre-test.

4.3.3.2 The Results of Present Continuous Tense Scores of Pre-test and Post-test

This t- test analysis was computed by comparing the mean scores of present continuous tense on pre-test and post-test. It was done in order to find whether or not there was any significant effect of using 'Action by One Person' game and 'One Idea at a Time' game on the students' mastery of present continuous tense. The formula used was t- test of excell program: paired two samples for means. The results of the computation were presented in Table 6.

Table 6. The Excell Computation of Present Continuous Tense Scores of Pre-test and Post-test

NO	X	Y	D	D^
1.	32	16	16	256
2.	32	28	4	16
3.	32	28	4	16
4.	44	44	0	0
5.	32	28	4	16
6.	36	32	4	16
7.	48	48	0	0
8.	24	24	0	0
9.	40	36	4	16
10.	36	32	4	16
11.	32	28	4	16
12.	24	20	4	16
13.	52	52	0	0
14.	36	32	4	16
15.	48	48	0	0
16.	32	28	4	16
17.	40	36	4	16

18.	28	24	4	16
19.	44	36	8	64
20.	20	16	4	16
21.	40	36	4	16
22.	40	36	4	16
23.	32	28	4	16
24.	24	20	4	16
25.	42	36	6	36
26.	44	44	0	0
27.	32	28	4	16
28.	36	36	0	0
29.	32	32	0	0
30.	40	36	4	16
31.	36	28	8	64
32.	20	16	4	16
33.	40	32	8	64
34.	40	40	0	0
35.	24	20	4	16
36.	40	40	0	0
37.	44	40	4	16
38.	48	44	4	16
39.	48	44	4	16
40.	40	36	4	16
41.	32	24	8	64
42.	32	28	4	16
43.	48	44	4	16
44.	48	44	4	16
∑	1614	1448	166	996

1. Calculating the mean score of present continuous tense of pre- test.

$$M_y = \frac{\sum y}{N}$$

$$= \frac{1448}{44}$$

$$= 32.91$$

2. Calculating the mean score of present continuous tense of post- test.

$$M_x = \frac{\sum x}{N}$$

$$= \frac{1614}{44}$$

$$= 36.68$$

3. Calculating the value of t-test of present continuous tense scores of pre-test and post-test.

$$t = \frac{\sum D}{\sqrt{\frac{\left[nD^2 - \left(\sum D\right)^2\right]}{(n-1)}}}$$

$$t = \frac{166}{\sqrt{\frac{44(996) - (166)^2}{(44-1)}}}$$

$$t = \frac{166}{\sqrt{\frac{43824 - 2756}{43}}}$$

$$t = \frac{166}{\sqrt{\frac{16258}{43}}}$$

$$t = \frac{166}{\sqrt{378.09}}$$

$$t = \frac{166}{19.44}$$

$$t = 8.54$$

4. Calculating the Degree of Freedom (df)

$$df = N - 1$$
$$= 44 - 1$$
$$= 43$$

The result of t-test analysis above showed that the t –statistical value was 8.54 and the t- critical value was 2.02 (since the t-statistical value was absolute number then the minus sign (-) of the t-statistical value was neglected). The result could be said significant if the t- statistical value was the same or more than the t-critical value. Based on the computation above, the t-statistical value was more than the t- critical value (8.54>2.02). It means that the result of the t-test analysis of present continuous tense was significant (at the degree of freedom of 43 with the significance level of 5%). It proved the mean differences between before the treatments and after the treatments. It revealed that 'Action by One Person' game and 'One Idea at a Time' game were effective to reinforce the students' tenses mastery of present continuous tense. In general, the results of post-test were better than those of pre-test.

4.3.3.3 The Results of Simple Present Tense Scores of Pre-test and Post-test

This t- test analysis was done by comparing the scores of simple present tense on pre-test and post-test. It was done in order to find whether there is a significant effect of using 'Toss a Question and Catch an Answer' game and 'Kim's game' on the students' mastery of simple present tense. The formula used was t- test of Excell program: paired two samples for means. The result of this computation was as below.

