

## Developing the Lift and Shift Game to Introduce Tenses at the Initial Stage to Children as Young Learners

Agustina Sri Hafidah  
STKIP PGRI Pacitan

Jl. Cut Nya' Dien 4A, Ploso, Pacitan, Jawa Timur, Indonesia

### Abstract

This research is begun by finding some information that some Primary schools' students, especially in the remote areas have difficulty in identifying tenses, even the simple models. From the students' scores in the pre-test, it can be known that most of them were in the very poor category. The condition showed that most of the students did not understand using the simple English tenses well. The case made the researcher interested to find or create a new technique in teaching English for young learners, especially for introducing tenses because learning tenses is one of the basic elements in learning English. Related to the information from some English teachers in her village, the researcher knew that they found some difficulties in teaching tenses to their students too. And then, the researcher observed the technique which was used by them for teaching the students. The English teachers mostly used the explanation technique and still related to the English text books only. It made some students to be sleepy on the long explanation when the teacher taught them. On the researcher's mind, the English teachers needed a new good technique or a way to teach English for the students, especially in introducing English simple tenses, so the students could memorize the materials as well as possible. The researcher tried to modify a game which could be used to teach the English simple tenses. Still on the researcher's mind, games could be said as the children's world so it would be relevant with the students who had young ages. They could memorize the patterns of the English simple tenses easily while they were playing the game. The students would not be feeling bored or forced to do something, because they did of the every step of the game happily. Finally, the research of developing a new enjoyable good teaching technique in introducing English simple tenses to children as young learners was implemented. Based on the classification of the research, this research belongs to the Research and Development Research, by specification in modifying something. In this case, the researcher would like to make up the lift and shift game to be having more use on its usage, so the children who play the game are not only paying the game by wasting much time, but also they are learning something, especially, in this case, they are hoped to memorize some English simple tenses while they are playing the game. The subjects were some students of SDN Sukodono I and SDN Sukodono III, and the samples were taken by random sampling technique. There were one hundred and eleven students taken as the samples. The lift and shift game is a game which was created or developed by the researcher by a purpose to teach English simple tenses to children. It is a computerized game which was created in flash system. After it had been created, the game was implemented. The data description related to its implementation to teach English simple tenses showed that the students got high scores although some of them get low scores. Nine students get score 77.78 and the score was as the mode. The mode was higher than the mean. It was very different with the first and the second tests before they were taught by using the game, which the modes were lower than the means. After they were taught by using the game, the mean was 75.11, and the median is 75.56, which was gotten from the line number 56 after the scores were ordered from the highest score to the lowest score. It was also different with the first and the second tests which the medians were lower than the means. The highest score in this test was 88.89 and the lowest score was 56.67. So, it could be known that the range was 32.22. The standard deviation was 6.9.

**Keywords:** Develop, Modify, the Lift and Shift Game, Game, English Simple Tenses, Initial Stage, Children, Young Learners

### 1. Introduction

This research is begun by finding some problems of one topic. Related to the pre-research, the researcher got some information that some of Primary schools' students, especially in the remote areas have difficulty in identifying tenses, even the simple models.

English is one of the languages used for communication in the international world. It can be said as the most important language today in international relations. The Indonesian government has declared English as a foreign language in Indonesia. At this time, English is one of the important subjects which must be taught to the students. Today, not only the students of high levels of institution such as the tertiary institutions or the senior high schools but also students of primary schools, and even some of the kindergartens' students are taught English. In KTSP curriculum, English is taught to the elementary schools' students as the "*muatan lokal*" or local content. It is based on some laws, such as:

a. "*UU No.22 tahun 1999 tentang Pemerintah Daerah*"

b. “Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional Pasal 37 ayat (1) dan pasal 38 ayat (2)”.

c. “Peraturan Pemerintah Republik Indonesia Nomor 19 tahun 2005 tentang Standar Nasional Pendidikan”.

The students are taught English as one of the strategies to prepare them to face the globalization era in which the common of English is a requirement in some sectors. Actually, the KTSP Curriculum ever changed by 2013 Curriculum. In the 2013 curriculum, English is as a subject that it can be taught to the students or not. It is related to the own elementary schools’ condition. But, at SDN Sukodono I and SDN Sukodono III, English is always taught as the local content. In the beginning of President Joko Widodo government, the Educational Minister, Anis Baswedan informed that the 2013 curriculum would be canceled, so the both schools was back to 2006 curriculum or the KTSP Curriculum.

In most classes of English especially for the beginners, most teachers still focus on teaching grammar including the common of the tenses in it. And then, the researcher makes a research related to the worksheet books which are used to teach them in the both schools. After making a research to the worksheet books, the researcher finds some sentences which are used the patterns of the English simple tenses, but the sentences are not explained by grammatically oriented but by thematically oriented. The results can be seen as follows. There are some sentences which are found in the worksheet books used at both schools.

The Simple Present Tense Sentences, such as; 1) I am Dina, I am ten years old, and I am in the fourth grade now. 2) His name is Alan, he is seven years old, and he is in the second year. 3) Her name is Galuh, she is nine years old, and she is in the third grade. 4) Rani is my sister. 5) There is a pen on the table.

The Simple Past Tense Sentences, such as; 1) I was born on March 24<sup>th</sup>, 2002. 2) The dry season came. 3) A lot of people saw the fight. 4) Baya was as strong as Sura. At last, Baya and Sura died. 5) Did they begin to fight again?

The Simple Future Tense Sentences, such as; 1) I will sweep the floor. 2) I will arrange the books. 3) I will dust the window. 4) I will clean the desks and the chairs. 5) I will clean the blackboard.

After getting some information from some of the English teachers at the schools, the writer tried to make a preliminary research, the results of it were very disappointing. The students’ results related to the tests given were very low. This made the researcher to be anxious, and she tried to create or modify a game to teach English simple tenses, with the purpose of making the children as young English learners to be able to remember or memorize some patterns of sentences, at least the English simple tenses, such as; simple present tense, simple past tense, and simple future tense, because on the researcher’s mind the students who are mostly children like games. Moreover, some of the students do not understand the materials well. It can be known from the pre-test which was designed and applied by the researcher as her preliminary research.

The Frequency Distribution of the Students' Scores in the First Test

Category	Scores	Frequency	Percentage
Very good	> 82.5	0	0
Good	67.5 – 82.5	2	1.801801802
Fair	52.5 – 67.4	6	5.405405405
Poor	37.5 – 52.4	48	43.24324324
Very poor	< 37.5	55	49.54954955
Total		111	100

Based on the table of the Frequency Distribution of the Students’ Scores in the first test, the most frequency is in the class interval of under 37.5 with the total frequency 55 or 49.55%. It can also be seen that the category of the students’ score in the first test, in the very good category 0%, the good category 1.8%, the fair category 5.4%, the poor category 43.2%, and the very poor category 49.5%.

It is clear that the level of the students’ scores in the first test was very poor category because the students who got score in very poor category were fifty five students, and it was the greatest numbers of student among the other levels. The mean of the scores in the first test was 38.92. It was found in the poor category. The median was 37.78 and the mode was 36.67. They were also found in the poor category.

From the results can be known that some students did not understand the simple English tenses yet. The case made the researcher to be interested to find or create a new technique in teaching English for young learners, especially for introducing tenses. The researcher had chosen to create a technique to introduce tenses because learning tenses is one of the basic elements in learning English. Some of the English teachers, especially in the villages, told the researcher that they found some difficulties in introducing tenses to their students, even on the very simple tenses. The researcher also observed the technique which was used by the English teachers to teach the students. The English teachers mostly used the explanation technique, they explained the materials related to the English text books which were they using only. It made some students to be sleepy when the teacher taught them used this technique. On the researcher’s mind, the English teachers needed a new good technique or a way to teach English for the students, especially in introducing English simple tenses, so the students could memorize the materials as well as possible.