Table 7. The Excell Computation of the Students' Scores of Simple Present Tense of Pre-test and Post-test

NO	X	Y	D	D^
1.	16	4	12	144
2.	28	24	4	16
3.	28	24	4	16
4.	28	24	4	16
5.	20	8	12	144
6.	32	32	0	0
7.	24	24	0	0
8.	12	8	4	16
9.	24	20	4	16

10.	28	28	0	0
11.	28	28	0	0
12.	28	20	8	64
13.	40	36	4	16
14.	16	16	0	0
15.	20	12	8	64
16.	36	32	4	16
17.	12	12	0	0
18.	32	32	0	0
19.	32	28	4	16
20.	12	8	4	16
21.	28	20	8	64
22.	32	24	8	64
23.	20	12	8	64
24.	24	24	0	0
25.	40	36	4	16
26.	24	20	4	16
27.	56	52	4	16
28.	32	28	4	16
29.	28	24	4	16
30.	16	12	4	16
31.	24	20	4	16
32.	20	16	4	16
33.	32	28	4	16
34.	24	24	0	0
35.	24	16	8	64
36.	32	24	8	64
37.	36	32	4	16
38.	32	28	4	16
39.	28	28	0	0
40.	12	12	0	0
41.	28	24	4	16
42.	28	28	0	0
43.	32	28	4	16
44.	48	40	8	64
Σ	1196	1020	176	1152

1. Calculating the mean score of simple present tense of pre- test.

$$M_y = \frac{\sum y}{N}$$

$$= \frac{1020}{44}$$

$$= 23.18$$

2. Calculating the mean score of simple present tense of post-test.

$$Mx = \frac{\sum x}{N}$$

$$= \frac{1196}{44}$$

$$= 27.18$$

3. Calculating the value of t-test of simple present tense scores of pre-test and post-test.

$$t = \frac{\sum D}{\sqrt{\dfrac{\left[nD^2 - \left(\sum D\right)^2\right]}{(n-1)}}}$$

$$t = \frac{176}{\sqrt{\dfrac{44(1152) - (176)^2}{(44-1)}}}$$

$$t = \frac{176}{\sqrt{\dfrac{50688 - 30976}{43}}}$$

$$t = \frac{176}{\sqrt{\dfrac{19712}{43}}}$$

$$t = \frac{176}{\sqrt{458.42}}$$

$$t = \frac{176}{21.41}$$

$t = 8.22$

4. Calculating the Degree of Freedom (df)

$$df = N - 1$$
$$= 44 - 1$$
$$= 43$$

From the t-test analysis above, it was found that the t –statistical value was 8.22 and the t- critical value was 2.02 (since the t-statistical value was absolute number then the minus sign (-) of the t-statistical value was neglected). The result could be said significant if the t- statistical value was the same or more than the t- critical value. Deliberating the computation above, the t-statistical value was more than the t- critical value (8.22>2.02). It means that the result of the t-test analysis of simple present tense was significant (at the degree of freedom of 43 with the significance level of 5%). Since the mean differences between before the treatments and after the treatments was significant, 'Action by One Person' game and 'One Idea at a Time' game were revealed to be effective to increase the students' tenses mastery of simple present tense.

4.4 The Results of Supporting Data
4.4.1 The Result of Interview

The interview was conducted with the English teacher to get the supporting data to complete the main data. This interview was administered on 10th October 2003. It was done by the help of interview guide enclosed on Appendix 2. The brief descriptions of the interview result were as follows:

According to the English teacher of SDN Kepatihan IX Jember, the present continuous tense and the simple present tense had been taught to the students of the fifth year. It was based on the 1994 Basic Course Outline English Curriculum. These tenses were taught integratedly with the English language skills, such as writing and reading. Sometimes, they were taught to the students

independently. Further, present continuous tense and simple present tense were the compulsory tenses for the fifth year students to be mastered.