There were some primary schools' English teachers at some villages that got some difficulties in teaching English, especially in the point of English tenses. Actually, the majority of the students or the young learners were very enthusiastic in learning English, but some of them had problem in memorizing English tenses patterns.

The researcher would like to try to find a new technique which could be used to introduce English simple tenses for the students or young learners easily, so the students could memorize the patterns well. The researcher tried to modify a game which could be used to teach the English simple tenses, so the students or the young learners could memorize the patterns of the English simple tenses easily while they were playing the game. The students as the young English learners would not be feeling bored or forced to do something, because they did of the every step of the game happily. They were learning the English simple tenses while they were playing the game. Finally, the research of developing a new enjoyable good teaching technique in introducing English simple tenses to children as young learners could be implemented.

Based on the conditions above, the researcher tried to offer a game as one of the alternative techniques for teaching. Because of the ages of the students who were relatively young, so the researcher would like to try to make a new technique in introducing English tenses by using games. Children like to play a game. There were a lot of games which were only giving fun or entertainment without giving any education. That was why the researcher would like to modify a game which could be used to learn functional tenses while the children played it.

Games had some advantages when they were used. So, the researcher was interested to find a new enjoyable technique in introducing English simple tenses for the young learners. A game could be said as the children's world; they could show their capability maximally. In this case, the majority of pupils or students in the Elementary schools were in the children level. Meanwhile, children learned something by games and played them. It could support the success in the learning process.

Children activities were conducted with games and playing. The reality inspired the researcher to make a research about it. The researcher tried to find a relevancy game to teach English simple tenses to the students. After she made some observations to some games, she decided to choose a game which was suitable for the students or children in this situation or era. On the researcher's decision, the game which is suitable with this era is an online game or computerized game, and the game must have a capacity to increase the students' or children's intelligence. The researcher developed the "lift and shift game" in her new modification technique. It is said as the modification because actually there were a lot of games which were found in this world which could be operated online or by the computerized system, but some of them were used to be played by the game as the entertainment purposes only without any purpose which was related to improve the children's or young students' intelligence. So, the researcher had an idea. She would like to modify a game so that it would have a potential to improve the English young learners or children's capability, especially in memorizing the very simple English tenses.

The play rules of the game were constructed to be suitable at all to the technique which was arisen, so the researcher made some creations or modifications related to the rules of the game, and then, the game could be made and played suitable to the young mind and interest. The game had its own rules which were different from the other games. The lift and shift game was the combination of the computerized game found and the technique in introducing English simple tenses. It was hoped to be one of the effective techniques in introducing English simple tenses to the young learners. In addition, the technique would be used to introduce the English simple tenses earlier to them.

There were some levels of students, some levels of schools, ages, and many aspects of the English lesson which should be taught and studied, and some aspects in the use of games in the teaching and learning processes, such as; the material, the forms and the kinds of game, and so on. In this research, the researcher would limit this research. The research was concerned to the students of Primary schools on the use of the lift and shift game to introduce English simple tenses, especially on three tenses, they were the simple present tense, simple past tense, and simple future tense only.

The researcher limited the places to do this research in two primary or elementary schools only; they were the SDN Sukodono I and SDN Sukodono III (the State Elementary School I of Sukodono, and the State Elementary School III of Sukodono) which they were located in Sukodono Village, Donorojo Sub-District, Pacitan Regency, and the Province of East Java. The researcher also limited this research subjects to the children or young learners of the classes III until V students because the researcher would not disturb the concentration of the class VI students to face their final exam.

The research aim was to analyze the implementation of the lift and shift game in introducing English simple tenses to the children as the English young learners. In this research, it would be aimed at creating or developing a new technique for introducing English simple tenses by modifying a computerized game. So, the researcher named the research "The Developing and Utilizing the Modified Form of the Lift and Shift Game to Introduce English Simple Tenses at the Initial Stage to Children as Young Learners".

The researcher would like to divide the formulations of the problem into three stages as follows:

1. Exploration stage
  - a. How is the students' achievement before they are taught by the lift and shift game technique?
  - b. How can the lift and shift game be used to improve the students' achievements?
2. Development Stage
  - a. How is the lift and shift game to be developed?
  - b. How is the lift and shift game to be played?
3. Verification stage
  - a. How is the students' achievement after they are taught by the lift and shift game?

How effective is the lift and shift game to improve the children as young learners in understanding the English simple tenses, especially for the simple present tense, simple past tense, and simple future tense?

Related to the formulations of the problem above, the researcher would like to decide the objectives of the research as follows;

1. Exploration stage
  - a. To know the students' achievement before they are taught with the lift and shift game.
  - b. To know how can the lift and shift game be used to improve the students' achievements.
2. Development/ Creating stage
  - a. To find out how to develop the lift and shift game.
  - b. To find out how to play the lift and shift game.
3. Verification/ Testing stage
  - a. To know the students' achievements after they are taught by the lift and shift game.
  - b. To discover the effectiveness of the lift and shift game to improve the children as young learners in understanding English simple tenses, especially for the simple present tense, simple past tense, and simple future tense.

There were some benefits of this research, they were namely:

1. The Theoretical Benefits
  - a. The benefit for the researcher  
This research can open the researcher's mind and improve the researcher's knowledge.
  - b. The benefit for children as young learners or the students of primary schools or elementary schools.  
Hopefully, by using this game, the children or the students of primary or elementary schools will learn English tenses well.
  - c. The benefit for the other researchers  
It is beneficial as a reference for the future relevant researches.
  - d. The benefits for the English Teachers of Primary Schools
    - 1) As one of the techniques to teach English simple tenses to the students.
    - 2) As the alternative teaching technique when the teachers find their students are bored.
    - 3) The result of this research is expected to be useful contribution in introducing English simple tenses to children as young learners or the students of primary or elementary schools by the teachers.
2. The Practical Benefits
  - a. The benefit for the researcher  
This research can improve the researcher's experience.
  - b. Benefits for the children as young learners or the students of primary or elementary schools.
    - 1) The students can learn English simple tenses enjoyably.
    - 2) The students can learn the English simple tenses while they are playing the game.
  - c. The benefit for other researchers  
The research result can be the reference material.
  - d. The benefit for the English teachers of Primary or Elementary Schools  
The product can be practiced in their spare time or in their classes.

The product was created or modified by having a purpose to improve the children as young learners of English ability in understanding the English simple tenses, especially on the use of the three simple tenses which were mentioned above. By using this game, it was expected that the children as young learners of English would be able to memorize the English tenses' patterns.

The assumption of the result of the research or the product had good impacts to the children as the young English learners. It would give good impacts to elementary schools' students, especially on its use to introduce English simple tenses to the students.

The weaknesses in the developing and modification process were the researcher was not a programmer, especially in the computerized system, so in developing the product she should collaborate with some programmers to create or develop the product.

## Teaching

Teaching English is an art. In his book *The Art of Loving*, Erich Fromm (1978) says that the process of learning any art can be divided into two parts: the mastery of the theory and the mastery of the practice. Apart from those two parts, still according to Fromm, there is another factor necessary to become a master in any art. The mastery of the art must be a matter of ultimate concern; there must be nothing more important in the world than art. Teaching English is also an art, so it requires knowledge and effort. Following Fromm, to master the art of teaching English, one must know the ‘theory’ of teaching English and the theory of the language itself, and then he or she must translate what he or she knows into the practice of teaching. Since the art of teaching English may cover a wide range of topics such as stages of the lesson classroom management, lesson planning, and other topics. This paper will share a few of ideas of how to be a good teacher who master in the art of teaching English. The term teaching is derived from the word “teach” which means giving instruction to somebody in order to know or be able to do something. The word “teach” has wide use in formal an informal situation, and at all label of education. It relates to an academic subject or practical skill. Based on the definition, it can be stated that teaching is a process of transferring of knowledge from the teacher to the students or from someone to another whether in formal or informal situations. Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning (Brown, 2000: 7).