In teaching learning process of tenses, the teaching technique that was used by the English teacher was lecturing method. It means that the present continuous tense and the simple present tense were directly explained to the students. Furthermore, in order to drill the students' tenses mastery, the English teacher loved to give tenses exercises for many times. The exercises were taken from the English course book and the exercises were made by the teacher. These exercises made the students feel bored and lost their interest. At the time the tenses exercises given, the class atmosphere was quite plain. Some students did the exercises seriously, but some others pretended to do the tasks, but in fact, they did something else, such as drawing on their books. Some of them did not do the exercises and just copied the answers from their friends. The students occasionally complained about their boredom and monotonous situation. In order to escape from these conditions, the English teacher often stopped the tenses lesson, and changed to another topic and made it as homework.

Actually, there were some game activities which might be taken, but the English teacher never used it. He usually applied game exercises for vocabulary enrichment or as a way of escaping from the students' boredom at the end of the lesson. The English teacher has never applied the game exercises as a way to train the students' tenses mastery because he did not know what kind of appropriate games should be taken to increase the students' tenses mastery.

Then, the compulsory English textbook used by the English teacher was "Get Ready V" by Sutarma, published by Airlangga, Jakarta. It was also supported by "LKS Bahasa Inggris Pakem" by A. Nirbayanti, dkk. The students' work sheet was published by C.V. Teguh Karya, Solo.

4.4.2 The Result of Observation

The observation was conducted when the treatment was going on. It was done by the researcher helped by the English teacher. This observation was done to get the information about the students' activeness and willingness in playing

the games, the class atmosphere and the students' performances to play the games given. The observation guide is enclosed on Appendix 2. The descriptions of the observation are as below:

Generally, during the game exercises given, the students were interested and enjoyed the activity since learning tenses through games was the first time experienced by them. The class atmosphere was active and alive. It was obviously seen by the students' activeness in playing the games and their willingness to accomplish the task given. It seemed that they were not afraid of making mistakes. Moreover, the students already escaped from the boredom and stress. They did not realize that they had practiced present continuous tense and simple present tense by playing games. However, not all of the students did the game exercises given well. Some of them faced the difficulties which a little bit influenced their performance in playing the games. The following sections would discuss the students' performance on each game exercises treatment given.

Firstly, when the 'Actions by One Person' game was being played, most of the students (33 students / 75%) could make the right guess as they also used an appropriate form of present continuous tense (positive, negative and interrogative). However, the rest of them (11 students / 25%) faced some difficulties since they were unable to make an appropriate guess in present continuous tense. Another problem occurred when a few of them were difficult to recognize the word "*clap*"as the action of *"clapping the hands"* done in the classroom. Based on the observation, 'Action by One Person' game seemed a little bit difficult to play. It was because the students had to pay an extra attention on listening to the sound appeared from the activities. Further, they had to interpret what the action was. This step seemed difficult for some students as they could not hear the sounds of activities clearly and interpret them appropriately.

Secondly, during the activities of 'One Idea at a Time' game was being played, it seemed that all of the students (44 students / 100%) were able to do the task given. This game was considered to be the most effective and the easiest one for the students to play due to the activities of this game were simple and interesting. The actions looked easy as all of the students could mime and guess

the actions by using an appropriate form of present continuous tense. However, many students could not control to laugh when their friend mimed the actions in front of the class. As a result, the mimer laughed too. This condition happened for several times. However, it could reduce their concentration. The valuable learning time, consequently, was spent on copying this indiscipline problem.

Thirdly, while playing 'Toss a Question And Catch an Answer' game, most of the students (33 students / 75%) were able to produce the questions and answers in simple present tense. However, this game seemed a little bit difficult to play for some of the students (11 students / 25%) as they had some problems such as; they were still confused with the differences between present continuous tense and simple present tense. Some others had already produced the questions and answers, but still in scrambled form of simple present tense. Other students could not produce the questions but they could answer the questions given. On the other hand, some of them could not answer the questions given, but they could produce the questions.