An evaluation is used to know the stratifications of the students in understanding to the materials given. Edge, (2001: 123) adds that by using evaluation, it can be seen the students’ ability, and the success of the teaching and learning process. The result of evaluation is useful for teacher, students, and institutions or schools. Evaluations can help the teacher in knowing the students’ ability progress to motivate the students to study hard, and the school can evaluate whether the teaching objectives, materials, and methods are succeed or not.

Most discussion about age and acquisition center on the question of whether there is a critical period for language acquisition: a biologically determined period of life when language can be acquired more easily and beyond which time language is increasingly difficult to acquire. The Critical Period Hypothesis (CPH) claims that there is such a biological timetable. Initially the notion of a critical period was connected only to first language acquisition (Brown, 2000: 53).

The age of the students is the major factor in making decisions about how and what to teach. People of different ages have different needs, competences, and cognitive skills; it may be expected that children of primary age to acquire much of a foreign language through play, for example, whereas for the adults can be reasonably expected to a greater use of abstract thought. There are a number of commonly held beliefs about age. Some people say that children learn languages faster than adults do (Harmer, 37: 2002). But, the children are as the young learners must be taught patiently.

Young children as the young learners, especially those up to the ages of nine or ten, learn differently from older children, adolescents, and adults in the following ways;

1. They respond to meaning even if they do not understand individual words.
2. They often learn indirectly rather than directly – that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.
3. Their understanding comes not just from explanation, but also from what they see and hear, and crucially have a chance to touch and interact with.
4. They generally display an enthusiasm for learning and a curiosity about the world around them.
5. They have a need for individual attention and approval from the teacher.
6. They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.
7. They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so (Harmer, 38: 2002).

### Game and Play

Imagine a world in which children are encouraged to parrot answers, to fill in the blanks, and not to go beyond the facts. Imagine a world in which one size fits all (as in today’s educational standards), and no size fits any.

From the living room to the classroom, children are being increasingly programmed and structured-as are the teachers who teach them. There is little time for play; the focus is on memorization of the ‘fact’. Indeed, play is viewed as a waste of time when more important ‘work’, the work of memorizing and parroting, could be done.

This sub-chapter will explain what game is. A game is an activity in which its participants follow prescribed rules that differ from the real life as they strive to attain a challenging goal. Game for teaching is sets of play that consisted of material that they become the main elements.

Based on the statement above, it can be concluded that game is an activity or sets of playing to attain the goal. “The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education....to enable him to develop his abilities, his individual judgment, and his sense of moral and social responsibility, and to become a useful member of society” (Jones, Elizabeth and Cooper, Renatta M.,

2006: viii).

A game is something different between studying and working; there are must be 5 elements inside: 1. it has solitaire destination. 2. The player must choose the game freely.3.The game is enjoyable.4.The player may have imagination.5.The player does the game on active an aware it.

Kramer, in his Journal, he underlines that a game is an activity which it is executed only for pleasure and without conscious purpose “.

From the statement above, it can be concluded that a game is an enjoyable activity and someone can do it freely by using appropriate equipment.

Game is different activity; Smith, Garvey, Rubin, Fein, and Vandenberg in Ismail’s book (2006: 20) state that there are 6 characteristics in game, they are: 1.It was done to follow intrinsic motivation. 2. There are positive emotions can be shown from the game player.3.The flexibility of the game and players are signed the easy of thing changing from one activity of game to the others.4.It is deeply impressing the process should be better than the final result.5.There are free choices to the player.6.It contains imitation quality.

A game is something different between studying and working; there are must be 5 elements inside: 1.It has solitaire destination.2. The player must choose the game freely.3.The game is enjoyable.4.The player may have imagination.5.The player does the game on active an aware it.

Kramer, in his Journal, he underlines that a game is an activity which it is executed only for pleasure and without conscious purpose “.

From the statement above, it can be concluded that a game is an enjoyable activity and someone can do it freely by using appropriate equipment.

### **Tenses**

Tenses are divided into three general groups, they are; the present tenses, the past tenses, and the future tenses. It is hard for the Indonesian children as the English young learners to learn grammar or structure, especially the tenses. It is caused by the English is as the foreign language in Indonesia. It is not as the first or second language. That is why some of the children as the young English learners find some difficulties in memorizing the patterns. On the other hand, tenses are something important to be taught in learning language. It consists of how to create some sentences related to the time.

There are 16 tenses which should be learned by the high level of learners, and it is impossible for the children as young English learners will be fluent at all in the very short time of learning, so the is better to teach the children as young English learners about the basic of tenses, they are the simple present tense, simple past tense, and simple future tense.

### **The Lift and Shift Game**

The game is called by the lift and shift game caused by the game is formulated by lift and shift on its movement. The game can be played by one child. The child will take a step or some steps to play after click the picture of dice. The explanations are related to the definition of lift and slide game generally.

In this research, the researcher would like to modify the game, so the children as the young English learners are not only playing the game by little bit of use but also the children as the young English learners can learn some English simple tenses unconsciously while they are playing the game. The lift and shift game is the modification from some game, such as; the who want to be millionaire game, snake and ladder game, and the online or computerized game. The game is created having a purpose to introduce English simple tenses to children as young English learners.

## **2. Research Methods**

The study used Educational Research and Development (R & D) approach. Gall, Gall and Borg, (2003: 569) define Educational Research and Development as follows;

Educational Research and Development (Educational R & D) is an industry based development model in which the findings of the research are used to design new products and procedures, which then are systematically field tested, evaluated, and refined until they meet specified criteria of effectiveness, quality or similar standard.

Also Borg and Gall, (1983: 772) state that Educational R & D as...a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings pertinent to product t to be developed, developing the product based on these findings, field testing it in the setting where it will be used eventually and revising to correct the deficiencies found in the field testing stage. In more rigorous programs of R & D, this cycle is repeated until the field test data indicate that the product meets its behaviorally defined objectives.

In this type of research, the researcher would like to; a. Create something, in order to create a tool, a method, a technique, and so on. b. Modify something, in order modifying something to make the thing to be

more having its use or usage value, and; c. Change something.

It is the action or something to change rules, tools, and so on which have been used in the society or environment by something new.

Based on the classification of the research, this research belongs to the Research and Development Research, by specification in modifying something. In this case, the researcher would like to make up the lift and shift game to be having more use on its usage, so the children who play the game are not only paying the game by wasting much time, but also they are learning something, especially, in this case, they are hoped to memorize some English simple tenses while they are playing the game.

### **Developing procedures**

#### ***Designing the board of the game.***

At the first time, the researcher tried to determine the board of the game. The board of the game consisted of 90 boxes which were divided into three groups. 30 boxes were used for simple present tenses, 30 boxes were used for simple past tenses, and 30 boxes were used for simple future tenses. The board was completed by some pictures which showed the events related to the tenses.

#### ***Planned some pictures to complete the game.***

The second way in producing the product was determining some pictures to support the product. The pictures should show the events related to the intended tenses. For examples; picture of Presidents Soekarno showed in the simple past tense, the, Suramadu Bridge in the simple present tense, and some pictures of the technologies advances to show the simple future tense.

#### ***Prepared some manual tools.***

The third way in creating the Lift and Shift Game was collecting or finding the components of the game. Although the game would be played by computerized or on line way, in created the game, the researcher tried it firstly by manually. That was why the researcher looked for the components. The components were a dice, and some small ornaments such as; some little wooden boxes which symbolized the players.

#### ***Made some questions that would be used in the produced game.***

The next step was creating 90 questions which were completed by their answers. Every question was completed by three answers choice.

The task was divided into 30 questions related to simple past tenses, 30 questions related to simple present tenses, and 30 questions related to simple future tenses. On the researcher mind, every small box of the game board had its own hidden question which it would appear when the symbol of the player stood up on it.

In created the questions, the researcher made collaboration with some teachers of Primary schools, especially the English teachers. The purpose of the collaboration was for knowing the materials which were suitable to the students as young English learners.

#### ***Prepared the computerized program.***

The next step was designing computerized program to play the game. In designing the computerized program, the researcher made collaboration with some computer programmers by the purpose to get good results in constructed the computer program, so the game could be very attractive and it could be played easily.

#### ***Made sure the easiness of the product.***

Related to the level of difficulties, it had low level of difficulties. It was very assessable, because the player just clicked the computer's mouse in played this game. It could be played easily, the player only clicked the word "start" to start the game, and then he or she should click the dice picture to play the game, and to answer the questions, the player only clicked one of the choice answers which had been provided. Basically, the way of playing was very simple because the player was only asked to do clicking action, and the materials provided were related to the children's level, so it was hoped the children could play the game easily.

Moreover, this game would be completed by use instructions.

#### ***Demonstrated the product.***

The game would be applied able because the researcher would make the game being able to be found by burning it in some CDs, and on the researcher's plan the CDs of the game would be demonstrated to some English teachers and students of Primary schools.

#### ***Validated the design***

The validation of the product would be done by discussing it with some good experts, in this case, there were some professors and Doctors who would give a judgment related to the product, especially the researcher's promoter, co-promoter, and the member of promoter. And also, the researcher had a plan to discuss the product that would be produced to other experts at the outside of the university where the researcher studies about too.

#### ***Revised the design***

After knew the weaknesses of the product which were found by the experts, it would be continued by revised the product to make the weaknesses to be more limited.

### ***Tested of the product***

After the revision, the product would be tested for some students of SDN Sukodono I and SDN Sukodono III.

### ***Revised the product***

The revisions were by collecting the data through questionnaire, by looked for some comments or opinions related to the product, by interviewed, took notes, and some documentation, and also of course the revision would be related to the researcher's promoter, co-promoter, and the member of promoter.

### ***Tested the use of the product***

The product would be tested related to the use or the usage. And then, the researcher would take a note related to the tryout of the model.

### ***Revised the product in the second time***

It would be revised again if it was found the weaknesses in the tested of use or usage.

### ***Determined the big production of the product***

Finally, if the product had been tried out to the students, and the students got good marks or results on it, the big productions would be done.

### ***Try out of the product***

At the first time, the researcher made a research related to some games. The researcher found that some games were very enjoyable; moreover most of children were forgetting the waste time while they were playing the game. It is very attracting the researcher to make an education media which can make the children as the English young learners to be very enjoying it until they are very happy to play it. On the researcher mind, the game should not only improving the children creativities but also improving the children' understanding in English materials, especially for the English simple tenses.

### ***The Design of try out***

The designing of the product in the try out is the game by its computerized system. The game is completed by some English simple tenses in some item forms which should be completed by the students. The students could play the game while they are remembering some English simple tenses patterns.

### ***The try out and Research Subjects***

The try out subjects are some students of SDN Sukodono I and SDN Sukodono III.

## 2.1 Population

(Gall and Borg, 2003: 167) say that the larger group that they wish to learn about is called population. A broad group of teachers, students, headmasters, institutions, etc. which is researched is called as the population. The population in this research is the children as the young English learners. They are the students of primary or elementary schools. In this research, the population will be gotten from the students of primary or elementary schools of SDN Sukodono I and SDN Sukodono III in Sukodono Village, Donorojo Sub-District, Pacitan Regency, East Java Province.

## 2.2 The sample

According to Cohen, (2007: 100) sample is minimum numbers to represent selective population that are examined to gain the data or information about the whole research subject. A researcher may obtain data from a smaller groups or subset of the total knowledge gained is representative of the total population. Sample is a part of the population. It is the part of the population which is studied by the researcher. According to Gall and Borg, (2003: 167), "...the smaller group they actually study is called a sample". In this research, the sample will be gotten from some students of primary or elementary schools of SDN Sukodono I and SDN Sukodono III in Sukodono Village, Donorojo Sub-District, Pacitan Regency, East Java Province.

## 2.3 The Sampling technique

According to Cohen, (2007: 110-111), this research is applying the simple random sampling. In simple random sampling, each member of the population under study has an equal chance of being selected and and the probability of a member of the population being selected is unaffected by the selection of other members of the population, i.e. each selection is entirely independent of the next. The method involves selecting at random from a list of the population (a sample frame) the required number of subjects for the sample. This research will use the random sampling technique. It is meant that the samples are taken randomly. According to Gall and Borg, (2003: 171), "A simple random sample is a group of individuals drawn by a procedure in which all the individuals in the defined population have an equal and independent chance of being selected as a member of the sample. By 'independent', we mean that the selection of one individual for the sample has no effect on the selection of any other individual.

## 2.4 Place and time of the research

The research had been done in SDN Sukodono I and SDN Sukodono III. The researcher came to the schools to



get the data indeed. The research was starting by designing the product, the product of game is the tool which is used by the researcher to introduce or teach some English simple tenses to the students. The researcher had tried the game as the tool or technique to teach English simple tenses to children as young learners in both two schools.

SDN Sukodono 1 is located in Jl. Pawonsari 9, Salam, Sukodono Village, Donorojo Sub-District, Pacitan Regency, East Java Province. The location of the school is in the village. The condition or situation is very relevant, because the students can study well without be disturbed by the crowded situation. The school uses two curriculums; they are the KTSP curriculum or the 2006 curriculum and the 2013 curriculum.

SDN Sukodono 3 is located in Kotlik, Sukodono Village, Donorojo Sub-District, Pacitan Regency, East Java Province. The location of the school is in the village. The condition or situation is very relevant, because the students can study well without be disturbed by the crowded situation. The school uses two curriculums; they are the KTSP curriculum or the 2006 curriculum and the 2013 curriculum.

## 2.5 The kinds of data

The researcher observed both two schools before taking the data. She made a questionnaire to interview the English teachers at the both two schools, about knowing some problems which are faced or found by them in the teaching and learning English, especially in the process of teaching English simple tenses to their students.

## 2.6 The instruments of collecting data

The term 'instrument' is used here to refer to any tool employed by the researcher to obtain some information on the state of the subjects.

The research instrument which is used in this research is a test. The researcher uses test as the instrument to know the improvement of the 'Lift and Shift Game' in the teaching and learning achievement, especially for the children as the English young learners in learning and understanding very simple tenses. And also, in collecting the data, the researcher also uses the questionnaire to interview some English teachers.

Method of data collection, namely the These Primary Data are collected by researcher to the sample of the population who will use this product, they are the children or the Primary schools' students as the young learners and the English teachers of Primary schools. The techniques of primary data collection use observation, interview, focus group discussion, and questionnaires, and then it is possible to take the data from documentations too. Secondary data are collected from various sources, namely previous relevant researches, books, journals, research reports, et cetera.

In getting the data, the researcher uses some techniques; the techniques are observation, interview, test, and documentation.

There are some instruments of study. The instruments which are used in the research are as follows;

### 2.6.1 Test

The test method is a method of study which uses test as the instrument.

### 2.6.2 Questioner

The questionnaire method is a method of study which uses questioner as the instrument. According to Gall and Borg, (2003: 222), interviews consist of oral questions asked by the interviewer and oral responses by the research participants. Interview is one of the techniques which are used in the descriptive- qualitative research and the descriptive quantitative research. The purpose of interview is getting the data of the individual by individually, by using interview guide.

It is a technique of getting data by using instruments of some questions which must be answered by the respondents. The questions can be opened structure or closed structure. Questionnaires are documents that ask the same questions of all individuals in the sample (Gall and Borg, 2003: 222).

### 2.6.3 Observation

The observation method is a method of study which uses check-list as the instrument. This technique is used to gather related information on the availability of existing learning materials, the children or the students and teacher's performance in using the product of Lifts and Slides Game. Cohen, (2007: 396) points out that the observation can be facts, such as; the availability of the books in the classrooms, in bookstores, the numbers of student in a class, and can also focus on events as they happen in a classroom, etc. Observation can be done by participatory observation or the non-participatory observation. Both of the kinds of observation have their own strengths and weaknesses.