Lastly, at the time of the 'Kim's game' was being played, there were only some of the students (11 students / 25%) who were able to produce the statements of simple present tense based on the pictures about daily activities given. Those students were the cleverer ones in their groups. On the other hand, most of the students (33 students / 75%) had various problems. Some of them had already produced the simple present tense statements, but they were still scrambled and needed to be corrected. The rest of them could not make the statements of simple present tense as they were stucked and had no idea to state. This game was ignored as the most difficult one to play. However, those problems had been already solved by the help of the researcher' assistance as he took an important role in supporting, assisting and correcting the students' performances. The examples of such assistances were: giving the extra time to think, repeat or simplify the materials and approve the beginning of the students' utterances in guessing or stating the statements in order to encourage production of the whole statements: suggestions, hints and prompt.

4.4.3 The Result of Documentation

This research was conducted at SDN Kepatihan IX Jember on Jln. Kartini 40 Jember. This school has six classrooms, one headmaster's room, one guest room, one art room and one mosque. As has been stated in Chapter III that the respondents of this research were the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year. The total number of the fifth year was 44 students in one class. The names of the respondents are enclosed on Appendix 11. To support the teaching learning process of English, SDN Kepatihan IX Jember provided some facilities namely, a library and an art room. In the art room, there were many pictures and picture series that hang on the wall. Unfortunately, they were never used to train the students' tenses mastery. Those were usually used as media to develop the students' ability in speaking, reading and writing.

4.5 Hypotheses Verifications

The hypothesis of the research was divided into general hypothesis and specific hypotheses. To test the hypothesis, t-test formula was applied. The value of t-test was consulted to the t-critical value with the significance level of 5 % and the degree of freedom of 43. The hypothesis verification was as follows:

1. **General Hypothesis**

    Based on the results of t-test analysis of the students total score of pre-test and post-test it was found that the value of t-test was 10.64, while the t-critical value at the significance level of 5 % and the degree of freedom 43 (44-1) was 2.02. it means that the t-statistical value was higher than that of t-critical value (10.64 > 2.02). It means that the alternative hypothesis which says that "there is a significant effect of using game exercises on students tenses mastery of the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year", was accepted.

2. **Specific Hypotheses:**

Based on the results of t-test analysis of pre-test and post-test score, of each indicator of tenses, it was found the results as follows:

a. There is a significant effect of using game exercises on present continuous tense mastery of the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year. Since the t-statistical value was higher than the t- critical value (8.54 > 2.02) at the significance level of 5 % and the degree of freedom of 43.

b. There is a significant effect of using game exercises on simple present tense mastery of the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year. Since the t-statistical value was higher than the t- critical value (8.22 > 2.02) at the significance level of 5 % and the degree of freedom of 43.

4.6 Discussion

Based on the results of the tenses test (post-test), it was found that there was a significant effect of using game exercises on the students' tenses mastery. It could be seen from the students' scores of post-test which was better than those of pre-test. Further, the students' mean score of the post-test was higher than that of the pre-test (63.86 > 56. 09) with the significance level of 5 % and the t- critical value of 2.02. Therefore, the alternative hyphotesis which says there is a significant effect of using game exercises on students' tenses mastery of the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year was accepted.

The results of statistical computation of t- test proved that the use of game exercises was one of the techniques that could reinforce the students' tenses mastery. After the students were given the treatments (teaching tenses by using games), they had better scores of tenses post-test than before the treatments (pre-test).

In this research, the use of game exercises had a significant effect on students' tenses mastery since the t-statistical value of total scores of post-test

were higher than that of pre-test (63.86 > 56.09). Dealing with the research indicators, the t-statistical value of present continuous tense and simple present tense were also higher than the t-critical value (8.54 > 2.02, for present continuous tense and 8.22 > 2.02 for simple present tense) at the significance level of 5 % and the degree of freedom of 43. This mean that the use of games in teaching tenses had a significance effect on students tenses mastery of each indicator.