### 2.6.4 Documentation

The documentation method is a method of study which uses documentations or check-list as the instruments. It is called as documentary study. It is a technique of getting data by collecting and analyzing the data of documents, such as; written or electronic documents, pictures, photos, etc.

### 3 The Results and Discussion

#### 3.1 The Research Process

##### 3.1.1 Exploration Stage

There are four big frames of game related to its kinds.

##### 1. Subject and room game.

There are five kinds of game related to this type, they are;

##### a. Baby game.

It is very simple game, such as; hide and seek, children run each others, etc.

##### b. Individual game.

The game is usually done by the children in four up to five years of age. The role of the game is always changed such as jumping in one leg, hitting the ball, etc.

##### c. Social game.

Children like to play with other children although they have individual game. The example of social game is “hide and seek” game.

##### d. Team game.

It is a popular game among children in 8 to 10 years of age. They usually play football, basketball, etc. in the outdoor area. Indoor, it can be found some games such as cards game, puzzle, etc.

##### 2. Geographical game.

It is divided into two games, they are; city game and village game.

##### a. The city game

It is also divided into two games; they are the high class family game and the seashore class family game.

##### b. The village game

The village children usually do the games while they work to help their parents, such as; they like swimming in the lake or river, and related to the researcher’s father’s story, in his childhood, he and his friends like playing “benthik”, it is a very simple game by using a piece of wood or bamboo.

##### 3. Shape and skill inside game

There are two big frames of the game.

##### a. Traditional game

In Java, in the past time could be found “jamuran”, “gobak”, etc. the games usually use the local language. The games were usually done by the village children to kill the time in their spare time.

##### b. Modern game

The examples of this game are remote control car toy, play station, game watch, Nintendo, ding dong, etc. The lift and shift game mention can be classified into this game because it uses computerized system but this game has highest educative purposes and materials among the others.

#### 4. Significance of the game

##### a. General game

Basically, the game is an activity to help children in developing their growth maximally.

##### b. Education game

The aims of this game are;

- 1) It can stimulate children’s activeness.
- 2) It is unstructured shape, so the children can play it freely.
- 3) It is made following the children age.

There are some games which can be used in the teaching and learning process. They have some strengthens and the weaknesses. In this research, the researcher attracted to snake and ladder game and also the who wants to be a millionaire game. The researcher explores the strengths and the weaknesses both of the games.

##### 3.1.1.1 The Lift and Shift game

It is a game which was created or developed by the researcher by a purpose to teach English simple tenses to children. It is a computerized game which is created in flash system. The game can be said as the combination of “snake and ladder game” and “who want to be a millionaire game”. It is created related to the situation.

##### 3.1.1.2 The “snake and ladder” Game

##### 1. The strengths

- a. Most of children like playing the game.
- b. It is easy to find the game.
- c. The price is cheap enough.
- d. It can be played two players or more.
- e. It can be played indoor or outdoor.

##### 1. The weaknesses

- a. It has not educative materials.
- b. It can not be played by one player.

c. It has some tools to play it such as a dice, some small wooden boxes or some small ornaments which can be used as the symbols of the players which are not so simple to be brought to everywhere because they are easy to be lost.

### 3.1.1.3 The “who wants to be a millionaire” game.

1. The strengths
  - a. It is a modern game.
  - b. It can be played by one player.
  - c. It has educative materials which can improve the player’s knowledge.
2. The weaknesses
  - a. The materials are in Indonesia language.
  - b. The materials are too general to be used as the teaching and learning material, especially in English material.

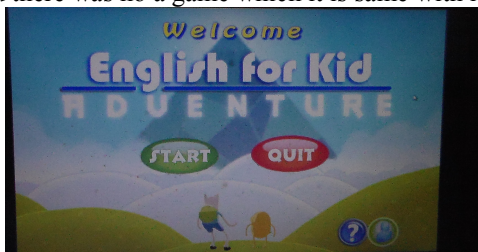
### 3.1.2 The Development Stage

In the development stage, the developing procedures of creating the game would be explained. In the forum of discussion to know the strengths and weaknesses of the product, and in this case was the Lifts and Shift Game, the researcher would present the process of the research until the finding of the product and its strengths. One of the weaknesses which were found, not at all of the Primary schools’ students had laptop or computers.

#### 1. Designed the board of the game.

At the first time, the researcher tried to determine the board of the game. The board of the game consisted of 90 boxes which were divided into three groups. 30 boxes were used for simple present tenses, 30 boxes were used for simple past tenses, and 30 boxes were used for simple future tenses. The board was completed by some pictures which showed the events related to the tenses. The board was similar with the chess board or/ and snakes and ladders game board, or/ and monopoly game board. The board was consisted of some small boxes. The small boxes were completed by numbers from number 1 until number 90.

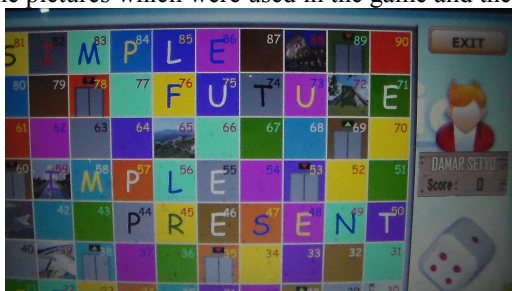
After created the board of the game, the promotor of the researcher gave some advices that the online game was easier to be played than the manuall game. That was why the researcher continued her research to complete her research product by revised the model of the game board. The game board was revised and it got some modification so the game board cannot be said as a plagiarism because the model of the game board was new, and there was no a game which it is same with it. Finally, the game was to be a computerized game.



#### 2. Planned some pictures to complete the game.

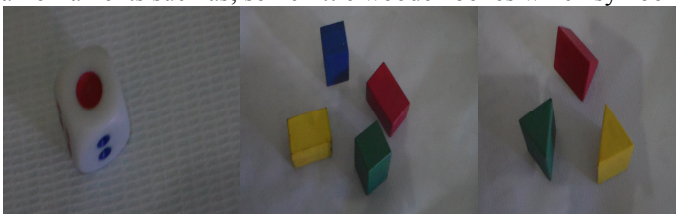
The second way in produced the product was determining some pictures to support the product. The pictures should show the events related to the intended tenses. For examples; picture of Presidents Soekarno showed in the simple past tense, the Suramadu Bridge in the simple present tense, and some pictures of the technologies advances to show the simple future tense.

This point could not be implemented well because the computer programmers had a difficulty to put the picture on the game. So, after getting the revision, the pictures of some events were deleted because of some reasons, one of them was the game hoped to be used continually, not only now but also for the future time. For example, the picture of Suramadu Bridge in this time is present thing, but several times to go it will be something in the past. That is why, it is better that the game was not completed by some pictures. There were only some pictures which were used in the game and they were used to beautify the game layout only.



3. Prepared some manual tools.

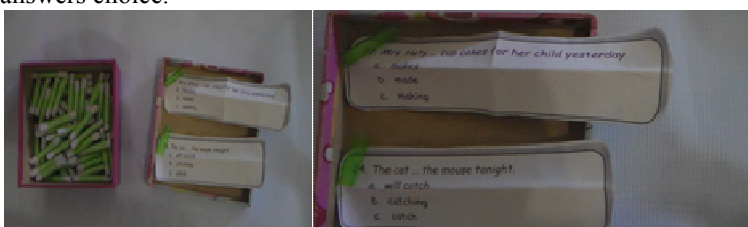
The third way in creating the Lift and Shift Game was collecting or finding the components of the game. Although the game would be played by computerized or on line way, in created the game, the researcher tried it firstly by manually. That was why the researcher looked for the components. The components were a dice, and some small ornaments such as; some little wooden boxes which symbolized the players.



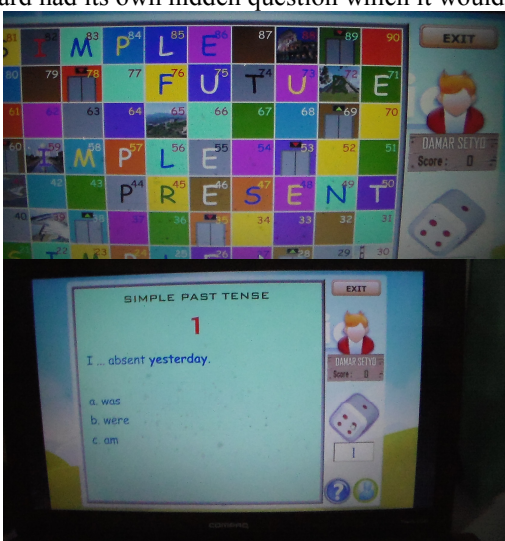
The materials were used as the simulation only. Although actually, at the first time the researcher would like to make the game manually, but after got some advices that manual games were not suitable with this world situation, so the researcher changed it into the computerized game.

4. Made some questions that would be used in the produced game.

The next step was creating 90 questions which were completed by their answers. Every question was completed by three answers choice.



The task was divided into 30 questions related to simple past tenses, 30 questions related to simple present tenses, and 30 questions related to simple future tenses. On the researcher mind, every small box of the game board had its own hidden question which it would appear when the symbol of the player stood up on it.



In created the questions, the researcher made collaboration with some teachers of Primary schools, especially the English teachers. The purpose of the collaboration was for knowing the materials which were suitable to the students as young English learners.

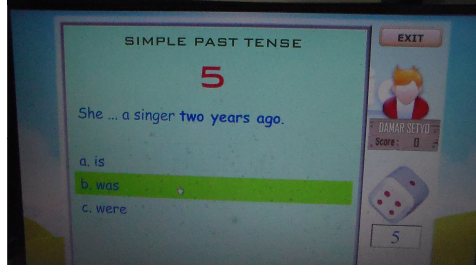
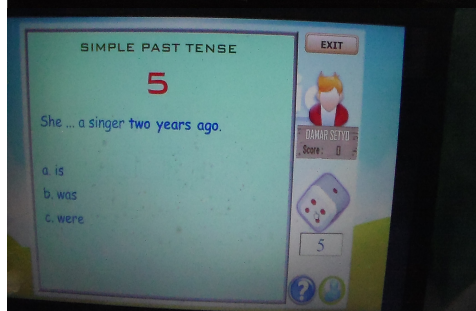
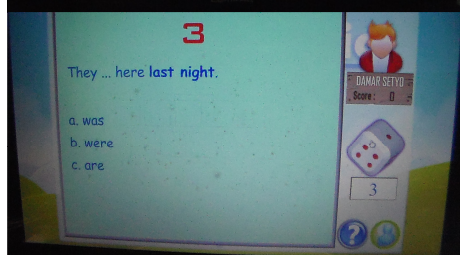
5. Prepared the computerized program.

The next step was designing computerized program to play the game. In designed the computerized program, the researcher made collaboration with some computer programmers by the purpose to get good results in constructed the computer program, so the game could be very attractive and it could be played easily. The game was created using flash program. It used a very complicated formula. The researcher asked for the programmers to make the game as same as the researcher wanted, but sometime the researcher also opened her mind to accept some opinion or suggestion from the programmers.

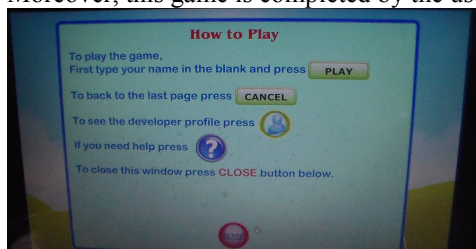
6. Made sure the easiness of the product.

Related to the level of difficulties, it had low level of difficulties. It was very assessable, because the player just clicked the computer's mouse in played this game. It could be played easily, the player only clicked the word

“start” to start the game, and then he or she should click the dice picture to play the game, and to answer the questions, the player only clicked one of the choice answers which had been provided. Basically, the way of playing was very simple because the player was only asked to do clicking action, and the materials provided were related to the children’s level, so it was hoped the children could play the game easily.



Moreover, this game is completed by the use instructions.



7. Demonstrated the product.

The game would be applied able because the researcher would make the game being able to be found by burning it in some CDs, and on the researcher’s plan the CDs of the game would be demonstrated to some English teachers and students of Primary schools.



#### 8. Validated the design

Validation of the design was the process of the research to know that the plan of product of the research was being able to run more rationally, effectively, and ready to be used for a long time or not. Validation of the product would be done by discussing it with some good experts, in this case, there were some professors and Doctors who would give a judgment related to the product. They were; Prof. Mursid Saleh, Ph.D. (the researcher's promoter), Prof. Dr. Joko Nurkamto, M.Pd. (the researcher's co-promoter), Prof. Retmono, Ph.D. (the researcher's member of promoter), Prof. Dr. Bustami Subhan, M.S. (the professor of literature in Ahmad Dahlan University, Yogyakarta), Dr. H. Maryono, M.M (the Rector of STKIP PGRI Pacitan), Dr. Adrian Rodgers and Dr. Marry Bendixen Noe (they are the associated professors and the researcher's consultants in Ohio State University, Ohio, USA when the researcher took a short course at there).

A lot of revisions had made in created this game until the game can be seen as it now. A lot of suggestions and advices the researcher got from the promoter, co-promoter, and the member of promoter in developing the game. The researcher also discussed the product of game with other experts such as Dr. Adrian Rodgers and Dr. Marry Bendixen-Noe when the researcher took a short course in Ohio State University, Columbus, Ohio, United State of America. Both of them too appreciated to the product of game. They told that the game was very attractive and they were sure that many children would like the game.

The other expert is Dr. H. Maryono, M.M. He is the Rector of STKIP PGRI Pacitan College. He is the Doctor in the administration and management of education that is why the researcher consulted her dissertation and the game of her dissertation product to him, because he is the expert in managing a class, managing the material, and managing the media too. He was very appreciating the researcher's dissertation and also the product.

The researcher also discussed her research with Prof. Dr. Bustami Subhan, M.S. He is the professor on literature who had gotten many certificates in education disciplines. He got an appreciation from the President of Indonesia, Dr. H. Susilo Bambang Yudhoyono on August, 13th 2014. As the professor of literature and the writer of some book about children and the children acquisition and learning, he is very understanding well about the children's wants. He also very appreciated to the researcher's product of dissertation. He told that the product of the researcher's dissertation was good and he appreciated on it. It would be good to be continued. He was so appreciated to the researcher's dissertation because according to him, Research and Development method was suitable with the Doctorate program by the objective to find a new product which it has wide impacts. The impacts hoped were not only to be used in the regional area but also in the national or even the international levels. On the expert's opinion, the researcher's dissertation had related to the purpose because the product was assessable and it was hoped would be on-lined as soon as possible, so it could be accessed everywhere. He also too appreciated the product of dissertation because the product of dissertation used a technology which is relevant to this era or situation.

#### 9. Revised the design

After knew the weaknesses of the product which were found by the experts, it would be continued by revised the product to make the weaknesses to be more limited. The researcher would give the game to some of the English teachers, so they could implement or apply the game in their classes by using the English teachers' or institutions' laptop or computer. The game design is very suitable because it is in the computerized system.

#### 10. Tested of the product

After the revision, the product to be tested for some students of SDN Sukodono I and SDN Sukodono III.

#### 11. Revised the product

The revisions were by collecting the data through questionnaire, by looked for some comments or opinions related to the product, by interviewed, took notes, and some documentation. Related to the data gotten, the game is not revised again because the students' achievements after they were taught by used the game had a significant improvement. It can be a prove that the game is good to be implemented in the teaching and learning processes, especially in the teaching of the patterns of English simple tenses.