Furthermore, by applying the game exercises technique, all essential factors affecting the succesfulness of grammar teaching can be fulfilled without inducing boredom. Those factors were as follows:

The first factor was material. All materials to be used in the game exercises surely have been mastered well by the students (present continuous tense and simple present tense). In addition, the students had already recognized the themes: " in the classroom and daily activities". The second factors were volume and repetition. The volume and repetition factors are surely fulfilled since the students are facilitated and encauraged to make as many sentences as they want with the similar rules without any neccessity to feel depressed and bored. It was done since the treatment activities focused on the volume and repetition of the items to be learned. The third factor was successful orientation. This factor was already fullfilled before the game activities were conducted, that was giving clear instruction and sufficient game examples, which might help the students' orientation in playing the games. The fourth factor was heterogeneity. A heterogeneity task was essential as the class consisted of the students who had mixed and various abilities. This factor was obviously fullfiled since the task given was various. The students or group of students must create their own sentences which surely has been suitable to their ability. The fifth factor was interest. Interest was an essential aspect of studying tenses. Therefore, the researcher must be able to arouse the instrinsic interest of the students in the activities done both on the topic and the tasks given. The last factor which might influence the success of the treatments was the teacher's assistance. When playing the games, the teacher (the researcher) helped the students when it was needed. For example: giving extra time to think, or approving the beginning of the

students' statements in order to encourage the production of the whole statements (Ur, 1988:14).

It could be stated that good results might happened because of the treatments of using games in teaching tenses. It means that the students got better understanding of the two tenses by using games because of some factors.

First, the students enjoyed learning tenses. It happened since they got new experiences in their class activities through games. This is in line with Gerlach, et.al.(1980:383) who state that games brought a new insight, ideas and experience for the students as they were placed in more realistic environment. In addition, Byrne (1986:100) add that games can break the routines which is during the time, the students find the tenses teaching bored and plain.

Second, the students were involved in the tenses teaching learning process through games. The students were trained to be actively involved in accepting and searching the problems (Gerlach, et.al, 1980:383).

Third, the students were motivated in learning tenses through games. It is supported by Wright, et.al (1983:1) who state that games can encourage many students to sustain their interest and work.

From the results of t-test analysis, it could be concluded that game exercise was a good technique to increase the students' tenses mastery. Games made the students active in learning tenses without being stressed and bored.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestions of the research. The suggestions are for the English teacher, the students, and the future researchers.

5.1. Conclusions

The results of this research could be concluded to answer the research problems as follows:

5.1.1 General Conclusion

There was a significant effect of using game exercises on tenses mastery of the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic years.

5.1.2 Specific Conclusion

a. There was a significant effect of using game exercises on present continuous tense mastery of the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic year.

b. There was a significant effect of using game exercises on simple present tense mastery of the fifth year students of SDN Kepatihan IX Jember in the 2004/2005 academic years.

5.2 Suggestions

Since the results of the research may be used as a consideration to improve the English teaching teaching learning process, some suggestion are proposed to these following people:

a. The English Teacher

In order to avoid the students' boredom in learning tenses, it is better for the English teacher, especially in SDN Kepatihan IX Jember to use games as one of the alternative techniques in teaching tenses. Besides, the teacher should be careful in selecting the kinds of games. The games such as

'Action by more than two people' game and 'Climbing the postcard' game can be used to reinforce the students' tenses mastery.

b. The Students

It is necessary for the students to practice their tenses mastery through games not only in school but also at home together with friends. They can play ' Action by One Person' game or the other games used in this research to increase their tenses mastery.