#### 12. Tested the use of the product

The product would be tested related to the use or the usage. And then, the researcher would take a note related to the tryout of the model. The researcher still took a note related to the game's implementation. And related to the

data gotten, the game is good to be implemented and used in the English teaching and learning processes.

13. Revised the product in the second time

It would be revised again if it was found the weaknesses in the tested of use or usage. Because of the game had good and suitable, so the second revision is not done.

14. Determined the big production of the product

Finally, the big productions would be done. The big production of the product, in this case the Lifts and Shift Game would be done. As the promotion of the product, the researcher would like to make it in some CDs and shared them to some English teachers and the students of the both Primary schools.

### 3.1.3 The Verification Stage

1. The Result of the Try Out and The Research Subjects

The try out subjects are some students of SDN Sukodono I and SDN Sukodono III. At the first time, the researcher made a research related to some games. The researcher found that some games were very enjoyable; moreover most of children were forgetting the waste time while they were playing the game. It is very attracting the researcher to make an education media which can make the children as the English young learners to be very enjoying it until they are very happy to play it. On the researcher mind, the game is not only improving the children creativities but also improving the children' understanding in English materials, especially for the English simple tenses.

2. Population

(Gall and Borg, 2003: 167) say that the larger group that they wish to learn about is called population. A broad group of teachers, students, headmasters, institutions, etc. which is researched is called as the population. The population in this research is the children as the young English learners. They are the students of primary or elementary schools. In this research, the population will be gotten from the students of primary or elementary schools of SDN Sukodono I and SDN Sukodono III in Sukodono Village, Donorojo Sub-District, Pacitan Regency, East Java Province.

3. The sample

According to Cohen, (2007: 100) sample is minimum numbers to represent selective population that are examined to gain the data or information about the whole research subject. A researcher may obtain data from a smaller groups or subset of the total knowledge gained is representative of the total population. Sample is a part of the population. It is the part of the population which is studied by the researcher. According to Gall and Borg, (2003: 167), "...the smaller group they actually study is called a sample". In this research, the sample will be gotten from some students of primary or elementary schools of SDN Sukodono I and SDN Sukodono III in Sukodono Village, Donorojo Sub-District, Pacitan Regency, East Java Province.

4. The Sampling technique

According to Cohen, (2007: 110-111), this research is applying the simple random sampling. In simple random sampling, each member of the population under study has an equal chance of being selected and and the probability of a member of the population being selected is unaffected by the selection of other members of the population, i.e. each selection is entirely independent of the next. The method involves selecting at random from a list of the population (a sample frame) the required number of subjects for the sample. This research will use the random sampling technique. It is meant that the samples are taken randomly. According to Gall and Borg, (2003: 171), "A simple random sample is a group of individuals drawn by a procedure in which all the individuals in the defined population have an equal and independent chance of being selected as a member of the sample. By 'independent', we mean that the selection of one individual for the sample has no effect on the selection of any other individual.

5. Place and time of the research

The research had been done in SDN Sukodono I and SDN Sukodono III. The researcher came to the schools to get the data indeed. The research was starting by designing the product, the product of game is the tool which is used by the researcher to introduce or teach some English simple tenses to the students. The researcher had tried the game as the tool or technique to teach English simple tenses to children as young learners in both two schools.

SDN Sukodono 1 is located in Jl. Pawonsari 9, Salam, Sukodono Village, Donorojo Sub-District, Pacitan Regency, East Java Province. The location of the school is in the village. The condition or situation is very relevant, because the students can study well without be disturbed by the crowded situation. The school uses two curriculums; they are the KTSP curriculum or the 2006 curriculum and the 2013 curriculum.

SDN Sukodono 3 is located in Kotlik, Sukodono Village, Donorojo Sub-District, Pacitan Regency, East Java Province. The location of the school is in the village. The condition or situation is very relevant, because the students can study well without be disturbed by the crowded situation. The school uses two curriculums; they are the KTSP curriculum or the 2006 curriculum and the 2013 curriculum.

6. The kinds of data

The researcher observed both two schools before taking the data. She made a questionnaire to interview the

English teachers at the both two schools, about knowing some problems which are faced or found by them in the teaching and learning English, especially in the process of teaching English simple tenses to their students.

#### 7. The instruments of collecting data

The term 'instrument' is used here to refer to any tool employed by the researcher to obtain some information on the state of the subjects.

The research instrument which is used in this research is a test. The researcher uses test as the instrument to know the improvement of the 'Lift and Shift Game' in the teaching and learning achievement, especially for the children as the English young learners in learning and understanding very simple tenses. And also, in collecting the data, the researcher also uses the questionnaire to interview some English teachers.

Method of data collection, namely the These Primary Data are collected by researcher to the sample of the population who will use this product, they are the children or the Primary schools' students as the young learners and the English teachers of Primary schools. The techniques of primary data collection use observation, interview, focus group discussion, and questionnaires, and then it is possible to take the data from documentations too. Secondary data are collected from various sources, namely previous relevant researches, books, journals, research reports, et cetera.

In getting the data, the researcher uses some techniques; the techniques are observation, interview, test, and documentation.

There are some instruments of study. The instruments which are used in the research are as follows;

##### 7.1 Test

The test method is a method of study which uses test as the instrument.

##### 7.2 Questioner

The questionnaire method is a method of study which uses questioner as the instrument. According to Gall and Borg, (2003: 222), interviews consist of oral questions asked by the interviewer and oral responses by the research participants. Interview is one of the techniques which are used in the descriptive- qualitative research and the descriptive quantitative research. The purpose of interview is getting the data of the individual by individually, by using interview guide.

It is a technique of getting data by using instruments of some questions which must be answered by the respondents. The questions can be opened structure or closed structure. Questionnaires are documents that ask the same questions of all individuals in the sample (Gall and Borg, 2003: 222).

##### 7.3 Observation

The observation method is a method of study which uses check-list as the instrument. This technique is used to gather related information on the availability of existing learning materials, the children or the students and teacher's performance in using the product of Lifts and Slides Game. Cohen, (2007: 396) points out that the observation can be facts, such as; the availability of the books in the classrooms, in bookstores, the numbers of student in a class, and can also focus on events as they happen in a classroom, etc. Observation can be done by participatory observation or the non-participatory observation. Both of the kinds of observation have their own strengthens and weaknesses.

##### 7.4 Documentation

The documentation method is a method of study which uses documentations or check-list as the instruments. It is called as documentary study. It is a technique of getting data by collecting and analyzing the data of documents, such as; written or electronic documents, pictures, photos, etc.

#### 8. Description Analysis

In this section, the researcher would like to discuss the results of using the lift and shift game in introducing simple tenses to children as the young English learners. In this part, its effectiveness will be presented related to the research results. From the tests which had been done, which consists of 90 items were tried out to some Primary or Elementary students of SDN Sukodono I and SDN Sukodono III in 2014/2015 Academic Year, here is the result.

The data description presented here involves the number of samples, the mode, the mean, the median, the highest score, the lowest score, the range and the standard deviation.

The summary of the data description of the effectiveness of using the lift and shift game in teaching or introducing English simple tenses to children as the young English learners can be seen in the tables below.

The Data Description of the First Test Result, the Pre-Test, the Students Condition before they have been taught the Simple English Tenses by Grammatical Oriented, because usually they were taught simple tenses thematically or by Thematic Oriented.

Table 1.1

N	Mode	Mean	Median	HS	LS	Range	SD
111	36.67	38.92	37.78	72.22	22.22	50.00	9.6

There are one hundred and eleven students taken as the samples. From the scores, it can be known that some of the students get high scores but some of them get low scores. Ten students get score 36.67 and the score



is as the mode. The mean is 38.92 which is gotten from the average of the scores, and the median is 37.78, which is gotten from the line number 56 after the scores are ordered from the highest score to the lowest score. The highest score is 72.22 and the lowest score is 22.22. And also, from the table, it can be known that the range is 50.00, it is the range from the highest score to the lowest score.

From the range, it is found that the range between the highest score and the lowest score is 50.00. The range which is so far between the respondent who get the highest score and the respondent who gets the lowest score shows the varieties of one student to another student although they are as the respondents are taught by the teachers who have same degrees. The standard deviation is 9.6.

The Data Description of the Second Test Result, the Students have been taught the Simple English Tenses by Grammatical Oriented, but they are taught without enjoyable media, in this research without the lift and shift game. They are taught manually by the explanation on the blackboard.

Table 1.2

N	Mode	Mean	Median	HS	LS	Range	SD
111	38.89	45.31	44.44	80.00	26.67	53.33	9.5

There are still one hundred and eleven students taken as the samples. From the scores, it still can be seen that some of the students get high scores but some of them get low scores. Ten students get score 38.89 and the score is as the mode. The mean is 45.31 which is gotten from the average of the scores, and the median is 44.44, which is gotten from the line number 56 after the scores are ordered from the highest score to the lowest score. The highest score is 80.00 and the lowest score is 26.67. And also, from the table, it can be known that the range is 53.33, it is the range from the highest score to the lowest score.

From the range, it is known that the range between the highest score and the lowest score is 53.33. The range is still so far between the respondent who get the highest score and the respondent who gets the lowest score. It shows the varieties of the students although they are taught by the teachers who have same professionalism. The standard deviation is 9.5.

The Data Description of the Third as the Last Test Result, the Students have been taught the Simple English Tenses by Grammatical Oriented, and they are taught with the enjoyable media, in this research by using the lift and shift game. They are taught in the system learning by doing the game.

Table 1.3

N	Mode	Mean	Median	HS	LS	Range	SD
111	77.78	75.11	75.56	88.89	56.67	32.22	6.9

There are still one hundred and eleven students taken as the samples in the last test. From the scores, it still can be seen that some of the students get high scores but some of them get low scores. Nine students get score 77.78 and the score is as the mode in this case the mode is higher the mean. It is very different with the first and the second tests which their modes are lower than their means. The mean is 75.11 which is gotten from the average of the scores, and the median is 75.56, which is gotten from the line number 56 after the scores are ordered from the highest score to the lowest score. It is also different with the first and the second tests which their medians are lower than their means. In this test, the median is highest than the mean. The highest score in this test is 88.89 and the lowest score is 56.67. And also, from the table, it can be known that the range is 32.22, it is the range from the highest score to the lowest score. The range in the third test shows that it is as the lowest range among the others. The standard deviation is 6.9.

#### 9. The Analysis of the Data

The analysis data of the first test shows that the minimum and the maximum score in this test are 22.22 and 72.22, and the mean is 38.92. The analysis data of the second test shows that the minimum and the maximum score in this test are 80.00 and 26.67, and the mean is 45.31. The analysis data of the third test, as the last test shows that the minimum and the maximum score in this test are 88.89 and 56.67, and the mean is 75.11. After being analyzed, the score can be classified into five categories by five scales, namely very good, good, fair, poor, and very poor. The categorization is based on the ideal mean and ideal standard deviation in which the ideal mean comes from the 60% of the possible maximum score and the ideal standard deviation obtain from the 25% of the ideal mean. As the result, the maximum score is 100. It is gotten from  $90/90 \times 100 = 100$ . It is the possible maximum true items divided by the total items and multiplied by 100. Therefore, the ideal mean ( $X$ ) is  $60\% \times 100 = 60$ , and the ideal standard deviation is  $25\% \times 60 = 15$ .

The categorization can be seen in the following table.

Table 4  
**The Classification of the Students' Scores**

Sigma Scale	Scale number	Percentage	Criterion
>+ 1.5	$X + 1.5 S \rightarrow 60 + (1.5 \times 15)$	> 82.5	Very good
+0.5	$X + 1.5 S \rightarrow 60 + (0.5 \times 15)$	67.5 – 82.5	Good
-0.5	$X + 1.5 S \rightarrow 60 - (0.5 \times 15)$	52.5 – 67.4	Fair
-1.5	$X + 1.5 S \rightarrow 60 - (1.5 \times 15)$	37.5 – 52.4	Poor
< - 1.5	$X + 1.5 S \rightarrow 60 - (1.5 \times 15)$	< 37.5	Very poor

Based on the table, it can be seen that the scores are divided into five groups, namely very good, good, fair, poor, and very poor. The table indicates that very good category can be achieved by the students who get scores above 82.5. A good category is for those who get score 67.5 until 82.5. The fair category is for those who get score 52.5 until 67.4. The poor category is for those who get score 37.5 until 52.4, and the very poor category is for those who get scores less than 37.5. The result of the categorical distribution analysis from the first until the third tests can completely be seen in the following tables.

The Result of the Second Test

Table 9

The Frequency Distribution of the Students' Scores in the Second Test

Category	Scores	Frequency	Percentage
Very good	> 82.5	0	0
Good	67.5 – 82.5	3	2.702702703
Fair	52.5 – 67.4	15	13.51351351
Poor	37.5 – 52.4	75	67.56756757
Very poor	< 37.5	18	16.21621622
Total		111	100

Based on the table of the Frequency Distribution of the Students' Scores in the second test, the most frequency is in the class interval of 37.5 to 52.4, with the total frequency 75 or 67, 6%. It can also be seen that the category of the students' score in the first test, in the very good category 0%, the good category 2.7%, the fair category 13.5%, the poor category 67.6%, and the very poor category 16.2%.

It is clear that the level of the students' scores in the second test is poor category because the students who got score in poor category are seventy five students, and it is the greatest numbers of student among the other levels. The mean of the scores in the second test is 45.31. It is found in this category. The median is 44.44 and the mode is 38.89. They are also found in the poor category.

Table 11

The Frequency Distribution of the Students' Scores in the Third Test

Category	Scores	Frequency	Percentage
Very good	> 82.5	15	13.51351351
Good	67.5 – 82.5	79	71.17117117
Fair	52.5 – 67.4	17	15.31531532
Poor	37.5 – 52.4	0	0
Very poor	< 37.5	0	0
Total		111	100

Based on the table of the Frequency Distribution of the Students' Scores in the third test, the most frequency is in the class interval of 67.5 to 82.5, with the total frequency 79 or 71, 2%. It can also be seen that the category of the students' score in the first test, in the very good category 13.5%, the good category 71.2%, the fair category 15.3%, the poor category 0%, and the very poor category 0%.

It is clear that the level of the students' scores in the third test is good category because the students who got score in good category are seventy nine students, and it is the greatest numbers of student among the other levels. The mean of the scores in the third test is 75.11. It is found in this category. The median is 75.56 and the mode is 77.78. They are also found in the good category.

## References

- Brown, Douglass.2000. *Principles of Language Learning and Teaching*. America: San Francisco University.  
 Cohen, L. et al. 2007. *Research Methods in Education*. Sixth Edition. USA and Canada: Routledge.  
 Edge, Julian. 1993. *Essential of English Language Teaching*. New York: Longman.  
 Gall, Meredith.D, Gall, Gall Joyce P, and Borg, Walter R. 1983. *Educational Research*. New York and London: Longman Inc.  
 Gall, Meredith.D, Gall, Gall Joyce P, and Borg, Walter R. 2003. *Educational Research*. United States of

---

America: University of Oregon

Harmer, Jeremy. 2002. *The Practical of English Language Teaching*. England: Longman.

Ismail, Andang. 2006. *Education Games*. Yogyakarta: Pilar Media.

Jones, Elizabeth and Cooper, Renatta M. 2006. *Playing to Get Smart*. New York.

The author is Agustina Sri Hafidah, M.Pd.B.I. She is an English lecturer and the Head of Finance Bureau in STKIP PGRI Pacitan, Jawa Timur, Indonesia. She was born in Pacitan, on August 4<sup>th</sup>, 1982. She is a candidate Doctor in State University of Semarang, Semarang, Indonesia.