c. Future Researchers

The other researchers are suggested to conduct a further research dealing with a similar topic by applying a different research design, such as an action research for reinforcing the students' tenses mastery through the language games.
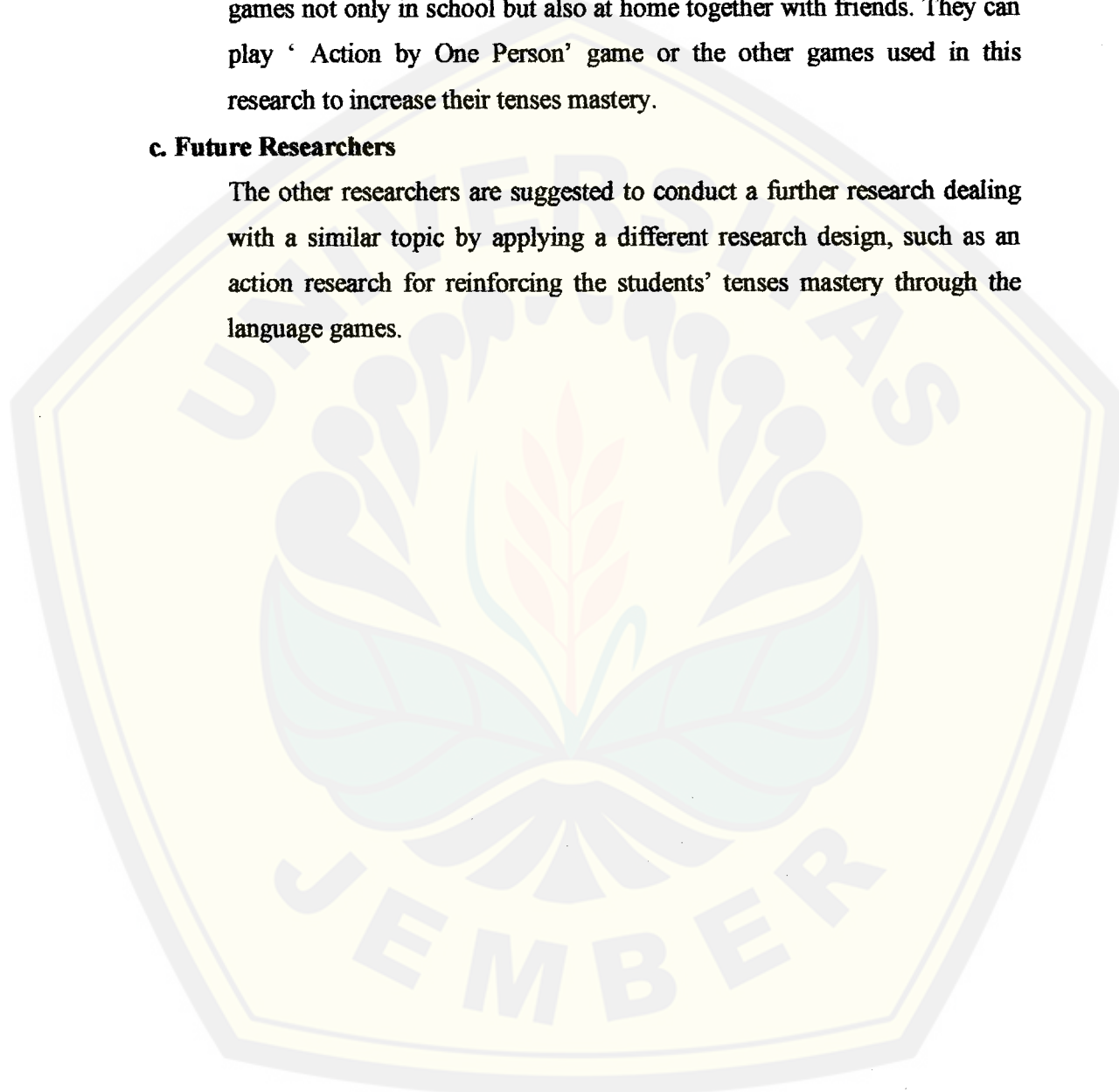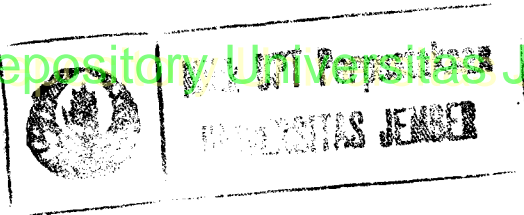
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